JOINING FORCES
For All Children

Joining Forces

Ending Violence Against Children

A Quick Start Guide to the Adaptation and Scale Up of Programmes

ChildFund Alliance · PLAN INTERNATIONAL · Save the Children · SOS CHILDREN'S VILLAGES INTERNATIONAL · Terre des Hommes International Federation · World Vision

CREDITS

This Quick-Start Guide was produced under the direction of the Joining Forces Secretariat. Members of the Secretariat and also a technical reference group made up of expert representatives of the six Joining Forces for All Children member agencies. They contributed both to the original design of the Guide and provided ongoing feedback during its development. The tool was also drafted with testing and inputs by members of the Joining Forces country platforms, this included colleagues from Asia, Africa, Latin America and Europe.

The guide was written by Joseph Petraglia of Syntegral and Rebecka Lundgren of the University of California at San Diego. In creating this guide focusing on the unique needs of Joining Forces, Joseph and Rebecka drew from a larger set of adaptation and scale-up tools they adapted or developed for the INSPIRE Framework spearheaded by WHO, UNICEF, End Violence Against Children Partnership, and the US Centers for Disease Control and Prevention. https://adaptationandscale.joining-forces.org

Preface:
What is the Quick-Start Guide and Why and How to Use It

Any potential user of this resource may wonder "**what** exactly is a Quick Start Guide to the Adaptation and Scale Up of Programmes and **why** is it important to Joining Forces"?
To start with the second part of that question, Joining Forces was conceived of as an initiative to foster collaboration among these six child focused non-governmental agencies working globally in the area of ending violence against children; promoting children's rights and child participation. This collaboration has committed to broaden and deepen progress in the protection of children by creating inter-agency synergies, sharing human and intellectual resources, strengthening children's voice, and advancing the ability to speak to funding agencies and governments with greater clarity of purpose and focus. Joining Forces also holds out the potential for better coordination in scaling up evidence-based practices in the area and the adaptation practices needed to make such scale-up context-sensitive and, ultimately, more sustainable.

In terms of **how** the Quick-Start Guide is intended to be used, it divides the nine tools into three phases that are roughly chronological in their order of use. The first set of tools focuses on selecting an intervention or activity that the local Joining Forces team thinks is a successful candidate for scale up (tools #1, #2, #3, and #4). The second set of tools support the development and tracking of a scale-up strategy (tools #5, #6 and #7) and the final section offers a single tool (#9) that offers a means of documenting and disseminating lessons learned.

But while this rough order of tool use is provided, if there is an overarching principle all users should follow in using this guide is: DO WHAT WORKS FOR YOUR TEAM IN YOUR CONTEXT. For instance almost all of the tools require some prior collection of information, but in some cases the team may decide to use readily available information and in other cases it may choose to do extensive research to gather the information.

Teams may also choose to substitute the tool provided in the guide for another tool with which they are more familiar and comfortable. Your team may question whether you need to use some of the tools. For those tools that the team does choose to use, you may find that some of them may be used very quickly (for instance, just to make sure the team is thinking of all the relevant adaptation and scale issues raised). On the other hand, your team may decide that it is worthwhile to use a tool—and discuss the outputs from the tool—in a very thorough way. In short, all the tools in the quick-start guide are only intended to suggest the kinds of data that should inform choices in adaptation and scale and highlight topics that a local Joining Forces team will want to consider. In the end, the local Joining Forces team is in the best position to decide if a tool should be used and how it should be used.

We hope that this guide will be useful to staff throughout Joining Forces' member agencies by ensuring that key principles in adaptation and scale are understood and made practical. As a "quick-start" guide, this resource and the tools it contains are not intended to provide a comprehensive set of one-size-fits-all answers – as we know, the process of scale-up will (must) look different in every context depending on innumerable variables. Instead, every tool is designed to pose critical questions and support local Joining Forces experts as they approach key and critical junctures in the scaling process.

Glossary

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 or sites.

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

Child engagement – A distinctive feature and high priority for Joining Forces approach to adaptation and scale is including children in every step of program implementation, adaptation, and scale. This engagement can take several forms, some of which are suggested in this guide, but others may be found in the citations or the compendium that follows the body of the guide.

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 selecting an activity that merits adaptation and scale. 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 Joining Forces member (or a local partner contracted by a Joining Forces member) that is responsible for implementing a ending violence against children-related activity.

Intervention/activity or violence against children prevention intervention/activity – any form of ending violence against children work that can be adapted or scaled. Intervention/activities may be practices, components of a project, entire projects, innovations, or programs.

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.

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.

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 Joining Forces may wish to scale up evidence-based model activities.

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

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Introduction

I. The Importance of Adaptation and Scale to Joining Forces

National commitments in countries eager to end violence against children (EVAC) have grown rapidly since the UN Convention on the Rights of the Child in 1989. Increasing efforts have been made to confront the pandemic of violence against children in a focused and coordinated way. To solidify and accelerate this momentum, six of the world's largest international organizations have come together in the partnership known as Joining Forces.

The daily work of Joining Forces partners is to develop, test and implement EVAC prevention and response initiatives in partnership with local communities, organizations and governments.

This Quick Start Guide to the Adaptation and Scale Up of Programmes will help partners incorporate a "beginning with the end in mind" mindset, to consider adaptation and scale up principles throughout their work. This guide will help Joining Forces partners select promising, scalable interventions, understand what to adapt and maintain, apply adaptive management techniques to implementation and monitor and evaluate their efforts. A unique value of this guide is to help Joining Forces partners coordinate with each other in the scale up process, while systematically keeping children's voices and participation at the core. As Joining Forces' theory of change highlights, children are not only most affected by exclusion and violence but are also critical to redressing this situation.

Throughout the process of adaptation and scale process children's participation and guidance are critical to ensuring that scaled interventions/activities are meaningful and sustainable. The guide builds on the understanding that adapting interventions for new and changing contexts drives scale, and it provides a set of priority tools for carefully adapting interventions while retaining core mechanisms that make them successful. Application of this guide will help to set a vision and chart a course among partners for selecting and scaling proven interventions.

II. Joining Forces' Definition of, and Vision for, Scale

Each of Joining Forces' partners has extensive experience in successful programming that contributes to the end of violence against children (EVAC). Most partners have also met with success in championing those successful programs (in some form) in other parts of their portfolio. Some may approach it in terms of intentional "scale," but for others may be considered "doing what works in more places." The Joining Forces Quick Start Guide to the Adaptation and Scale Up of Programmes seeks to use partners' prior experiences as a starting point to making sustainable scale up both easier to do and more systematic. The Guide does this by providing some simple tools that help local Joining Forces teams create a more collaborative and systematic approach to scale. But to "start at the beginning," let us consider some definitions of scale and Joining Forces' distinctive priorities in the area of EVAC before setting out a model of the scaling process.

Many governments, donors, program implementers and other stakeholders have been engaged in scaling (in some form) for several decades now. They offer a range of perspectives and definitions that highlight different dimensions of scale. But while the literature on scale comes from many sources, most agree on a definition of scale summarized by ExpandNet. They define scaling as

> *"**Deliberate efforts** to increase the **impact** of innovations **successfully tested** in pilot or experimental projects so as to **benefit more people** and to foster policy and program development on a **lasting basis**."*

Note that the words in bold emphasize critical elements in genuine scale-up. Scale up is not accident–it is deliberate. Its goals are intended to increase programs' ability to better meet practical ends. Those programs are not simply what some people think are useful but are empirically demonstrated to be effective. Naturally, scale up expands the number of people who are benefited by project outcomes, but importantly, these benefits are not short-term, but last over time.

Joining Forces' vision for scale-up builds on this definition by adding its own priorities. These priorities–reflected throughout this guide–include amplifying children's voices, supporting social accountability, and working across and with local partners:

Amplifying and supporting children's voices

Working together, Joining Forces seeks to assist local actors and champions to ensure that programs and policies to end violence against children are informed by children's perspectives. During the development of core documents and guidance, Joining Forces has identified ways for children to add value and play a significant role in scale up. Since the inception of Joining Forces we have committed to ensuring safeguarded and meaningful child participation as a unique and standard aspect of our work. Joining Forces has developed tools[1] and policy guidance to help us to do this together, safely and successfully. Tools and guidance must also reflect the heterogeneity of children's experience as it is deeply affected by their gender, status, ethnicity, religion, disability, and a host of other factors.

Supporting social accountability

With a strong footprint at the local level, the six members of Joining Forces can support social accountability as a powerful lever for promoting sustainable scale by empowering local actors and holding government accountable to resource their commitments.

Joining Forces' vision of scale sees government as one of the most critical (but not necessarily only) vehicle for scale, and champions the role of civil society in mobilizing and empowering citizen voice and action.

Collaborating across sectors and in coordination with local partners

Joining Forces understands that scale up can happen through our own combined organizational strength, through governments as well as other institutions and structures – such as religious organizations, media, academic, businesses and of course, other civil society actors. Scale up can also take place by developing the capacities critical for scale, not just scaling specific interventions. All the tools in this Adaptation and Scale guide will help country teams identify what is needed to ensure scaled up initiatives deliver optimal outcomes for children and uphold their rights. Joining Forces efforts for children should lead long term to a governance system and protective environment that is fit for children and responds to their needs and concerns as children, not just future adult voters.

[1] Key documents may be found at the Joining Forces or INSPIRE Strategies websites: https://joining-forces.org and https://inspire-strategies.org/

III. The Joining Forces Scale-up Process

If this is what "scale up" means and this is our Joining Forces vision for scale up, how does it happen? This can be summarize in the Joining Forces Scale-up Process model below that has three major components:

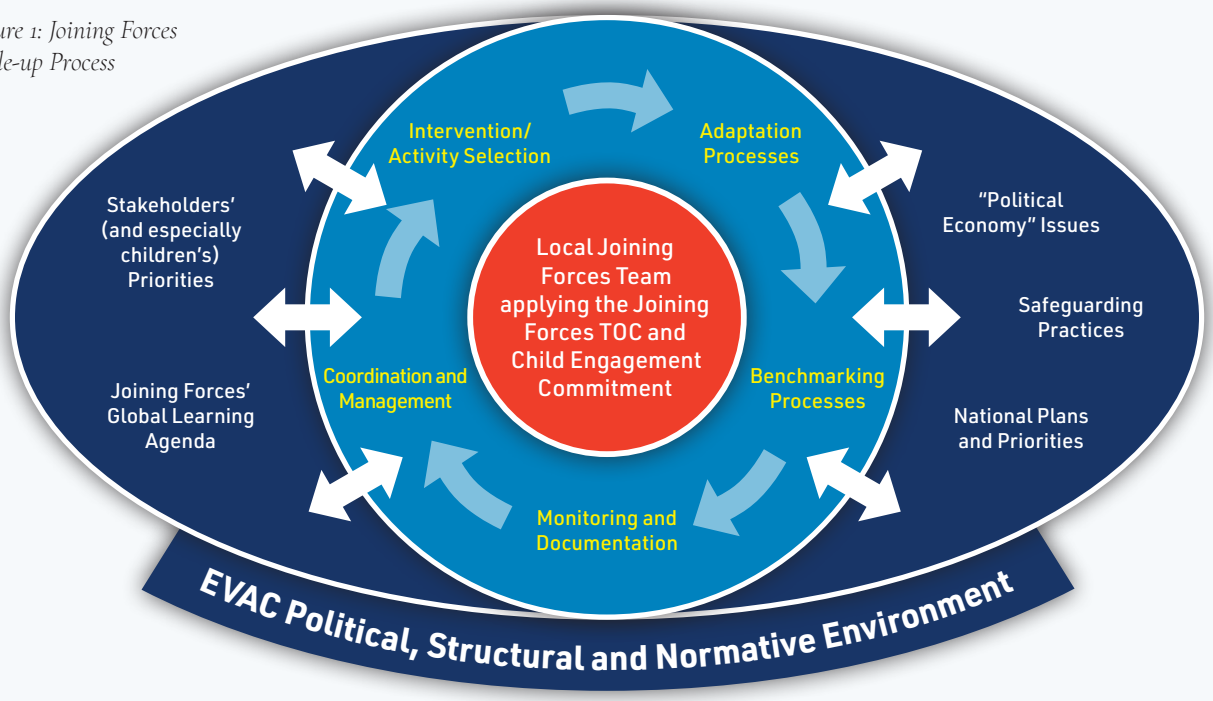
At the core of the model are local **Joining Forces team members**. These are the individuals from the Joining Forces member organizations that have come together to scale an intervention/activity. In each country, for each potential scale up project, this team will draw from the unique capacities and needs of local Joining Forces staff.

Moving outwards, the second component of the model includes **five adaptation and scaling processes** that the Joining Forces team is responsible for overseeing: 1) selection of the candidate intervention/activity to scale, 2) thinking about how to adapt that intervention/activity to new potential sites and populations, 3) selecting the benchmarks to measure progress in scaling, 4) monitoring and documenting needed adaptations and scale up progress, and 5) Coordinating and managing scaling alongside intervention/activity implementation.

Note that these processes are not linear but iterative. Selection of an intervention/activity to scale may prove too logistically complicated to import into the local context. Interventions/activities that may, in fact, be easy to adapt may not be easy to manage or monitor, which may require the local team to revisit their selection process. Essential, core elements of a proven intervention or activity may not translate to a new site and therefore may jeopardize fidelity, etc.

Finally, both the local Joining Forces team and the adaptation and scaling processes lie within the outer ring which represents the **environment in which EVAC happens**. The EVAC environment consists of any political, structural, or normative element that—as the double-headed arrows suggest—will constantly influence, and be influenced by, the team's decisions throughout the process. Examples here include Joining Forces' global learning agenda, stakeholder and children's own priorities, child safeguarding practices, funding and human resource availability and national plans and priorities.

Figure 1: Joining Forces Scale-up Process



Part A: The Adaptation and Scaling Process

I. Selecting an Intervention/Activity to Scale

Addressing EVAC priorities

When the local Joining Forces team comes together to discuss an intervention/activity or consider a number of potential interventions/activities to scale, the conversation should touch on whether any candidate intervention/activity is meeting local priorities. These may be priorities established by the government and reflected in a national action plan, priorities that have been expressed by children, and priorities that find support among donors, parents, implementers, or other stakeholders. Interventions/Activities that do not meet priorities already part of the EVAC environment may not be sustainable, and as we've seen in the definition of scale, we cannot say that interventions/activities that do not prove sustainable are really scaled.

Of course, the local Joining Forces team may find activities they believe are valuable from a child-centered and rights perspective are not necessarily the priorities of some stakeholders, or that some priorities may be in conflict. **In Tool #1** the team is asked to brainstorm a list of priorities held by a range of stakeholders and then match those priorities to the objectives of the candidate interventions/activities. This brainstorm does not have to be in-depth, but should touch on key priorities as documented in policy statements and research with children and their families.

TOOL #1.

Aligning Local and Global Stakeholder Priorities.

An exercise that asks local Joining Forces team to see which global and local priorities are best aligned to ensure that candidate interventions/activities will scale well within the local EVAC environment.

Determining the potential for scalability

Not every intervention/activity that meets Joining Forces' priorities (or others' priorities for that matter) lends itself to scale. Nor does every intervention/activity need to scale to be valuable. Some exciting EVAC interventions/activities that a local Joining Forces partner or some other organization may have successfully piloted will not easily scale because of several limitations. **Tool #2** will ask the local Joining Forces team to conduct a simple scalability analysis by rating candidate activities according to the following criteria:

- How credible is the intervention/activity package?
- Does the intervention/activity have relative advantage over existing practices?
- How strong is support for the intervention/activity?
- How easy is the intervention/activity to transfer and adopt?
- How good is the fit with the implementing organization?
- Is there a sustainable source of funding?

Note that several of these questions may also be a focus of other tools; for instance, the question asking "how strong is support for the intervention/activity?" is one that should be also answered when using **Tool #1**.

TOOL #2.

Scalability Assessment.

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

Determining if the evidence-base is adequate and if the candidate intervention/activity is aligned to Joining Forces theory of change.

In the accepted definition of scale-up, the importance of selecting an intervention/activity with a proven evidence-base cannot be overstated. Scale-up is a significant commitment of resources and donors, governments and other stakeholders including children and their families will want some assurance that these resources are well-spent. To ensure that these resources are used in the most effective manner, it is important to select activities and interventions that have a solid evidence base.[2] Knowing how much evidence supports an intervention/activity–and how credible that evidence is–is important for selecting interventions/activities to scale. Tool #3 asks the local Joining Forces Team to collect and discuss whatever evidence is available on the effectiveness of the intervention/activity under consideration.

[2] A useful guide to understanding evidence is a continuum developed by the US Centers for Disease Control and Prevention. https://www.cdc.gov/violenceprevention/pdf/continuum-chart-a.pdf

TOOL #3.

Ending Violence Against Children Intervention/Activity Implementation and Evidence Profile.

This tool documents key information about each intervention/activity being considered for Joining Forces adaptation and scale, along with a basic assessment of the evidence that supports its effectiveness.

Adaptation and fidelity; thinking through model vs. target contexts

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

The issue of fidelity is one that every evidence-based intervention must address. To some people, fidelity is about making sure that all elements of a successful intervention/activity are repeated in a precise manner when the intervention/activity is expanded to new sites. This kind of rigid fidelity–what we might call "*fidelity to specific practices*"–is difficult because as we know when learning about adaptation, every site is different, and interventions/activities typically conform to their sites and the capacities of their implementers. Instead of this kind of fidelity, it might be more useful to think of "*fidelity to principle*." Fidelity to principle recognizes that many aspects of the original/model intervention/activity will not (and cannot) be kept exactly the same. What can be maintained is the commitment to follow the principles core to the success of the intervention/activity to achieve similar results.

To ensure fidelity to the principles underlying a Joining Forces intervention/activity, it is necessary to identify–to the extent possible–those elements (resources, services, staffing, training, technologies, sub-activities etc.) essential to success. These are often called

"core" elements. When elements are not considered essential, when they are of secondary importance or perhaps are elements that occurred only because they were needed to make the intervention work in a particular site, they are called "peripheral" elements. For example, it may be determined that in intervention/activity "X" a specific curriculum is absolutely essential and is considered core, while the specific kind of training of the facilitator receives can vary and can be considered peripheral. **Tool #4** asks the local team to investigate the intervention/activity they are considering for scale to determine what evidence and implementer experience suggests is core rather than peripheral.

To summarize this section of the Guide, since we must adapt to new environments, losing the fidelity of an intervention/activity to its evidence-based model is a risk we must always consider. When adapting, we should seek to ensure the adapted intervention/activity will still be effective and meet the purpose for which it was designed. An intervention/activity can be successfully adapted without changing it entirely by keeping core elements the same and by making sure the intervention/activity remains grounded in evidence.

TOOL #4.

Core and Peripheral Elements of a Violence Against Children Prevention Intervention/Activity.

A worksheet to facilitate discussion and visualize what is core to an intervention/activity, what is peripheral, and what can be adapted during scale up.

II. Developing a scaling strategy and tracking adaptation and scale

Understanding the EVAC environment

The purpose of the guide is to help Joining Forces partners develop a scaling-up strategy and identify next steps. Creating a scaling up strategy requires a shared vision of what the implementation environment will easily facilitate and what it will resist if steps are not taken to reduce that resistance.

The strategy should elaborate the activities to be undertaken and indicate who has responsibility for what part within what time frame. Every effort to scale up interventions to end VAC takes place in a physical, political, cultural and historical context, or "environment." The strategy must consider a country's experience of EVAC programming, government engagement in EVAC, the history of successes and failures faced by implementing partners and stakeholders, prevalent attitudes, and beliefs, etc. If the local Joining Forces team does not consider how this history and other factors have contributed to the current situation of EVAC, there is a risk that efforts to adapt and scale-up their chosen intervention/activity will not yield the desired results due to overlooking opportunities and threats that could have been anticipated.

Tool #5 helps Joining Forces partners analyze what issues might affect the scale up of EVAC programming in the country and propose actions to address them.

TOOL #5.

Environmental Assessment: Different areas and variables

A group exercise taking stock of the environment to identify opportunities and threats to scale up a specific intervention/activity.

Benchmarking scale-up

Benchmarks are used to set expectations for progress towards reaching the goals set out by the local Joining Forces team. There are two types of scale with which to be concerned. The first type is *vertical scale*. This is about how well an intervention/activity is "institutionalized," that is, integrated into the systems that will make an intervention/activity sustainable. To keep vertical scale up on track, the local Joining Forces team should establish "benchmarks" that will be used to track different dimensions of institutionalization, including the degree to which:

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

The second type of scale that should be benchmarked is *horizontal scale*. This simply means successful getting an intervention/activity functioning in more sites or having it reach additional populations. For instance, an intervention/activity may be scaled-up horizontally if it is taken from a model pilot site where it was proven effective to an entire district or region. National scale-up is also possible but that usually happens after an intervention/activity has been successfully implemented at a regional level. But horizontal

scale may also expand the reach of an intervention by moving from a focus on one group to a larger focus on additional groups. An example might be a Joining Forces intervention/activity designed for in-school girls being expanded to include out-of-school girls or an intervention/activity that was designed for urban children being expanded to reach rural children. The important point here is that *both kinds of scale are critical*. Horizontal scale without vertical scale will not be sustainable. Vertical scale without horizontal scale will not have the desired impact.

Establishing and tracking horizontal and vertical scale up benchmarks is, therefore, a core function of the Joining Forces team. This information will help guide management of the scale-up process and offer opportunities to engage stakeholders. **Tools #6 and #7** help teams collaboratively set benchmarks and track progress against them. Reviewing the benchmarks regularly will help determine how to adjust interventions/activities to focus on areas where insufficient progress has been made towards scale-up goals.

TOOL #6.

Benchmarking and Tracking Vertical Scale Up.

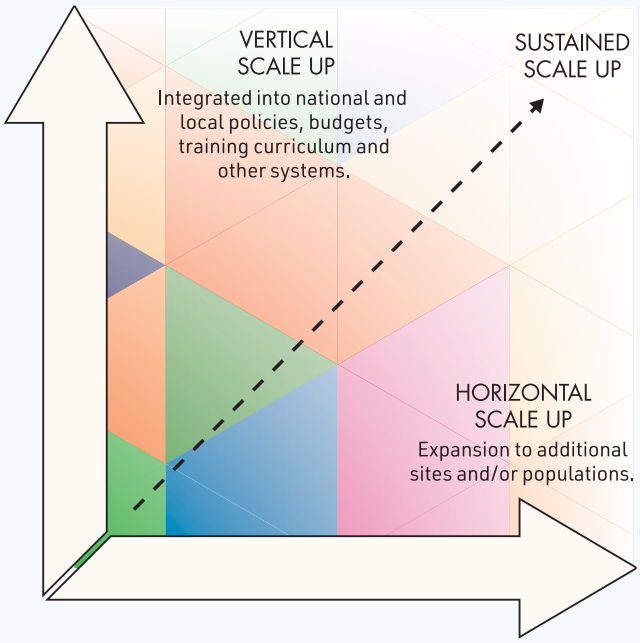
A planning tool to identify what systems level results to seek and how to track them for purposes of vertical scale up (institutionalization).

TOOL #7.

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).

Figure 2: Vertical and Horizontal Scale Up



Establishing Joining Forces' division-of-labor

Each local Joining Forces team member has undoubtedly worked on a proposal to a donor in which their individual organization has served as the lead (or "prime") or as a sub-contracting partner (or "sub"). In proposal development, great effort is taken to establish "teaming agreements" to clarify precisely what role the prime and the subs will take on to ensure a common understanding of the roles each will play.

In the case of a proposal among Joining Forces partners, however, this traditional arrangement has to be re-thought. When the local Joining Forces team comes together to think about scaling after selecting an intervention/activity that meets the criteria discussed above (e.g., evidence based, aligned to EVAC environment, scalability) and once core elements have been identified, it is important to determine the division of labor among partners. This division is important for scaling because it suggests distinct ownership and responsibility over key interventions/activities by the different partners, but also helps partners begin to anticipate adaptations that their partner organization's activities may require.

Tools #8 offers a simple way for the local Joining Forces team members can work sequentially at two alternating levels: first as a Joining Forces team, then in individual partner groups, once again at the Joining Forces level, and finally, back into single partner groups where specific staff from the organization and its local partners can be identified to fill a variety of roles for each sub-intervention/activity. As constituent members of Joining Forces are familiar with their own organizations' efforts at priming and subbing, it is possible that another approach to dividing labor among the partners can be proposed.

Note that although this guide appears to suggest that a division-of-labor will precede intervention/activity benchmarking (tools #7 and #8 below), the local team may choose to establish benchmarks prior to determining the roles of each Joining Forces partner.

TOOL #8.

Establishing a Division-of-Labor among Joining Forces Partners

A process for thinking through and documenting partner's division-of-labor and means of coordinating/calibrating efforts.

Adaptively managing interventions/ activities

As most implementers know, interventions/ activities are difficult to implement due, partly, to their complexity.

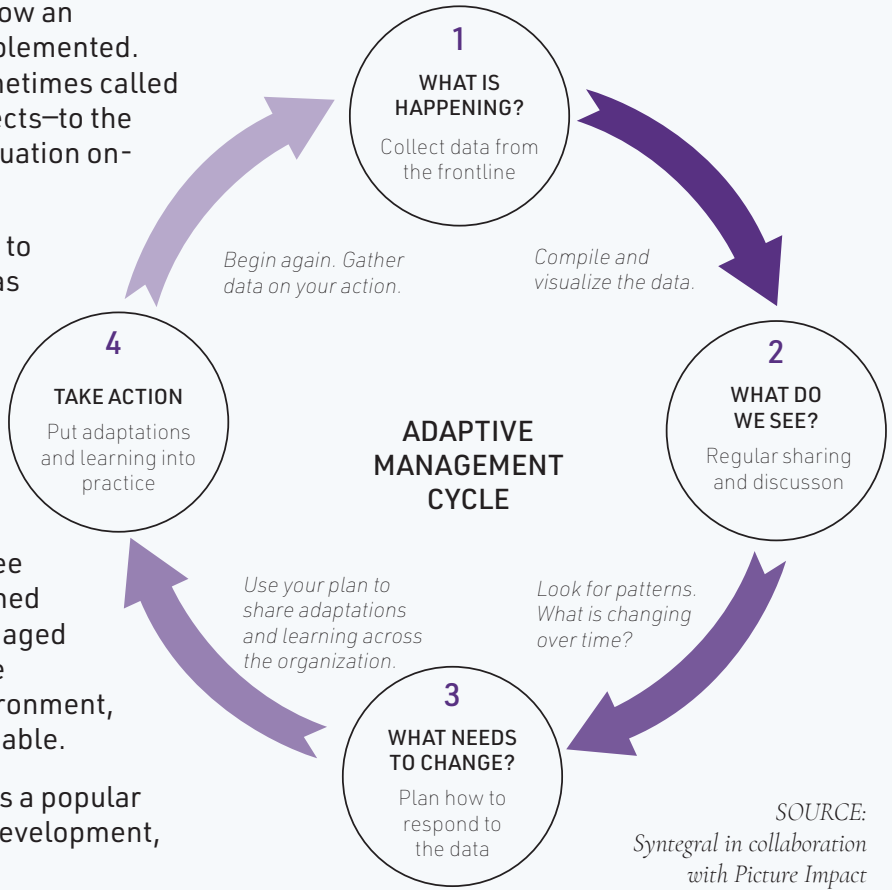
As we also know, cross-sectoral issues such as violence against children operate in complex circumstances that evolve over time and require adaptation. With the increasing attention to the general subject of adaptation, perhaps the topic that has gotten the most consideration is *adaptive management*.

Similar to processes for quality improvement with which you may be familiar, a key aspect of adaptive management is collecting information regularly and frequently about how an intervention/activity is being implemented. This information gathered is sometimes called "real-time data" as the data reflects–to the greatest degree possible–the situation on-the-ground.

Adaptive managers use this data to assess intervention/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 only monitored on a quarterly or bi-annual basis to see if they have reached predetermined targets. Because adaptively managed interventions/activities are more responsive to change in the environment, they are likely to be most sustainable.

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, but the basic model below suggests a simple four-step adaptive-management cycle that the local Joining Forces team can use to design an adaptive management system that works for the intervention/activity being considered for scale. When 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 Joining Forces at the global level so that others have access to what you are learning, too!

Figure 3: A Basic Adaptive Management Cycle



SOURCE: Syntegral in collaboration with Picture Impact

Safeguarding is a critical aspect of operationalising any scale-up. Without a strong foundation to build on, it increases the risk of not only poor quality but un-safe programming which increases the risk of exploitation, abuse, harassment and harm to children and adults impacted on by an organisation's work.

- Embedding child safety and rights '**lens**' in **programme design, implementation, monitoring and evaluation** - making sure all Joining Forces activities are inclusive and safe for children.
- Designing and implementing activities to achieve the **best possible outcomes** for children and adults, increased **positive impact** and **cost benefit** while making every effort to do no harm (this includes adequate budgeting for safeguarding considerations and risk mitigation in the areas of Awareness; Prevention; Reporting & Response including survivor support and after-care, investigations ; digital technology/online abuse and risks).
- Effective engagement and planning with children and adults in the community and positive interactions between organizations staff and people in the community.
- Effective risk management; identify, assess and monitor all risks to children and adult programme participants and in the affected communities (contextual; programmatic (thematic); operational/institutional; physical).
- Actively looking at ways in which Joining Forces activities and scale-up can contribute to **safer environment** for children and adults at risk.
- Being prepared **NOT** to implement a programme where safeguarding risks have not been appropriately assessed/ minimized or where the inherent risks to children are unacceptable.
- Keeping **child safety under review**, evidence and sharing of learning should inform future work and prevent repeat of abuse/harm and reduce future risks.
- Safer programming is the responsibility of the whole organization.
- Different teams and functions have responsibility for:
  - setting the framework, providing guidance which supports safer programming within their scope of work, identifying and managing the risks;
  - building the capacity of the organization to design and deliver inclusive safer programmes.
- Make every effort to ensure that safeguarding measures and protocols are implemented in vertical and horizontal scale-up plans with governments and partners.
- Ensure safe and inclusive community feedback and reporting systems are built into the scale-up plans and resourced.

III. Documenting and disseminating learning

Taking time to reflect regularly on what you are learning will provide you the opportunity to identify and share useful insights on adaptation and scale up. Decisions and actions may seem like clear choices in the moment, but you may forget later what and why those adaptations were made. Recording this learning will be useful to you and others when scaling up.

Sharing these lessons along the way is also a good way to involve key scale up actors and increase their sense of ownership of the work of Joining Forces and contributes to the broader Joining Forces Learning Agenda. The more people are 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 interventions/activities and sustain them over time.

Tool #9 offers a guide for you to document learning on a regular basis. It prompts you to select learning questions about adaptation and scale and reflect on what happened, what worked and what did not and adaptations or mid-course corrections that are needed.

TOOL #9.

Documenting Learning.

An online worksheet to capture what is being adapted and learned over time. The sheet will also service as a mechanism for sharing lessons among Joining Forces local and global staff.

Part B: The Tools

When, Where and Why to Use Specific Tools in the *Joining Forces Quick Start Guide to the Adaptation and Scale Up of Programmes: A Hypothetical Scenario*[3]

In this hypothetical scenario, we observe how a fictional local Joining Forces team approached the adaptation and scale-up processes of a fictional intervention ("Better Schools/Safer Children"). The purpose of this scenario is to illustrate the points at which, during this intervention's selection and implementation, the different tools in this quick-start guide might be relevant. These points are marked with a mention of the tool(s) in red superscript. In the case of Better Schools/Safer Children we see that all the tools are being used. But in a real-world application of this guide, some of the tools may not be needed or may be substituted by other means with which the local team is familiar.

Staff from local Joining Forces offices in the Republic of Mandinara are interested in expanding the EVAC activities in the country and are strategizing on how to do that. The GOM is a Pathfinding country and committed to establishing a government-civil society body to oversee EVAC programming throughout the country and they have drafted a national action plan that sets out a vision and proposes priorities for supporting and coordinating local EVAC activities. The national action plan is strong in some respects, but not well developed in others. Joining Forces participates in the national EVAC body, but it does not meet very frequently.

In thinking about expanding its role in Mandinara the local Joining Forces team is considering a wide range of interventions/activities. Some of them have been piloted by a Joining Forces partner in Mandinara, some other potential candidates for scale have been piloted by Joining Forces partners in other countries and have data showing them to be effective, and other EVAC activities in Mandinara that international donors are enthusiastic about have been piloted by non-Joining Forces' organizations. Another consideration is that the GOM has a longstanding and close advisory relationship with two large INGOs that do not normally focus on EVAC but are interested in entering the area.[Tool #1]

Using tools in the Joining Forces Quick Start Guide to the Adaptation and Scale Up of Programmes, the local Joining Forces team settled on an intervention that one of the Joining Forces partners had piloted in the East of the country.[Tools #2/3/9] The program ("Better Schools/Safer Children"—or BSSC) is one in which there are several interventions/activities including teacher training in counseling, more school policies relating to bullying, girls clubs and boys clubs that encourage respect for diversity and gender equity, and improved parent-teacher communication. BSSC has only been in place for three years and although it has not been evaluated thoroughly, administrators, teachers and students are very positive about what they are seeing and believe they have adequate evidence of its effectiveness.[Tools #3/9] Parents are less engaged and less positive, however, and the Joining Forces partner who piloted BSSC is not sure what to do about that. In addition, BSSC implementers disagree on the value the parent-teacher component adds others to the intervention. Some think it is a critical component that needs to be improved, but others think it is expensive and not critical to success in the current site, but they recognize that it could be more critical if BSSC is scaled to Western Mandinara State (WMS) as parenting programs are widespread and entrenched.[Tools #4/6/9]

The local branch of a major international donor is interested in expanding to WMS and they have high expectation that many more children will benefit from BSSC.[Tool #1]

Thus far, tools in the Quick-start Guide have been used to determine the basic desirability and viability of an adapted version of BSSC.[Tools #1/2/3/6] Having settled on a general approach to adapting BSSC it becomes clearer the role that each partner within Joining Forces will take and it is important that all local partners share an understanding of each organization's responsibilities and have some assurance that they are equipped to meet those responsibilities.[Tool #5] As a result of a division-of-labor analysis, the local Joining Forces team is generally confident that BSSC is a good choice for adaptation and scale and that Joining Forces has the capacity to adapt it, but they are still unclear on which elements within BSSC are essential (or "core") or peripheral and can be modified or discarded to fit Western Mandinarian contextual realities without losing fidelity to the BSSC model. As they prepare to think more deeply about the kind of adaptation that will be required, the local Joining Forces team sees the need to anticipate the position of EVAC stakeholders nationally as well as locally and the politics and events in WMS that they must navigate.[Tools #6/9]

Given all the planning that has been done thus far, the local Joining Forces team feels their basic "scaling strategy" is taking shape in terms of scale-worthiness, personnel, and approach. They can now turn their attention to practical matters of determining how well–and how quickly–they (in collaboration with their GOM and donor partners) can scale BSSC within WMS.[Tools #7/8] The local Joining Forces team has to determine not only the sites to which they will scale in the course of a 3-year project, but the number and types of schoolchildren that will benefit from BSSC over that period.[Tools #8/9] Just as importantly (and perhaps even more importantly to sustain BSSC after the funding ends) the local Joining Forces team wants to ensure that BSSC has been integrated into the EVAC systems (e.g., systems of government, educational supervision, curriculum, budgets, local and state policy, etc.) in WMS.[Tools #7/9]

Throughout the adaptation and scale-up process, the local Joining Forces team has been learning lessons about what has worked when adapting and scaling, what has not worked, and in which situations. They have routinely been using Quick-start tool #9 to record these lessons so that they use them to monitor their own decision-making processes, provide concrete examples of success and challenges in reports to donors and in program evaluation, and contribute to a Global Joining Forces archive of lessons learned when adapting and scaling EVAC activities. They have also seen that it is useful to document future actions that are warranted by these learnings and tracks the extent to which those actions have been implemented.[Tool #9]

[3] When a tool in the Quick-start Guide is mentioned in red after an issue is raised in the scenario, it means that the tool will be useful in deciding on matters as they relate to that issue. Note that many tools may be usefully used and reviewed repeatedly at several points in the adaptation and scale process. **Note too there is no assumption that every project needs to use every tool.** Finally, because this is a "quick-start" guide, these are basic tools designed for the context of Joining Forces and other tools may be useful. Such tools can be found in the *INSPIRE Guide to Adaptation and Scale Up* **https://adaptationandscale.inspire-strategies.org**

Tool #1: Alignment of Local and Global Stakeholder Priorities

An exercise to clarify the extent to which an intervention/activity that is a candidate for adaptation and scale is (or is not) aligned with different stakeholders' priorities.

It is difficult to adapt and scale a project that is out-of-step with what stakeholders feel is important. Doing this exercise will not only help in the intervention/activity selection process but can also be useful when writing proposals and reports or advocating and gaining support for the selected intervention/activity.

How to use this tool

1. Brainstorm the priorities of different groups of stakeholders. In the case of Joining Forces, it may be useful to review core Joining Forces documents such as Joining Forces foundational documents and Joining Forces theory of change. Be sure to give some evidence that makes you believe this is one of their priorities.
2. Using the Venn diagram tool, put stakeholder priorities in different areas that indicate that they are unique to a single group of stakeholders or whether they are shared by other stakeholders.
3. Looking at the overlap–or the lack of overlap–of each priority. Discuss whether the intervention/activity you are considering will get needed support from stakeholders in the EVAC community.
4. Think about how your local Joining Forces team can use this analysis of priorities to seek funds, advocate for the adaptation and scale of the intervention/activity, or structure evaluations and reports.

Children's Engagement

Clearly, for Joining Forces, children's views, and those of their families, are critical in every phase of adaptation and scale. When using this tool Joining Forces seeks children's engagement in two distinct ways: 1) integrating information about children's views and perspectives as it relates to the tool's topic and 2) as a source of data for each tool. Locating opportunities for child participation and child safeguarding (as separate and complementary) is a shared responsibilities of all Joining Forces partners. In this tool they are included in the category of local stakeholders along with government and local Joining Forces staff members. Like those other groups, any research on children's preferences in services or service delivery should factor heavily into selection of a project. If no research on the topic exists, then the team should conduct focus group discussions with children who have already experienced the "model" project (that is, the project that is being considered for adaptation and scale). Other ideas for generating ideas from children can be found in the "Tools and Techniques for Children's Engagement" compendium provided at the end of this guide.

Reminder

Feel free to adapt this tool in any way that works for your team and your context!

Tool #1: Alignment of Local and Global Stakeholder Priorities

STEP 1

For this exercise, local Joining Forces team members will list priorities that might guide selection of an intervention/activity for scale into four stakeholder "buckets." The first bucket will be those priorities expressed by the Joining Forces "Global" leadership. Reviewing documents such as the Theory of Change produced by Joining Forces, highlight the criteria that "fit" Joining Forces' broad aspirations. The second bucket will contain a list of "local children's priorities" which are identified by whatever research or surveys are available on the views of children and their families. The third bucket highlights priorities the local team thinks are important to advance and position Joining Forces in the country (including priorities that may be expressed in the National Action Plan, if available). The fourth bucket lists potential (or if already funded) actual donor priorities.

For each item in each bucket of priorities there should be some indication of the source of that priority. If a local priority comes from the government's National Action Plan or EVAC policy, the relevant phrase in the Plan or clause in a policy should be noted. Conversely, if the local priority arises from research on children's perspectives conducted in-country, the specific study should be cited. Similarly, when compiling a list of donor priorities, if a particular priority is given, there should be some source that supports that as a donor priority. Again, if already funded, the priorities of the specific donor is all that is needed; if donor has not been identified, a review of several possible donor priorities is warranted. **Note that the same priorities may be assigned to multiple buckets.**

STEP 2

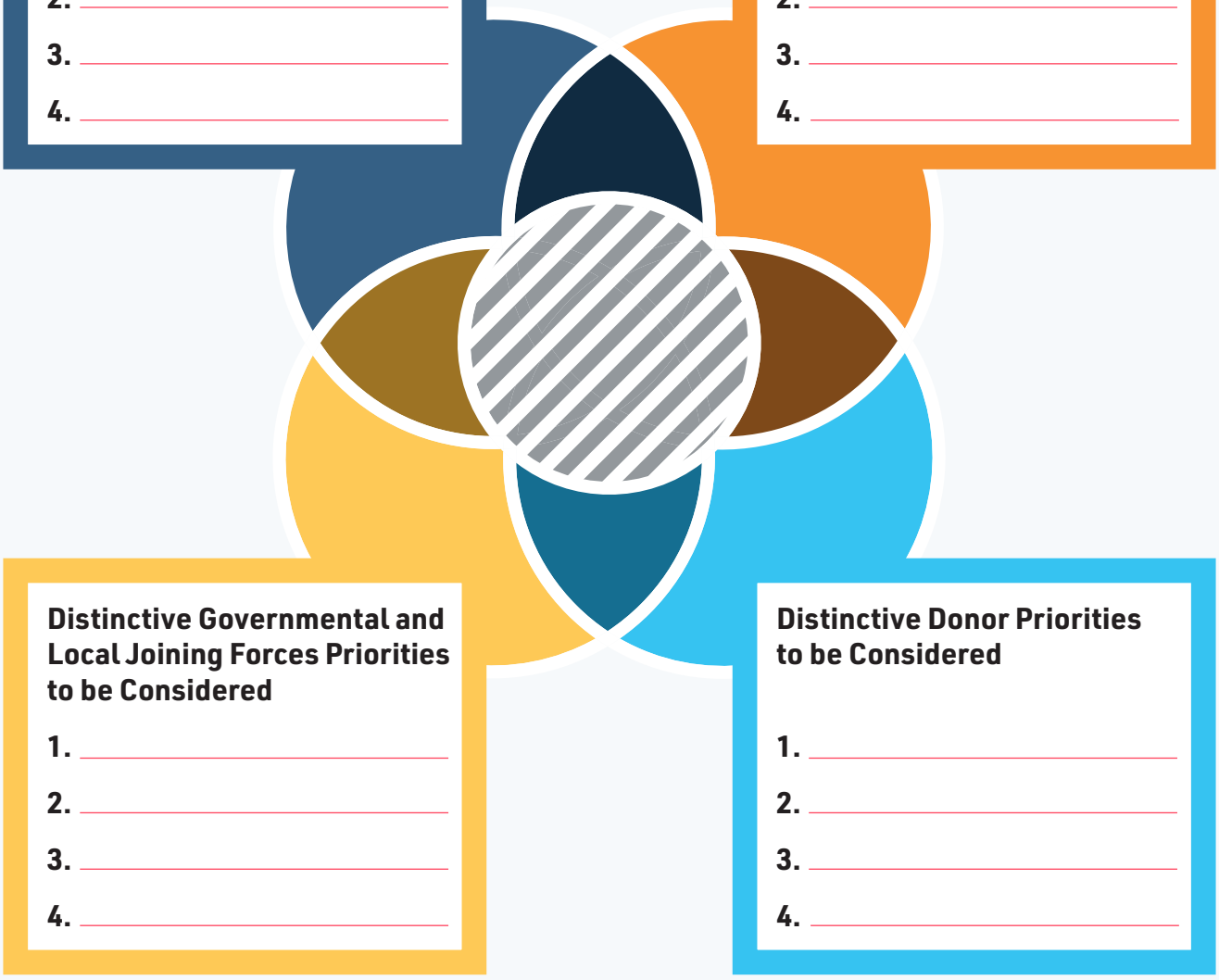
Once these lists of priorities have been identified, enter them into a Venn diagram (such as the one provided on the next page) as unique to one bucket or shared by two or more buckets. The grey space in the diagram is reserved for priorities that are shared by all stakeholders. This will assist you in identifying those priorities that most easily work in the local EVAC environment. Doing this exercise will also be useful when writing proposals and reports or advocating and gaining support for the selected intervention/activity.

Distinctive Local Children's Priorities to be Considered

1. _____
2. _____
3. _____
4. _____

Distinctive Global Joining Forces Priorities to be Considered

1. _____
2. _____
3. _____
4. _____



Distinctive Governmental and Local Joining Forces Priorities to be Considered

1. _____
2. _____
3. _____
4. _____

Distinctive Donor Priorities to be Considered

1. _____
2. _____
3. _____
4. _____

Clearly Overlapping Priorities

1. _____
2. _____
3. _____
4. _____

Tool #2: Scalability Assessment

An assessment to determine the scalability of different interventions/ 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 interventions/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 intervention/activity for scale up in your context can avoid problems later on.

How to use this tool

1. Go item by item, and fill in the circle indicating if the intervention/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). The scores for each scalability factor are, of course, not precise. They are only meant to provide a basis for discussion in Step 2.
3. Discuss each factor's score; consider other aspects you may know about, but which were not discussed. For each factor, mark whether the intervention/activity is strong, moderate, or weak.
4. Think about and discuss how this intervention/activity might be strengthened for scale up.
5. Determine together if, overall, this intervention/activity has potential for scale up in your context.

Children's Engagement

A key component in scalability is the acceptability of an intervention/activity to the communities for whom it is designed. When using this tool Joining Forces seeks children's engagement in two distinct ways: 1) integrating information about children's views and perspectives as it relates to the tool's topic and 2) as a source of data for each tool. Locating opportunities for child participation and child safeguarding (as separate and complementary) is a shared responsibility of all Joining Forces partners. As noted in Step 1 of this tool, the perspectives of children and their families is a critical aspect of credibility. To determine their perspectives, it may be possible to review reports, evaluations and literature about the intervention/activity. If such documented perspectives are not available, children and families who have experienced implementation of the model intervention/ activity can be formally or informally surveyed. Other ideas for generating ideas from children can be found in the "Tools and Techniques for Children's Engagement" compendium provided at the end of this guide.

Reminder

Feel free to adapt this tool in any way that works for your team and your context!

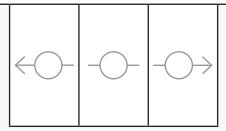
Scalability Assessment

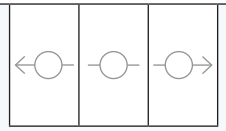
1. For each item, fill in the circle on the 3-point scale from left-side statement to right-side statement to indicate where the intervention/activity sits on the scale.
2. Count the filled in circles of each column and write the total number for each section.
3. Copy over the score for each section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

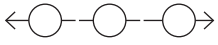
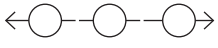
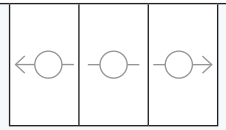
STEP 1: ASSESS THE INTERVENTION/ACTIVITY

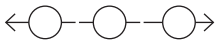
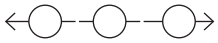
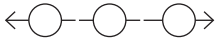
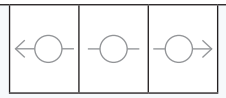
NAME OF INTERVENTION/ACTIVITY	

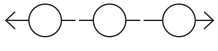
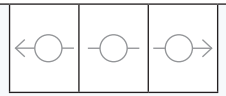
A. How credible is the intervention/activity package?		
A1. Evidence base	A lot of or sound evidence	Little or no solid evidence
A2. Evaluation	Independent external evaluation	No internal evaluation
A3. Diverse contexts	Substantial evidence that it works in diverse contexts	Little or no evidence that 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 intervention/activity	Decision-makers do not see impact or link to intervention/activity
A6. Reflects perspectives of children and their families.	Clearly reflects children's perspectives	Does not reflect children's perspectives
Subtotals (add up the number of filled in circles in each column)		

B. Does the intervention/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 intervention/activity	Little or no evidence it is superior to current intervention/activity
B3. Cost Effective	More cost effective than existing practices	Less cost-effective than existing practices
Subtotals (add up the number of filled in circles in each column)		

C. How strong is support for the intervention/activity?		
C1. Urgency	Strong sense of urgency regarding the problem or need	Little or no evidence it is superior to other solutions
C2. Leadership commitment	Strong leadership committed to intervention/activity	Little or no evidence it is superior to current intervention/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 (add up the number of filled in circles in each column)		

D. How easy is the intervention/activity to transfer, adapt and sustain?			
D1. Consistent with policy	Fully consistent with government and organizational policies		Requires substantial change in government and organizational policies
D2. Fits with existing systems including data access policies.	Can use existing systems, infrastructure, and human resources		Needs significant new or additional systems, infrastructure, or human resources
D3. Operational & resource capacity	Implementing organization(s) have the capacity to implement at scale		No implementing organization(s) have the capacity
D4. Breadth of agreement for selection.	Few decision-makers were involved		Many decision-makers were involved
D5. Simplicity of contextual differences	Homogeneous problem, target group and setting		Multiple, diverse contexts
D6. Adaptability	Intervention/Activity is a clear and straight-forward technology		Intervention/Activity is not easily adapted
D7. Level of complexity	Low complexity; few components		High complexity; many components–integrated package
D8. Maintaining quality	Intervention/Activity is self-regulating		Intervention/Activity requires substantial supervision and monitoring
D9. Limited testability	Able to be tested by implementers on a limited scale		Implementing organizations try out the new practice without fully adopting it
D10. Degree of change	Intervention/Activity requires a small departure from current norms, practices and resources.		Intervention/Activity requires a large departure from current norms, practices and resources.
	Subtotals (add up the number of filled in circles in each column)		

E. How good is the fit with the implementing organization(s)?			
E1. Compatibility	Practice is compatible with current values or services of the implementing organization.		Practice is not compatible with current values or services of the implementing organization.
E2. Built-in support for intervention/activity	Strong leadership committed to intervention/activity		Needs significant new or additional systems, infrastructure, or human resources
E3. Support of staff and local implementing partners	The problem is significant and persistent		No implementing organization(s) have the capacity
E4. Adaptive capacity	Key decision-makers are comfortable with making strategic adaptations		Key decision-makers are not used to making strategic adaptations
E5. Scale-up experience	Organization(s) has worked with systematic scale-up approaches before.		Organization(s) has not worked with systematic scale-up approaches before
E6. Safeguarding children	Risks to children are relatively easy to mitigate		Risks to children are significant and difficult to mitigate
E7. Degrees of adaptation	Addresses a felt need, problem or policy priority		High complexity; many components–integrated package
	Subtotals (add up the number of filled in circles in each column)		

F. Is there a sustainable source of funding?			
F1. Additional Resources	Requires limited additional human or financial resources or commodities		Requires major additional human or financial resources or commodities
F2. Startup funds	Requires small commitment of funds to begin		Requires large commitment of funds to begin
F3. Internal funding	Financed by internal funding (e.g., user fees) or endowment		No internal funding, requires substantial external funds
	Subtotals (add up the number of filled in circles in each column)		

STEP 2: REFLECT ON SCALABILITY

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

NAME OF INTERVENTION/ACTIVITY

SUMMARIZING RESULTS FROM THE ASSESSMENT

SCALABILITY FACTOR	TOTAL FROM EACH COLUMN (EASIER TO SCALE ⟷ HARDER TO SCALE)
A. CREDIBILITY OF THE INTERVENTION/ACTIVITY	+ + = 5
B. RELATIVE ADVANTAGE OVER EXISTING STRATEGIES	+ + = 3
C. SUPPORT FOR THE INTERVENTION/ACTIVITY	+ + = 6
D. EASE OF TRANSFER AND ADAPTATION	+ + = 10
E. IMPLEMENTING ORGANIZATION FIT	+ + = 7
F. FUNDING SUSTAINABILITY	+ + = 3

ADDITIONAL THOUGHTS FROM THE LOCAL JOINING FORCES TEAM

HOW STRONG IS THE INTERVENTION/ACTIVITY IN TERMS OF SCALABILITY?	HOW MIGHT THIS INTERVENTION/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 INTERVENTION/ACTIVITY HAVE STRONG SCALE-UP POTENTIAL?

○ Yes ○ Yes, with modification ○ No

Justification:

Tool #3: Evidence Profile of Potential Intervention/Activity

A way to review key elements of an intervention/activity and assess the evidence that the intervention/activity under consideration is effective from the perspective of the local Joining Forces team.

SOURCE: Syntegral

Knowing how much evidence supports an intervention/activity, and how credible that evidence is, is important for selecting interventions/activities to scale. This tool is designed to stimulate a review of the evidence and a discussion among local Joining Forces members that clarifies their standards of effectiveness and asks them to consider their standards alongside those of other stakeholders.

How to use this tool

1. For each intervention/activity being considered for scale up, complete the evidence profile.
2. Identify and collect the available evidence in support of the intervention/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 intervention/activity; where are there gaps in the evidence? Consider different audiences and what different actors find credible.

Children's Engagement

As with every aspect of Joining Forces program implementation, the voices of children are critical. When using this tool Joining Forces seeks children's engagement in two distinct ways: 1) integrating information about children's views and perspectives as it relates to the tool's topic and 2) as a source of data for each tool. Locating opportunities for child participation and child safeguarding (as separate and complementary) is a shared responsibility of all Joining Forces partners. While children and their families may not be familiar with formal evidence of an intervention/activity's effectiveness, they can nonetheless share their views of how it has impacted their lives and the degree to which they are in agreement on that impact. Other ideas for generating ideas from children can be found in the "Tools and Techniques for Children's Engagement" compendium provided at the end of this guide. Also, it is important to consider research or evidence that has been generated by children, or that has engaged children as participants.

Reminder

Feel free to adapt this tool in any way that works for your team and your context!

Evidence Profile of Potential EVAC Intervention/Activity

STEP 1: DESCRIBE INTERVENTION/ACTIVITY

Use one sheet for each Intervention/Activity.

NAME OF INTERVENTION/ACTIVITY?

1. What organizations or agencies implemented this intervention/activity?

2. What is the target population(s)?

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

4. What is the intended outcome(s)?

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

6. 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....

7. Where is the intervention/activity operating? OR, where has it operated in the past?

8. Has this intervention/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?

9. For sites in which this intervention/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 including Joining Forces partners?

10. To what extent is external assistance currently being provided?

a little ◯ some ◯ a lot ◯

STEP 2: LOOK AT THE EVIDENCE

12. HOW DO YOU KNOW THE INTERVENTION/ 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.

From the perspective of your team, list in the next column the 3 pieces of evidence you find most credible and important.

EVIDENCE #1

SOURCE

- ☐ Program Report
- ☐ Evaluation Data
- ☐ Government Data
- ☐ Input from Children
- ☐ Journal Article
- ☐ Other

EVIDENCE #2

SOURCE

- ☐ Program Report
- ☐ Evaluation Data
- ☐ Government Data
- ☐ Input from Children
- ☐ Journal Article
- ☐ Other

EVIDENCE #3

SOURCE

- ☐ Program Report
- ☐ Evaluation Data
- ☐ Government Data
- ☐ Input from Children
- ☐ Journal Article
- ☐ Other

13. IS THERE ANY EVIDENCE THAT THIS INTERVENTION/ ACTIVITY RESPONDS TO THE NEEDS OF CHILDREN AND FAMILIES, AND THAT THEY FIND IT IMPACTFUL?

14. DOES THE EVIDENCE SUPPORT THE ADAPTATION AND SCALE OF THIS INTERVENTION/ACTIVITY?

- ◯ Yes, very adequate
- ◯ Yes, somewhat adequate
- ◯ No, inadequate

COMMENT:

Tool #4: Core and Peripheral Elements of a Violence Against Children Intervention/Activity

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

There are some elements and principles in every evidence-based intervention/activity that must be present for the intervention/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 intervention/activity altogether. Help implementing partners both inside and outside the Joining Forces consortium succeed by communicating what is core and what is peripheral.

How to use this tool

1. Choose an intervention/activity of focus, and consult any available research suggesting what proved critical to the intervention/activity. **If possible, consult individuals who have worked on the model intervention/activity and can be considered experts.**
2. As a group or individually, identify what aspects of the intervention/activity are considered core. Write these in the inner "core elements" circle. These aspects (or elements) may be specific tools, implementing cadres, programmatic principles and goals, resources or any other piece of the intervention/activity that is considered essential.
3. Now consider other aspects of the intervention/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.

Children's Engagement

When using this tool Joining Forces seeks children's engagement in two distinct ways: 1) integrating information about children's views and perspectives as it relates to the tool's topic and 2) as a source of data for each tool. Locating opportunities for child participation and child safeguarding (as separate and complementary) is a shared responsibility of all Joining Forces partners. Ask Joining Forces for their suggestions for how children or families could be helpful in determining what is core vs. peripheral. It could take the form of a "member check" (i.e., run the analysis past a focus group of children and family members and see if they have strong agreements or disagreements.)

Reminder

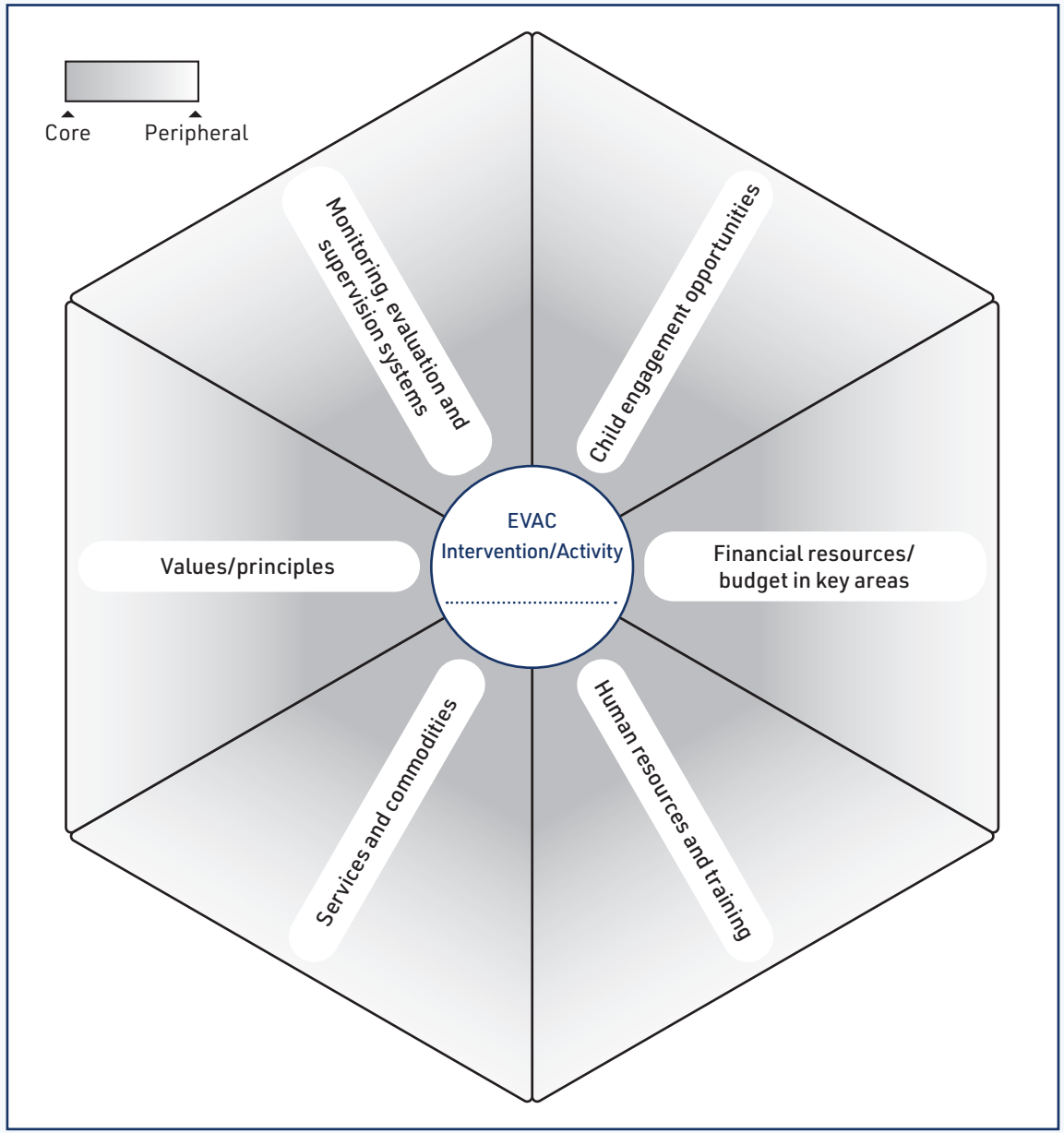
Feel free to adapt this tool in any way that works for your team and your context!

Core and Peripheral Elements of a Violence Against Children Prevention Activity

STEP 1: IDENTIFY CORE AND PERIPHERAL ELEMENTS

1. Choose an intervention/activity to prevent violence against children to focus on. Write it in the blank at the center of the diagram.
2. What are all the specific elements of this intervention/activity?

   A few areas to consider are provided in the graphic to the right:
   - Monitoring, evaluation and supervision systems
   - Values/principles
   - Services and commodities
   - Human resources and training
   - Financial resources/budget in key areas
   - Child engagement opportunities
3. Discuss with team members and relevant stakeholders, and especially any implementers of the original intervention/activity you wish to adapt and scale, which elements you consider to be essential (or "core"). If a specific element were changed or eliminated, would it fundamentally change the outcomes of the intervention/activity? If yes, these may be core elements.
4. If using the tool in print, write core elements on post-it notes and place them in the core area of the diagram. If using the tool electronically you can add a comment.
5. If using the tool in print, write peripheral elements on post-it notes and place them in the "peripheral" area of the diagram. If using the tool electronically you can add a comment.
6. If you did this exercise individually, come together with other stakeholders, including children who have experienced the intervention/activity, and as a group, find agreement. Document the core elements.



STEP 2: EXPLAIN

1. Build a case for your decisions. Look at the evidence base for this intervention/activity (tool #3), and input from a model site 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 to list all the core and peripheral elements you have thought of.**

CORE: An element is core when removing it or changing it significantly reduces the effectiveness of the intervention/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 intervention/activity from achieving the expected outcomes. Peripheral elements may be extensively modified to fit new contexts.

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

ELEMENT:

Why MUST this element *be maintained*?

ELEMENT:

Why MUST this element *be maintained*?

ELEMENT:

Why MUST this element *be maintained*?

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. Add more elements as needed.

ELEMENT:

Why is this element *adaptable*?

ELEMENT:

Why is this element *adaptable*?

ELEMENT:

Why is this element *adaptable*?

STEP 3: COMMUNICATE TO ALL JOINING FORCES PARTNERS INVOLVED IN IMPLEMENTATION

In communicating to other Joining Forces Partners, be sure to:

1. Explain the difference between "core" and "peripheral" elements.
2. Share your list of core and peripheral elements for their intervention/activity.
3. Explain that it is important to monitor the intervention/activity in an ongoing, adaptive manner to ensure that interventions/activities include core elements.

Tool #5: Environmental Assessment: Different areas and variables

A group exercise taking stock of the environment to identify opportunities and threats to scale up of a specific intervention or activity.

When we know our environment, we can leverage opportunities, and minimize threats. This tool helps you see where adaptations might be needed in the intervention or activity you have selected for scale. This will allow you to strengthen your scale-up strategy by anticipating key opportunities and threats to scale-up success.

How to use this tool

1. Assign to small groups 1-3 areas or domains suggested by the tool that impact EVAC scale-up that they are familiar with.
2. For each area or domain, the group should identify two key factors affecting scale up.
3. For each area or domain, decide if it has a positive, negative or mixed effect on scale up and the potential strength of its impact.
4. Looking across all identified areas or domains, identify 3 priority opportunities which potentially support scale up and 3 potentially significant threats to scale up. Discuss these as a group.
5. Identify key actions that can take advantage to take advantage of opportunities and minimize threats.

Children's Engagement

When using this tool Joining Forces seeks children's engagement in two distinct ways: 1) integrating information about children's views and perspectives as it relates to the tool's topic and 2) as a source of data for each tool. Locating opportunities for child participation and child safeguarding (as separate and complementary) is a shared responsibility of all Joining Forces partners. In this tool, children can discuss threats and opportunities to their involvement in scaling up this intervention/activity, for example the feasibility of implementing it in schools. They can also reflect on social norms that would support or constrain expansion of the intervention/activity.

Reminder

Feel free to adapt this tool in any way that works for your team and your context!

Environmental Assessment: Different areas or domains

STEP 1: ASSIGN AREAS OR DOMAINS

Break into small groups.
Each group should be assigned 1–3 areas or domains they know well.

POLITICAL ENVIRONMENT

Political situation, security and governance that may conflict with or advance scale up.

ECONOMIC ENVIRONMENT

National or local economic realities that may impact–positively or negatively–scale up of the intervention/activity under consideration.

CHILD FRIENDLY HEALTH SERVICES

Access to services, infrastructure, logistics, human resources

FUNDING ENVIRONMENT

Funding, collaboration between partners, presence of other programs

EDUCATION SYSTEM

School management, teacher training, educational policies

COMMUNITY AND HOUSEHOLD

Social and gender norms and other cultural factors

POLICY ENIVRONMENT

National and local policies that exist or are needed in the area of EVAC.

CHILD PROTECTION ENVIRONMENT

Systems in place to protect children from violence, exploitation, neglect and abuse

OPPORTUNITES FOR CHILD ENGAGEMENT

Participation of children as active agents of change for ending violence

STEP 2: RECORD

Below are nine general domains or areas that may influence the programming environment as it relates to ending violence against children. Divide these among members of the local Joining Forces team according to who may be informed of each domain or area. Each assigned individual or group of team members should identify **two key factors** within the domain/area that are relevant to the proposed intervention or activity. For each key area, consider if it is a potentially positive, negative or mixed issue and then the degree to which the issue is significant to adaptation and scale up.

Example

	AREAS/DOMAINS	WHAT IS THE IMPACT?	
	POLICY ENVIRONMENT	POSITIVE, NEGATIVE OR MIXED	SIGNIFICANCE OF IMPACT
KEY ISSUES	Slow roll-out of new policy permitting use of health hotline phone number for reporting violence against children to police.	Mixed in many respects as people don't associate EVAC with health, but in East Mandinara, it is setting a positive example.	Not significant nationally but may have local significance. To be monitored.
	Government requiring civil society participation in international funding directed towards children.	Very positive.	Recent high-profile awards in the area of education. Raised general awareness.

	AREAS/DOMAINS	WHAT IS THE IMPACT?	
	POLITICAL ENVIRONMENT	POSITIVE, NEGATIVE OR MIXED	SIGNIFICANCE OF IMPACT
KEY ISSUES			
	ECONOMIC ENVIRONMENT		
KEY ISSUES			
	CHILD FRIENDLY HEALTH SERVICES		
KEY ISSUES			

	AREAS/DOMAINS	WHAT IS THE IMPACT?	
	FUNDING ENVIRONMENT	POSITIVE, NEGATIVE OR MIXED	SIGNIFICANCE OF IMPACT
KEY ISSUES			
	EDUCATION SYSTEM		
KEY ISSUES			
	COMMUNITY AND HOUSEHOLD		
KEY ISSUES			
	POLICY ENVIRONMENT		
KEY ISSUES			
	CHILD PROTECTION ENVIRONMENT		
KEY ISSUES			
	OPPORTUNITIES FOR CHILD ENGAGEMENT		
KEY ISSUES			

STEP 3: ANALYZE AND DISCUSS

Mark all the relevant areas.
Use a separate sheet for each of the areas of variables that impact EVAC

1. Consider all of the key issues that were identified on the "Step 2: Record" sheet, for this tool.
2. **As a group, prioritize three opportunities for, and three threats to adaptation and scale up.** Write these in the boxes below.
3. For each opportunity or threat. As a group consider what actions or strategies you will enact to take advantage of/maximize the opportunity or minimize the threat. Write these in the appropriate box.
4. The entire group should discuss the key actions or strategies identified in this exercise.

OPPORTUNITIES

AREA OR DOMAIN:

OPPORTUNITY:	ACTION/STRATEGY TO MAXIMIZE IT:

AREA OR DOMAIN:

OPPORTUNITY:	ACTION/STRATEGY TO MAXIMIZE IT:

AREA OR DOMAIN:

OPPORTUNITY:	ACTION/STRATEGY TO MAXIMIZE IT:

THREATS

AREA OR DOMAIN:

THREAT:	ACTION/STRATEGY TO MINIMIZE IT:

AREA OR DOMAIN:

THREAT:	ACTION/STRATEGY TO MINIMIZE IT:

AREA OR DOMAIN:

THREAT:	ACTION/STRATEGY TO MINIMIZE IT:

Tool #6: 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 intervention/activity for scale up there is a final, critical consideration–How will this intervention/activity be institutionalized into systems to achieve widespread and sustained results? This is also called vertical scale up. Vertical scale up is important because if an intervention/activity is not supported by priorities, policies, and systems, it is unlikely to be sustained after it expands to new sites. Working through this tool and the next (on horizontal scale-up) will be useful in refining your results framework and in guiding monitoring and evaluation.

How to use this tool

1. Brainstorm desired vertical scale-up results; it may be helpful to consult country or organizational strategic planning documents.
2. Analyze the action plan along with outputs of any assessment and planning discussions you have held to determine what policy actions 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 actions Joining Forces members and partners 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.

Children's Engagement

When using this tool Joining Forces seeks children's engagement in two distinct ways: 1) integrating information about children's views and perspectives as it relates to the tool's topic and 2) as a source of data for each tool. Locating opportunities for child participation and child safeguarding (as separate and complementary) is a shared responsibility of all Joining Forces partners. In this tool, children can be involved in vetting and prioritizing the benchmarks that local Joining Forces team propose. Benchmarks can be displayed graphically in a child-friendly way to solicit their feedback and suggestions for additional results which should be monitored. Other ideas for asking children about prioritizing benchmarks can be found in the "Tools and Techniques for Children's Engagement" compendium provided at the end of this guide.

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 and safeguarding protocols should the intervention/activity appear? In what ways will the intervention/activity be integrated into:

1. Monitoring, Evaluation and Learning training programs
2. Supervision systems
3. Procurement systems
4. Reporting systems
5. Systems and policies related to child protection

STEP 2: WRITE RESULT STATEMENTS

RESULT STATEMENT 1:

RESULT STATEMENT 2:

RESULT STATEMENT 3:

RESULT STATEMENT 4:

STEP 3: PLAN FOR RESULTS

USE 1 SHEET FOR EACH RESULT STATEMENT.

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)*. The team may also choose to use C.R.E.A.M. indicators *(clear, relevant, economic, adequate and measurable)*.

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

Tool #7: 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

As noted earlier in this quick-start guide, vertical scale and horizontal scale must work together to create sustainable scale (see Figure 2). Just as in the vertical scale-up tool that helps us think through institutionalization, it is important to agree upon the desired results in terms of horizontal scale: that is 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. Working through this tool and the previous tool (on vertical scale-up) will be useful in refining your results framework and in guiding monitoring and evaluation.

How to use this tool

1. Vision and brainstorm desired horizontal scale-up results for a specific intervention/activity; organizational and country action plans and strategies.
2. Analyze the action plan along with outputs of any assessment and planning discussions you have held 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 Joining Forces organizations and partners 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.

Children's Engagement

When using this tool Joining Forces seeks children's engagement in two distinct ways: 1) integrating information about children's views and perspectives as it relates to the tool's topic and 2) as a source of data for each tool. Locating opportunities for child participation and child safeguarding (as separate and complementary) is a shared responsibility of all Joining Forces partners. In this tool, it may be possible to engage children and their families in thinking about expanding coverage to new groups (to be determined by the activity's objectives) and what would be relevant benchmarks of this expansion. Other ideas for asking children about groups to which coverage of this intervention/activity might be expanded to increase diversity and inclusion can be found in the "Tools and Techniques" compendium provided at the end of this guide.

Reminder

Feel free to adapt this tool in any way that works for your team and your context!

Benchmarking and Tracking Horizontal Scale Up

STEP 1: EXPLORE IDEAS

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

1. How available is the intervention/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?
5. To what degree have children and their families been able to participate in the scaling process?

STEP 2: WRITE RESULT STATEMENTS

RESULT STATEMENT 1:

RESULT STATEMENT 2:

RESULT STATEMENT 3:

RESULT STATEMENT 4:

STEP 3: PLAN FOR RESULTS

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)	TARGET TOTAL	ACTUAL TOTAL	ON TRACK?
GOAL	PERIOD 1	How many people are being added each period?			YES / NO
	PERIOD 2				YES / NO
	PERIOD 3				YES / NO
	PERIOD 4				YES / NO
	PERIOD 5	GOAL			YES / NO

RESULT STATEMENT

INDICATOR	TIME FRAME	INTERMEDIARY BENCHMARKS (TARGETS)	TARGET TOTAL	ACTUAL TOTAL	ON TRACK?
GOAL	PERIOD 1	How many people are being added each period?			YES / NO
	PERIOD 2				YES / NO
	PERIOD 3				YES / NO
	PERIOD 4				YES / NO
	PERIOD 5	GOAL			YES / NO

Tool #8: Establishing a Division of Labor among Joining Forces Partners

This tool proposes a process by which different Joining Forces partners working together to adapt and scale an intervention/activity can assign roles and tasks among themselves.

All partner organizations within Joining Forces are accustomed to working with others to either "prime" or "sub" in multi-partner proposals. In Joining Forces, this negotiation among existing partners works in slightly a different way. This tool proposes a basic process to establish a division of labor. As noted elsewhere in this Guide, however, partner organizations may have used other processes that they prefer.

How to use this tool

1. Collectively, local Joining Forces team members write a brief narrative outlining the scope and scaling of the interventions/activities of the project.
2. Each partner organization then considers which elements of the project they feel best suited to undertake.
3. Coming together again as a the entire team, the different Joining Forces organizations share the roles they see for themselves, the adaptation and scaling challenges they anticipate within those roles, and seek to eliminate overlaps and redundancies. Gaps in authority will also be flagged and addressed.
4. Returning to different partner groups, members of each organization will take the output of Step Three and focus on how they will staff the tasks they are assigned.

Child Engagement

When using this tool Joining Forces seeks children's engagement in two distinct ways: 1) integrating information about children's views and perspectives as it relates to the tool's topic and 2) as a source of data for each tool. Locating opportunities for child participation and child safeguarding (as separate and complementary) is a shared responsibilities of all Joining Forces partners. Although children and their families will not be able to identify different organizations adaptation and scaling responsibilities, it will be useful for them to hear the narrative of the project developed as the output of Step 1. Children and their families can be asked to consider if there are activities or objectives that they feel are missing.

Reminder

Feel free to adapt this tool in any way that works for your team and your context!

Evidence Profile of Potential Intervention/Activity

STEP 1: PROJECT NARRATIVE

Collectively, local Joining Forces team members write a brief (limited to 1 page if possible) summary/narrative that captures the scope of the project and includes all the critical components of the intervention/activity. These components should ensure that all "core" elements of the intervention/activity (see Tool #4) are reflected in the narrative. The narrative should also set out 2 or 3 priority methods for integrating children's voices into the intervention/activity and should be explicit about safeguarding considerations.

STEP 2: PARTNER ROLE(S)

Breaking into different Joining Forces partner teams, participants will use the narrative to define the role(s) their organization and their local non-Joining Forces partners will play in the intervention/activity and elaborate on their overall organizational capacity adapt and scale those interventions/activities. They will flag areas that are well-covered and those in which additional capacity will be needed.

STEP 3: CONSENSUS ON PARTNER ROLES

The entire local Joining Forces team come together with their proposed organizational roles to work out areas of overlap and areas where there are gaps or additional thoughts about opportunities for adaptation and scale. Gaps (again with special attention paid to gaps related to core elements that need to be considered during the scaling process) will be discussed and reconciled; that is, partner role definitions will be revised to ensure coverage of gaps. Areas of overlap will be discussed and "rationalized"; each partner's role will be more clearly defined to ensure that programmatic redundancy or confusion over authority is eliminated. This consensus should be officially recognized by authorized members of the Joining Forces partnership.

STEP 4: ASSIGNING TASK STAFF WITHIN EACH PARTNER

Returning to individual partner organization teams, use the consensus agreed upon in Step 3 to break their role(s) into tasks that they will undertake. Using a template such as that suggested on the next page, for each task, the team should seek to identify individuals in their organizations (or in non-consortium local partners) who have the capacity and the available LOE to take on this role. It is not necessary to share this with other partners, though obviously that might be helpful if partners felt free to do so. If a partner organization is unsure of who presently in their organization can cover a critical role in a task, they should determine how that responsibility will be met.

JOINING FORCES PARTNER ORGANIZATION
AND THEIR LOCAL IMPLEMENTING PARTNERS: .....

Identifying staff that would play a key role in the tasks assigned to this partner organization

Key task #1: .....

Administrative staff member(s) with available LOE: .....

Finance/procurement staff member(s) with available LOE: .....

Management/supervisory staff member(s) with available LOE: .....

Partner liaison staff members (both organizational
or local implementing partner staff) with available LOE: .....

Implementation staff member(s) with available LOE: .....

Key task #2: .....

Administrative staff member(s) with available LOE: .....

Finance/procurement staff member(s) with available LOE: .....

Management/supervisory staff member(s) with available LOE: .....

Partner liaison staff members (both organizational
or local implementing partner staff) with available LOE: .....

Implementation staff member(s) with available LOE: .....

Key task #3: .....

Administrative staff member(s) with available LOE: .....

Finance/procurement staff member(s) with available LOE: .....

Management/supervisory staff member(s) with available LOE: .....

Partner liaison staff members (both organizational
or local implementing partner staff) with available LOE: .....

Implementation staff member(s) with available LOE: .....

Key task #4: .....

Administrative staff member(s) with available LOE: .....

Finance/procurement staff member(s) with available LOE: .....

Management/supervisory staff member(s) with available LOE: .....

Partner liaison staff members (both organizational
or local implementing partner staff) with available LOE: .....

Implementation staff member(s) with available LOE: .....

Tool #9: Documenting Learning

A simple and flexible template that allows local Joining Forces team members to keep track of different kinds of "learning questions" whether they are practical or theoretical. The template asks you to record what was learned about each questions and reflect on the implications of that learning.

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. It is also a way to ensure that Joining Forces interventions/activities contribute to the broader Joining Forces research and learning agenda.

How to use this tool

1. Select a few key "learning questions" 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 intervention/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 Joining Forces partners to focus on their role managing scale up, or by local non-consortium partners across different sites. The information can then be shared to draw lessons learned from and for scale-up efforts at the national level.

Children's Engagement

Documenting Learning is a great area to engage children. When using this tool Joining Forces seeks children's engagement in two distinct ways: 1) integrating information about children's views and perspectives as it relates to the tool's topic and 2) as a source of data for each tool. Locating opportunities for child participation and child safeguarding (as separate and complementary) is a shared responsibility of all Joining Forces partners. In this tool, children can pose learning questions, share their opinion on how well activities are going and suggest mid-course changes and learning for future endeavors. This can be done by holding your own meetings, or involving existing children's boards and groups. Many of the tools listed in the "Tools and Techniques for Children's Engagement" compendium can generate conversations in which important questions will arise.

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 and vertical scale up (see tools #7 and #8), risks, and the conditions that need to be in place to achieve your goals for adaptation and scale. 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

A blank worksheet is included on the following page. Print out additional worksheet for every learning question you have identified.

Documenting Learning Worksheet TOOL 9

APPROXIMATE DATE THIS QUESTION OCCURRED TO YOUR TEAM AS A PRIORITY

LEARNING QUESTION:

WHAT HAPPENED?

WHAT WORKED?

WHAT DIDN'T WORK?

WHAT DO WE DO NOW? ACTION STEPS.

CHECKING OUR PROGRESS

DATE

DID WE COMPLETE THESE ACTION STEPS?

☐ YES ☐ NO

WHAT NOW?

JOINING FORCES For All Children

STEP 3: REGULARLY UPDATE YOUR LEARNING

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

Documenting Learning Worksheet

APPROXIMATE DATE THIS QUESTION OCCURRED TO YOUR TEAM AS A PRIORITY

LEARNING QUESTION:

WHAT HAPPENED?

WHAT WORKED?

WHAT DIDN'T WORK?

WHAT DO WE DO NOW? ACTION STEPS.

CHECKING OUR PROGRESS

DATE

DID WE COMPLETE THESE ACTION STEPS?

☐ YES ☐ NO

WHAT NOW?

Compendium

Tools and Techniques for Children's Engagement

PHASES OF ADAPTATION AND SCALING	TOOLS IN THE QUICK-START GUIDE	RECOMMENDED RESOURCES TO CONSULT WHEN USING TOOLS
PHASE ONE Selecting an Activity to Scale	**TOOL 1:** Aligning Local and Global Stakeholder Priorities **TOOL 2:** Scalability Assessment **TOOL 3:** Ending Violence Against Children Activity Implementation and Evidence Profile **TOOL 4:** Core and Peripheral Elements of a Violence Against Children Prevention Activity	For Phase One, review these guidance materials to see if some of the individual tools they contain could be helpful: **Research on working with children:** Working Together: Including children in research on violence against children – A Resource Pack for Research Practitioners (Save the Children, 2021) **Evaluation with children (6 booklets):** A Toolkit for Monitoring and Evaluating Children's Participation (Save the Children, Plan, World Vision, etc. 2014) **Focus Group Discussion guidance:** Using Focus Group Discussions with children and Adolescents (Tdh, 2020) Guidelines to enhance child participation and work with youth on child advisory boards (Tdh, 2019) **Evaluation with children (6 booklets):** A Toolkit for Monitoring and Evaluating Children's Participation (Save the Children, Plan, World Vision, etc. 2014) TOOL 2: Take into account what the role of children might be during this internal organizational process. **Adapt these tools for use with TOOL 4:** https://www.tdh.de/was-wir-tun/arbeitsfelder/kinderrechte/meldungen/manual-on-childrens-participation/ (Terre des hommes,2020) The "H" Assessment tool (p. 16) - modify the tool by changing the smiley face question, to 'What is the most important parts of the program (intervention/ activity that you are participating in) for you?' and the sad face to, 'What part of the program is not working and why?. Change the middle of the "H" to 'How would you change program, if you could?'

Tools and Techniques for Children's Engagement

PHASES OF ADAPTATION AND SCALING	TOOLS IN THE QUICK-START GUIDE	RECOMMENDED RESOURCES TO CONSULT WHEN USING TOOLS
PHASE TWO Developing a scaling strategy and tracking adaptation and scale	**TOOL 5:** Environmental Assessment: Different areas and variables **TOOL 6:** Benchmarking and Tracking Vertical Scale Up **TOOL 7:** Benchmarking and Tracking Horizontal Scale Up **TOOL 8:** Establishing a Division-of-Labor among Joining Forces Partners	For Phase Two, review this guidance to see if some of the individual tools could be helpful: https://resourcecentre.savethechildren.net/pdf/campaign_planner_facilitation_tools_english.pdf/ (See pages 38 and 42.) **Gallery Walk:** https://www.wvi.org/development/publication/gallery-walk-tool Article 15 toolkit contains several excellent ideas for eliciting children's input into a variety of tools: https://crc15.org/kit/ TOOL 5: Take into account what the role of children might be during this internal organizational
PHASE THREE Documenting learning	**TOOL 9:** Documenting Learning	**Joining Forces Results Framework:** 2020_04_17_REVISED_Joining Forces Results Framework final.xlsx (Joining Forces SharePoint) **Joining Forces Research Agenda:** Joining-Forces - 2020_02_JF_MERL Research Agenda FIN.pdf (Joining Forces SharePoint) **Photo Voice:** https://www.wvi.org/development/publication/photo-voice-tool

Ending Violence Against Children – Quick Start Guide to the Adaptation and Scale Up of Programmes is a product of Joining Forces.

Joining Forces is an alliance of the six largest international NGOs working with and for children to secure their rights and end violence against them.

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