INSPIRE

Guide to Adaptation and Scale Up

CREDITS / ACKNOWLEDGEMENTS

This guide is designed to accompany the *INSPIRE Handbook: Action for implementing the seven strategies for ending violence against children, INSPIRE: Seven strategies for ending violence against children, and INSPIRE: Indicator Guidance and Results Framework.*

RECOMMENDED CITATION / LICENSING

Foreword

National commitments of countries eager to end violence against children have grown rapidly since the UN Convention on the Rights of the Child in 1989. The pandemic of violence against children is one that the world continues to confront in a focused and coordinated way. In 2016, the multi-agency, multi-sectoral technical package 'INSPIRE' was published. INSPIRE represents a select group of strategies based on the best available evidence to help countries and communities intensify their focus on the prevention programs and services with the greatest potential to reduce violence against children. The INSPIRE strategies encompass:

- Implementation and enforcement of laws
- Norms and values
- Safe environments
- Parent and caregiver support
- Income and economic strengthening
- Response and support services
- Education and life skills.

Each INSPIRE strategy contains one or more evidence-based approaches. The examples of approaches do not form a comprehensive list of evidence-based policies, programs and practices for each strategy, but rather illustrate models that are shown to reduce the likelihood of becoming a victim or perpetrator of violence against children; modify risk factors for such violence; or reduce its immediate and long-term consequences. In practice, the effectiveness of the strategies and approaches included in INSPIRE will depend on the quality and characteristics of their implementation. The model interventions represent either effective, promising or prudent practice.

As each country's approach to violence against children is unique to its needs, priorities, and capacities, the Guide is designed to highlight the decisions that need to be made in the adaptation and scaling up of the multi-sectoral INSPIRE approach. It then provides simple tools for collecting and analyzing the information needed to take action. This Guide is a practical and flexible tool to help policy makers and practitioners make decisions as they select, adapt and implement activities to prevent and respond to violence against children. It is our hope that this will be a significant next step towards INSPIRE's goal of improving the lives of children and their families.

Preface

A Reminder of the Importance of Evidence in INSPIRE

Before moving into the topic of adaptation and scale up, it is worth remembering that a core principle of INSPIRE is that the approach focuses on the dissemination of strategies and programs that have proven to be effective in reducing violence against children or a key driver of such violence. Each INSPIRE strategy contains one or more evidence-based approaches. The examples of approaches do not form a comprehensive list of evidence-based policies, programs and practices for each strategy, but rather illustrate models that are shown to reduce the likelihood of becoming a victim or perpetrator of violence against children; modify risk factors for such violence; or reduce its immediate and long-term consequences. In practice, the effectiveness of the strategies and approaches included in INSPIRE will depend on the quality and characteristics of their implementation. The model interventions represent either effective, promising or prudent practice.

"EFFECTIVE" INTERVENTIONS MEET AT LEAST ONE OF THE FOLLOWING CRITERIA:

- at least two high- or moderate-quality impact studies using randomized controlled trial and/or high quality quasi-experimental designs have found favorable, statistically significant impacts in one or more violence against children domains (maltreatment, bullying, youth violence, intimate partner violence and sexual violence);

- the intervention is deemed recommended based on high-quality meta-analyses and systematic reviews of findings from evaluations of multiple interventions.

"PROMISING" INTERVENTIONS ARE THOSE IN WHICH:

- at least one high- or moderate-quality impact study using a randomized controlled trial and/or high quality quasi-experimental designs has found favorable, statistically significant impacts in one or more violence against children domains (maltreatment, bullying, youth violence, intimate partner violence, and sexual violence); or

- at least one high- or moderate-quality impact study using randomized controlled trial and/or a high quality quasi-experimental designs has found favorable, statistically significant impacts for one or more risk or protective factors for violence against children (such as educational attainment, positive parenting skills, communication between parents and children about effective strategies for avoiding exposure to violence, increased parental supervision).

"PRUDENT" PRACTICE COMPONENTS OF THE TECHNICAL PACKAGE MEET AT LEAST ONE OF THE FOLLOWING CRITERIA:

- global treaties or resolutions have determined the intervention as critical for reducing violence against children;

- the intervention has been demonstrated by qualitative or observational studies as effective in reducing violence against children.

The category of prudent practice components is intended to be used sparingly and to cover interventions that by their very nature cannot be tested for effectiveness using experimental or quasi-experimental methods. Such interventions include, for example, laws banning the violent punishment of children by parents, teachers, and other caregivers, and laws prohibiting the sexual abuse and exploitation of children.

The CDC Continuum of Evidence of Effectiveness is a graphic representation of the levels of evidence and considerations regarding evidence. The tool intends to facilitate a common understanding of what *best available evidence* means in the field of violence prevention. It provides a common language in considering evidence in making decisions about violence prevention programming and policy.

Best available evidence enables violence prevention stakeholders to determine whether a prevention program, practice, or policy is likely to achieve the outcomes it aims to and in the way it intends. The more rigorous evidence supporting a program, the more likely it is that implementing the program will result in effective reductions in violence.

Once selected, interventions will usually need to be adapted to the local context while preserving the essential features that made the intervention effective in the first place. This is known as preserving program fidelity, and to do so it is useful to consider the following steps:

1. Obtain the original program materials (usually from the program developer).

2. Develop a program logic model showing the desired changes.

3. Identify the program's core components or, where they are not yet known, its best-practice characteristics.

4. Identify any mismatches between the original program model and the new context.

5. If needed, adapt the original program to meet the needs of the context while preserving fidelity. The original program materials should be modified with the goal of reducing mismatches.

Some commonly asked questions about evidence

When we think about what is adequate evidence to select an intervention for adaptation and scale, some common questions arise. Below we list six questions that users may have and offer additional guidance.

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1. *"Some of our INGO partners have implemented an activity successfully in many parts of the world. Is that sufficient for us to assume the activity is effective and to implement the activity here?"*

Experiential evidence is the type of evidence that is based on professional insight or previous experience. This type of evidence is useful in informing how to implement an intervention well, but it is not intended to replace the best available evidence of effectiveness. In order for a program or policy to be considered supported by best-available evidence, an evaluation would need to be conducted that shows the program or policy was effective in reducing violence-related outcomes. The experiential evidence is useful in determining *how* to implement it successfully, and evaluation data are necessary to determine whether the program or policy is based on the best available evidence (also referred to as evidence-based).

2. *"We have based our interventions on best practices. Is this adequate for thinking that our intervention is evidence-based?"*

Prevention programs, policies, and interventions based on best practices or sound theory are often exploratory in nature and rooted in well-established expert opinion. This type of foundation provides a good starting point for developing interventions to prevent violence against children. Nonetheless, best practices, expert opinion, and sound theory do not provide the same level of evidence of effectiveness as evidence-based programs and rigorous evaluations. Best practices are not guaranteed to result in effective outcomes. For that reason, best practices should be evaluated using rigorous evaluation designs to determine whether they are effective in preventing violence. In many cases, an alternative program or policy from INSPIRE may be available that both reflects best practices and is based on the best-available evidence of effectiveness.

3. *"If we wish to scale interventions that currently would be classified as "prudent" what kind of evaluation or study is necessary?"*

First, you need to establish if the intervention in question does in fact qualify as a prudent practice by clearly demonstrating that it cannot be evaluated using experimental or quasi-experimental methods. Where it is possible to do so, the intervention should not be labelled a prudent practice and instead should be properly evaluated. Where the intervention in question is found to meet the prudent practice definition, it can be helpful to compare how well it conforms to other examples of similar prudent practices using qualitative methods.

4. *"What can we do if we have already adapted and scaled interventions without having evaluated their effectiveness and fidelity to model practice?"*

Most programs implemented to prevent violence and improve youths' lives, unfortunately, do not produce the hoped-for effects when rigorously evaluated, or cost more to implement than they produce in benefits. INSPIRE promotes only those interventions with the best available evidence because they are proven programs. Programs that have not been evaluated, or have been evaluated poorly —whether or not they are based on sound theory — are considered to have undetermined effectiveness. It is not known whether these programs produce short-term and/or long-term preventive effects. INSPIRE strategies and interventions chosen to represent interventions that have been implemented and evaluated in low-resource settings.

5. *"If we adapt an INSPIRE-recommended intervention, does it still meet INSPIRE standards for inclusion as an evidence-based intervention?"*

Because each setting and each community is unique, you may find yourself in a position where you have to make decisions about how to balance delivering prevention approaches based on the best available evidence as intended with the reality of your local context. Adaptations are changes made to an INSPIRE program or intervention, including modifications and reordering. Keep in mind that you will want to determine if proposed adaptations support the essential elements and do not undermine the "effective ingredients" of an intervention. Consulting with program developers and successful implementers can help you understand critical program aspects that should not be changed and aspects that can be adapted. Whenever possible, adaptations of activities should be monitored carefully to ensure that the core principles are being observed.

6. *"Both vertical scale (embedding activities into national systems) and horizontal scale (reach) and are essential. If we have to prioritize one, which should it be?"*

Vertical and horizontal scaling of interventions based on the best-available evidence are both essential. Vertical scaling (that is, ensuring that a country's policy, budgetary, administrative, training, and service-delivery systems will support regional or national dissemination) should always be a critical goal, since it is through vertical scaling that economies of scale can be achieved, and the likelihood of sustainability is increased. Failing to get the early buy-in that vertical scaling promotes leaves us with too many semi-scaled interventions that remain donor dependent with no exit strategy. But vertical scaling is difficult and takes many years of active government engagement. Starting with some degree of horizontal scaling may be more feasible where commitment is limited. Horizontal scaling can be valuable in documenting the effectiveness of an intervention in diverse settings and in helping to understand the opportunities and challenges to its delivery in different settings. Such information can then be used to advocate for the vertical scale up of interventions which do prove effective.

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Introduction: About this Guide

Why a structured approach to adaptation and scale up?

This INSPIRE Guide is not a technical resource on ending violence against children specifically. Rather, it is a resource on the adaptation and scale up of violence against children prevention programs to ensure that they are as much as possible aligned to existing evidence, and are part of each country's national action plan.

This Guide is a reference that can be used as priority violence against children prevention activities are selected and implemented. While neither adaptation or scale up are new ideas to most readers, we often approach them without adequate planning. We may make adaptation decisions without anticipating shifts in resources, capacities, mandates, policies, or timelines. Often, we decide to expand violence against children prevention activities to new sites assuming they will take root without considering long-term sustainability. We can avoid this by developing a structured adaptation and scale-up strategy. This will support our country's action plan to end violence against children by establishing goals appropriate to local conditions; setting benchmarks to know if we are meeting our objectives; and creating conditions that help us broaden and sustain success.

The INSPIRE Guide to Adaptation and Scale suggests how core and peripheral elements may be for the core elements. As it says in the Guide and in other INSPIRE documentation, it will be useful to contact developers and successful implementers of the activity to understand their insights into what is critical in the activity and how different elements factor into its underlying theory of change. It may also be the case that in low-resource situations that adaptations be prioritized and implemented over time as resources permit. Whenever possible, adaptations of activities should be monitored carefully to ensure that the core principles are being observed.

Who should use this Guide?

This Guide was written with several "users" in mind. It is most directly intended to assist government-led violence against children prevention National Coordination Mechanisms (e.g., inter-ministerial working groups, steering committees, etc.) in countries. We hope it will help them apply an adaptation and scale-up "lens" to their national action plans. Other government users might be at regional, departmental or district levels who serve as local resources for the national coordinating body.

Another kind of user for this guide will be members of the "Resource Team" that the National Coordination Mechanisms choose to work alongside them. As described in detail in Module Two, Resource Team members are invited by the National Coordination Mechanism to extend the skills and knowledge of the National Coordination Mechanism and ensure that adaptation and scale expertise is distributed more widely throughout the country.

Finally, a key user may be local implementers of activities selected to be adapted and scaled (that is, Implementing Partners). While some of the modules and tools are most useful to National Coordination Mechanism + Resource Team members, a lot of adaptation and scale-up guidance can—and should—be used by Implementing Partners as they scale up their violence against children prevention activities. Ideally, these partners will work closely with the National Coordination Mechanism to apply the lessons this Guide contains.

If you don't have adequate resources to do quantitative work, it is still possible to do rigorous qualitative work. Also look at existing databases to see how well they might give insights into how well you can track and monitor VAC interventions. Proxy measures can contribute to better understanding of the interventions and areas that might need to be priorities. Other ways of establishing the likelihood that VAC activities are effective can be to compare them to other activities that have been proven effective by confirming that they possess the similar core elements. Different implementers can also think about pooling their resources and activities can be used to ensure that core elements can be added if necessary.

Without human and budget resources, serious efforts to adapt and scale activities to end violence against children may not happen.

How the guide supports the INSPIRE Strategies

Your action plan sets your country's objectives to end violence against children, and the INSPIRE approach helps us to create supporting strategies to meet these goals. The INSPIRE adaptation and scale-up strategy and tools found in this Guide then support you to build this approach, and realize the results, on a wider scale.

How to use this guide

CONTENTS OF THE MODULES

This Guide is designed to structure a process—we might think of it as a kind of journey. It has a starting point, a destination and, between those two points, several places where decisions must be made.

> The Guide's web-based version allows you to move at your own pace, making your own decisions about which tools will be most helpful to you.
>
> inspire-strategies.org/adaptationandscaleup

Each module has three components. The **first component** begins by introducing the content in each section. The introduction is followed by a list of the tools that support the module's content. Click on any tool to access it. The tool will include instructions, facilitation tips, the tool itself, and advice on how to apply the insights you have gained. All tools have been designed to be simple and self-directed. In a few cases, however, the instructions may suggest that a skilled facilitator might add value.

The **second component**—designed to help translate reflection into action after you have used the tools—asks users to apply what they have learned in the first component of the module to their national goals to end violence against children. The short **third component** of each module suggests some additional resources, and ends by asking where the user wants to go next—to the next module or to revisit earlier sections.

DOES EVERY TOOL NEED TO BE USED?

Each country has developed a action plan that provides a vision for ending violence against children. There is no standard format for action plans across countries—some are very detailed and concrete, while others are more general. Because each country's action plan is unique to their own needs, priorities, and capacities, this Guide is designed to be flexible. It highlights the key decisions needed to adapt and scale the INSPIRE approach and offers tools to collect and reflect on the information needed to make those decisions. We invite you to use this Guide in any way that works best for you. Use some of the tools, or all of them, in any order that makes sense to you.

Given the diversity of users for whom this global tool tries to support, not all tools in this Guide will be useful to everyone. In some cases, the tools may be too basic or too in-depth for the user's current needs needs. In other cases, National Coordination Mechanisms may have already accomplished the goals of the tool in other ways. We encourage National Coordination Mechanisms to review the Guide, consider the goals of each tool stated at the beginning of each tool, and prioritize only those they find useful.

How to facilitate and use these tools

The tools in this guide do not come with detailed instructions or a step-by-step facilitator guide. That is because there are many ways to use these tools: individually, in pairs, as a group, in a workshop, in person, virtually, and so on. We offer here some tips and considerations on how you might use or adapt these tools with your specific team, and in your specific context. There is no right or wrong way to use a tool if it helps your National Coordination Mechanism + Resource Team to reflect, gain insights, and take action on adapting and scaling up the action plan. Use the worksheets as templates for collecting data and generating insights.

Using the tools in person

We specifically developed the worksheets that are at the center of these tools to maintain quality of printing in a wide variety of contexts and without extra cost. They are all in black and white, with high contrast, and low color. The worksheets are designed at A4 size.

- **Don't feel limited to any given paper size or format!** Some of these tools would be well-suited for group use at wall size if your printing capacity allows that. You can make your own poster- or wall- sized versions using a variety of readily available applications/platforms (e.g., PowerPoint, Google Slides, Canva, Mural, etc.). You can also recreate these templates on a wall or whiteboard by using tape to create lines and sections, and markers, paper, and tape for labels.

- **These tools can be cut, folded, moved around, and physically used in many ways.** Some of the worksheets are meant to be printed multiple times, once each for a single activity or other such data point. For example, print one worksheet of *Tool 4A* for each violence against children prevention activity that you wish to analyze. Cut up the tools as necessary, and move pieces around for an activity.

    Use sticky notes or slips of paper to make individual thoughts easier to work with, and as a way to give everyone a chance to add their thoughts to the collective. Classifying, grouping, and moving ideas around this way can be very helpful. Use another copy of the tool worksheet to capture where things end up and why. If someone on your team has access to the digital tools, capturing the results in the tool formats can be a great way to document your discussion.

Using the tools digitally

Most of these tools are interactive PDFs. You can type into the fields and save these documents with your information.

You may find that your group is skilled with using Google forms, capturing information in documents or spreadsheets. Need it to be more flexible than the fillable PDFs? Most of these worksheets are quite simple capture formats that can easily be adapted to a text document, table, spreadsheet, or online form.

Similarly, some of the worksheet formats lend themselves to online whiteboard-style collaboration. Make a Mural, Google Jamboard, or use another collaborative tool to generate and document the insights each tool is designed around.

Using the tools remotely

For groups meeting remotely, at the time of the writing of this Guide, Zoom, Whereby, Toasty, and Microsoft Teams are all great platforms. They all support video and non-video meetings, chats that can be downloaded, and meeting recording for attendees who can't make it in real time. Many of these platforms also support interactive meetings through features like polls/voting, breakout rooms, screen-sharing, and games. There are numerous tutorials and video guides on each of these platforms to expand and deepen your skills in using online platforms for group meetings.

Using online whiteboards such as Mural, Miro, and Google's Jamboard may also help in gathering ideas from a virtual group. You can set up an online whiteboard to capture ideas as you would on a flipchart, use post-it notes to generate and move ideas around together, or you can create or use a template for a specific activity. Whiteboard platforms allow teams to work together both at the same time as well as allow individuals to contribute at times that work better for them.

Use the tools to get people talking

While individuals may fill out portions of some tools, the main purpose of the tools and this Guide is to increase collaboration, learning, and communication among the National Coordination Mechanism + Resource Team, Implementing Partners, and other stakeholders. These tools are made to spark conversation and action.

Key tips for groups working to adapt and scale up violence against children prevention activities, or any complex and dynamic issue:

- **Acknowledge the people in the room.** Use this process to get to know each other better. Think together as much as possible. Work toward consensus, and acknowledge when there are strong differences.

- **Move! Move your bodies around.** If you are meeting in person, move people around. Work individually, in various small groups, and as a large group. When you can, do the same online. Give people lots of breaks and encourage physical stretching and movement. Using our bodies encourages our brains to come up with good ideas.

- **Bring the context into the room.** This can and should be done by bringing a wide variety of stakeholders into the room, including those most impacted by the issue at hand. Other practices include developing and using personas or empathy maps, or simply keeping posted and present pictures that represent either the current context or the end goal (e.g., pictures of healthy children, pictures of schools and clinics, pictures of households).

- **Mix and match.** Make ideas visible, tangible and interactive. Draw, make collages, print out pictures. Get ideas up onto the physical or virtual wall. Move ideas around. Group and sort ideas multiple times in multiple ways. Use the tools in ways that allow people to see and move them.

- **Start with many ideas, then narrow the field.** Keep the time for brainstorming and idea-generation separate from the time for analysis and idea-sorting. These are two very distinct activities and types of thinking. When brainstorming, be clear that nothing is rejected at this stage. Purposefully encourage and capture wild ideas. Then, sort and refine. Do not throw out ideas that are not easily sorted or do not necessarily fit into the current discussion. Reserve space for these ideas! Visit these wild thoughts regularly; they may spark something new, or become more relevant or urgent.

- **Welcome all voices.** Not everyone is comfortable speaking up or brainstorming in a large group. An inclusive meeting often starts with self-reflection, then sharing in small groups, and finally as a large group. Other common techniques for this include: 1-2-4-all and paired-shares to a share-out.

Use the tools to capture learning and action items

Do not let great conversation and insight become a lost opportunity! Important insights and ideas that arise in conversation get lost and forgotten if they are not well documented. There are many ways to document a group's findings, including using many of the tools in this Guide. Be sure to document your shared understanding, insights, actions and next steps. The important thing is to capture these for use, not just for storage. Your thinking will evolve as you adapt and scale up your ending violence against children action plan. You will want good documentation, in ways that you can share easily and that continue to be useful and informative as you scale up.

Definitions of key terms

Some terms are used differently across countries around the world. The **INSPIRE Guide to Adaptation and Scale Up** uses the definitions below. Here's what we mean when we say:

Action plan or action plan to end violence against children — a document that sets out how a country intends to achieve specific ending violence against children results within a specified time frame. Some action plans are very detailed, and others are more general.

Activity or violence against children prevention activity — any form of ending violence against children work that can be adapted or scaled. Activities may be practices, components of a project, entire projects, innovations, interventions, or programs.

Adaptation — the intentional process of making modifications to a model activity so it can be transferred from an original model site to a target site(s).

Adaptive management — a style of activity management that emphasizes continuous collection of information to flag needed improvements and facilitate adaptation.

Core elements — the elements or pieces of a model activity that are shown to be necessary to the activity's success and should always be present during scale up. Core elements may take different shapes in different contexts, but they must meet the same goals.

Environment of violence against children — the context of ending violence against children in your country, including things like social norms, policies, historical events, economic conditions, and everything else that has shaped the problem of violence against children in your country.

Evidence-based approach — the mindset and commitment that ensures that decisions about adaptation and scale are supported by research findings rather than opinions and preferences. As noted throughout the guide, an evidence-based approach is critical to INSPIRE. But any commitment to evidence must consider the quality of evidence. Some kinds of evidence are more solid, relevant and persuasive than others.

Fidelity — the degree to which the implementation of an activity at a target site includes all the elements proven to be effective at the model site where it was first demonstrated.

Horizontal scale up — the way of ensuring that a violence against children prevention activity is distributed more broadly across geographic areas and populations.

Implementing Partner — a government agency or institution (e.g., law enforcement, public school teachers) or an organization that is responsible for implementing a ending violence against children-related activity.

INSPIRE approach – a framework for cross-sectoral collaboration to advance the use of evidence-based activities to prevent and end violence against children.

Model activity – an activity that has been demonstrated to be effective and merits scaling up to other sites.

Model sites – the specific context and location where a model activity has demonstrated its effectiveness.

National Coordination Mechanism – a group—convened by the government—which is authorized to oversee and monitor a country's action plan. Typically, this group is comprised of several ministerial agencies that have a mandate touching on ending violence against children along with key civil society partners.

National Coordination Mechanism + Resource Team – the National Coordination Mechanism as well as other stakeholders (often from the community or civil society) who are invited to provide greater skills and knowledge for adaptation and scale.

Peripheral elements – the elements of activities that can be easily adapted to fit the model activity to new sites and contexts. These elements are not considered core.

Preconditions – the circumstances that must be in place to reach the goals of an activity.

Resource Team – a group of stakeholders (often from the community or civil society) invited by the National Coordination Mechanism to add skills and expertise to the design, implementation, and monitoring of the INSPIRE approach to ending violence against children. Have a strong Resource Team in place is important in ensuring that scaled activities are sustained over time.

Risks – possible obstacles in the environment that may be a barrier to reach the goals.

Scale up – the strategic and intentional process of spreading a model activity to new sites and/or new populations in a sustainable way through both horizontal- and vertical-scaling.

Stakeholder – an individual or group that is personally and/or professionally committed to ending violence against children and has an interest in promoting violence against children prevention activities. These stakeholders may be government actors, local community leaders, Implementing Partners, service providers, donors, and researchers.

Target sites – the contexts and locations where the government may wish to scale up evidence-based model activities.

Vertical scale up – the way of ensuring that a violence against children prevention activity is integrated into a country's policy, budgetary, administrative, training, and service-delivery systems.

MODULE 1

The Basics

Key issues in adaptation and scale.

In this module, we start with some basics of adaptation and scale up. The goal is to make sure there is common language and thinking as we set off on the journey. This module on the Basics should be read in conjunction with the CDC Continuum of Evidence that is included in the Preface.

A journey of new thinking and new action

Welcome to *Module 1* of this Guide. This is the first step in adapting and scaling up activities designed to end violence against children using the INSPIRE approach.

A guide is often used to navigate a journey. This particular journey will require both new thinking and new actions. This Guide includes tools to build thinking and understanding. There are also tools to help apply that thinking to take action. This means some tools are less technical, while others require more background knowledge. That is by design: We want to make sure our thinking and actions are aligned. If we only focus on new ways of thinking, it will not result in practical actions needed to end violence against children. If we only focus on new actions without thinking through them carefully, our results may not be sustainable. We need both!

Key scale-up elements

Scale up is something most National Coordination Mechanisms have talked about, though they may use different terms like spread, dissemination, or replication. Often, people assume scale up just means doing the same activity in as many new places as possible. However, research shows that scale up is not as simple as doing more of the exact same thing. Scaling up a violence against children prevention activity requires understanding and adapting the activity to new environments.

The graphic below (and in *Tool 1A*) offers a simplified, big-picture version of what we mean by scale up. This picture can be used to provide countries a common way of understanding and communicating about scale up. As you can see, there are five key elements to scale up, each is further explained below. The graphic also shows that these elements constantly interact and shape each other.

Figure 1: A Model for Adaptation and Scale Up
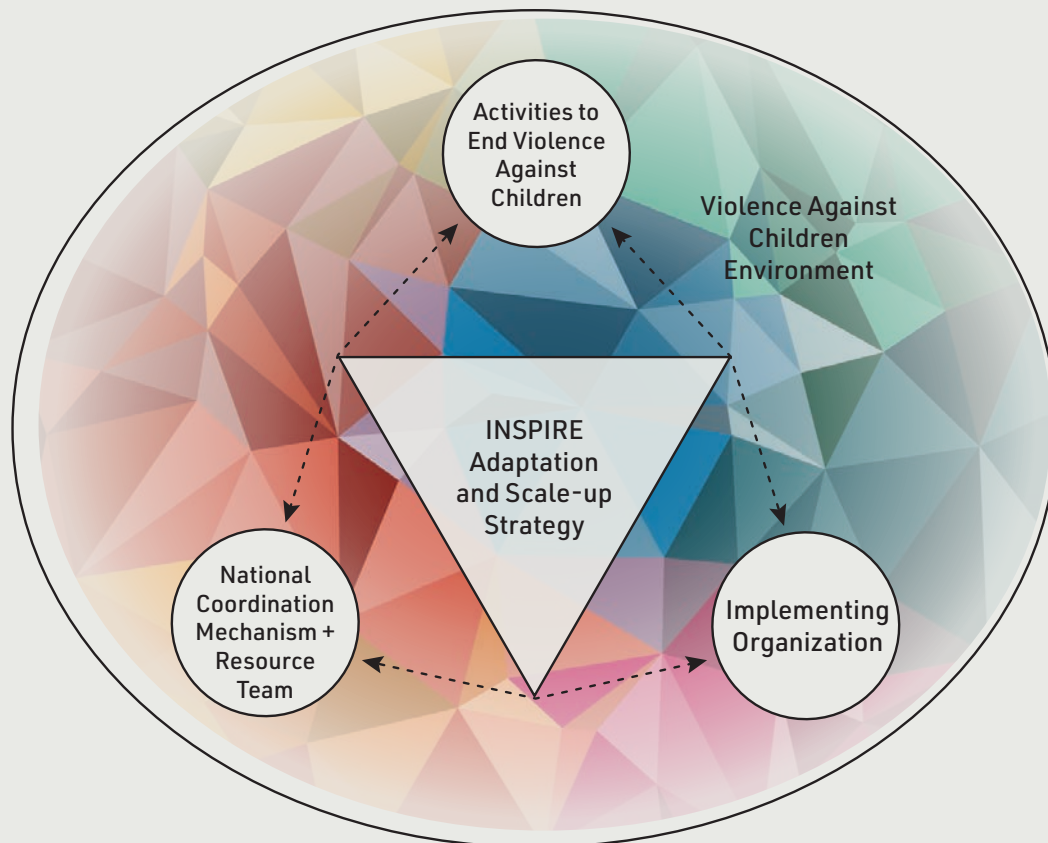
ADAPTED FROM: ExpandNet

Environment of Violence Against Children

The environment is the context of violence against children in your country. The environment of violence against children includes things like social norms, policies, historical events, and economic conditions. It is all of the things that have shaped the problem of violence against children in your country. The environment also includes local and national responses to violence against children. We have to pay close attention to the environment throughout the scale-up process because it is constantly changing.

An environmental assessment helps you to understand what elements of ending violence against children are possible, and which may be difficult. Assessing the environment may also be helpful for reviewing your action plan to identify areas that should be given more thought. *Tools 1B, 1C, and 1D* are environmental-assessment tools that cover different aspects of the environment of violence against children.

They are:

1. **Tool 1B Violence Against Children Timeline:** Understanding the events and people that led to the current moment

2. **Tool 1C Domains:** Environmental factors relevant to scaling up violence against children prevention activities

3. **Tool 1D Actors:** The individuals, groups, and organizations that have an interest in or influence over scaling up the violence against children prevention action plan

The graphic below shows how these tools combine to create and environmental assessment.

Figure 2: Parts of a Violence Against Children Environmental Assessment

VIOLENCE AGAINST CHILDREN
ENVIRONMENTAL ASSESSMENT

| TOOL 1B ENDING VIOLENCE AGAINST CHILDREN TIMELINE | + | TOOL 1C DOMAINS | + | TOOL 1D ACTORS |
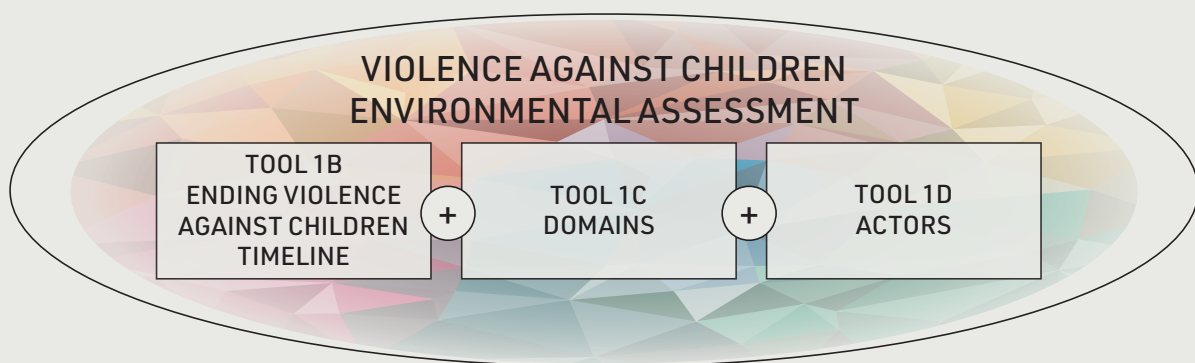
INSPIRED BY: Political Economy Analysis Toolkit by WaterAid

While it is important to do an environmental assessment at the beginning, it is best to update and revisit this assessment regularly throughout your scale-up journey. Remember, the environment is always changing, so understanding and tracking that change is necessary in order to have successful and sustainable scale up.

National Coordination Mechanism + Resource Team

Another important scale up element is… you! The National Coordination Mechanism is the group that the government has established to develop and monitor an action plan that works to end violence against children. The National Coordination Mechanism's ability to support the partners implementing activities to end violence against children is greatly increased when they invite others with expertise to be part of a broader Resource Team. In *Module 2*, we discuss the role of the National Coordination Mechanism + Resource Team and offer tools to help think strategically about who is on this important team.

Violence Against Children Prevention Activities

Activities is a broad category. Within it, we include things such as projects, programs, innovations, or interventions. In this Guide, we will call all of these things activities. Violence against children prevention activities are the structured and implemented approaches to ending violence against children. The National Coordination Mechanism + Resource Team focus on coordinating and supporting activities to end violence against children throughout their adaptation and scale up. A key first step is to assess each activity and decide whether and how to scale it up. Also in *Module 2*, we spend considerable time looking at these decisions. You will find tools for assessing the evidence base of activities, as well as a specific scalability assessment to use to choose activities for scale up.

Implementing Partners

Implementing Partners are government agencies and civil society organizations that carry out activities to end violence against children. In some sectors (such as law and education) Implementing Partners may be government ministries and agencies. In other sectors (such as economic development and public health) Implementing Partners may include local NGOs, international NGOs, for-profit companies, or community organizations. The National Coordination Mechanism + Resource Team must support and strengthen relationships and capacities of different Implementing Partners to enable scale up that is successful and sustainable. Scale up is facilitated when Implementing Partners:

1. Understand the need for activities to end violence against children and are willing to champion them (political commitment).

2. Have the human and budgetary capacity to implement violence against children prevention activities in an evidence-based way.

3. Are responsive to changes in the implementation environment and the needs of target populations.

Module 3 includes an organizational-capacity assessment (*Tool 3B*) to help the National Coordination Mechanism make data-based decisions for selection, partnership, and support of Implementing Partners.

INSPIRE adaptation and scale-up strategy

The final key element is the adaptation and scale-up strategy this Guide will help you build. The action plan sets the country's objectives in ending violence against children, and the INSPIRE approach helps us to create supporting strategies to meet these goals on a national scale. The INSPIRE adaptation and scale-up strategy is the centerpiece to all of this work. It shapes interactions among all of the other key elements and is, in turn, shaped by them.

Connecting key scale-up elements

While each key scale-up element may seem distinct, it is important to remember that they are interconnected. They are within the environment of violence against children, but they also shape one another and the environment at the same time. Scale up requires us to constantly think about these key elements and their interconnections in order to develop, manage, and adapt our scale-up strategy.

Adaptation Basics

What is adaptation?

Adaptation means changing our plans to fit a new environment. Adaptation can be reactive, when something happens unexpectedly and we change in response. Adaptation can also be proactive. During scale up, the National Coordination Mechanism will need to think ahead for future adaptations before they are needed. You will need to identify parts of activities to end violence against children that may need to change in different environments. Adaptations will also be constant, as the environment is constantly changing. The complex and shifting nature of the problem of violence against children requires adaptation. This is why adaptation is critical for sustainable scale up.

Figure 3: Complexity Demands Adaptation
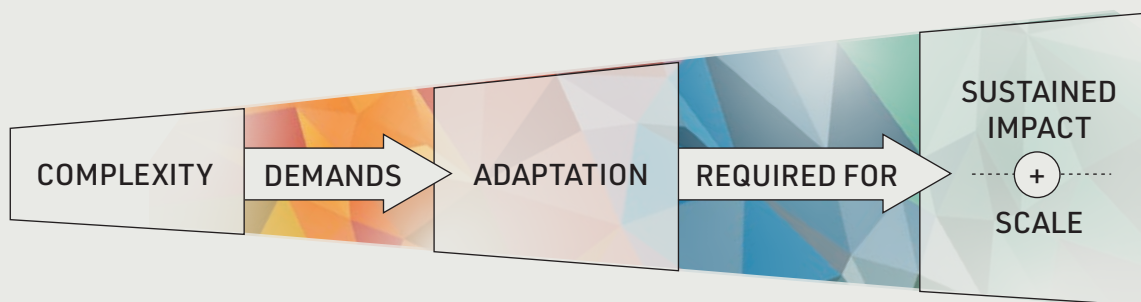
SOURCE: Syntegral

Types of adaptation

The game What Could Possibly Go Wrong? *(Tool 1E)* is designed to get you and your colleagues talking about your previous (or perhaps future) experiences with adaptation. You will probably talk about many different kinds of adaptations to activities that were made—or should have been made. Most of these adaptations were needed because of differences in the local context, or because of unanticipated changes in the environment. Some common types of needed adaptations are in:

- **The activity itself.** If an activity is too complicated, we may need to adapt to simplify the activity.

- **Implementation practices.** Moving to a new target site with different facility capacities, infrastructure, tools, budget realities, commodity availability, management structures, etc. are a frequent reason for adaptation.

- **Implementation capacity.** Adaptations are often made to strengthen staff capacity. This is often true when a model activity that has proven effective was first carried out with an already well-trained staff.

Adaptation and fidelity

A big question with adaptation is, "At what point have we changed an activity so much that we are actually doing something entirely different?" The degree to which an activity keeps the parts that made it successful is called 'program fidelity.' Deciding what defines an activity, and when it loses fidelity, is a complicated but important task. This is because too much adaptation risks changing the activity to something that is not supported by evidence.

Since we have to adapt to new environments, the fidelity of an activity is a risk we must always consider. When adapting, we should seek to ensure the adapted activity will still be effective and meet the purpose for which it was designed. An activity can be successfully adapted without changing it entirely by keeping core elements the same and by making sure the activity remains grounded in evidence. This Guide will help you to define these core elements later on, in *Module 4*.

Activities will rarely be faithful to every specific practice, but careful adaptation should ensure that they are faithful to the principles that the practices embody.

Preconditions and risks to adaptation and scale up

Many users of this Guide will be familiar with the idea of a theory of change: a model showing the connections between activities and their results. A good theory of change brings to the surface key assumptions about how and why activities will reach desired goals.

TWO TYPES OF ASSUMPTIONS TO INCLUDE IN A THEORY OF CHANGE

Preconditions: the circumstances that must be in place to reach the goals.

Risks: possible obstacles in the environment that may be a barrier to reach the goals.

Whether your country has developed a theory of change or not, all action plans suggest the intended results. The National Coordination Mechanism + Resource Team should pay attention to their assumptions about the preconditions and risks in their action plan to end violence against children. Using *Tool 1F*, you can deepen understanding of these assumptions; pay attention to them at every point during the adaptation and scale-up process; and, with Implementing Partners, plan actions that will address them as needed.

Module 1 tools for navigating

This module includes tools that will help your team establish common language and thinking around adaptation and scale up.

1A. Elements in a Scale-Up Framework. This tool can be used to provide countries a common way of understanding and communicating the key elements of scale up at a big-picture level.

1B. Environmental Assessment: Ending Violence Against Children Timeline. An exercise to create a historical timeline of actions and actors in your country within the environment of ending violence against children.

1C. Environmental Assessment: Domains. A group exercise taking stock of the environment to identify opportunities for and risks to scale up.

1D. Environmental Assessment: Actor Analysis. A grid to map key scale-up actors and to think about their roles and potential to affect the scale-up strategy.

1E. The "What Could Possibly Go Wrong?" Game. A game in which a team moves along a path across the game board by naming and discussing different examples of adaptations that were (or in the future, may be) needed.

1F. Uncovering Risks and Preconditions to Achieving Action Plan Results. A simple template to help you link preconditions and risks related to achieving your action plan results to the actions and activities that might address them.

Find and download these tools on the Guide's website.

inspire-strategies.org/adaptationandscaleup

Insights into action (R1)

We started this journey noting that *we always want to match thinking with action*.

- When discussing your reflections on this module, did the team have any interesting insights?

- Look to the questions above or other questions that were raised in your conversation.

- It is important to document the actions you will take, and know which actions have been completed.

Using *Tool R1*:

1. List up to 3 insights that the team found valuable and important.

2. Decide and record how those insights can be turned into concrete actions.

3. Return regularly to mark that those actions have been completed.

ADDITIONAL RESOURCES ON THE BASICS

DFID Appendix 3. Example of Theories of Change.

ExpandNet. Scaling-Up Framework.

Implementation Research Network.

Problem-Driven Iterative Adaptation (PDIA). PDIA Toolkit: A DIY Approach to Solving Complex Problems.

USAID Learning Lab. Knowing When to Adapt.

USAID. Maternal and Child Survival Program. Basic Toolkit for Systematic Scale-Up.

Van Dyke, M., Kiser, L., and Blase, K. (2019). Heptagon Tool. Chapel Hill, NC: Active Implementation Research Network

Wiltsey Stirman, S., Baumann, A.A. & Miller, C.J. (2019). The FRAME: An Expanded Framework for Reporting Adaptations and Modifications to Evidence-Based Interventions. Implementation Science 14, (58).

World Health Organization. (2010). Nine Steps for Developing a Scaling-Up Strategy.

Up next

Now that you understand the basic concepts of adaptation and scale up, you are ready to strategically choose the partners and activities you'll need to achieve your action plan goals. *Module 2* will help you set priorities and criteria for building a Resource Team, as well as for selecting activities to scale up.

MODULE 2

Making Choices

Selecting activities to adapt and scale.

In this module, we ask, "Who will support the scale-up activities to end violence against children?" and, "What activities should we prioritize for adaptation and scale up?"

Continuing the Journey

We began our journey by clarifying some of the basic ideas the National Coordination Mechanism will encounter when adapting and scaling up activities to meet the government's goal of ending violence against children. *Module 1* also pointed out the importance of highlighting the preconditions and risks that are sometimes hidden in countries' action plans.

In *Module 2*, we continue the Guide by asking, "Who will support the scale up of activities?" and, "What evidence-based activities should we prioritize for adaptation and scale up?" It will be important to establish a team of advocates and experts to support scale up of selected activities to end violence against children. Every country has many activities that have been implemented at one or more sites. Few of these have been strategically scaled up at regional or national levels. How do we choose which activities to adapt and scale up? The answer is not simple. There are many factors and criteria to consider. We explore some of these criteria in this module, as well as additional factors in *Module 3*.

As the National Coordination Mechanism learns more about each factor, it is likely that priorities in selecting activities will shift. An activity that was a good choice according to one criterion may no longer be a good choice when considering a different criterion. For instance, contextual factors may suggest that criteria rooted in evidentiary/scientific, political, economic, and institutional variables must be taken into account. In the end, the National Coordination Mechanism will need to balance many factors to make their decisions.

Establishing a Resource Team

When prioritizing activities for adaptation and scale up, it is important from the start that the National Coordination Mechanism is prepared to support activities across the INSPIRE strategies. While the government-led National Coordination Mechanism is largely responsible for managing the action plan to end violence against children, the group may lack certain skills or experience. For instance, when adapting and scaling up an activity, it may be that experience with social media or legal knowledge will be valuable, but no one has this expertise. Creating a Resource Team can expand the National Coordination Mechanism's ability to help Implementing Partners participate in the INSPIRE adaptation and scale-up strategy.

Although the National Coordination Mechanism typically includes civil-society representatives and others who work in the area of ending violence against children, inviting others to form a Resource Team is invaluable. *Tool 2A* is helpful in identifying the current skills and expertise available, as well as for making a plan to recruit new Resource Team members based on any gaps in expertise.

Creating continuity and sustainability

Having a strong Resource Team is valuable for a second reason: it can help sustain activities after they have been adapted and scaled up. Most National Coordination Mechanisms have a membership that shifts with reassignment of key actors, retirement, and other normal events. Finding good Resource Team members is a way of spreading the responsibility for adaptation and scale up among more people at different levels and with different skills, so activities can continue, regardless of changes in the National Coordination Mechanism.

Key considerations when selecting activities

Evidence

THE IMPORTANCE OF EVIDENCE

When selecting activities for scale up, we'll need to ask questions such as:

- Do we have high-quality evidence that an activity has been effective?
- What kind of evidence do we have, and how credible is it to experts within this sector?
- Do we know if this activity works in different local contexts?
- How do the different activities compare in terms of the evidence supporting them?

Like the questions about fidelity we discussed in *Module 1*, questions about evidence do not always have easy answers. Formal evaluation of activities and programs is not always common. While a local activity may be well-established and well-regarded by stakeholders, it may not have a solid body of evidence behind it.

The INSPIRE approach is clear that activities for scale up need to have evidence showing that they are effective. Guidance on what is an adequate evidence-base for an activity selected for INSPIRE can be found in the following documents:

- *INSPIRE: Seven strategies for ending violence against children.*

- *INSPIRE Handbook: Action for implementing the seven strategies for ending violence against children*

- *INSPIRE Indicator guidance and results framework*

- *US Centers for Disease Control and Prevention's Continuum of Evidence of Effectiveness*

On the other hand, activities with strong global evidence may not be possible to implement in local settings. Even when an activity is evidence-based and locally evaluated, it may be shown to be effective in some ways, but not in others. *Tool 2B* is designed to help sort through and assess whether activities considered for adaptation and scale are truly evidence-based and reflect a high quality of evidence. This will help to prioritize activities for scale up accordingly.

STANDARDS FOR EVIDENCE IN DIFFERENT SECTORS

The cross-sectoral nature of the action plan to end violence against children makes it difficult to weigh different bodies of evidence. Violence against children is a problem with roots in education, policy, economics, health, parenting, law, and other sectors. Evidence gathered in each of these fields is likely to be somewhat different. In some sectors, it is easy to evaluate activities by conducting a controlled experiment. In other sectors, controlled methods are difficult, and other evaluation approaches are more appropriate. The INSPIRE Handbook, INSPIRE Indicators Guidance and Results Framework and the CDC Continuum mentioned above offer important tools for exploring the issue of evidence. Ultimately, the National Coordination Mechanism will have to select activities based on their own understanding of the evidence and priorities.

Scalability

Another key factor to consider when selecting activities for adaptation and scale up is scalability.

The idea of scalability is that some activities are more likely to be successfully scaled up and sustained than others.

There are many components that make up scalability. We can remember them using the acronym CORRECT.

C	*CREDIBLE*	Is the activity supported by a high quality of evidence and advocated by respected researchers and evaluators?
O	*OBSERVABLE*	Can potential users see the results in practice?
R	*RELEVANT*	Does the activity address persistent or strongly-felt problems?
R	*RELATIVE ADVANTAGE*	Does it have an advantage over existing practices?
E	*EASY TO INSTALL AND UNDERSTAND*	Is the activity simple to implement?
C	*COMPATIBLE*	Is the activity compatible with national goals as determined by the leadership as well as with established values, norms, facilities, and policies?"
T	*TESTABLE*	Can Implementing Partners see results before committing to full adoption?

As these criteria suggest, not all successful pilot programs are scalable. Like evidence, the question of scalability does not always have a 'yes' or 'no' answer. Activities may be easily scaled in some ways, but not in others. The National Coordination Mechanism + Resource Team will have to think carefully about scalability when selecting activities for adaptation and scale up. *Tool 2C* is a resource to help with just that.

Find and download these tools on the Guide's website.

inspire-strategies.org/adaptationandscaleup

Module 2 tools for making choices

This module includes tools that will help your team make sure you have the right experience and expertise, and start selecting and supporting activities for scale up.

2A. Building a Successful Resource Team. This will help you profile who is on your current National Coordination Mechanism and their backgrounds, so you can identify Resource Team members who can fill gaps.

2B. Ending Violence Against Children Activity Implementation and Evidence Profile. This tool documents key information about each activity being considered for adaptation and scale, along with a basic assessment of the evidence that supports its effectiveness.

2C. Scalability Assessment. An assessment to determine the ease with which different activities can be scaled based on factors such as credibility, support, advantage over other activities, organization fit, etc.

Insights into action (R1)

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- It is important to document the actions you will take, and know which actions have been completed.

Using *Tool R1*:

1. List up to 3 insights that the team found valuable and important.

2. Decide and record how those insights can be turned into concrete actions.

3. Return regularly to mark that those actions have been completed.

ADDITIONAL RESOURCES ON MAKING CHOICES

Core Group. (2016). <u>Complexity Matters: Aligning the Monitoring and Evaluation of Social and Behavior Change with the Realities of Implementation.</u>

Evans RE, Moore G, Movsisyan A The ADAPT Panel. (2021). **How Can We Adapt Complex Population Health Interventions for New Contexts? Progressing Debates and Research Priorities.** *Journal of Epidemiology and Community Health*, 75, 40-45.

INSPIRE Handbook : **Action for implementing the seven strategies for ending violence against children.** https://www.who.int/publications/i/item/inspire-handbook-action-for-implementing-the-seven-strategies-for-ending-violence-against-children.

INSPIRE : <u>Seven strategies for ending violence against children</u>.

INSPIRE <u>Indicator guidance and results framework.</u>

Julia E. Moore, Brian K. Bumbarger, & Brittany L. Rhoades. (2013). **Examining Adaptations of Evidence-based Programs Under Natural Conditions.** *The Journal of Primary Prevention* 34(3).

Nutley, S., Powell, A. & Davies, H. (2012). **What Counts as Good Evidence?** White paper. *Research Unit for Research Utilisation.* University of St. Andrews, UK.

US Centers for Disease Control and Prevention **<u>Continuum of Evidence of Effectiveness.</u>**

Zamboni,K., Schellenberg, J., Hanson, C., Ana Pilar Betran, AP., & Alexandre Dumont, A. (2019). **Assessing Scalability of an Intervention: Why, How, and Who?** *Health Policy and Planning*, 34, 544–552

Up next

You have assessed the evidence for various activities to end violence against children, but which ones will fit at new sites and in different contexts? In *Module 3*, you will look at the differences between model- and target-sites; identify necessary activity adaptations; and set target benchmarks to stay on track with necessary changes.

Will it Fit? How Will it Scale?

Adjusting activities to fit, setting benchmarks for scale.

In this module, we look at how to anticipate the potential for "fit" (or suitable adaptation) of model activities into future target sites and how to set realistic benchmarks to stay on track.

The halfway point

Module 3 marks the halfway point in our journey of adaptation and scale. In this module we look at how to anticipate the potential for "fit" (or suitable adaptation) of model activities into future target sites. We then look at how to set realistic scaling benchmarks to stay on track.

Adapting activities to fit

The issue of fit

Scaling up activities includes adapting activities from model sites to future target sites. Sometimes activities will not need to change much to work well at a new site. Other times, activities will need to adapt many aspects in order to work in a new context. It is up to the Implementing Partner, in partnership with the National Coordination Mechanism, to decide how an activity might change and whether it will work in the new context. This is the issue of fit.

There are many challenges to fit but two are of greatest significance:

1. **Fit-to-site:** Can the model activity that was shown effective in its original site work in future target sites?

2. **Fit-to-partner-capacity:** Do Implementing Partners at target sites have the capacity needed to implement the activity in the way it was intended?

If the National Coordination Mechanism finds that an activity will be difficult to fit-to-site or fit-to-partner-capacity, this presents a challenge. Luckily, many of these challenges can be met if they are anticipated ahead of time.

THE FIT-TO-SITE CHALLENGE

Every evidence-based INSPIRE activity has been proven effective in a particular site with its own environment. As we saw in the Environmental Assessment in *Module 1*, there are many factors that make each site unique. Globally, model activities often come from other parts of the world. In addition to local environmental differences, there may also be very big political, economic, and cultural differences between model sites and target sites. It can be helpful to have an understanding of differences among sites before selecting Implementing Partners and activities for scale up. These differences create new contexts for implementation.

> Some of the elements of the model activity are essential to the success of the activity. We call these "**core**" elements.
>
> Other aspects may be more easily modified to fit the context and can be called "**peripheral**."

If the context of the intended target site(s) does not easily allow for the presence of core elements of the activity, this requires a solution.

The National Coordination Mechanism might consider how to change the context at the target site to be more accepting of the core elements. They may also try to adapt the activity to target sites, while ensuring fidelity to the elements that made the model activity effective. *Tool 3A* is helpful in identifying these needs, and gaining insight into how model and target sites differ.

THE FIT-TO-PARTNER-CAPACITY CHALLENGE

Fit-to-partner-capacity can point out gaps that might be addressed prior to selecting an Implementing Partner, or might highlight areas of needed strengthening. If a potential Implementing Partner at a target site is not organized to meet the needs of the model activity, this can pose a problem. Similarly, if the potential Implementing Partner does not have the same strengths and capacities that the implementers at the model site had, this can also make scale up difficult.

In some cases, the National Coordination Mechanism + Resource Team may have ideas on how to strengthen any weaknesses found in the Implementing Partner. If an Implementing Partner's weaknesses cannot be addressed, it is still useful for the National Coordination Mechanism to be aware of them when overseeing and monitoring the implementation of activities. If capacity is severely lacking, however, this may require the National Coordination Mechanism to reconsider its decision to scale to the target site. *Tool 3B* provides a capacity assessment for Implementing Partners or potential partners, as well as a guide to identify actions for capacity-strengthening.

Setting benchmarks for scale up

THERE ARE 2 MAIN TYPES OF SCALE UP

1. Vertical scale up, or institutionalization.
2. Horizontal scale up, or expansion.

Successful, sustained scale up of an innovation requires attention to both vertical and horizontal scale up. The graphic below shows the relationship between these types of scale. We must take advantage of opportunities for both institutionalization and expansion as they arise. Horizontal scale without vertical scale will not be sustainable. Vertical scale without horizontal scale will not have the desired impact.

Figure 4: Vertical and Horizontal Scale Up
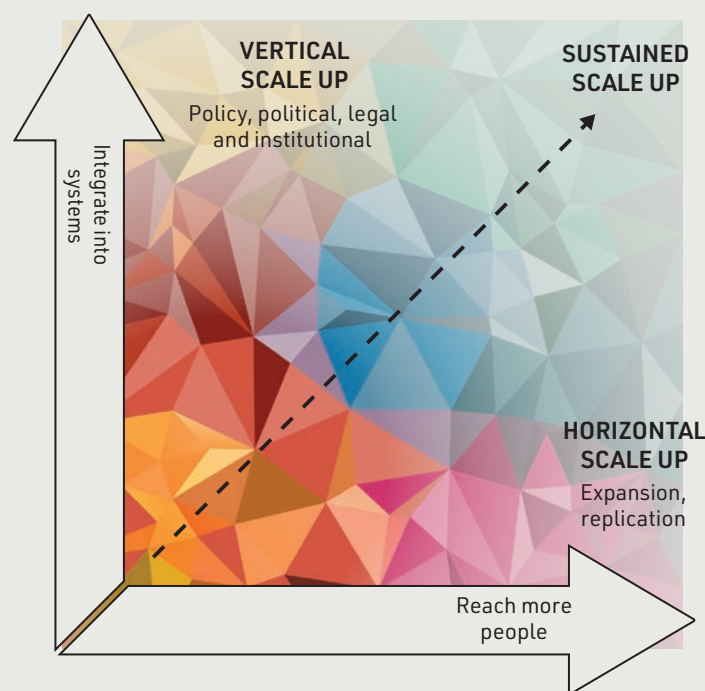
ADAPTED FROM: ExpandNet

Horizontal scale without vertical scale will not be sustainable. Vertical scale without horizontal scale will not have the desired impact.

Both dimensions of scale up can and should be monitored through benchmarks. Benchmarks are used to set intermediate expectations for progress towards reaching the ultimate action-plan goals. Benchmarks are concrete, incremental goals that should be met on the way towards meeting final results.

Vertical scale up

Vertical scale up requires integrating an activity into laws, policies, budgets, work plans, and institutional structures such as training centers and health-information systems. To keep vertical scale up on track, the National Coordination Mechanism should establish benchmarks that will be used to track different elements of institutionalization, including the degree to which:

- National policies are supportive of the activity
- Social norms are shifting to accommodate the activity
- Activities are included in national, regional, or district-level budgets
- Routine training and supervision practices support the activity
- Service protocols reflect and advance the goals of the activity

Tool 3C will help the National Coordination Mechanism identify goals for vertical scale up and set benchmarks to measure progress and stay on track in working toward those results.

Horizontal scale up

Horizontal scale up means successfully getting an activity functioning in more sites or having it reach additional populations. This entails training more individuals to offer the intervention, creating more resources, and implementing activities to reach more people across the country.

For instance, an activity may be taken from a single pilot site where it was proven effective to a larger scale: an entire district, or region, or maybe the entire nation. Horizontal scale up may also expand the reach of an intervention by focusing on additional groups. Examples might be an activity designed for women being expanded to include adolescent girls, or an activity that was designed for urban children being expanded to reach rural children. *Tool 3D* will help the National Coordination Mechanism identify goals for horizontal scale up and set benchmarks to measure progress and stay on track in working toward those results.

Remember there is a risk that adaptations, especially when trying to reach new target populations, might have to be so extensive that the activity may lose fidelity to its core elements. It is always important to assess whether a new focus changes the activity too significantly to call it scale up.

Module 3 tools to assess scalability

This module includes tools that will help your team identify differences between model and target sites and plan for horizontal and vertical scale up.

3A. Context of Implementation Analysis. An interview and discussion guide to uncover the contextual elements that lead to successful implementation at the model site and determine if those elements are found at the target sites.

3B. Partner Capacity Assessment. An assessment of existing or potential Implementing Partner organizations to understand their strengths and resources.

3C. Benchmarking and Tracking Vertical Scale Up. A planning tool to identify what systems level results to seek and how to track them for purposes of vertical scale up (institutionalization).

3D. Benchmarking and Tracking Horizontal Scale Up. A planning tool to identify what results to seek and how to track them as part of horizontal scale up (reaching more people).

Find and download these tools on the Guide's website.

inspire-strategies.org/adaptationandscaleup

Insights into action (R1)

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- It is important to document the actions you will take, and know which actions have been completed.

Using *Tool R1*:

1. List up to 3 insights that the team found valuable and important.

2. Decide and record how those insights can be turned into concrete actions.

3. Return regularly to mark that those actions have been completed.

ADDITIONAL RESOURCES ON ASSESSING FIT

Castro, FG, Barrera, M. and Martinez, CR. (2004). The Cultural Adaptation of Prevention Interventions: Resolving Tensions Between Fidelity and Fit. *Prevention Science*, 5 (1),

Cohen et al. (2008) Fidelity Versus Flexibility: Translating Evidence-Based Research into Practice. *American Journal of Preventive Medicine*, 35 (5S)

Up next

In *Module 4*, you will learn more about activity fidelity and ensuring that activities, as they are adapted for fit, stay true to their original purpose and reflect the evidence supporting their use. Also, the complexity of scale up and constant changes in the environment to end violence against children require unique management. Learn more about how and why to gather, document, and act on information throughout the scale-up process.

Leading and Learning

Coordinating implementing partners.

In this module, we discuss strengthening understanding of the core principles of each intervention, the use of adaptive capacity and management techniques, and documentation and learning from the adaptation and scale up processes.

Navigating the next leg of the journey

In the first few modules of this Guide, the focus was on understanding adaptation and how to prioritize activities for scale up. In addition to these important responsibilities, the National Coordination Mechanism also provides leadership in ending violence against children on behalf of the government, especially in its interaction with Implementing Partners. Another key role the National Coordination Mechanism plays is to help document what is being learned and how that learning advances the action plan to end violence against children.

Of course, as primarily a coordinating body, the National Coordination Mechanism does not manage adaptation and scale up. Instead, its coordinating responsibilities include:

- Ensuring that governmental and non-governmental Implementing Partners understand the core principles of each evidence-based intervention to safeguard fidelity;

- Assisting in partners' efforts to strengthen adaptive capacity and apply adaptive management techniques that permit real-time program modifications based on inputs from frontline staff and stakeholders;

- Supporting and advising partners in documenting the adaptation and scale-up processes.

With many key decisions about activities and scale up already made, at this point, we are ready to focus on these ways to lead and learn.

Coordinating governmental and non-governmental implementing partners

Identifying the core and peripheral elements of an activity

THE DIFFERENCE BETWEEN CORE AND PERIPHERAL ELEMENTS

A topic we return to frequently in this guide is the issue of fidelity, or scaling up model activities without losing the core elements (resources, services, staffing, training, technologies, etc.) that have been tested and shown as key to achieving results. When adapting activities, we need to ensure that they remain faithful to the principles that make the activity effective. Good adaptation depends on identifying and retaining core elements: those which cannot be easily substituted or deleted without changing the nature of the activity.

> REMINDER:
>
> Some of the elements of the model activity are essential to the success of the activity. We call these "**core**" elements.
>
> Other aspects may be more easily modified to fit the context and can be called "**peripheral**."

Peripheral elements, again, are those that are more easy to adapt from context to context. They have not been shown to be critical to the activity. They are often elements that may be helpful— and even important—for local reasons, but can be easily substituted or dropped when the activity is adapted to new sites.

Core components of programs linked to each of INSPIRE Strategy can be found in the INSPIRE Handbook. For example, for parenting programs this will include the following:

- the range of support available addresses different families' needs and children of different ages with specific and age-appropriate interventions;
- parent training is based on a solid theory of change or logic model *(8)*, particularly social learning theory, or attachment Theory1 for parenting infants;
- programs focus on age-appropriate *positive parenting* principles and strategies, including *positive discipline* and improving parent-child communication;
- parents have the opportunity to practice new skills and receive feedback through role-playing, observation and/or non-judgmental coaching *(8)* (See Table 2 for common components of parenting programs);

- implementation considers family dynamics and includes ways to support relationships between adults in the family *(8)*;
- sources of severe stress are addressed by linking families to relevant services, such as Income and economic strengthening efforts, substance abuse treatment, or support for survivors of IPV;
- personnel receive sufficient and ongoing training, supervision, and support (see *Considerations for implementation* section);
- planners address barriers to parent participation (see *Considerations for implementation* section).

UNDERSTANDING THE GOALS AND PRINCIPLES UNDERLYING CORE ELEMENTS

To ensure fidelity to the core elements of an activity to end violence against children, it is first necessary to identify those elements and ask, "why is this element core?" The National Coordination Mechanism can help Implementing Partners understand the principles underlying a core element so they can adapt to the local context. Remember that while core elements from the model site must be present in target sites, they may take different shapes in different contexts while meeting the same goals.

Like the **Context of Implementation Analysis Tool** (*3A*), **Tool 4A** is designed to help Implementing Partners and National Coordination Mechanism + Resource Teams determine which elements are core, and which are peripheral. This allows them to focus more directly on the core elements, making sure they are present, monitored, and sustained.

Using adaptive management

THE DIFFERENCE BETWEEN ADAPTIVE AND TRADITIONAL MANAGEMENT

As we know, cross-sectoral issues such as violence against children operate in complex systems, and complexity requires adaptation. With the increasing attention to the general subject of adaptation, perhaps the topic that has gotten the most consideration is "adaptive management."

Figure 5: A Basic Adaptive Management Cycle

Begin again. Gather data on your action.

Compile and visualize the data.

Use your plan to share adaptations and learning across the organization.

Look for patterns. What is changing over time?

1
WHAT IS HAPPENING?
Collect data from the frontline

2
WHAT DO WE SEE?
Regular sharing and discusson

3
WHAT NEEDS TO CHANGE?
Plan how to respond to the data

4
TAKE ACTION
Put adaptations and learning into practice

ADAPTIVE MANAGEMENT CYCLE

ADAPTED BY: Syntegral in collaboration with Picture Impact

A key aspect of adaptive management is collecting information regularly and frequently about how an activity is being implemented. This information gathered is sometimes called "real-time data." Adaptive managers use the data to assess activity areas that need improvement, make those improvements, then monitor them to see how well they are working. In contrast, in traditional management practices, targets for outputs are set and monitored on a quarterly or biannual basis.

Adaptive managers recognize that as circumstances change, and as we learn more about the environment, activities will need to be modified to fit new realities.

This is why adaptive management makes activities more responsive to change—and more sustainable.

USING ADAPTIVE MANAGEMENT

Because adaptive management is a popular topic in the fields of health and development, there are many tools to help organizations manage in an adaptive manner. Although the National Coordination Mechanism does not directly manage violence against children prevention activities, it can encourage Implementing Partners to adapt and scale up their activities using adaptive management tools and techniques. *Tool 4B* introduces a simple four-step adaptive-management cycle that almost all Implementing Partners can follow with guidance from the National Coordination Mechanism + Resource Team.

Use of such a tool will help partners anticipate problems before they get too serious. It will also give them a chance to document how well they respond to shifting needs and share that information with the National Coordination Mechanism. The National Coordination Mechanism + Resource Team can use that information to monitor the successes and challenges of scale up and contribute to a broader knowledge set across sectors.

ADAPTIVE MANAGEMENT AND THE NATIONAL COORDINATION MECHANISM

The National Coordination Mechanism + Resource Team can also practice adaptive management themselves. Most tools in this guide ask you to monitor how well your strategy for adaptation and scale up is working. They ask you to identify challenges, and consider what can be done to address those challenges. Typically, these tools (and the Insights and Actions exercise at the end of each module) ask you to think, then to take action and monitor that action. So you see, the basic principles of adaptive management are easy to follow and very helpful.

Documenting learning

Implementing Partners should keep track of adaptations so the National Coordination Mechanism + Resource Team can better monitor activities, help partners address challenges, and document learning that will appeal to funders. This learning will also help future Implementing Partners scale up the activity more quickly and easily. Although some people think a program should be delivered exactly as planned, this rarely happens. Documenting adaptations is important for learning about the environment for ending violence against children implementation and to improve future scale-up efforts. This learning is also very valuable to share with other stakeholders as part of advocacy.

Tool 4C is designed to facilitate these important aspects of documenting learning:

1. Discussing, reflecting on, and documenting scale-up progress.

2. Identifying key lessons and adaptations.

3. Showing that activities are able to be sustained with fidelity even as conditions shift over time.

Using this tool on a regular basis is important to document learning. Of course, for Implementing Partners, it is not a substitute for project management meetings, reporting, or other forms of monitoring and evaluation. When shared with the National Coordination Mechanism + Resource Team, documentation like that provided by the *Documenting Learning Worksheet (Tool 4C)*, provides an excellent source of information about the quality of their adaptive management, as well as their ability to keep activities on-track and responsive to a changing environment.

Module 4 tools for leading and learning

This module includes tools to help you identify core and peripheral elements of an activity, learn and use adaptive management techniques, and document your learning as you go.

4A. Core and Peripheral Elements of a Violence Against Children Prevention Activity. A worksheet to facilitate discussion and visual what is core to an activity, what is peripheral, and what can be adapted during scale up.

4B. Using Adaptive Management. A poster to send Implementing Partners that illustrates a basic adaptive management cycle and suggests a process for gathering feedback from frontline staff and using it to adapt to changing conditions on-the-ground.

4C. Documenting Learning. A worksheet to capture what you are adapting and what you are learning, and to monitor the results of Implementing Partners' adaptations over time.

Find and download these tools on the Guide's website.

inspire-strategies.org/adaptationandscaleup

Insights into action (R1)

We started this journey noting that *we always want to match thinking with action*.

- When discussing your reflections on this module, did the team have any interesting insights?

- Look to the questions above or other questions that were raised in your conversation.

- It is important to document the actions you will take, and know which actions have been completed.

Using *Tool R1*:

1. List up to 3 insights that the team found valuable and important.

2. Decide and record how those insights can be turned into concrete actions.

3. Return regularly to mark that those actions have been completed.

ADDITIONAL RESOURCES ON LEADING AND LEARNING

Blase, K and Fixsen (2013). Core Intervention Components: Identifying and Operationalizing What Makes Programs Work. *ASPE Research Brief.* February 2013. Washington DC.

Chu, J. and Leino, A. (2017). Advancement in the maturing science of cultural adaptations of evidence-based interventions. *Journal of Consulting and Clinical Psycholog*y, Vol 85(1), 45-57

Cooley L, Ved R, Fehlenberg K. 2012. Scaling up—from vision to large scale change: Tools and techniques for practitioners. *Management Systems International (MSI)*, Washington DC.

Up next

It's now time to track progress, as well as share successes and lessons learned along the way. **Module 5** provides tools to work with Implementing Partners and other stakeholders to build and tell the story of adaptation and scale up.

MODULE 5

Advancing Your Strategy

Sharing your INSPIRE adaptation and scale-up journey with others.

In this module, we turn to the topic of sharing progress with partners and stakeholders to advance your scale-up strategy.

Sharing the journey as it continues

The journey of adapting and scaling activities to end violence against children using the INSPIRE approach never really ends. With adaptation and scale up, you can always adapt better and scale up further. But even as the journey continues, a lot of progress is made. In this last module, we turn to the topic of sharing progress with partners and stakeholders to advance your scale-up strategy. By inviting others into the adaptation and scale-up process, the National Coordination Mechanism will benefit from new ideas, skills, and perspectives.

As with the Resource Team, bringing more colleagues and stakeholders into the process is also a way of promoting sustainability. The more people familiar with, and actively involved in, adaptation and scale up, the more likely it is that you will be able to increase the coverage of activities and sustain them over time.

Sharing your adaptation and scale-up journey with others

Event tracking

As we saw in the *Ending Violence Against Children Timeline (Tool 1B)* in *Module 1*, it is important to document key events that influence adaptation and scale up of activities over time, both positively and negatively. Tracking these events offers a high-level view of scale up over time and provides information not found in other monitoring tools. It is useful to capture and report on events such as key meetings or political actions that affect, or are affected by, adaptation and scale-up processes and outcomes. It is also useful to share these events with others in the government, donors, and the global community.

Tool 5A is another tool for documenting, tracking, and analyzing key events that are most relevant to the current environment. We recommend that you first categorize events, then analyze them for potential scale-up opportunities and risks. This quick reflection combined with action planning is a kind of adaptive management. As with other adaptive-management techniques, the National Coordination Mechanism will want to share their progress, as well as think about how to use the data to improve their leadership and learning.

Adapting in response to stakeholder feedback

The National Coordination Mechanism + Resource Team should periodically ask others to help them reflect on the INSPIRE scale-up process and the systems-oriented approach which guided them to this point. One way to do this is by conducting individual or group interviews with a few key stakeholders (donors, policy makers, program managers). *Tool 5B* offers a guide for these discussions, as well as a resource to help the National Coordination Mechanism + Resource Team make sense of—and act on—what they learn from the conversations.

Pulling in the same direction: a cross-sectoral review

As mentioned throughout this Guide, working across sectors is a distinctive aspect of the INSPIRE approach and should be considered at every step in adaptation and scale up. A critical role of the National Coordination Mechanism entails bringing Implementing Partners and other stakeholders from various sectors together to remind them of the interrelated nature of their activities and their common goals in ending violence against children. To do this, the National Coordination Mechanism + Resource Team should bring stakeholders together across sectors to:

1. Recognize common successes and challenges in adaptation and scale up.

2. Create processes that help those working in different sectors work toward goals that support each other, or "pull in the same direction."

3. Help the National Coordination Mechanism + Resource Team create a common story about the ending violence against children action plan and present it as a strong, unified, and important area of government interest and donor investment.

These are critical objectives for INSPIRE, and cross-sectoral sharing is one of the most essential ways to meet these goals. This sharing cannot be accomplished using a single tool. It will require bringing stakeholders together to share results, perspectives, lessons, and best practices. This cross-sectoral review may be a single, day-long event or it may be a series of smaller meetings. Ideally, such a review can be twice a year. Reviews may be held at one national-level site; hosted regionally; or even happen through on-line conferencing, if necessary. A description of the "building blocks" needed for such a review is included in *Tool 5C*. Having the National Coordination Mechanism + Resource Team revisit or complete many of the tools in this Guide may be a helpful step in preparing for the review.

Module 5 tools to advance your journey

This module includes tools to help you share progress with partners and stakeholders, as well as learn from each other.

5A. Ending Violence Against Children Event Tracker. A worksheet to create a timeline of key events in different categories, and then analyze significant events to strategize around opportunities and potential risk.

5B. Adapting in Response to Stakeholder Feedback. A set of discussion guides to gather perspectives from a range of stakeholders on what parts of the scale-up strategy are going well and which parts need improvement.

5C. Pulling in the Same Direction: A Cross-Sectoral Review. A guide for convening key actors in scale-up efforts to identify their contributions to the ending violence against children action plan and to increase coordination.

Find and download these tools on the Guide's website.

inspire-strategies.org/adaptationandscaleup

Insights into action (R1)

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- When discussing your reflections on this module, did the team have any interesting insights?

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Using *Tool R1*:

1. List up to 3 insights that the team found valuable and important.

2. Decide and record how those insights can be turned into concrete actions.

3. Return regularly to mark that those actions have been completed.

ADDITIONAL RESOURCES ON ADVANCING YOUR STRATEGY

Bandali, S., Style. S., Thiam. L., Omar, O.A., Sabino, A., & Hukin, E. (2021). Pathways of Change for Achieving Sustainability Results: A Tool to Facilitate Adaptive Programming, Global Public Health.

Becker, J., & Smith, D. (2018). **The Need for Cross-Sectoral Collaboration.** *The Stanford Social Science Innovation Review*. Winter.

MercyCorps. **Managing Complexity: Adaptive Management at Mercy Corps.**

Ramalingam, B., Wild, L., & Buffardi, A.L. (2019). **Making Adaptive Rigour Work Principles and Practices for Strengthening Monitoring, Evaluation and Learning for Adaptive Management.** *ODI Briefing Note*, April. London.

Sawin, A. (2018). **The Magic of "Multi Solving": Six Principles and Practices to Unlock Cross-Sectoral Collaboration**. *The Stanford Social Science Innovation Review*, April 16.

Up next

The information and tools in this Guide will continue to be helpful to the National Coordination Mechanism + Resource Team. We encourage you to revisit modules that were especially useful and relevant to your ending violence against children action plan and scale up, and continue to use the tools to track and monitor your progress.

INSPIRE

Tools for Adaptation and Scale Up

A tool to teach and discuss the concept of scale up and create shared language and understanding.

TOOL 1A

A Framework for Adaptation and Scale Up

A graphic depiction of the elements of scale up and how they interact.

Adapted from: ExpandNet

Elements in a Scale-Up Framework

This model can be used to provide countries a common way of understanding and communicating the key elements of scale up at a big picture level.

Activities to End Violence Against Children

Violence Against Children Environment

INSPIRE Adaptation and Scale-up Strategy

National Coordination Mechanism + Resource Team

Implementing Organization

THE KEY ELEMENTS OF SCALE UP
The model shows the five key elements of scale up:

1. **THE VIOLENCE AGAINST CHILDREN ENVIRONMENT:** The unique social, political, historical context that shapes the issue of violence against children in your country. This environment is always changing.

2. **NATIONAL COORDINATING MECHANISM + RESOURCE TEAM:** The main groups in charge of setting goals and overseeing the government's efforts to end violence against children.

3. **ACTIVITIES TO END VIOLENCE AGAINST CHILDREN:** The organized and funded approaches to ending violence against children.

4. **IMPLEMENTING PARTNERS:** The organizations that carry out activities to end violence against children.

5. **INSPIRE ADAPTATION AND SCALE-UP STRATEGY:** Developed to help realize the goals of the National Action Plan, this is the centerpiece supporting all of the other key elements.

CONNECTING THE KEY ELEMENTS
While at times during scale up each key element may seem disparate, the model shows us that they are interconnected. For example, every key element exists within the violence against children environment, and is also an important piece of the environment. The scale-up elements are all connected and constantly shape and affect each other. The art of scale up requires us to regularly check and assess these key elements and their relationship to one another in order to develop, manage, and adapt our scale-up strategy.

INSPIRE | Guide to Adaptation and Scale Up

TOOL 1A: Elements in a Scale-Up Framework

AVAILABLE FORMATS: The worksheets included here are meant for printing at A4 size. Visit the Guide's website for downloadable interactive (fillable) PDF worksheets, alternate languages and alternative formats.
inspire-strategies.org/adaptationandscale

INSPIRE | Tools for Adaptation and Scale Up

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A tool to understand and communicate what has happened before in order to develop a scale-up strategy which builds on that work.

Environmental Assessment: Ending Violence Against Children Timeline

An exercise to create a historical timeline of actions and actors ending violence against children in your country.

Adapted from: FSG timeline mapping guidance and tool

The attitudes, policies, programs, actors, and events in each country's history shape the current context and affect future decision-making. Having a shared understanding of this past builds a solid foundation for planning.

AVAILABLE FORMATS: The worksheets included here are meant for printing at A4 size. Visit the Guide's website for downloadable interactive (fillable) PDF worksheets, alternate languages and alternative formats.
inspire-strategies.org/adaptationandscale

How to use this tool

1   Beginning with "prior to 10 years ago," fill in the timeline from the farthest past up through the present, ending with the "last 2 years to today".

2   Place events, milestones, incidents, activities, and prominent actors on your timeline. Do this as a group—or individually—and share.

3   Step back and consider what this timeline says about your unique violence against children environment and scale-up journey.

4   Talk about what events may contribute to barriers to scale up and what events might help support future scale up.

THINGS TO KEEP IN MIND

○   Creating the timeline on paper and putting it on the wall or shared space will be easiest for a group.

○   You can assign small groups different time periods or different rows (program activities, policy actions, people and organizations).

○   Take time to hear the stories that accompany a labeled point on the timeline.

○   Bring the timeline all the way to the present, use it as a way to see where you are right now.

REMINDER...FEEL FREE TO ADAPT THIS
TOOL IN ANY WAY THAT WORKS FOR
YOUR TEAM AND YOUR CONTEXT!

Environmental Assessment:
Ending Violence Against Children Timeline

As a group, fill in the timeline across these two pages noting events, changes, actors and activities that have influenced ending violence against children in your context over the last 10 years.

PRIOR TO
10 YEARS AGO

9-10 YEARS AGO

7-8 YEARS AGO

PROGRAM / ACTIVITIES

POLICY ACTIONS

PEOPLE AND ORGANIZATIONS

	4-5 YEARS AGO	2-3 YEARS AGO	FROM 2 YEARS AGO UNTIL THE PRESENT
PROGRAM / ACTIVITIES			
POLICY ACTIONS			
PEOPLE AND ORGANIZATIONS			

Now What?

YOU SHOULD NOW HAVE...

○ A timeline of the events, activities, and people that have contributed to forming the current violence against children landscape over the past 10 years.

○ An idea of where this history will present challenges.

○ An idea of where this history will aid solutions.

Act and apply

Include activities to engage influential people and organizations in your scale-up strategy.

Monitor the landscape moving forward and be prepared to address any risks or opportunities that may arrive.

RELATED TOOLS:

• *Tool 1F*: Uncovering Risks and Preconditions to Achieving Action Plan Results

• *Tool 1C*: Environmental assessment: Domains

• *Tool 1D*: Environmental assessment: Actor Analysis

• *Tool 2B*: Ending Violence Against Children Activity Implementation and Evidence Profile

A tool to prioritize interventions that fit a country's context so that scale up is successful.

Environmental Assessment: Domains

A group exercise taking stock of the environment to identify opportunities for and risks to scale up.

When we know our environment, we can leverage opportunities, minimize risks, and build on our framework. This tool helps you see where adaptations might be needed in the future and strengthen your scale-up strategy.

AVAILABLE FORMATS: The worksheets included here are meant for printing at A4 size. Visit the Guide's website for downloadable interactive (fillable) PDF worksheets, alternate languages and alternative formats.
inspire-strategies.org/adaptationandscale

How to use this tool

1 Assign small groups 1-3 domains they are familiar with. Use the list (Assign Domains).

2 For each domain, the group should identify the key factors affecting scale up (Collect).

3 For each factor, decide if it has a positive or negative effect on scale up and the strength of its impact (Collect).

4 Looking across all identified factors, identify 3 opportunities which support scale up and 3 constraints to scale up. Write and discuss these (Discuss).

5 Identify action items to take advantage of opportunities and minimize constraints (Discuss).

THINGS TO KEEP IN MIND

○ Make use of the experience in the room, giving people environmental domains to assess that they know well.

○ Do not skip a large-group discussion about all the identified factors.

○ Be sure to document all the identified factors (Collect); you'll want to reference them later during other scale-up activities.

REMINDER...FEEL FREE TO ADAPT THIS TOOL IN ANY WAY THAT WORKS FOR YOUR TEAM AND YOUR CONTEXT!

Environmental Assessment: Domains

Break into small groups. Each group should be assigned 1–3 domains they know well. *If all domains are covered, it is ok if groups overlap.*

POLITICAL ENVIRONMENT
Political situation, security, governance, bureaucratic culture, formal and informal political relationships

HEALTH SYSTEM
Infrastructure and access to services, logistics capacity, etc.

FUNDING
Funding, collaboration between partners, presence of other programs

EDUCATION SYSTEM
School management, teacher training, educational policies

CULTURE, COMMUNITY AND HOUSEHOLD
Awareness and prioritization of social/cultural factors that affect ending violence against children

POLICY ENVIRONMENT
Level of external support for the policy/program—other policies/programs that conflict with, help, or hurt scale up

LEGAL SYSTEM
Laws, enforcement

SUPERVISION OR QUALITY IMPROVEMENT
Capacity/capability for supervision/quality improvement

PHYSICAL ENVIRONMENT
Geography, weather patterns that influence ending violence against children

OTHER
Any contextual factors not included in the above categories

ECONOMIC ENVIRONMENT
Economic conditions, resource mobilization

RESPONSE AND SUPPORT SERVICES
Referral mechanisms; health, physiological, legal, and justice services

RESOURCES
Availability of key personnel, skills and abilities, workload, motivation, incentives, turnover

☐ POLITICAL ENVIRONMENT
☐ POLICY ENVIRONMENT
☐ ECONOMIC ENVIRONMENT
☐ EDUCATION SYSTEM
☐ HEALTH SYSTEM
☐ PHYSICAL ENVIRONMENT
☐ LEGAL SYSTEMS

☐ FUNDING
☐ PERSONNEL
☐ SUPERVISION/ QUALITY IMPROVEMENT
☐ RESPONSE AND SUPPORT SERVICES
☐ CULTURE: COMMUNITY AND HOUSEHOLD
☐ RESOURCES
☐ OTHER
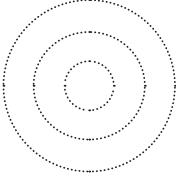
WHAT IS THE KEY FACTOR?
In each box, write 1 key factor affecting scale up in this domain. *Use as much or as little detail as is useful.*
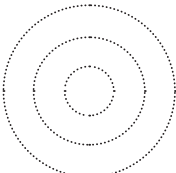
WHAT IS THE IMPACT?
Does this key factor make scale up easier (positive effect, +) or harder (negative effect,-)? *Mark the + or −.*
Does this key factor have a small impact or a large one? *Fill in the circles to show the size of the positive or negative effect.*
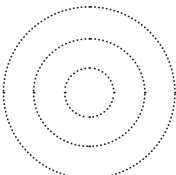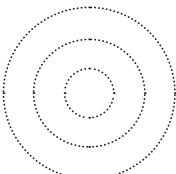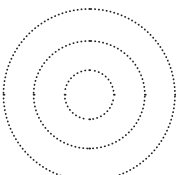
STEP 3: DISCUSS

1. Consider all of the key factors that were identified on the "Step 2: Collect" sheet, for this tool.
2. Choose 3 opportunities to support scale up and 3 constraints to scale up. *Write these in the boxes below.*
3. For each opportunity or constraint, consider what actions or strategies you will take. Write these in the appropriate box. *Note: your intervention package might already include these or similar activities.*

OPPORTUNITIES

+ DOMAIN:

OPPORTUNITY: | ACTION/STRATEGY TO MAXIMIZE IT:

+ DOMAIN:

OPPORTUNITY: | ACTION/STRATEGY TO MAXIMIZE IT:

+ DOMAIN:

OPPORTUNITY: | ACTION/STRATEGY TO MAXIMIZE IT:

CONSTRAINTS

− DOMAIN:

CONSTRAINT: | ACTION/STRATEGY TO MINIMIZE IT:

− DOMAIN:

CONSTRAINT: | ACTION/STRATEGY TO MINIMIZE IT:

− DOMAIN:

CONSTRAINT: | ACTION/STRATEGY TO MINIMIZE IT:

Now What?

YOU SHOULD NOW HAVE...

○ A comprehensive list of environmental factors relevant to scaling up activities to end violence against children

○ 3 opportunities identified in each domain and action steps for each

○ 3 constraints identified in each domain and action steps to address each

Act and apply

Is there a section of the action plan that provides an assessment of how ending violence against children has been advanced and/or inhibited in the country? Does the plan specifically highlight barriers to, and facilitators of, ending violence against children? Should the plan include this information?

Which of the constraints and opportunities that you identified will you prioritize moving forward? How might you address them?

RELATED TOOLS:

- *Tool 1F*: Uncovering Risks and Preconditions to Achieving Action Plan Results
- *Tool 1D*: Environmental Assessment: Actor Analysis
- *Tool 3C*: Benchmarking and Tracking Vertical Scale Up
- *Tool 3D*: Benchmarking and Tracking Horizontal Scale Up

INSPIRE | Tools for Adaptation and Scale Up

A tool to plan for future adaptation and scale-up partnerships.

Environmental Assessment: Actor Analysis

A grid to map the many scale up actors and to think about their roles and potential to affect scale up.

INSPIRED BY: Search for Common Ground; Common Ground Approach to Mapping Stakeholders and Influencers, and ODI; Planning Tools: Stakeholder Analysis

Successful scale up requires many actors (individuals, communities, organizations, agencies, communities) working together across the private, public, and civic sectors. Understanding who these people are, their power, their interests, and their relationships is key information for developing an effective scale-up strategy.
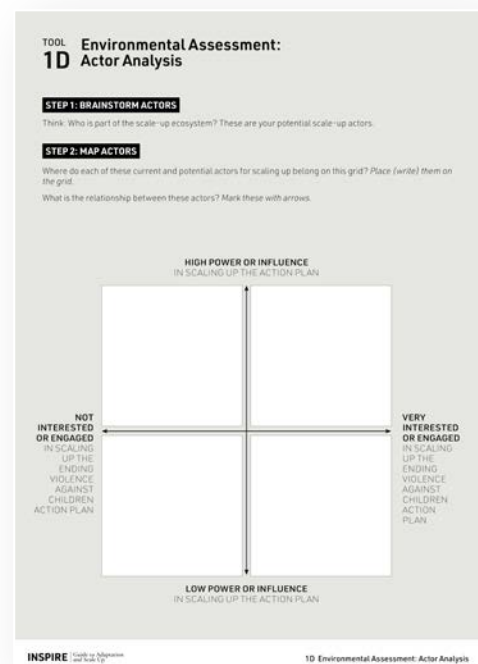
AVAILABLE FORMATS: The worksheets included here are meant for printing at A4 size. Visit the Guide's website for downloadable interactive (fillable) PDF worksheets, alternate languages and alternative formats.
inspire-strategies.org/adaptationandscale

How to use this tool

1   Make a list of all of the actors: individuals, groups, organizations, agencies, etc. that are relevant to the scale up of your ending violence against children action plan.

2   Discuss each actor's **influence** over the scale up and their level of **engagement** in the scale up. Place them on the grid accordingly.

3   Once all the actors have been placed on the grid, begin linking them by considering their relationships, influence on one another, and interactions.

4   Draw an arrow between two actors to show direction of influence between them. Make the arrow darker or lighter depending on the strength of the influence.

5   As a group, discuss ideas for how some key actors' relationships can be used to further scale up.

THINGS TO KEEP IN MIND

○   Influence and interest can be positive (actors accelerating scale-up) or negative (actors hindering scale up).

○   Best done on a wall with post-its or a large white-board.

○   Having actors from different sectors and backgrounds contribute can help make this a complete picture.

REMINDER...FEEL FREE TO ADAPT THIS
TOOL IN ANY WAY THAT WORKS FOR
YOUR TEAM AND YOUR CONTEXT!

Environmental Assessment:
Actor Analysis

STEP 1: BRAINSTORM ACTORS

Think: Who is part of the scaling up ecosystem? These are your potential scale-up actors.

STEP 2: MAP ACTORS

Where do each of these current and potential actors for scaling up belong on this grid? *Place (write) them on the grid.*

What is the relationship between these actors? *Mark these with arrows.*

HIGH POWER OR INFLUENCE
IN SCALING UP THE ACTION PLAN

**NOT
INTERESTED
OR ENGAGED**
IN SCALING
UP THE
ENDING
VIOLENCE
AGAINST
CHILDREN
ACTION
PLAN

**VERY
INTERESTED
OR ENGAGED**
IN SCALING
UP THE
ENDING
VIOLENCE
AGAINST
CHILDREN
ACTION
PLAN

LOW POWER OR INFLUENCE
IN SCALING UP THE ACTION PLAN
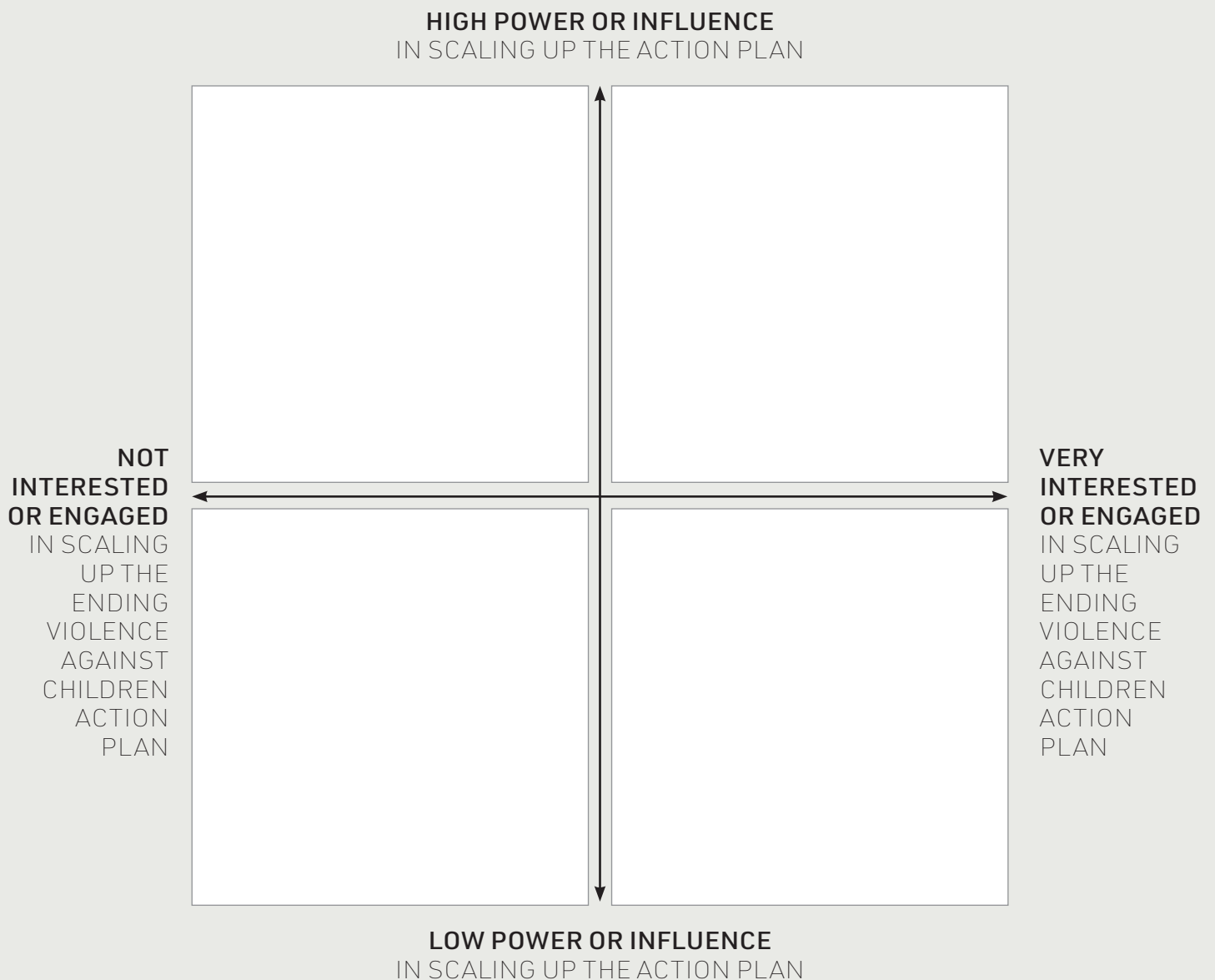
Now What?

YOU SHOULD NOW HAVE...

○ A visual of who is involved, with what levels of influence and interest

○ Initial ideas of how those actors relate to and influence each other

Act and apply

Which actors will you engage directly in scale-up planning and implementation? Which will you keep informed to maintain their support?

You will want to revisit this tool frequently (once a year or more) to update and adjust your thinking.

RELATED TOOLS:

• *Tool 1B*: Environmental Assessment: Ending Violence Against Children Timeline

• *Tool 2A*: Building a Successful Resource Team

• *Tool 5B*: Adapting in Response to Stakeholder Feedback

• *Tool 5C*: Pulling In the Same Direction: A Cross-Sectoral Review

A tool to build a team's awareness of adaptation needs and highlight existing adaptation skills.

TOOL 1E

The "What Could Possibly Go Wrong?" Game

A game for members of a team who progress across the game board by naming and discussing different sources of complexity that may require adaptation.

SOURCE: Syntegral

The game will familiarize you with responding to complex and changing situations while you build a shared language to talk about past and/or future challenges. This team exercise asks you to remember and share experiences with adaptation in order to build confidence that it can be done. It also strengthens a team's ability for future adaptation of INSPIRE activities selected for scale up.

AVAILABLE FORMATS: The worksheets included here are meant for printing at A4 size. Visit the Guide's website for downloadable interactive (fillable) PDF worksheets, alternate languages and alternative formats.
inspire-strategies.org/adaptationandscale

INSPIRE | Tools for Adaptation and Scale Up

How to use this tool

1   Team selects a previous, current, or future activity that they have all worked on as the subject for the game.

2   A moderator explains the meaning of the different squares using the Tool.

3   Roll the dice and move around the board as a single group.

4   Land on an icon. To be able to move again, discuss an example from the activity that fits the icon—a stable (green) or unstable (orange) event that happened or could happen in terms of shifts due to program variables (context), the passage of time (temporal) or different understanding (interpretation).

5   Find agreement on these events, and write them down as you move through the board.

THINGS TO KEEP IN MIND

○ The moderator needs to understand the icons ahead of time.

○ No more than 6 people should play together to allow for active participation. They should have worked, are currently working, or will work on the same activity.

○ If your main purpose is to build capacity and confidence—select an activity from previous work.

○ If your main purpose is to build readiness to adapt—select an activity from current or future work.

REMINDER...FEEL FREE TO ADAPT THIS TOOL IN ANY WAY THAT WORKS FOR YOUR TEAM AND YOUR CONTEXT!

The "What Could Possibly Go Wrong?" Game

INSTRUCTIONS

If the team playing has worked together on an activity in the past, that activity will be the focus of the game. If the team playing is currently or is planning to work on an activity, that activity will be the focus of the game.

Roll the die and move your piece (a coin or any small object) that number of squares.

A) If you land on an orange or green square, note if it is asking your team to discuss contextual, temporal, or interpretive activity scale-up factors for adaptation.

B) If you land on a vertical arrow or horizontal arrow, discuss with your team a vertical or horizontal scale-up issue. Be sure to write down the adaptation or scale-up issue that the team chooses.

KEY

STABLE   UNSTABLE

CONTEXTUAL: How a significant programmatic element required/might require adaptation.

TEMPORAL: How time required/might require a significant adaptation.

INTERPRETIVE: How a significant issue was/might be understood very differently by different stakeholders.

VERTICAL SCALE UP: What did we/will we do to integrate activities? How did we/will we do this?

HORIZONTAL SCALE UP: What did we/will we do to expand activities to new sites or populations? How did we/will we do this?

GAME BOARD

Use the game board on the following page.
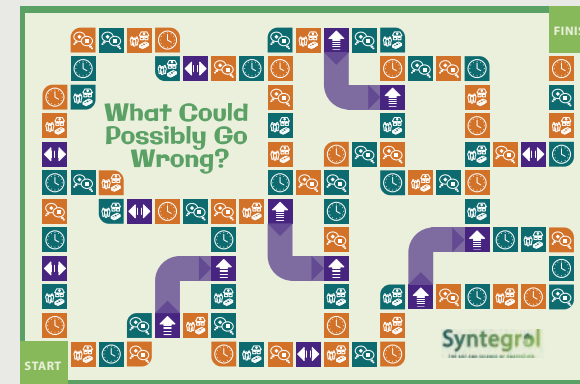
TAKE AWAYS

After playing the Game, players should review the adaptations they discussed and consider:

- How project teams have adapted or will adapt to changing contexts.

- How and why we deal with changes in program realities, changes over time, and differences in understanding.

- The challenges of vertical scaling (institutionalization of an activity) and horizontal scaling (spreading an activity to new sites). Note: these important types of scale are covered in depth elsewhere in this Guide.

- The fact that team members already possess lots of adaptive capacity—and now it is time to strengthen it!

INSPIRE | Tools for Adaptation and Scale Up

1E The "What Could Possibly Go Wrong?" Game

FINISH

What Could Possibly Go Wrong?
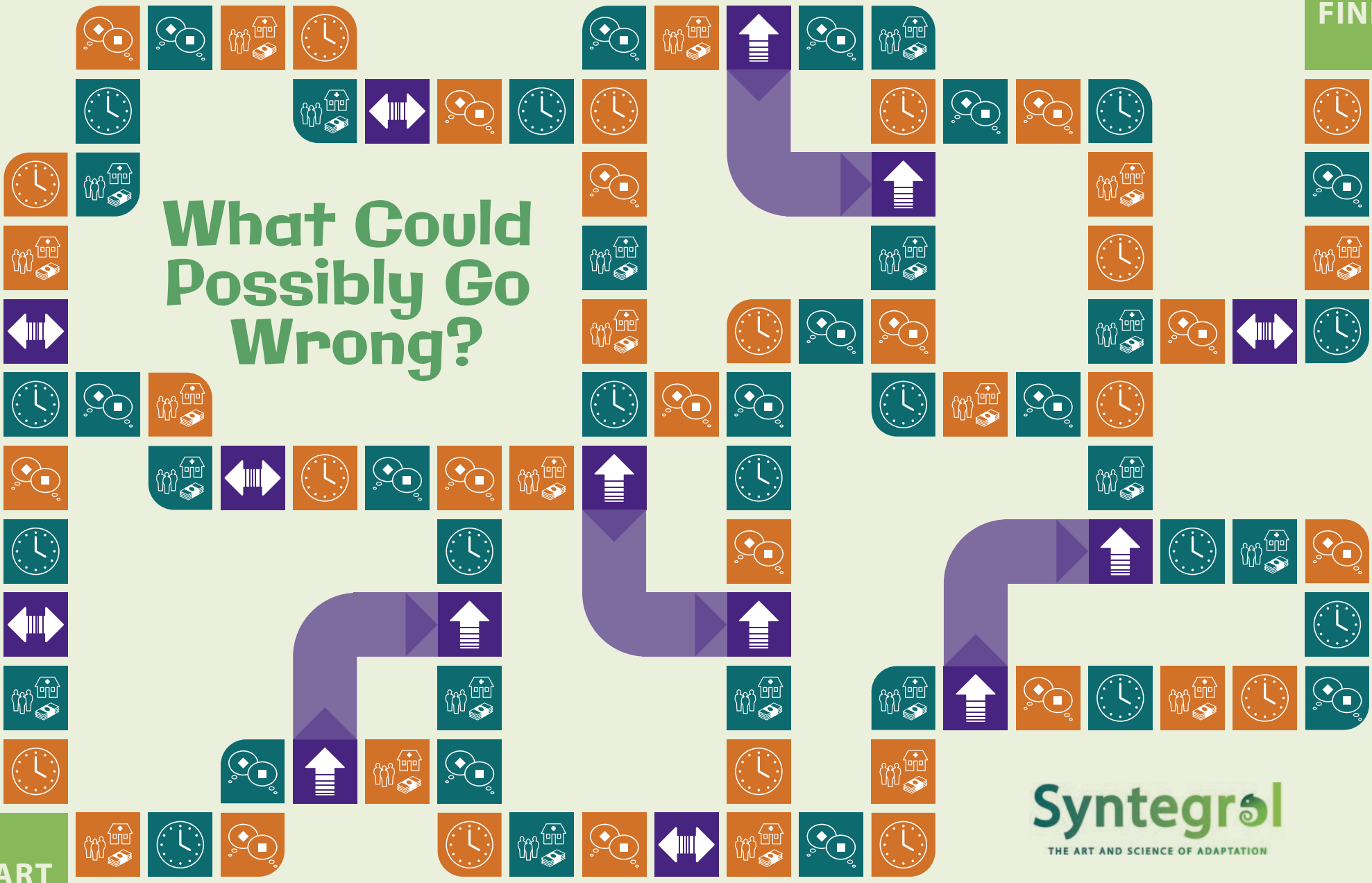
Syntegrol
THE ART AND SCIENCE OF ADAPTATION

START

INSPIRE | Tools for Adaptation and Scale Up

1E The "What Could Possibly Go Wrong?" Game

Now What?

YOU SHOULD NOW HAVE...

○ Increased confidence in your ability to adapt and respond to challenges

○ Awareness of likely adaptation needs

○ A shared language for complexity and adaptation to apply to future scale-up conversations

Act and apply

When completing other tools in the guide, consider complexity and anticipate "What could go wrong?"

Look again at your action plan, and identify places that are unstable. Keep an eye on those.

RELATED TOOLS:

- *Tool 1B*: Environmental Assessment: Ending Violence Against Children Timeline
- *Tool 1C*: Environmental Assessment: Domains

A tool to anticipate and be ready to respond to scale-up challenges suggested in a country's action plan to end violence against children.

Uncovering Risks and Preconditions to Achieving Action-Plan Results

A visual format to surface risks and necessary preconditions of scale up that are embedded within your action plan to end violence against children and consider actions and activities that would be needed to address them.

SOURCE: Syntegral

As you begin to carry out your action plan to end violence against children, be sure to look carefully at its underlying assumptions. By identifying the assumed risks and preconditions related to your plan's results, you can start thinking about activities that will be needed. Later in the coordination process, these preconditions and risks can help Implementing Partners link their activities to the action plan to end violence against children.

AVAILABLE FORMATS: The worksheets included here are meant for printing at A4 size. Visit the Guide's website for downloadable interactive (fillable) PDF worksheets, alternate languages and alternative formats.
inspire-strategies.org/adaptationandscale

INSPIRE | Tools for Adaptation and Scale Up

How to use this tool

1   Review your Ending Violence Against Children Action Plan and identify the key results the plan is designed to achieve. Choose one result to work on at a time.

2   List 3 risks, or things that may be barriers to this result.

3   List 3 preconditions, or things that need to happen or be in place, in order to achieve the result.

4   Write down actions or activities that could address each risk or put in place each precondition. Think generally and creatively.

THINGS TO KEEP IN MIND

○   Remember both horizontal and vertical aspects of scale up (see *tools 3C and 3D*).

○   As the National Coordination Mechanism's work continues, this tool may be used repeatedly to reflect new preconditions and new risks as the local environment and the scale-up strategy changes.

REMINDER...FEEL FREE TO ADAPT THIS
TOOL IN ANY WAY THAT WORKS FOR
YOUR TEAM AND YOUR CONTEXT!

Uncovering Risks and Preconditions to Achieving Action-Plan Results

STEP 3: PLAN ACTIONS

ACTIONS TO MINIMIZE RISKS

How might scale-up activities minimize these risks? *For each risk write at least 1 action that will help scale up meet the intended results.*

STEP 2: CONSIDER RISKS & PRECONDITIONS

RISKS TO ACHIEVING THIS RESULT

List 1-3 risks that could act as obstacles to achieving your result.

1.

2.

3.

STEP 1: IDENTIFY RESULTS

What results does the action plan aim to achieve? *Choose up to 5 of the key results to work with.*

Write 1 result statement in the box below. *You will work on 1 result statement at a time.*

RESULT STATEMENT :

PRECONDITIONS TO MEET THIS RESULT

List 1-3 preconditions that need to be in place in order to achieve your result.

1.

2.

3.

ACTIONS TO MEET PRECONDITIONS

How might scale-up activities meet or facilitate these conditions? *For each precondition list at least 1 action needed to meet preconditions.*

Now What?

YOU SHOULD NOW HAVE...

○ Awareness of key risks and preconditions associated with results in your action plan to end violence against children

○ An analysis linking actions and activities to risks and preconditions, as well as the final desired result

Act and apply

For each precondition and risk identified, does the action plan suggest activities to address the preconditions or risk? Should it?.

In whatever form it takes, does the action plan to end violence against children have a section explaining the understanding and assumptions underlying the National Coordination Mechanism's approach to ending violence against children? Is one needed?

RELATED TOOLS:

○ *Tool 3A*: Context of Implementation of Analysis

○ *Tool 3B*: Organizational Capacity Assessment

○ *Tool 5B*: Adapting in Response to Stakeholder Feedback

○ *Tool 5C:* Pulling in the Same Direction: A Cross-Sectoral Review

A tool to ensure the Resource Team has the right experience and expertise to help ensure the National Coordination Mechanism's success.

Building a Successful Resource Team

A profile of who is on your team and what viewpoints, backgrounds, and expertise they bring.

Inspired by: ExpandNet; Nine steps for developing a scale-up strategy

Scaling up a national effort requires skill, continuity, resources, and effective collaboration across sectors. The makeup of the team directly affects scale-up efforts and success. Mapping the existing team will help identify imbalances—or representation that may be needed, but is missing. Afterward, you can plan how to find members to meet the team's needs.

AVAILABLE FORMATS: The worksheets included here are meant for printing at A4 size. Visit the Guide's website for downloadable interactive (fillable) PDF worksheets, alternate languages and alternative formats.
inspire-strategies.org/adaptationandscale

How to use this tool

1 Mark down what each team member brings to the table (team-member snapshot).

2 Identify the ideal make-up of the team by sector. Compile the team-member snapshots to compare this ideal to the current distribution among the team.

3 Using team-member snapshots, map coverage of areas of responsibility using the number of people identified in each area.

4 Chart the technical areas covered by team-members' expertise.

5 For each section, discuss the results. Consider what is strong and what is missing. Make plans for new-member recruitment, if needed.

THINGS TO KEEP IN MIND

○ Pay as much attention to who is not a member of the current team as to who is.

○ Remember philosophies/perspectives such as gender equity and human rights are unique types of expertise.

○ One person can play several roles within the team and bring multiple perspectives.

○ This tool can also be used to assess the team's needs when members of the team leave.

REMINDER…FEEL FREE TO ADAPT THIS
TOOL IN ANY WAY THAT WORKS FOR
YOUR TEAM AND YOUR CONTEXT!

TOOL 2A Building a Successful Resource Team

1. Complete an assessment for each current or proposed team member.
2. Compile results using the dashboard and discuss.
3. Make a plan for adding new members.

STEP 1: CLASSIFY TEAM MEMBERS

Complete 1 sheet for each current or proposed team member.

NAME: ☐ CURRENT MEMBER ☐ PROPOSED MEMBER

1. WHAT SECTOR IS REPRESENTED?
What sector does this person represent? *Check one.*

☐ FUNDER / DONOR (INTERNATIONAL)
☐ GOVERNMENT (NATIONAL)
☐ GOVERNMENT (LOCAL)
☐ PRIVATE SECTOR
☐ CIVIL SOCIETY ORGANIZATION
☐ PARTNER ORGANIZATION (INGO)

☐ OTHER

2. WHAT AREAS OF RESPONSIBILITY DOES THIS PERSON / ORGANIZATION BRING TO SCALE UP?
What areas of responsibility does this person or their organization fulfill on the team?

☐ ADVOCACY / POLICY
☐ TECHNICAL ADVISOR / TECHNICAL KNOWLEDGE
☐ TRAINING / SUPERVISION
☐ PROCUREMENT / LOGISTICS
☐ MONITORING, EVALUATION & LEARNING
☐ IMPLEMENTATION

☐ OTHER *(for example, facilitation)*
....
....
....

3. IN WHICH TECHNICAL DOMAIN(S) DOES THIS PERSON WORK?
What kinds of technical expertise does this person bring to the team? Which of the INSPIRE strategies are in their area of expertise? Do they have knowledge in cross-sectoral areas such as gender or human rights? *Check all that apply.*

☐ IMPLEMENTATION AND ENFORCEMENT OF LAWS
☐ NORMS AND VALUES
☐ SAFE ENVIRONMENTS
☐ PARENT AND CAREGIVER SUPPORT
☐ INCOME AND ECONOMIC STRENGTHENING
☐ RESPONSE AND SUPPORT SERVICES
☐ EDUCATION AND LIFE SKILLS

☐ OTHER *(for example, gender, human rights)*
....
....
....

STEP 2: ASSESS SECTOR REPRESENTATION

1. Think about the ideal distribution of sectors within the team. What percentage of members do you want/ need from each sector? Write these as a percentage in the left column. Make sure your column adds up to exactly 100.

2. Using the data collected in step 1, total up the actual number of people in each sector and then find the actual percentage represented by that sector. Write this in the right column. Make sure your column adds up to exactly 100.

	IDEAL DISTRIBUTION (%)	ACTUAL NUMBER	/	TOTAL NUMBER	=	ACTUAL DISTRIBUTION (%)
Funder / donor (International)						
Government						
Government (Local-level)						
Private sector						
Civil society organization						
Partner organization (NGO)						
OTHER						

HOW WILL YOU BALANCE SECTOR REPRESENTATION?
What sector representation is needed? Who can you recruit for these sectors?

STEP 3: ASSESS COVERAGE ACROSS AREAS OF RESPONSIBILITY

1. Starting at the center, use the rings to find the number of people with this area of responsibility on the team, mark the total number for each skill on each corresponding spoke (line).

2. Once each spoke is marked, connect the dots.

EXAMPLE

ADVOCACY / POLICY

TRAINING / COACHING / CONSULTING

TECHNICAL ADVISOR / TECHNICAL KNOWLEDGE

7
6
5
4
3
2
1

PROCUREMENT / LOGISTICS

OTHER

MONITORING, EVALUATION & LEARNING

IMPLEMENTATION
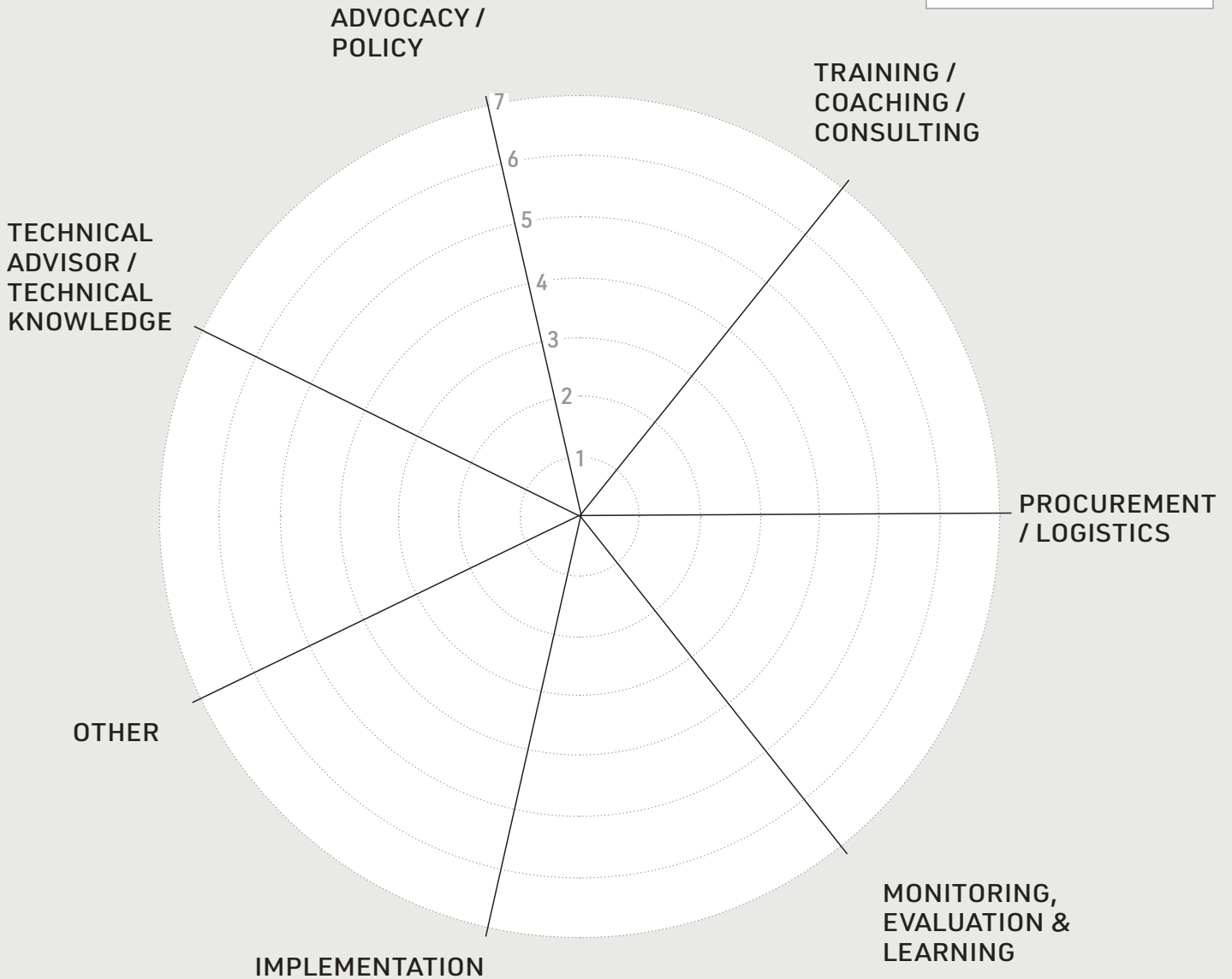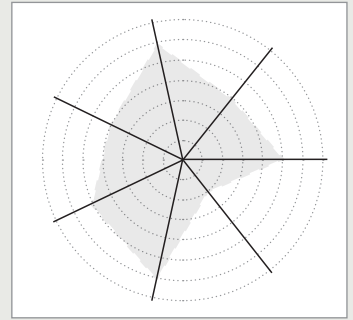
HOW WILL YOU ENSURE COVERAGE ACROSS AREAS OF RESPONSIBILITY ON THE TEAM?
What coverage is needed? Who can you recruit with these capacities?

STEP 4: ASSESS TECHNICAL EXPERTISE ON THE TEAM

Check 1 box for each person who has this expertise on the team. *You can have more boxes filled in than there are people, as people may represent more than 1 area.*

IMPLEMENTATION AND ENFORCEMENT OF LAWS										
NORMS AND VALUES										
SAFE ENVIRONMENTS										
PARENT AND CAREGIVER SUPPORT										
INCOME AND ECONOMIC STRENGTHENING										
RESPONSE AND SUPPORT SERVICES										
EDUCATION AND LIFE SKILLS										
OTHER: (for example, gender, human rights)										

HOW WILL YOU BALANCE TECHNICAL EXPERTISE?
What technical expertise is needed? Do you have people on the team with gender and human rights perspectives? Who else can you recruit with this technical expertise?

Now What?

YOU SHOULD NOW HAVE...

- ○ Clarity on who is on the team and who is not
- ○ A plan for building the strongest team possible

Act and apply

Does the action plan mention gaps in knowledge or skills that have been filled by adding people with needed abilities to either the National Coordination Mechanism or the broader Resource Team? Should it?

Make a plan to identify and invite people who fill the gaps onto the Resource Team.

RELATED TOOLS:

- ○ *Tool 1D*: Environmental Assessment: Actor Analysis
- ○ *Tool 2B*: Ending Violence Against Children Activity Implementation and Evidence Profile
- ○ *Tool 3B*: Organizational Capacity Assessment

A tool to identify activities for adaptation and scale that have a strong evidence base.

Ending Violence Against Children Activity Implementation and Evidence Profile

A way to review key elements of an activity and assess the evidence that the activity is effective.

SOURCE: Syntegral

INSPIRE encourages countries to only scale activities with proven effectiveness. Knowing how much evidence supports an activity—and how credible that evidence is—is important for selecting activities to scale.

AVAILABLE FORMATS: The worksheets included here are meant for printing at A4 size. Visit the Guide's website for downloadable interactive (fillable) PDF worksheets, alternate languages and alternative formats.
inspire-strategies.org/adaptationandscale

How to use this tool

1   For each activity being considered for scale up, complete the implementation profile.

2   Identify the evidence in support of the activity. Discuss the evidence, and decide which 3 findings would be considered strongest and most credible.

3   Identify what would make the case stronger for this activity; where are there gaps in the evidence? Consider different audiences and what different actors find credible.

4   Determine if the National Coordination Mechanism believes there is adequate evidence to support selecting the activity for adaptation and scale up.

5   Recommended: Share this conversation with members of the INSPIRE Working Group. Engage with other countries to share learnings and findings.

THINGS TO KEEP IN MIND

○   If resources allow, have a skilled researcher/evaluator seek and record evidence.

○   Note that context is very important. Study results may not be helpful if activities were carried out in very different conditions.

○   Direct experience and contextual knowledge can be important parts of evidence production, but this knowledge alone is not adequate as an evidence-base.

REMINDER...FEEL FREE TO ADAPT THIS
TOOL IN ANY WAY THAT WORKS FOR
YOUR TEAM AND YOUR CONTEXT!

Ending Violence Against Children Activity Implementation and Evidence Profile

NAME OF
ACTIVITY?

1. What organizations or agencies implemented this activity?

2. Mark the INSPIRE strategies that apply to this activity.

☐ 🏛 Implementation and enforcement of laws

☐ 🧭 Norms and values

☐ 👪 Safe environments

☐ 👪 Parent and caregiver support

☐ 💰 Income and economic strengthening

☐ 👥 Response and support services

☐ 💬 Education and life skills

3. What is the target population(s)?

4. What kind of activity is this? Media campaign, psychosocial support, parenting program, advocacy, economic support, etc.

5. What is the intended outcome(s)?

6. What is the longest period of time that this activity has been running at any one site?

7. Has it been implemented beyond the original site?

☐ NO   ☐ YES

IF YES...has it been implemented in widely different social, economic, and/or geographic areas? Describe....

8. Where is the activity operating? OR, where has it operated in the past?

9. Has this activity been discontinued at the original site as well as any sites to which it has been scaled?

☐ NO   ☐ YES

IF YES...What seems to be the primary reason(s) for its discontinuation?

10. For sites in which this activity continues to operate, does it depend on non-governmental support in terms of human and financial resources?

☐ NO   ☐ YES

IF YES ...what human or financial resources are being provided by what external assistance providers?

11. To what extent is external assistance being provided?

a little ◯   some ◯   a lot ◯

12. HOW DO YOU KNOW THE ACTIVITY WORKS?

What did you find in the evidence?

What specific statistics, quotes, cases (case studies), survey results, etc. did you find? You may want to record your evidence in a separate document.

Write the 3 most credible pieces of evidence here.

EVIDENCE #1

SOURCE
- ☐ Program Report
- ☐ Evaluation Data
- ☐ Government Data
- ☐ Journal Article
- ☐ Other

EVIDENCE #2

SOURCE
- ☐ Program Report
- ☐ Evaluation Data
- ☐ Government Data
- ☐ Journal Article
- ☐ Other

EVIDENCE #3

SOURCE
- ☐ Program Report
- ☐ Evaluation Data
- ☐ Government Data
- ☐ Journal Article
- ☐ Other

13. WHERE IS OTHER EVIDENCE NEEDED?

Where is evidence lacking?

What would make the evidence stronger?

What would make the evidence more credible? To whom?

14. WHO WOULD FIND THIS EVIDENCE CREDIBLE? WHO WOULD NOT?

15. IS THE EVIDENCE ADEQUATE?

Does the National Coordination Mechanism think this evidence is adequate to select this activity for adaptation and scale up?

○ Yes, very adequate   ○ Yes, somewhat adequate   ○ No, inadequate

COMMENT:

Now What?

YOU SHOULD NOW HAVE...

○ A profile for each activity outlining its implementation profile

○ Awareness of evidence gaps among the interventions that may need attention

○ Consensus on what evidence will be considered credible to key stakeholders

○ Confidence in an activity's selection for scale up

Act and apply

Where in the action plan is the INSPIRE concern for evidence-based activities highlighted?

Does the action plan mention indicators that will be used during implementation? Would it be useful to review the INSPIRE Indicator Guidance and Results Framework?

Does the action plan recognize that "evidence" may mean different things in different INSPIRE strategies? Does it acknowledge that some activities have been shown to be "effective" while others may be "promising" and "prudent?"

RELATED TOOLS:

○ *Tool 2C*: Scalability Assessment

○ *Tool 3A*: Context of Implementation Analysis

○ *Tool 4A:* Core and Peripheral Elements of a Ending Violence Against Children Activity

A tool to understand which activities can be scaled successfully, and what support those activities will need.

TOOL
2C

Scalability Assessment

An assessment to determine the scalability of different activities based on factors such as credibility, support, ease of adoption, and funding sustainability.

SOURCE: USAID Basic Toolkit for Systematic Scale-Up, developed by MSI based on ExpandNet: Nine steps for developing a scaling-up strategy, p.17

Not all activities with a solid evidence base are feasible to scale and sustain. Several characteristics need to align in order to make an attempt at scaling a priority. Taking time to assess the fit of an activity for scale up in your context can avoid problems later on.
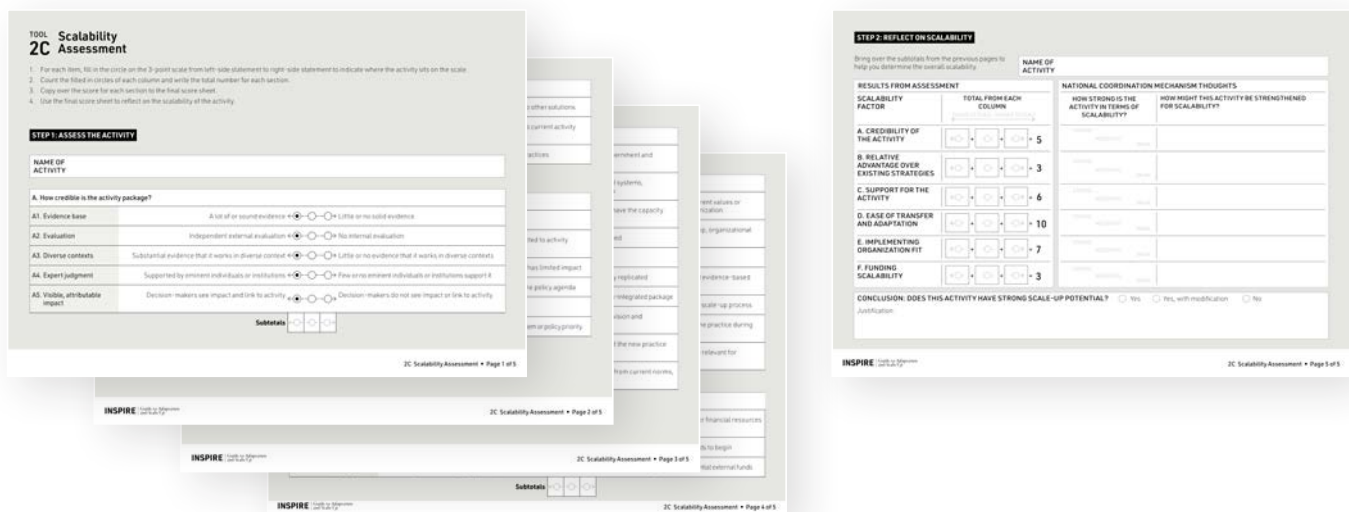
AVAILABLE FORMATS: The worksheets included here are meant for printing at A4 size. Visit the Guide's website for downloadable interactive (fillable) PDF worksheets, alternate languages and alternative formats.
inspire-strategies.org/adaptationandscale

How to use this tool

1 Go item by item, and fill in the circle indicating if the activity is closer to one side of the scale or the other—or if it sits in between.

2 Total the filled-in circles for each column. Transfer the subtotals for each scalability factor to the final page of the tool (Reflect on Scalability).

3 Discuss each factor's score; consider other aspects you may know about, but which were not discussed. For each factor, mark whether the activity is strong, moderate, or weak.

4 Think about and discuss how this activity might be strengthened for scale up.

5 Determine together if, overall, this activity has potential for scale up in your context.

THINGS TO KEEP IN MIND

○ A working group or technical team with knowledge of the activity is best suited to fill out the assessment.

○ Overall scalability is based on consensus from discussion, not on one opinion.

○ Document your discussion, so others can follow your decision-making process later.

○ When you're finished with assessing one intervention, on to the next! When all activities and interventions have been addressed, compile the results to compare.

REMINDER...FEEL FREE TO ADAPT THIS
TOOL IN ANY WAY THAT WORKS FOR
YOUR TEAM AND YOUR CONTEXT!

Scalability Assessment

1. For each item, fill in the circle on the 3-point scale from left-side statement to right-side statement to indicate where the activity sits on the scale.
2. Count the filled in circles of each column and write the total number for each section.
3. Copy over the score for each section to the final score sheet.
4. Use the final score sheet to reflect on the scalability of the activity.

STEP 1: ASSESS THE ACTIVITY

NAME OF ACTIVITY	

A. How credible is the activity package?	
A1. Evidence base	A lot of or sound evidence ←◯--◯--◯→ Little or no solid evidence
A2. Evaluation	Independent external evaluation ←◯--◯--◯→ No internal evaluation
A3. Diverse contexts	Substantial evidence that it works in diverse context ←◯--◯--◯→ Little or no evidence that it works in diverse contexts
A4. Expert judgment	Supported by eminent individuals or institutions ←◯--◯--◯→ Few or no eminent individuals or institutions support it
A5. Visible, attributable impact	Decision-makers see impact and link to activity ←◯--◯--◯→ Decision-makers do not see impact or link to activity

Subtotals ←◯- -◯- -◯→

B. Does the activity have relative advantage over existing practices?		
B1. Other solutions	Current solution(s) are adequate ←◯–◯–◯→ Little or no evidence it is superior to other solutions	
B2. Evidence it is more effective	Solid evidence it is superior to current activity ←◯–◯–◯→ Little or no evidence it is superior to current activity	
B3. Cost Effective	More cost effective than existing practices ←◯–◯–◯→ Less cost-effective than existing practices	
Subtotals ←◯–|–◯–|–◯→		

C. How strong is support for the activity?		
C1. Urgency	Strong sense of urgency regarding the problem or need ←◯–◯–◯→ Relative complacency	
C2. Leadership commitment	Strong leadership committed to activity ←◯–◯–◯→ Weak or divided leadership committed to activity	
C3. Significance of problem	The problem is significant and persistent ←◯–◯–◯→ The problem affects few people or has limited impact	
C4. Policy priority	Addresses an issue that is high policy priority ←◯–◯–◯→ Addresses an issue that is low on the policy agenda	
C5. Opposition	Faces limited opposition ←◯–◯–◯→ Faces strong opposition	
C6. Felt Need	Addresses a felt need, problem or policy priority ←◯–◯–◯→ Does not addresses a felt need, problem or policy priority	
Subtotals ←◯–|–◯–|–◯→		

D. How easy is the activity to transfer and adopt?			
D1. Consistent with policy	Fully consistent with government and organizational policies	←〇－〇－〇→	Requires substantial change in government and organizational policies
D2. Fits with existing systems	Can use existing systems, infrastructure, and human resources	←〇－〇－〇→	Needs significant new or additional systems, infrastructure, or human resources
D3. Operational & resource capacity	Implementing organization(s) have the capacity to implement at scale	←〇－〇－〇→	No implementing organization(s) have the capacity
D4. Agreement to adoption	Few decision-makers were involved	←〇－〇－〇→	Many decision-makers were involved
D5. Diversity of the problem	Homogeneous problem, target group and setting	←〇－〇－〇→	Multiple, diverse contexts
D6. Replicability	Activity is a clear and straight-forward technology	←〇－〇－〇→	Activity is not a technology or easily replicated
D7. Level of complexity	Low complexity; few components	←〇－〇－〇→	High complexity; many components—integrated package
D8. Maintaining quality	Activity is self-regulating	←〇－〇－〇→	Activity requires substantial supervision and monitoring
D9. Limited testability	Able to be tested by implementers on a limited scale	←〇－〇－〇→	Implementing organizations try out the new practice without fully adopting it
D10. Degree of change	Activity requires a small departure from current norms, practices and resources.	←〇－〇－〇→	Activity requires a large departure from current norms, practices and resources.

Subtotals ←〇－〇－〇→

E. How good is the fit with the implementing organization?		
E1. Compatibility	Practice is compatible with current values or services of the implementing organization. ←O—O—O→	Practice is not compatible with current values or services of the implementing organization.
E2. Built-in support for activity	Leadership team, organizational norms and incentives align with activity ←O—O→	Major changes needed in leadership, organizational norms, and incentives
E3. Support of staff	Demonstrable support among staff ←O—O—O→	Active resistance by staff
E4. Adaptive capacity	History and culture of iterative learning and evidence-based decision-making ←O—O→	No history of iterative learning and evidence-based decision-making
E5. Scale-up experience	Has experience with a systematic scale-up process ←O—O—O→	Lacks experience with a systematic scale-up process
E6. Values	Easy to maintain the values of the practice during expansion. ←O—O—O→	Difficult to maintain the values of the practice during expansion.
E7. Degrees of adaptation	Limited adaptions needed to be relevant for changes in context.. ←O—O—O→	Significant adaptions needed to be relevant for changes in context.
Subtotals ←O— —O— —O→		

F. Is there a sustainable source of funding?		
F1. Additional Resources	Requires limited additional human or financial resources or commodities ←O—O—O→	Requires major additional human or financial resources or commodities
F2. Startup funds	Requires small commitment of funds to begin ←O—O—O→	Requires large commitment of funds to begin
F3. Internal funding	Financed by internal funding (e.g., user fees) or endowment ←O—O—O→	No internal funding, requires substantial external funds
Subtotals ←O— —O— —O→		

STEP 2: REFLECT ON SCALABILITY

Bring over the subtotals from the previous pages to help you determine the overall scalability.

NAME OF ACTIVITY

RESULTS FROM ASSESSMENT

SCALABILITY FACTOR	TOTAL FROM EACH COLUMN
	EASIER TO SCALE ← → HARDER TO SCALE
A. CREDIBILITY OF THE ACTIVITY	⬅◯— + —◯— + —◯➡ = **5**
B. RELATIVE ADVANTAGE OVER EXISTING STRATEGIES	⬅◯— + —◯— + —◯➡ = **3**
C. SUPPORT FOR THE ACTIVITY	⬅◯— + —◯— + —◯➡ = **6**
D. EASE OF TRANSFER AND ADAPTATION	⬅◯— + —◯— + —◯➡ = **10**
E. IMPLEMENTING ORGANIZATION FIT	⬅◯— + —◯— + —◯➡ = **7**
F. FUNDING SUSTAINABILITY	⬅◯— + —◯— + —◯➡ = **3**

NATIONAL COORDINATION MECHANISM THOUGHTS

HOW STRONG IS THE ACTIVITY IN TERMS OF SCALABILITY?	HOW MIGHT THIS ACTIVITY BE STRENGTHENED FOR SCALABILITY?
STRONG / MODERATE / WEAK	
STRONG / MODERATE / WEAK	
STRONG / MODERATE / WEAK	
STRONG / MODERATE / WEAK	
STRONG / MODERATE / WEAK	
STRONG / MODERATE / WEAK	

CONCLUSION: DOES THIS ACTIVITY HAVE STRONG SCALE-UP POTENTIAL? ◯ Yes ◯ Yes, with modification ◯ No

Justification:

Now What?

YOU SHOULD NOW HAVE...

○ A list of which interventions can potentially be scaled successfully

○ Suggested areas of activity modifications which will increase the likelihood of successful scale up.

Act and apply

Is the issue of scalability considered in the action plan to end violence against children? Should it be?

How will you address the specific challenges to scalability for each activity (or summarized for multiple activities in each INSPIRE strategy)? What adaptations are you considering?

RELATED TOOLS:

○ *Tool 3C:* Benchmarking and Tracking for Vertical Scale Up

○ *Tool 3D*: Benchmarking and Tracking for Horizontal Scale Up

○ *Tool 4A*: Core and Peripheral Elements of a Violence Against Children Prevention Activity

A tool to understand what led to an activity's success at model sites, how new contexts differ, and how activities can be adapted to new conditions.

Context of Implementation Analysis

An interview and discussion guide that allows the National Coordination Mechanism to compare and contrast model and target sites to better understand the factors contributing to successful adaptation and scale.

SOURCE: Syntegral

Activities take place in certain environments, at certain times, with particular people and resources—all of which contribute to their outcomes. Assessing key factors of success at a model site compared to proposed new sites can help strengthen planning and help teams be proactive in designing adaptations.

AVAILABLE FORMATS: The worksheets included here are meant for printing at A4 size. Visit the Guide's website for downloadable interactive (fillable) PDF worksheets, alternate languages and alternative formats.
inspire-strategies.org/adaptationandscale

How to use this tool

1 Interview a key informant from the model site—someone who has extensive experience with planning or implementing the model activity. The interview could be conducted in person or in a call.

2 Next, using the same interview format, interview an informant at the target site(s) where you would like to scale the planned activity.

3 Share notes with your team, and have everyone read the interview responses ahead of time to discuss.

4 Together, compare and contrast the model-site responses with the proposed-site reponses. Note strong differences about which elements were considered "core" at the model site, and which are expected to be "core" at the target site(s).

5 Mark which of these differences are possible risks to the proposed site's success, and whether small adaptation might avoid those risks.

THINGS TO KEEP IN MIND

○ Take notes during interviews.

○ Ask follow-up and clarifying questions.

○ Accept people's experience as useful evidence.

○ Listen carefully to environmental factors, timing factors, and people factors.

○ Share back findings with both the model and new sites to strengthen plans and validate your team's key findings.

REMINDER...FEEL FREE TO ADAPT THIS
TOOL IN ANY WAY THAT WORKS FOR
YOUR TEAM AND YOUR CONTEXT!

Context of Implementation Analysis

STEP 1: MODEL SITE INTERVIEW

Interview people from the original activity site or a local site which has proven outcomes to learn from their experience. Remember that it is critical that this site has to be one where the activity was tested and shown to be effective. For each question, listen for and prompt the respondent to consider all aspects of activity implementation including: services, staffing, training, monitoring and evaluation, values/principles, supervision and quality assurance, financial resources, and key commodities.

MODEL SITE	

CRITICAL TO SUCCESS What was critical or most valuable to the success of your activity? What was most influential?	

HOW TO BE SUCCESSFUL What advice would you give another implementer to help them be successful?	

SUPPORTIVE FACTORS What factors were less important to the activity's success, but still supportive?	

CHALLENGES AND NEEDED ADAPTATIONS What caused challenges? What would you do differently if you did it again?	

PROPOSED SITE	

CRITICAL TO SUCCESS
What will be critical to do or to have for the success of this activity? Be sure to consider: services, staffing, training, monitoring and evaluation, values/ principles, supervision and quality assurance, financial resources, key commodities.

HOW TO BE SUCCESSFUL
What are you most excited by in your activity plan? What sets you up for success?

DIFFERENT THAN MODEL
What are you planning to do differently than the model site? Why is that?

CHALLENGES
What do you think could pose a challenge to successful implementation?

At the end of your interview, be sure to share your findings from the model site interview with the proposed site to strengthen their plans.

STEP 3: WHAT NOW?

1. Compare the proposed site to the model site. What is different?
2. Use the boxes below to note differences.
3. For each of these differences, assess whether it is a supportive adaptation; if you are unsure and need more information; or if a core element is missing that may be critical to success.
4. Consider circling back to the proposed site to discuss any missing elements.

WHAT IS DIFFERENT?

	○ Supportive adaptation ○ Need more information ○ Missing core elements
	○ Supportive adaptation ○ Need more information ○ Missing core elements
	○ Supportive adaptation ○ Need more information ○ Missing core elements
	○ Supportive adaptation ○ Need more information ○ Missing core elements
	○ Supportive adaptation ○ Need more information ○ Missing core elements
	○ Supportive adaptation ○ Need more information ○ Missing core elements
	○ Supportive adaptation ○ Need more information ○ Missing core elements

Now What?

YOU SHOULD NOW HAVE...

○ An understanding of factors that led to success at the model site

○ An understanding of whether those factors are in place in the target site(s)

○ Ideas on the adaptations that may be needed at the target site(s) to ensure that core factors for success are present

Act and apply

Does your action plan consider the differences among targeted scale-up sites? Should it?

After the Context of Implementation Analysis is completed, is it possible to have a discussion with the activity's Implementing Partner to think of needed adaptations?

RELATED TOOLS:

○ *Tool 2B*: Ending Violence Against Children Activity Implementation and Evidence Profile

○ *Tool 2C*: Scalability Assessment

○ *Tool 3B*: Organizational Capacity Assessment

○ *Tool 4A*: Core and Peripheral Elements of a Violence Against Children Prevention Activity

A tool to identify how well the capacity of potential Implementing Partners meets the needs of the national action plan and whether— and where—that capacity will need strengthening.

TOOL
3B

Organizational Capacity Assessment

An assessment for partner organizations to understand their strengths and resources.

SOURCE: Syntegral , Assessing partner capacity for behavior change activities

Choosing Implementing Partners with good organizational capacity is as important as the careful selection of activities for scale up. Finding, matching, and strengthening partners is an important part of mobilizing resources and working your action plan to end violence against children.
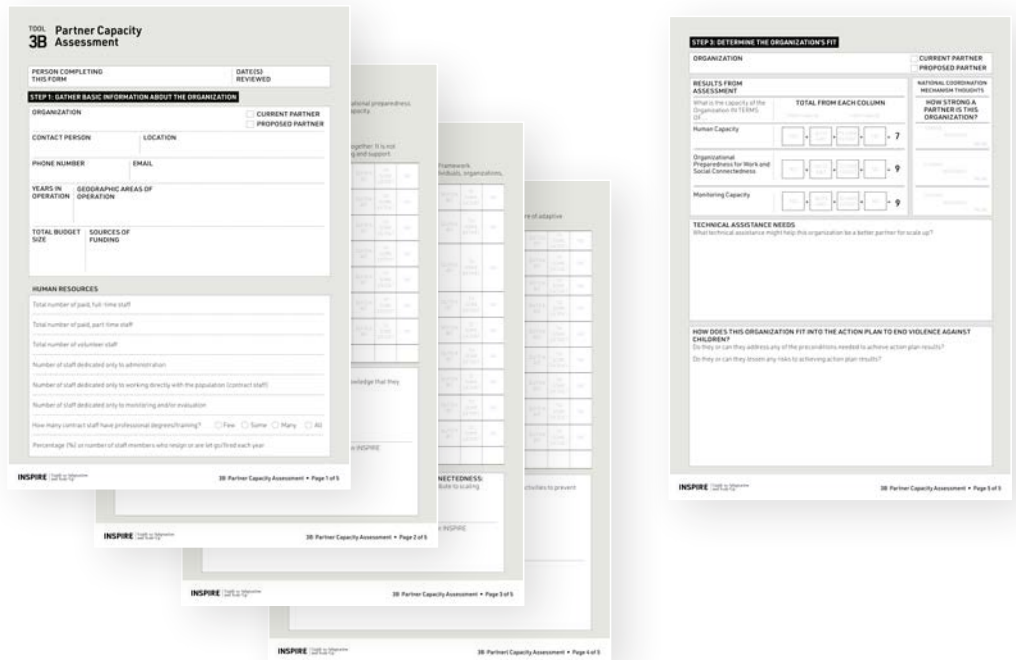
AVAILABLE FORMATS: The worksheets included here are meant for printing at A4 size. Visit the Guide's website for downloadable interactive (fillable) PDF worksheets, alternate languages and alternative formats.
inspire-strategies.org/adaptationandscale

INSPIRE | Tools for Adaptation and Scale Up

How to use this tool

1 Fill out the assessment as an interview or self-assessment. Seek supporting information for answers.

2 Total the selections for each column. Transfer these subtotals for each section to Step 3 of the tool (Determine the Organization's Fit).

3 The National Coordination Mechanism + Resource Team reviews any comments on technical training, support, capacity-building, or adjustments that you foresee to strengthen this partnership. This may be done in collaboration with the organization being assessed.

THINGS TO KEEP IN MIND

○ Consult your Environmental Assessment: Actor Analysis (tool 1D) for who to involve.

○ Emphasize to organizations there are no "right" answers. The National Coordination Mechanism is seeking ways to create the best fit and to support partners.

○ Look for patterns across organizations for big-picture decision-making.

○ The National Coordination Mechanism + Resource Team should keep organizations' responses confidential, and only share them with the organization itself.

REMINDER...FEEL FREE TO ADAPT THIS
TOOL IN ANY WAY THAT WORKS FOR
YOUR TEAM AND YOUR CONTEXT!

INSPIRE | Tools for Adaptation and Scale Up

PERSON COMPLETING THIS FORM	DATE(S) REVIEWED

STEP 1: GATHER BASIC INFORMATION ABOUT THE ORGANIZATION

ORGANIZATION

☐ CURRENT PARTNER
☐ PROPOSED PARTNER

CONTACT PERSON

LOCATION

PHONE NUMBER

EMAIL

YEARS IN OPERATION

GEOGRAPHIC AREAS OF OPERATION

TOTAL BUDGET SIZE

SOURCES OF FUNDING

HUMAN RESOURCES

Total number of paid, full-time staff

Total number of paid, part-time staff

Total number of volunteer staff

Number of staff dedicated only to administration

Number of staff dedicated only to working directly with the population (contract staff)

Number of staff dedicated only to monitoring and/or evaluation

How many contract staff have professional degrees/training? ○ Few ○ Some ○ Many ○ All

Percentage (%) or number of staff members who resign or are let go/fired each year

Assess the organization on each factor. There are 3 sections: human capacity, organizational preparedness for work and social connectedness to end violence against children, and monitoring capacity.

Human Capacity

All projects rely on people with the right skills, knowledge, and experiences working together. It is not necessary that people have previous experience, but that they have ability with training and support.

	YES	QUITE A BIT	TO SOME EXTENT	NO
H1. Are there people in the organization with experience setting project goals and planning projects to meet those goals?				
H2. Are there people in the organization with experience in educational or behavior-change projects?				
H3. Are there people in the organization skilled at outreach, facilitation, motivation, or teaching?				
H4. Are there people in the organization with experience developing and implementing simple monitoring and reporting systems?				
H5. Are there people in the organization with the experience needed to implement proposed project activities?				
H6. Does the organization have processes for attracting, hiring, and training new staff and volunteers?				
H7. Does the organization regularly invest in training and other professional development of their staff and volunteers?				
SUBTOTAL				

DETAILS ABOUT THIS ORGANIZATION'S HUMAN CAPACITY:
What can be said about the organization's people and the skills, experiences, and knowledge that they bring to scaling up violence against children prevention activities?

Is there any training or technical assistance this organization would benefit from as an INSPIRE Implementing Partner?

Organizational Preparedness for Work and Social Connectedness to End Violence Against Children

An organization's mission, values, and goals should align or overlap with the INSPIRE Framework. Additionally, organizations do not operate in isolation, they have relationships with individuals, organizations, and other entities.

	YES	QUITE A BIT	TO SOME EXTENT	NO
S1. Overall, does the mission of the organization align with the INSPIRE framework and mission?	YES	QUITE A BIT	TO SOME EXTENT	NO
S2. Has the organization worked with and/or experience coordinating with those involved in preventing or responding to ending violence against children ?	YES	QUITE A BIT	TO SOME EXTENT	NO
S3. Is the organization connected to ending violence against children implementers in different INSPIRE strategy areas (implementation and enforcement of laws, norms and values, safe environments, parent and caregiver support, income and economic strengthening, response and support services, education and life skills)?	YES	QUITE A BIT	TO SOME EXTENT	NO
S4. Is the organization affiliated with any sub-communities, such as those based on geography, religion, profession, or political interests?	YES	QUITE A BIT	TO SOME EXTENT	NO
S5. Are there any indications or evidence that the organization has a good reputation among the people it serves?	YES	QUITE A BIT	TO SOME EXTENT	NO
S6. Is the reach of the organization extensive enough to reach the necessary number of people with project activities?	YES	QUITE A BIT	TO SOME EXTENT	NO
S7. Does the organization have good relationships with local decision makers, organizations, and relevant government agencies?	YES	QUITE A BIT	TO SOME EXTENT	NO
S8. Does the organization have experience working with the target population of the proposed activity?	YES	QUITE A BIT	TO SOME EXTENT	NO
S9. Does the organization have existing activities that could be enhanced to meet INSPIRE project goals?	YES	QUITE A BIT	TO SOME EXTENT	NO
SUBTOTAL				

DETAILS ABOUT THIS ORGANIZATION'S PREPAREDNESS AND SOCIAL CONNECTEDNESS:
What can be said about the organization's social connectedness and how it can contribute to scaling activities to prevent violence against children?

Is there any training or technical assistance this organization would benefit from as an INSPIRE implementing partner?

Monitoring Capacity

The ability to monitor and report on project activity and progress is an important feature of adaptive management, effectiveness, and accountability.

	YES	QUITE A BIT	TO SOME EXTENT	NO
M1. Has the organization monitored a project before?				
M2. Does the staff understand the basic principles of, and rationales for, monitoring?				
M3. Do they have a system for collecting and entering data?				
M4. Is the organization willing to commit itself to developing and implementing a system for monitoring and reporting progress?				
M5. Does the organization have experience developing and implementing a monitoring system?				
M6. Does the organization have computers or some other way of recording monitoring data?				
M7. Does the organization have staff members who understand the basic principles of monitoring or someone who seems capable of learning this?				
M8. Is the organization willing to develop a simple system for monitoring and reporting progress?				
M9. Overall, does the organization have the capacity to monitor project activities?				
SUBTOTAL				

DETAILS ABOUT THIS ORGANIZATION'S MONITORING CAPACITY:
What can be said about the organization's monitoring capacity in support of scaling activities to prevent violence against children?

Is there any training or technical assistance this organization would benefit from as an INSPIRE implementing partner?

STEP 3: DETERMINE THE ORGANIZATION'S FIT

ORGANIZATION

☐ CURRENT PARTNER
☐ PROPOSED PARTNER

RESULTS FROM ASSESSMENT

What is the capacity of the Organization IN TERMS OF....	TOTAL FROM EACH COLUMN				
	Higher capacity		*Lower capacity*		
Human Capacity	YES +	QUITE A BIT +	TO SOME EXTENT +	NO =	**7**
Organizational Preparedness for Work and Social Connectedness	YES +	QUITE A BIT +	TO SOME EXTENT +	NO =	**9**
Monitoring Capacity	YES +	QUITE A BIT +	TO SOME EXTENT +	NO =	**9**

NATIONAL COORDINATION MECHANISM THOUGHTS

HOW STRONG A PARTNER IS THIS ORGANIZATION?

STRONG
MODERATE
WEAK

STRONG
MODERATE
WEAK

STRONG
MODERATE
WEAK

TECHNICAL ASSISTANCE NEEDS
What technical assistance might help this organization be a better partner for scale up?

HOW DOES THIS ORGANIZATION FIT INTO THE ACTION PLAN TO END VIOLENCE AGAINST CHILDREN?
Do they or can they address any of the preconditions needed to achieve action plan results?

Do they or can they lessen any risks to achieving action plan results?

Now What?

YOU SHOULD NOW HAVE...

- An assessment of an activity's current or potential Implementing Partner
- Insight into the individual and collective capacity of available partners that highlights specific areas of strengths and weaknesses
- Thoughts on how to support partners to achieve successful scale up

Act and apply

Does the action plan consider the importance of implementing partner capacity in sustainable scale up? Should it?

If several analyses of partner capacity have been conducted, are there areas of weakness among partners that frequently arise? If so, can the National Coordination Mechanism identify a solution that works for multiple partners?

RELATED TOOLS:

- *Tool 1C*: Environmental Assessment: Domains
- *Tool 1D*: Environmental Assessment: Actor Analysis
- *Tool 3A*: Context of Implementation Analysis
- *Tool 4A*: Core and Peripheral Elements of a Violence Against Children Prevention Activity

A tool to ensure that activities that are scaled up are integrated into national systems to permit long-term sustainability.

TOOL 3C

Benchmarking and Tracking Vertical Scale Up

A planning tool to prioritize systems-level results and track progress related to vertical scale up (institutionalization).

SOURCE: Promising Practices in Scale up Monitoring, Learning, and Evaluation: A Compendium of Resources; Benchmark Tables

After selecting an activity for scale up there is a final, critical consideration— How will this activity be institutionalized into systems to achieve wide-spread and sustained results? This is also called vertical scale up. Vertical scale up is important because if an activity is not supported by priorities, policies, and systems, it is unlikely to be sustained after it expands to new sites.

INSPIRE | Tools for Adaptation and Scale Up

How to use this tool

1 Brainstorm desired vertical scale-up results; consult your ending violence against children action plan.

2 Analyze the action plan along with outputs of any environmental assessment tools you may have used (especially 1C and 1D) to determine what reforms in policy are needed to create vertical scale.

3 Discuss and write agreed-upon results statements.

4 For each result statement, flag policy, organizational and budgetary reforms that are needed to achieve that result Brainstorm the kinds of actions the National Coordinating Mechanism could take (e.g., advocacy, proposal of inter-ministerial initiatives, etc.) to advance those reforms.

5 Find an indicator(s) that would tell you if it has been achieved. Outline the intermediary steps needed to get to the end result.

6 Check back every 6 months to monitor and track progress.

THINGS TO KEEP IN MIND

○ Have stakeholders contribute both their formal and informal knowledge on the relevant systems and policies.

○ Have everyone individually write desired results and compare them—it makes your collective work stronger.

○ Take as long as you need for outlining intermediary steps; it takes a lot of planning.

○ Be sure to discuss a timeframe for achieving your result.

○ Update your benchmarks regularly as risks and preconditions change along with the environment.

REMINDER...FEEL FREE TO ADAPT THIS
TOOL IN ANY WAY THAT WORKS FOR
YOUR TEAM AND YOUR CONTEXT!

Benchmarking and Tracking Vertical Scale Up

STEP 1: EXPLORE IDEAS

AT THE END OF THE SCALE-UP PHASE...
In what policies, standards, or service protocols should the activity appear? In what ways will the activity be integrated into:

- Provider training programs
- Supervision systems
- Procurement systems
- Reporting systems

STEP 2: WRITE RESULT STATEMENTS

RESULT STATEMENT 1:

RESULT STATEMENT 2:

RESULT STATEMENT 3:

RESULT STATEMENT 4:

RESULT STATEMENT :

JUSTIFICATION: *Why is this result statement important?*

INDICATOR: How will we know this result has been achieved? Consider S.M.A.R.T. objectives *(specific, measurable, achievable, realistic, time bound.)*

INTERMEDIATE STEPS (MILESTONES) How will you achieve this result over time? What steps will you take? What does completion look like?	TIME PERIOD	PROGRESS
1.		◯ Not started ◯ In progress ◯ Complete ◯ Sustained
2.		◯ Not started ◯ In progress ◯ Complete ◯ Sustained
3.		◯ Not started ◯ In progress ◯ Complete ◯ Sustained
4.		◯ Not started ◯ In progress ◯ Complete ◯ Sustained
5.		◯ Not started ◯ In progress ◯ Complete ◯ Sustained

Now What?

YOU SHOULD NOW HAVE...

- ○ Agreed-upon results for vertical scale-up efforts
- ○ Justifications for each planned result
- ○ Documented and concrete steps to achieve results and indicators that intermediate goals/ benchmarks have been met
- ○ A tracking sheet

Act and apply

Should the list of preconditions and risks in *Tool 1F* be revised to reflect these?

Have the plans for vertical scale up (institutionalization) been benchmarked according to each key activity, or where more appropriate, each INSPIRE strategy?

RELATED TOOLS:

- ○ *Tool 1F*: Uncovering Risks and Preconditions to Achieving Action-Plan Results
- ○ *Tool 1C*: Environmental Assessment: Domains
- ○ *Tool 1D*: Environmental Assessment: Actor Analysis
- ○ *Tool 2C*: Scalability Assessment
- ○ *Tool 5B*: Adapting in Response to Stakeholder Feedback

INSPIRE | Tools for Adaptation and Scale Up

A tool to set measurable goals for horizontal scale up and track tangible end results.

TOOL
3D

Benchmarking and Tracking Horizontal Scale Up

A planning tool to identify what systems-level results to seek, steps to take, and progress-tracking related to horizontal scale up (reaching more people).

SOURCE: Promising Practices in Scale-Up Monitoring, Learning, and Evaluation: A Compendium of Resources; Benchmark Tables

Before scale up, it is important to agree upon the desired end results: how many sites is it reasonable to add? How many people will you reach? In what time frame? Where will new sites be? These are horizontal scale-up considerations. Setting achievable scale-up results for reaching more people and tracking your progress will help your action plan succeed.

AVAILABLE FORMATS: The worksheets included here are meant for printing at A4 size. Visit the Guide's website for downloadable interactive (fillable) PDF worksheets, alternate languages and alternative formats.
inspire-strategies.org/adaptationandscale

INSPIRE | Tools for Adaptation and Scale Up

How to use this tool

1   Vision and brainstorm desired horizontal scale-up results for a specific activity; consult your ending violence against children action plan.

2   Analyze the action plan along with outputs of any environmental assessment tools you may have used (especially 1C and 1D) to determine what reforms in policy are needed to promote horizontal scale.

3   For each result statement, flag policy, organizational and budgetary reforms that are needed to achieve that result. Brainstorm the kinds of actions the National Coordinating Mechanism could take (e.g., advocacy, proposal of inter-ministerial initiatives, etc.) to advance those reforms.

4   For each result statement, make a plan for results.

5   Set a measurable indicator for your result statement; plan how your achievement will grow over time.

6   Check back every 6 months to monitor and track progress.

THINGS TO KEEP IN MIND

○ Repeat this exercise for every activity selected for scale up.

○ Keep in mind realistic budgeting and partner capacity when setting desired results.

○ Align results to your action plan.

○ Set indicators you are willing to be accountable for. Consider how many sites are offering the intervention (clinics, schools), and how many people (children, teachers, parents) it will reach.

REMINDER...FEEL FREE TO ADAPT THIS
TOOL IN ANY WAY THAT WORKS FOR
YOUR TEAM AND YOUR CONTEXT!

INSPIRE | Tools for Adaptation and Scale Up

Benchmarking and Tracking
Horizontal Scale Up

STEP 1: EXPLORE IDEAS

AT THE END OF THIS PHASE OF THE SCALE UP...

1. How available is the activity package?
2. Who does it reach? Who is included? Not included?
3. What geography does it cover?
4. Who is delivering it? What is their capacity?

STEP 2: WRITE RESULT STATEMENTS

RESULT STATEMENT 1:

RESULT STATEMENT 2:

RESULT STATEMENT 3:

RESULT STATEMENT 4:

For each result statement define the indicator for success. Determine the overall goal and break it down into targets for each timeframe. *Two result statements fit on each sheet. Add sheets as needed.*

RESULT STATEMENT

INDICATOR	TIME FRAME	INTERMEDIARY BENCHMARKS (TARGETS)	TOTAL	ACTUAL TOTAL	ON TRACK?
	PERIOD 1	How many are you adding each period? + =			YES / NO
	PERIOD 2	+ + =			YES / NO
	PERIOD 3	+ + + =			YES / NO
	PERIOD 4	+ + + + =			YES / NO
GOAL	PERIOD 5	+ + + + = GOAL			YES / NO

RESULT STATEMENT

INDICATOR	TIME FRAME	INTERMEDIARY BENCHMARKS (TARGETS)	TOTAL	ACTUAL TOTAL	ON TRACK?
	PERIOD 1	How many are you adding each period? + =			YES / NO
	PERIOD 2	+ + =			YES / NO
	PERIOD 3	+ + + =			YES / NO
	PERIOD 4	+ + + + =			YES / NO
GOAL	PERIOD 5	+ + + + = GOAL			YES / NO

Now What?

YOU SHOULD NOW HAVE...

○ Agreed-upon horizontal scale-up results

○ Quantifiable indicators to track that the results will be met

○ A timeframe for achievement with benchmarks (targets) to meet along the way

○ A tracking sheet

Act and apply

Has the action plan made clear what the eventual scope of scale up will be in terms of numbers of sites, trained personnel, expansion to new populations, etc. of each key activity (if not at the key-activity level, then at the INSPIRE strategy level)?

Have these plans for horizontal scale up been benchmarked according to each key activity?

As part of the background, does the action plan specifically highlight the key barriers and facilitators of ending violence against children?

RELATED TOOLS:

○ *Tool 3B*: Organizational Capacity Assessment

○ *Tool 4A*: Core and Peripheral Elements of a Violence Against Children Prevention Activity

○ *Tool 4B:* Using Adaptive Management

○ *Tool 5C*: Pulling In the Same Direction: A Cross-Sectoral Review

A tool to set clear expectations of what elements of an evidence-based activity can be adapted without losing fidelity to the proven model.

TOOL 4A
Core and Peripheral Elements of a Violence Against Children Prevention Activity

A worksheet to facilitate discussion-to visualize what is core to an activity and what is peripheral when scaling up in order to preserve fidelity.

There are some elements and principles in every evidence-based activity that must be present for the activity to perform as intended. Change any of those elements or principles, and you may not be faithful to the proven model. Some adaptations are necessary, while others may create a new activity altogether. Help Implementing Partners succeed by communicating what is core and what is peripheral.

INSPIRE | Tools for Adaptation and Scale Up

How to use this tool

1   Choose an activity of focus, and consult any available research suggesting what proved critical to the activity. If possible, consult individuals who have worked on the model activity.

2   As a group or individually, identify what aspects of the activity are considered core. Write these in the inner "core elements" circle.

3   Now consider other aspects of the activity that can be changed without affecting the nature of the outcomes. Write these in the outer "peripheral elements" circle.

4   Provide justification for why each of the core and peripheral elements are included as such. Discuss as a group, and build consensus using the research.

5   Finally, draft a document communicating these elements and the justification to Implementing Partners.

THINGS TO KEEP IN MIND

○   Core elements are likely to be connected to key outcomes. Look to the outcomes/results you expect from an activity for hints of what is core.

○   Reference your Context of Implementation Analysis (tool 3A) and Ending Violence Against Vhildren Activity Implementation and Evidence Profile (tool 2B) for additional evidence.

○   Reach out to the originators of a model activity to provide additional insight.

REMINDER...FEEL FREE TO ADAPT THIS
TOOL IN ANY WAY THAT WORKS FOR
YOUR TEAM AND YOUR CONTEXT!

INSPIRE | Tools for Adaptation and Scale Up

Core and Peripheral Elements of a Violence Against Children Prevention Activity

STEP 1: IDENTIFY CORE AND PERIPHERAL ELEMENTS

1. Choose an activity to prevent violence against children focus on.

2. What are all the specific elements of this activity? A few areas to consider are:

   - Quality assurance / supervision and coaching
   - Values / principles
   - Services, activities, and initiatives
   - Human resources
   - Training
   - Commodities
   - Finance
   - Information systems, monitoring, and evaluation

3. Discuss which elements you consider to be core. If a specific element were changed or eliminated, would it fundamentally change the outcomes of the activity? If yes, these may be core elements.

4. Write or place elements that are core to the activity within the circle.

5. Place (write) elements outside of the circle that are peripheral and can be adapted or removed without sacrificing the outcomes.

6. If you did this exercise individually, come together as a group and find agreement. Document the core elements.

Example:

For 3-6 months total

30-90 minutes each session

Dosage

PERIPHERAL ELEMENTS

Groups meet at least once a week

CORE ELEMENTS

VIOLENCE AGAINST CHILDREN PREVENTION ACTIVITY
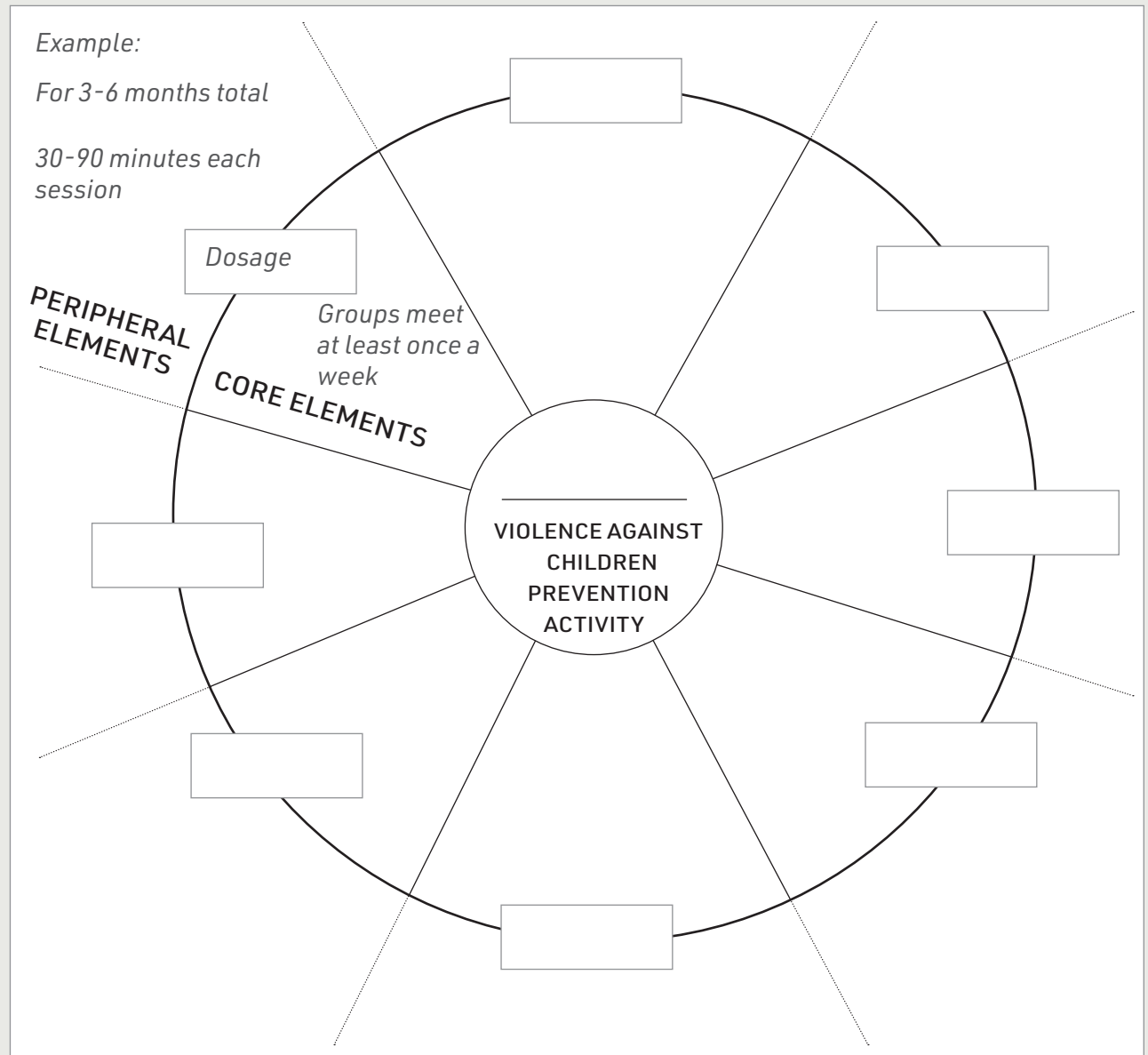
1. Build a case for your decisions. Look at the evidence base for this activity (tool 2B), and input from a model site (tool 3A) to support your placement of elements as core or peripheral.

2. *If there is debate among your group about a specific element, talk to the original designer to double-check your assumptions.*

3. You might need more boxes for core and peripheral elements. *Duplicate this page as necessary.*

CORE Using the results from Part 1 of this tool, what are the core elements that must be maintained in scale up?

> ELEMENT:
> ....
> Why MUST this element *be maintained*?

> ELEMENT:
> ....
> Why MUST this element *be maintained*?

> ELEMENT:
> ....
> Why MUST this element *be maintained*?

> ELEMENT:
> ....
> Why MUST this element *be maintained*?

CORE: An element is core when removing it or changing it significantly reduces the effectiveness of the activity. Core elements should be included with as much fidelity as possible.

PERIPHERAL: An element is peripheral when adapting it to the context, or removing it, improves or does not seriously impair an activity from achieving the expected outcomes. Peripheral elements may be extensively modified to fit new contexts.

PERIPHERAL Using the results from Part 1 of this tool, choose elements that might need to be adapted, or could be left out entirely without significantly changing the activity.

> ELEMENT:
> ....
> Why is this element *adaptable*?

> ELEMENT:
> ....
> Why is this element *adaptable*?

STEP 3: COMMUNICATE TO IMPLEMENTING ORGANIZATIONS

The National Coordination Mechanism guides the scale up of activities to end violence against children. Communicating expectations about fidelity and adaptation helps implementing organizations know how they can best respond to their context while staying evidence-based in their practice. Setting the same expectations for all implementing partners for a specific activity will ensure consistency and quality.

In writing to the Implementing Partner be sure to:

1. Explain the difference between "core" and "peripheral" elements.
2. Share your list of core and peripheral elements for their activity.
3. Explain that the National Coordination Mechanism will be monitoring to ensure that activities include core elements.

Now What?

YOU SHOULD NOW HAVE...

○ A visual graphic of the core and peripheral elements of the activity

○ Justifications for the categorization of these elements

○ A document communicating what is core and what is peripheral for key actors

Act and apply

Does the action plan raise the issue of core elements or principles? Should it?

Are National Coordination Mechanism + Resource Team members clear about the essential elements of each activity? Have they developed a monitoring approach to track those elements?

RELATED TOOLS:

○ *Tool 2B*: Ending Violence Against Children Activity Implementation and Evidence Profile

○ *Tool 3A*: Context of Implementation Analysis

A tool to help the National Coordination Mechanism and Implementing Partners understand the changing realities of an activity on the ground—and how to adapt to keep up with those changes.

Using Adaptive Management

A poster to send Implementing Partners which teaches both the idea of adaptive management, as well as a process for gathering feedback from frontline staff and using it to respond and adapt.

SOURCE: Syntegral

By quickly collecting anonymous, frontline observations, and inviting groups of frontline workers to explain trends over time, coordinators, managers, and supervisors can better make decisions and respond to issues as they arise. If all Implementing Partners practice adaptive management, scale up is likely to go more smoothly.

AVAILABLE FORMATS: The worksheets included here are meant for printing at A4 size. Visit the Guide's website for downloadable interactive (fillable) PDF worksheets, alternate languages and alternative formats.
inspire-strategies.org/adaptationandscale

How to use this tool

1. Send the poster to Implementing Partners and explain the concept of adaptive management. Ask them to use this adaptive-management process or any similar process.

2. The poster will guide Implementing Partners to choose statements regarding the implementation process. Regularly gather frontline-staffs' reactions to those statements; make the data visual; and discuss if any activity or processes need to be adapted.

3. Ask frontline staff to interpret the aggregated, anonymous data and use those interpretations to adapt the implementation process to keep up with changes in the environment.

4. Encourage Implementing Partners to share changes in the environment and related adaptation with the National Coordination Mechanism.

5. Look across Implementing Partners' experiences and adaptations, what can you learn? Do frequent implementation issues across activities suggest that an issue needs to be addressed at a regional or national level?

THINGS TO KEEP IN MIND

○ If possible, Implementing Partners should integrate the statements into their regular monitoring practices to permit frequent reporting.

○ When you receive and aggregate frontline worker responses, be sure to create simple visuals—such as charts or graphs—that give a "snapshot" of the topic for the workers to explain.

○ Refrain from telling frontline workers what the data means. Ask them to tell you their interpretations; accept all interpretations as positive contributions and possible causes for adaptation.

○ Record any adaptation that you make, capturing what happened; what you did; what worked; what didn't work; and why.

○ Regularly share what you are adapting and learning with others in the organization and especially with the frontline workers themselves.

REMINDER...FEEL FREE TO ADAPT THIS
TOOL IN ANY WAY THAT WORKS FOR
YOUR TEAM AND YOUR CONTEXT!

Using Adaptive Management

A BASIC ADAPTIVE MANAGEMENT CYCLE

By quickly and frequently collecting and visualizing data through the implementation of an activity, managers and supervisors can better make decisions—and respond to new issues as they arise.

1 WHAT IS HAPPENING?

4 TAKE ACTION

ADAPTIVE MANAGEMENT CYCLE

2 WHAT DO WE SEE?

3 WHAT NEEDS TO CHANGE?
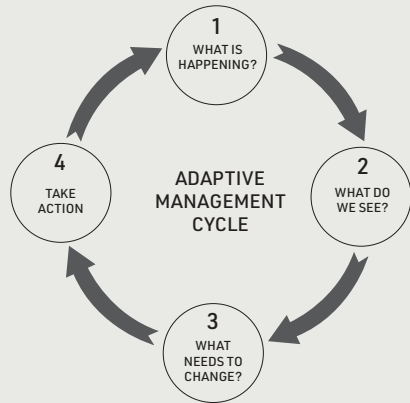
DOCUMENT AND SHARE!

Using an adaptive management approach, it is important to record what you are doing and why as you go along. Be sure to document the adaptations that you make, what worked, and what didn't work. Regularly share what you are adapting and learning with the National Coordination Mechanism so others have access to what you are learning, too!

LISTENING TO FRONTLINE WORKERS: ONE WAY TO MANAGE INSPIRE ACTIVITIES ADAPTIVELY

START HERE

CHOOSE WHAT YOU WILL TRACK

Select or write a set of statements about activity implementation with which frontline workers can "strongly agree," "agree," "disagree," or "strongly disagree." The specific statements will depend on the priorities established by managers and supervisors. Develop your own statements. Refer to the list on the next page for ideas.

IMPLEMENT AND MONITOR

Take action on your planned adaptations. Continue getting anonymous input from frontline workers throughout the implementation of the activity.

REGULARLY GATHER DATA

Collect frontline responses on the statements anonymously and frequently (at least once a quarter, but much more frequently if possible). The frequency will depend on the means of collecting information: SMS, written responses, on-line survey, etc.

* These discussions are what is valuable for an adaptive manager.

MEET AND DISCUSS *

Use these graphs as a focus for meetings with groups of frontline workers, ask them to explain the trends based on what they have observed. These data-based meetings bring forward implementation problems in real time so they can be addressed. This helps managers create solutions and plan for how to respond to the trends.

COMPILE AND VISUALIZE

For each statement compile responses in a pie graph each time, and make a line graph to show changes over time.

Sample statements

Use this list for ideas. Feel free to develop your own statements. To be effective, your statements will:

- *depend on priorities established by managers and supervisors.*
- *be written in such a way that frontline workers can 'strongly agree,' 'agree,' 'disagree,' or 'strongly disagree'*

1. I think end users are responding enthusiastically to project activities.

2. I think my colleagues are doing their job correctly.

3. I think my colleagues are receiving the supervision they need.

4. I think [activity topic] information is understood by the people I speak with.

5. I think I have been given enough resources to do my activities well.

6. I have enough available time to do my activities.

7. I think my colleagues and I are doing a good job of giving appropriate time to all key topics in this activity.

8. I think the specific activities my colleagues and I are doing are needed in my village.

9. I feel I have the support of my community when I do activities.

10. I do not have the access to the target population I need to be effective.

11. I know who to speak to when encountering technical problems with the program.

12. I know who to speak to when encountering problems with colleagues.

13. I know who can advise me about interactions with the target population.

14. I have the training I need to do the job expected of me.

15. Colleagues and I understand each others' distinct responsibilities, so there is no confusion.

16. When problems are reported to supervisors, they are addressed quickly.

17. When I have problems or questions about my job, I seek the advice of a colleague before I go to a supervisor.

18. Coordination with other agencies is easy.

19. Colleagues are in agreement with what our supervisors feel are the activity's priorities.

20. Supervisors have a good knowledge of what is happening in the field.

21. Colleagues and I are comfortable reporting on technical problems with the activity.

22. My colleagues feel they are treated fairly by their supervisors.

23. My colleagues understand how this activity contributes to larger goals.

24. My colleagues understand how this activity works alongside other activities in the project.

25. I feel I can accomplish the goals of this activity in the time expected.

26. I think the effects of this activity will continue after the activity time is over.

27. I think this activity is widely-known to its target population.

28. I think this activity will continue with only local support (no outside support needed).

29. My colleagues would continue in this job even if other jobs were available.

30. My colleagues and I feel that modifications in the activity based on our feedback are successfully responding to new challenges.

Now What?

YOU SHOULD NOW HAVE...

○ A few (5-15) key statements to monitor and watch for trends over time

○ A system to consistently gather feedback on these statements from frontline workers

○ A means of understanding the shifting reality on the ground and adapting to it

Act and apply

Does the action plan discuss the role of adaptive management in facilitating future scale? Should it?

Can the National Coordination Mechanism apply an adaptive-management approach to their own coordination by asking Implementing Partners to respond to a set of general statements on a frequent basis to highlight changes in the implementation environment?

RELATED TOOLS:

○ *Tool 1E*: The "What Could Possibly Go Wrong?" Game

○ *Tool 4C*: Documenting Learning

○ *Tool 5B*: Adapting in Response to Stakeholder Feedback

A tool to keep track of the lessons learned along the journey in order to apply them in reports, advocacy and future scale-up efforts.

TOOL 4C

Documenting Learning

A worksheet to capture what you are learning on a key question of interest, and to monitor how information about this question can improve adaptation and scale.

SOURCE: Expandnet: The Implementation Mapping Tool

Taking time to reflect regularly on key learning questions provides the opportunity to identify useful insights on adaptation and scale up. Decisions and actions may seem like clear choices in the moment, but we may forget later what and why those adaptations were made. Recording our learning helps us share and use this information later when scaling up to other sites.

INSPIRE | Tools for Adaptation and Scale Up

How to use this tool

1   Select a key "learning question" to track. Something you are curious about, want to monitor, or where there are many unknowns.

2   Write this question down. Document what happened in relation to this question, how activity changes influenced the program, what resulted, and if further change is needed. Do this at least quarterly.

3   This tool can be used by the National Coordination Mechanism to focus on their role managing scale up, or by Implementing Partners across different sites. The information can then be shared to draw lessons learned from and for scale-up efforts at the national level.

THINGS TO KEEP IN MIND

○   The more often you do it, the less time it will take.

○   This activity is most helpful when completed by Implementing Partners, and shared back with the National Coordination Mechanism.

REMINDER...FEEL FREE TO ADAPT THIS
TOOL IN ANY WAY THAT WORKS FOR
YOUR TEAM AND YOUR CONTEXT!

Documenting Learning

STEP 1: SET YOUR LEARNING QUESTIONS FOR SCALE-UP

Consider horizontal factors, vertical factors, risks, and preconditions related to achieving your action-plan results through adaptation and scale up. What do you want to monitor? What are you curious about? Where are you unsure? *Those are the places to write a learning question.*

STEP 2: COMPLETE ONE REFLECTION SHEET PER LEARNING QUESTION

Using 1 of your learning questions, fill out this worksheet periodically. *A blank worksheet is included on the following page.*

Documenting Learning Worksheet

DATE OF THIS REFLECTION	PERIOD OF REVIEW
LEARNING QUESTION:	

WHAT HAPPENED?

WHAT WORKED?

WHAT DIDN'T WORK?

WHAT DO WE DO NOW? ACTION STEPS.

CHECKING OUR PROGRESS

DATE	WHAT NOW?
DID WE COMPLETE THESE ACTION STEPS?	
● YES ● NO	

INSPIRE | Guide to Adaptation and Scale Up   Worksheet for Tool 4C : Documenting Learning

STEP 3: REGULARLY UPDATE YOUR LEARNING

Repeat this process regularly. Go back to your prior sheets as a starting point.

Documenting Learning Worksheet

DATE OF THIS REFLECTION	PERIOD OF REVIEW

LEARNING QUESTION:

WHAT HAPPENED?	

WHAT WORKED?	

WHAT DIDN'T WORK?	

WHAT DO WE DO NOW? ACTION STEPS.	

CHECKING OUR PROGRESS

DATE	WHAT NOW?
DID WE COMPLETE THESE ACTION STEPS?	
☐ YES ☐ NO	

Now What?

YOU SHOULD NOW HAVE...

○ A series of sheets showing an evolving understanding of a key question about scale-up activities

○ Documented action steps to follow up on

Act and Apply

Is there a section in the action plan where the importance of taking stock and documenting learning with partners and stakeholders is explored? Should there be?

How will the National Coordination Mechanism + Resource Team and partners apply and share these learnings?

RELATED TOOLS:

○ *Tool 1E*: The "What Could Possibly Go Wrong?" Game

○ *Tool 1F*: Uncovering Risks and Preconditions to Achieving Action Plan Results

○ *Tool 5B*: Adapting in Response to Stakeholder Feedback

○ *Tool 5C*: Pulling In the Same Direction: A Cross-Sectoral Review

A tool to monitor and track events that may impact scale up over time.

Ending Violence Against Children Event Tracker

A worksheet to identify important categories to track, as well as to create a timeline of key events in the scale-up environment.

SOURCE: Promising Practices in Scale-Up Monitoring, Learning, and Evaluation: A Compendium of Resources, Institute for Reproductive Health, Georgetown University

This is an opportunity to track things that may impact scale-up activities and strategy, but which are not monitored via horizontal or vertical benchmarking (tools 3C, 3D), or implementing partner adaptation/learning documentation (tools 4A , 4B).

AVAILABLE FORMATS: The worksheets included here are meant for printing at A4 size. Visit the Guide's website for downloadable interactive (fillable) PDF worksheets, alternate languages and alternative formats.
inspire-strategies.org/adaptationandscale

INSPIRE | Tools for Adaptation and Scale Up

How to use this tool

1   Discuss and select categories of "events" to track and monitor over time.

2   Record what has happened, the current situation, and what is planned in each category you are tracking. Regularly update.

3   Discuss how these past, present, and future events affect scale up. What preconditions have they set? What risks and opportunities are associated with the changes in various circumstances?

4   For each new opportunity, plan actions to maximize it on behalf of scale up. Track its completion.

5   For each new risk, plan actions to minimize it on behalf of scale up. Track its completion.

THINGS TO KEEP IN MIND

○   Regularly update this tracker. It will not take long if done often, perhaps quarterly.

○   Be sure to check with several stakeholders; one person will not know of all events.

○   Discussion as a group is what will help you see patterns and implications.

○   Always ask, "Are there any actions that are needed in response?"

REMINDERE FEEL FREE TO ADAPT THIS
TOOL IN ANY WAY THAT WORKS FOR
YOUR TEAM AND YOUR CONTEXT!

Ending Violence Against Children Event Tracker

STEP 1: SELECT CATEGORIES

Discuss and select categories of "events" to track and monitor over time.

This is an opportunity to track things that may impact/effect your progress scaling up activities to end violence against children, but which are not monitored via horizontal/vertical benchmarking (tools 3C, 3D), or implementing partner adaptation/learning documentation (tools 4B, 4C).

Some "event" categories to pay attention to include areas such as: *changes in procurement & logistics; ending violence against children norms; guidelines & protocols; Information, Education, and Communication (IEC); political environment; training; internal or external events and meetings. There are many others.*

Prioritize 3 categories. You likely want to track more.

CATEGORIES TO TRACK

1. Fill in the categories that are important to track.
2. Record what has happened, or is planned, in each category you are tracking.

	1 YEAR AGO ←	6 MONTHS AGO	TODAY	6 MONTHS FROM NOW →	1 YEAR FROM NOW
CATEGORY: *Example:* *"Key internal and external events relating to institutionalization (vertical scale up)."*		*Significant donor funding provides resources for a presentation on and response to violence against children.*	*Flooding.*	*Violence against children indicators included in national surveys.* *Integration of violence against children screening and response protocol in nursing pre-service curriculum.*	*Change in MOH leadership.*
CATEGORY:					
CATEGORY:					

STEP 3: REFLECT AND ACT

1. Use the visual record of events or a spreadsheet to pause and reflect as a group. Discuss and then record.
2. How does the timeline explain the adaptation and quality of scale up you are seeing and experiencing?
3. What new opportunities have emerged because of these events?
4. What new risks do these events present?

HOW DO THESE EVENTS EFFECT SCALE UP?

OPPORTUNITIES

OPPORTUNITY:	ACTION/STRATEGY TO MAXIMIZE IT:
	☐ COMPLETED

OPPORTUNITY:	ACTION/STRATEGY TO MAXIMIZE IT:
	☐ COMPLETED

RISKS

RISK:	ACTION/STRATEGY TO MINIMIZE IT:
	☐ COMPLETED

RISK:	ACTION/STRATEGY TO MINIMIZE IT:
	☐ COMPLETED

Now What?

YOU SHOULD NOW HAVE...

- Identified priorities for categories to track
- A timeline of the past year of events, with future planned events in each category
- An understanding of how those events may affect scale up
- Plans for responding

Act and apply

What are your plans to address opportunities or minimize risks to INSPIRE scale up?

Do you note any trends or events affecting scale up that should be included in the national action plan?

RELATED TOOLS:

- **Tool 1B**: Environmental Assessment: Ending Violence Against Children Timeline
- **Tool 1C**: Environmental Assessment: Domains
- **Tool 5B**: Adapting in Response to Stakeholder Feedback
- **Tool 5C**: Pulling In the Same Direction: A Cross-Sectoral Review

A tool to better understand how different kinds of stakeholders are observing the adaptation and scale-up process, in order to adjust the strategy accordingly.

TOOL
5B

Adapting in Response to Stakeholder Feedback

A set of discussion/interview guides to gather perspectives from a range of stakeholders on what parts of the scale-up strategy are going well, as well as which parts need improvement.

SOURCE: Promising Practices in Scale-Up Monitoring, Learning, and Evaluation: A Compendium of Resources

Pausing to gather feedback is an important part of adaptation and scale up. Input from key stakeholders provides useful data to help the National Coordination Mechanism reflect on the scale-up journey so far.

AVAILABLE FORMATS: The worksheets included here are meant for printing at A4 size. Visit the Guide's website for downloadable interactive (fillable) PDF worksheets, alternate languages and alternative formats.
inspire-strategies.org/adaptationandscale

INSPIRE | Tools for Adaptation and Scale Up

How to use this tool

1   Gather input from a sampling of separate groups of implementing organizations, government officials, target-population members, donors, researchers, etc. or from individuals from these stakeholder groups.

2   With these groups or individuals, review high-level insights from other tools used throughout scale up to help ground reflections in data.

3   As a National Coordination Mechanism, discuss the current status of scale up and scan for key learnings and any needed adaptations.

4   Document at least 4 insights and identify an action step or steps which are needed.

THINGS TO KEEP IN MIND

○   This should be done after about a year of scale-up efforts. After that, it is helpful to collect feedback from stakeholders every year or 2.

○   Initial input interviews need not take long; even 15 minutes can generate a lot of insight. Focus on the areas of greatest interest to the stakeholder.

○   The discussion-guide questions can help keep your discussion focused and comprehensive.

○   Remember one purpose of these interviews is to engage stakeholders from different sectors in the adaptation and scale-up process.

REMINDER...FEEL FREE TO ADAPT THIS
TOOL IN ANY WAY THAT WORKS FOR
YOUR TEAM AND YOUR CONTEXT!

INSPIRE | Tools for Adaptation and Scale Up

Adapting in Response to Stakeholder Feedback

STEP 1: GATHER FEEDBACK

Discuss the following questions as a group or individually with a sample of 5-8 stakeholders such as Ministry officials, civil society leaders, as well as donors who represent diverse sectors, perspectives, and responsibilities relevant to the INSPIRE Approach.

Reviewing Risks and Preconditions (tool 1F); Environmental Assessment (tools 1B, 1C, 1D) results; Vertical/Horizontal benchmark progress (tools 3C, 3D); and reading an implementing organization's Documenting Learning and adaptations (tool 4C) can all help ground this input in data.

WHO DID YOU TALK TO?	DATE OF THE CONVERSATION

1. What needs to be done to support continued expansion and consolidation of INSPIRE activities?	
2. In what ways are INSPIRE activities being institutionalized into systems? Should more be done? How?	
3. Who owns the scale-up process in terms of political leadership? Who else needs to be on board? How can we engage them?	
4. To what extent is INSPIRE scale up a cross-sectoral endeavor? What else could be done to support cross-sectoral collaboration?	

As a National Coordination Mechanism, use the gathered input and some of the questions below to have a discussion about the current status of scale up, and scan for key learnings and any needed adaptations.

COORDINATING ADAPTATION AND SCALE UP

1. What needs to be done to support continued expansion and consolidation of the INSPIRE activities (horizontal scale up)? At the local level? At the national level?
2. What is still needed to institutionalize INSPIRE activities into systems (vertical scale up)? Should more be done, and how?
3. Is enough being done in terms of advocacy for the expansion/ integration of INSPIRE activities? What are the bottlenecks? What skills or resources are lacking? What more could be done?

ADAPTIVE MANAGEMENT

1. Are you aware of how the INSPIRE activities been adapted or changed? If so, has the adaptation been sufficient? Is it evidence-based? Is additional documentation or testing of the adaptation needed?
2. What is being done to gather information on the scale-up process? Do you have enough information? What additional information do you need? What can you do to get more information?

SUSTAINABILITY

1. Who owns the INSPIRE scale-up process in terms of political leadership?
2. How do you feel about government and partner involvement, commitment, and ownership of scale up at this point? Is there fatigue? Is there greater enthusiasm?
3. Will integration/expansion of INSPIRE activities be sustained? What can be done to improve sustainability?

CROSS SECTORAL COLLABORATION

1. To what extent are scale up efforts fostering cross-sectoral collaboration? What is working well? What more could be done?

From the National Coordination Mechanism's discussion, document at least 1 insight for each of 4 areas below. For each insight, identify any next action steps that are needed. *Write this in the action box.*

INSIGHTS ABOUT COORDINATING ADAPTATION AND SCALE UP	ACTION

INSIGHTS ABOUT ADAPTIVE MANAGEMENT	ACTION

INSIGHTS ABOUT SUSTAINABILITY	ACTION

INSIGHTS ABOUT CROSS-SECTORAL COLLABORATION	ACTION

Now What?

YOU SHOULD NOW HAVE...

○ Stakeholder insights on opportunities to strengthen scale up across sectors

○ A big-picture view of how different aspects of scale up are progressing or stalling

○ Action items to address any changes or follow-up needed from these insights

Act and apply

Does the action plan adequately address both horizontal and vertical-scale up? How can the National Coordination Mechanism effectively balance both elements of scale up?

What actions will you take to build on the strengths—and address the challenges—identified by stakeholders related to cross-sector coordination of INSPIRE adaptation and scale up?

RELATED TOOLS:

○ *Tool 1C*: Environmental Assessment: Domains

○ *Tool 1D*: Environmental Assessment: Actor Analysis

○ *Tool 5C*: Pulling In the Same Direction: A Cross-Sectoral Review

A tool to create a strong network and a unified vision among scale-up partners, while sharing information and lessons learned.

TOOL 5C

Pulling in the Same Direction: A Cross-Sectoral Review

A guide for developing an event, or series of events, that convenes key actors in scale-up efforts to identify their contributions to the action plan to end violence against children, as well as to increase coordination.

Conducting a cross-sectoral review of scale-up efforts has numerous benefits. It can help stakeholders identify for themselves and others how they contribute to the whole of the action plan to end violence against children. Creating a common story about a well-coordinated and cross-sectoral action plan to end violence against children leads to a strong, unified narrative that will encourage further government support and donor investment.

How to use this tool

1 Consider who should be present at the convening. Consider when/how the National Coordination Mechanism would like to convene it.

2 Prior to the event, review activities and prepare materials from earlier tools which can be shared.

3 Develop an agenda using the building blocks suggested by the tool.

4 Be sure to involve people in planning next steps before ending the event.

THINGS TO KEEP IN MIND

○ This can be a single, day-long event, or a series of smaller events. It may be held as a face-to-face meeting or online, as convenient to participants.

○ Facilitating a cross-sectoral review requires preparation and skill; consider finding a skilled facilitator to integrate the building blocks into an agenda and then to lead the review.

○ Document how participants are "pulling together"—and especially how each Implementing Partner is contributing to establishing necessary preconditions or avoiding risks identified in tool 1F.

REMINDER...FEEL FREE TO ADAPT THIS
TOOL IN ANY WAY THAT WORKS FOR
YOUR TEAM AND YOUR CONTEXT!

Pulling In the Same Direction:
A Cross Sectoral Review

STEP 1: BRING TOGETHER STAKEHOLDERS

WHAT   A cross-sectoral review of actions and actors contributing to adaptation and scale up of the action plan to date.

WHO   National Coordination Mechanism members, resource team members, Implementing Partners, Ministry officials, and others who have played a role in scale-up efforts.

WHY
1. Connect scale-up actors to share and learn from one another's common successes and challenges in adaptation and scale up.
2. Help each actor see how they contribute too the whole of the action plan, and increase coordination across actors.
3. Create a common story about ending violence against children as a strong, unified, and important area of government investment and donor interest.

HOW   Hire or utilize a strong facilitator to build and lead the activity building blocks below.

The activity building blocks for this event make use of various tools. If you have not done a tool prior to hosting this event, consider completing the tool as part of the event.

This could be a one-day workshop, a series of shorter events, or integrated into existing meetings or remote online.

STEP 2: CREATE THE AGENDA USING THESE BUILDING BLOCKS

1. OUR JOURNEY TO END VIOLENCE AGAINST CHILDREN

PURPOSE: Create a visual of everyone's actions on a single timeline to provide insight into how each member contributes and what is being done as a whole.

TOOL(S): 1B Environmental Assessment: Ending Violence Against Children Timeline

FACILITATION SUGGESTION: Before the event, post a Ending Violence Against Children Timeline partially completed on the wall. Invite participants to use sticky notes labeled with their organization to add their own events and actions to the Timeline. Ask people to read the Timeline. Have a facilitator highlight accomplishments, challenges, opportunities, and threats, as well as elicit discussion about what might be ahead in the next 3–6 months.

2. TAKING STOCK OF OUR PROGRESS

PURPOSE: Orient all stakeholders to the national ending violence against children action plan goals and situation, and strengthening their scale-up mindset.

TOOL(S):

- 1A Scale-Up Framework
- 1F Uncovering Risks and Preconditions to Achieving Action Plan Results
- 3C Benchmarks for Vertical Scale Up
- 3D Benchmarks for Horizontal Scale Up

FACILITATION SUGGESTION: Presentation of Scale-Up Framework, most recent identified preconditions and risks to action plan, and key vertical and horizontal benchmark progress. Host a plenary Q&A, inviting feedback and suggested updates to the content.

3. DOCUMENTING ADAPTATION AND LEARNING

PURPOSE: Share learnings among stakeholders, gather insights relevant to the national-level scale-up journey.

TOOL(S): 4C Documenting Learning

FACILITATION SUGGESTION: Pair implementing organizations with other stakeholders in small groups, and have implementing organization share their learnings (from completed 4C tool). Small groups report out on what has worked well, what adaptations have been made, and their implications. Finish with a plenary discussion to identify insights and lessons across all the groups.

4. PULLING IN THE SAME DIRECTION

PURPOSE: Provides an opportunity for implementing partners to identify how their activities contribute to the action-plan results and to see how others' activities contribute to common goals.

TOOL(S):

- 1F Uncovering Risks and Preconditions to Achieving Action Plan Results
- 5B Adapting in Response to Stakeholder Feedback

FACILITATION SUGGESTION: Post the most recent list of the risks and preconditions from tool 1F. Ask stakeholders to identify (and mark) specific actions they are taking which mitigate a risk or meet a precondition. *Use the template included in this tool, if helpful.*

AND

Host plenary discussions asking participants to share where they see their and others' contributions to cross-sectoral objectives in ending violence against children.

5. ALL HANDS DEBRIEF

PURPOSE: Reflect on efforts to date, assess current status, and look ahead.

FACILITATION SUGGESTION: Host a moderated panel discussion of key stakeholders (policymakers, implementers, donors, others) to reflect on key adaptation and scale-up issues.

Which Partners are Addressing Each Precondition or Risk

PARTNER ACTIVITIES TO PUT INTO PLACE PRECONDITIONS OR TO ADDRESS RISK
Who is participating in activities against this obstacle to scale up? *Write the organizations and the activity they are taking. Use 1 box per activity.*

PRECONDITIONS & RISKS (ASSUMPTIONS)
What are the potential obstacles to achieving scale-up results? *Look back at tool 1F for ideas. Write these assumptions in the box below. Use 1 sheet per assumption.*

☐ PRECONDITION

☐ RISK

WHICH PARTNER?

WHAT?

WHICH PARTNER?

WHAT?

WHICH PARTNER?

WHAT?

WHICH PARTNER?

WHAT?

Now What?

YOU SHOULD NOW HAVE...

○ A stronger network of scale-up partners with a common language, understanding, and vision

○ A single narrative to present to donors and partners to strengthen national action

○ Agreed-upon actions to strengthen implementation of the ending violence against children action plan by addressing scale-up opportunities and threats

Act and apply

Should the National Coordination Mechanism + Resource Team suggest that the action plan to end violence against children mentions efforts at creating an INSPIRE Adaptation and Scale-Up Strategy?

If some preconditions and risks are not being addressed, can you recommend things that partners can do to resolve those gaps?

Are these results worth sharing domestically and/or globally? If so, can the National Coordination Mechanism + Resource Team write a brief report on the outcomes of the cross-sectoral review to share with government, donor and other stakeholders?

RELATED TOOLS:

○ *Tool 3A*: Context of Implementation Analysis

○ *Tool 3B*: Organizational Capacity Assessment

○ *Tool 5B*: Adapting in Response to Stakeholder Feedback

A tool to ensure that thinking about adaptation and scale up is being turned into concrete actions.

TOOL R1

Insights into Action

A guided reflection and check on progress—focused on what is emerging and high priority at the moment.

USING TOOL R1:

1 Use this tool after each activity to turn the dialog into action.

2 List up to 3 insights that the team found valuable and important.

3 Decide and record how those insights can be turned into concrete actions.

4 Return regularly to mark that those actions have been completed.

AVAILABLE FORMATS: The worksheets included here are meant for printing at A4 size. Visit the Guide's website for downloadable interactive (fillable) PDF worksheets, alternate languages and alternative formats.
inspire-strategies.org/adaptationandscale

Insights into Action

Recording what your group is learning as you continue on your INSPIRE adaptation and scale-up journey.

WHO IS PRESENT?	TODAY'S DATE

KEY INSIGHTS

1.

2.

3.

ACTIONS TO TAKE

1.

☐ COMPLETED

2.

☐ COMPLETED

3.

☐ COMPLETED

THINGS TO SHARE

1.

WITH WHOM: ☐ SHARED

2.

WITH WHOM: ☐ SHARED

3.

WITH WHOM: ☐ SHARED

INSPIRE | Tools for Adaptation and Scale Up