TRAINING MANUAL TO FIGHT TRAFFICKING IN CHILDREN FOR LABOUR, SEXUAL AND OTHER FORMS OF EXPLOITATION
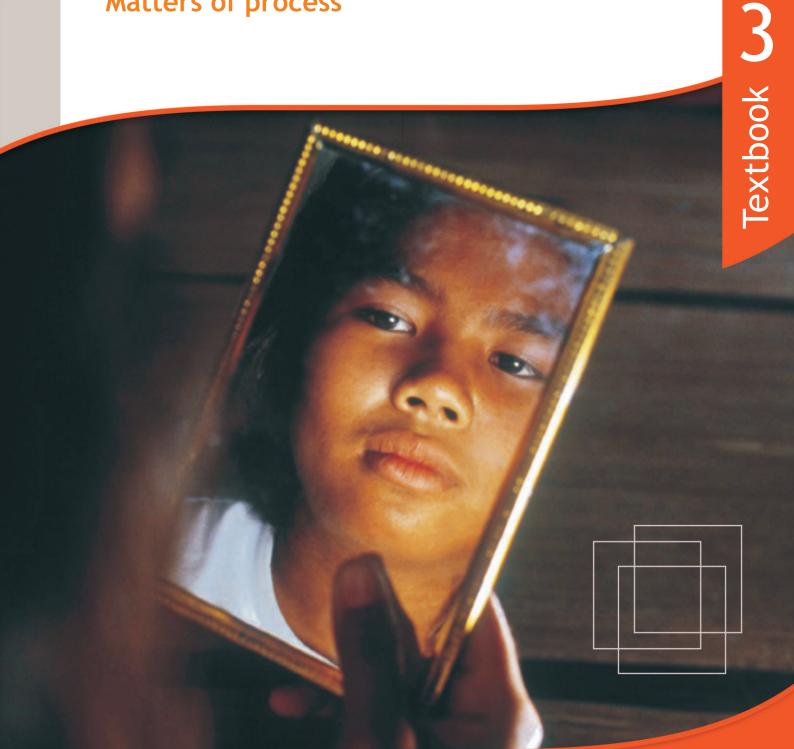
Matters of process

ILO
International Labour Office

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UN.GIFT
Global Initiative to Fight Human Trafficking

Textbook 3

TRAINING MANUAL TO FIGHT TRAFFICKING IN CHILDREN FOR LABOUR, SEXUAL AND OTHER FORMS OF EXPLOITATION

Textbook 3: Matters of process

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Introduction to textbook 3

This book underlines the fact that how you do things is as important as what you do, and focuses on matters of process that can improve the impact and effectiveness of anti-trafficking efforts. It has four sections:

- **Bringing it all together – planning + actions = (N)AP**
- **Mobilization and media** – Looking at influencing people in order to achieve and how to do this by harnessing the power of the media and **Social dialogue and involving children and young people** – Building partnerships and in particular recognizing and mobilizing the contribution that children and young people can play;
- **Monitoring and evaluation** – Essential processes for measuring the effectiveness of policies and actions and their impact on children and young people;
- **Learning and sharing lessons** – A logical follow-up to evaluation, allowing identified successes to be shared and developed further.

List of acronyms

ILO	International Labour Organization
IPEC	International Programme on the Elimination of Child Labour
ITC	International Training Centre of the ILO
M & E	Monitoring and evaluation
NAP	National Action Plan
NGO	Non-governmental organization
UN	United Nations
UN.GIFT	Global Initiative to Fight Human Trafficking
In exercises:	
G	Governments
GWEN	Governments, Workers' organizations, Employers' organizations, NGOs and international organizations
W	Workers' organizations
E	Employers' organizations
N	NGOs and international organizations

Section 3.1 Bringing it all together

Constructing a NAP

Having gone through all the planning stages outlined in textbook 1, and equipped with a portfolio of possible actions from textbook 2, it is time to put these together and construct an action plan. You have already looked at NAPs (in section 1-8), but a point to remember is that action plans can exist at a number of different levels – National, Local, Provincial, Subregional or indeed at the level of the individual Community. The N, therefore, in NAP could also be L, P, S, C or any letter that represents the level at which the action plan is to be implemented.

Another important point to remember in this regard is that action plans that are to be implemented at sub-national level should derive from the NAP, perhaps with some re-prioritizing and added elements specific to a locality, province or community. All action plans should effectively interpret the NAP for implementation throughout the country. This is important, because in general budgets will be allocated at national level.

Remember that the NAP and other action plans that derive from it will involve a consultative process, with as many actors as possible who can contribute to ending the trafficking of children together.

The NAP, as you have seen, should include as overarching elements:

- a definition of child trafficking in the country concerned,
- a situation analysis that includes risk profiles of children and communities,
- a description of the methods of traffickers known to be operating in the country,

- profiles of the people involved and how they can be reached,
- available data on the scope and nature of child trafficking, and
- insights from available research that will help everyone to have a common platform of understanding of the challenge to be faced.

It should be clearly child-specific.

A stakeholder analysis should also be undertaken so that every organization's strengths and weaknesses are built into the plan, and there should be an indication of how the various actions and partnerships will be coordinated (for example, through a nominated focal point for each section of the NAP or by deciding on a 'lead partner').

It is also vital to consider, in as much detail as possible, how much each element of the NAP will cost to implement and where the funds are coming from.

For each of the elements of action, including coordination and development of 'products' such as publications, websites, tools or training modules, the NAP should include clear and specific plans for monitoring progress (including consultation, testing and feedback from beneficiaries and target user groups wherever possible) and evaluation.

It is also important to reiterate that at national level the decision may be taken not to have a specific NAP relating to child trafficking, but to integrate child trafficking into other existing plans (or plans under development), including those relating to children's rights in general, the worst forms of child labour, national development or

poverty reduction. Indeed child trafficking might be an integral and distinct element in all such plans (in a fully developed format, not just in a brief mention), and these various planning frameworks should be cross-referenced to ensure that the actions proposed are complementary and comprehensive.

See Exercises 45, 46 in the Exercise book.

Section 3.2 — Mobilization, media, social dialogue and involving children and young people

Resources for this section:

IPEC: *Combating trafficking in children for labour exploitation: A resource kit for policy makers and practitioners*, Geneva, ILO, 2008, Book 5, sections 5.1-5.4. [These sections of the kit include 10 downloadable resources.]

International Federation of Journalists' Guidelines and Principles for reporting on issues involving children, Brussels, 2002

A number of important lessons have been learned in the course of programmes to combat child trafficking in recent years. Among these, one of the most important is that it is not only *what* you do to combat trafficking that matters, but *how* you do it. This is what is meant by 'matters of process'.

It is clear that we still do not have all the answers to the problem of child trafficking and that, consequently, we need to continue learning and sharing what we learn. This is the surest way to improve the effectiveness of policies and programmes. It is also, of course, fundamental to our responsibility to put the best interests of children first, because policies and programmes that are not effective – and indeed that are sometimes counter-productive – use up resources allocated to children and leave them at risk of harm.

Ownership and mobilization

We have seen that 'critical mass' is an important element of combating child trafficking. Given the complexity of the problem, it has to be addressed on many fronts at the same time, and building up a team/network/mass of actors from different sectors playing the best role suited to them is vital. Effective mobilization of these actors is to a large extent achieved around NAPs.

However, there is a broader audience that needs to be reached also, including children, families and communities in sending and receiving areas, and the general public who play an important role in influencing government policies and actions, in reporting trafficking activity and in protecting children at risk. To reach these broader publics, and to engage them in anti-trafficking actions, it is important that they feel 'ownership' of the problem and are motivated to do something about it.

Ownership is an important aim of anti-trafficking work, because the fact is that child trafficking affects everyone. It is not only a problem for the children who are trafficked. It is therefore important to make 'ownership' a central pillar of everything you do, both in terms of direct assistance and in less direct terms through sharing and communication. This has to be strategized and planned right from the beginning, so that it is a feature of every stage of the process:

- identification of the problem
- research
- planning
- implementation
- monitoring
- evaluation
- lessons learned
- documentation
- sharing

Mobilization is not the same as information sharing and letting people know about

trafficking is not enough to engender change. Mobilization is aimed at prompting and empowering each person or group to find their specific role in anti-trafficking efforts. For example, twelve year old children at risk of trafficking have different needs and should be addressed in a different way compared to employers who may be at risk of having cases of labour exploitation and child trafficking in their supply chain.

Mobilization can only come about successfully when people know what they are expected to do and how to do it. They need help in this, and this is where advocacy comes in.

Advocacy

Advocacy is a means of helping individuals and groups to know what they need to do to contribute effectively to anti-trafficking efforts. This may range from helping a child to know what s/he can do to self-protect, to helping a government appreciate how best to allocate resources so that a budget allocation has maximum impact on child trafficking.

This sounds quite simple, but it is not. Advocacy has to be planned, and it has several distinct components:

- First, you have to know whom you want to influence ('who');
- Second, it is important to be clear about what they are to be prompted to do ('what');
- Third, you need to spell out the best way to reach them and prompt the change ('how');
- Fourth, there may be an optimal time when it should be done ('when');
- Fifth, what will be your message.

For example: The advocacy target (who) may be the education authorities of a small town that has recently witnessed an influx of recruiters from a neighbouring province who hang around school premises and try and befriend the children as they leave school, trying to convince them to take up 'well-paid jobs' in a neighbouring country during the school holidays. One or two of the teachers have tried to talk to the children about this, but are too scared of the recruiters to act against them directly. The education authorities would be able to request help from the police, authorize sessions with the children in school hours to alert them to the risks of being trafficked by these so-called recruiters, and provide funds for extra protection for teachers and students against any threats (what). A local NGO that is

aware of both the problem and possible solutions (how) is ready to work with the education authorities to put in place a comprehensive package of actions to deal with this situation, and it has to be done before the summer holidays begin (when), because by then some of the children may have fallen into the trap already.

Then you need to consider what will influence them to make the right choice about what they do (and sometimes also the approach they take). This will be a key element of your advocacy message and indicate the form of action your advocacy might take: will it be a one-on-one meeting, a public campaign, a publication, a media event? For each of these, you will need to prepare 'tools' – the materials you need to get your messages across.

Tools can include publications, research studies, data, websites, demonstration programmes, campaigns, meetings or other outputs. They should be matched to the target you are trying to influence and should be in a format appropriate to their requirements.

It is also important to build feedback and monitoring into your advocacy work. This should be designed to check the progress of the work and indicate whether it has effected any change in behaviour, approach, opinion or decision. Has your advocacy contributed, for example, to the introduction of a new law? To renewed public debate on the issue? To other actions or behaviours?

Research and knowledge for change

One of the most important advocacy tools is research that is designed to point to new actions, policies or understanding. It will generally not be the same as research for planning actions, although the same data can be used. This research should specifically lead to recommendations for change and should indicate clearly to whom those recommendations are addressed.

Such research needs to be seen as reliable and credible by those who are going to read it – your advocacy targets, and it needs to be in a format that they will accept. For example, if you are targeting a decision-maker, it is unlikely that this person will have the time to read a 200-page report, so prepare a carefully reasoned summary, with the major recommendations clearly visible. If you are preparing advocacy materials for a village community that does not have access to the Internet, there is no point at all designing it as a website. This may seem obvious but it is surprising how often people designing advocacy actions decide on the format of the materials before they have clarified who the target for them is.

Advocacy materials and actions need above all to point to specific actions that you want people to take, and how they can do that.

Media – An important partner

The media are often the 'intermediary' between the advocacy tools/research you have prepared and the people you want to get your messages to. This is true of many specific groups that you may be targeting (government officials, for example, read newspapers, watch television and listen to the radio), but it is especially true of the broad public. The key to targeting messages through the media is to do your research and know which targets use which media. For example, government ministers are likely to read national newspapers (or their advisers will), whereas people in a village community may be more likely to be influenced by the community newspaper or a popular radio show, or perhaps by someone addressing them at a village meeting.

'The media', in fact, covers a wide range of different formats – newspapers, magazines, television (international, national, local), radio (international, national, local, narrowcast), music and other performance arts. All media can be a strong force for change and it is

important to get to know which media outlets specialize in dealing with the issues you are working on, and who their main readers/listeners/viewers/audience are.

Another important thing that you must understand when working with the media is that people outside the media have to learn and follow the media's rules. They are not directly a part of your 'team' and are not there to 'cooperate' with your aims. This is because it is important that the media retain editorial independence – vital to democratic processes in the long term. So do not look upon the media as 'service providers' who will just put out your messages without comment or change. Look upon the media as your privileged partners, and expect all good journalists to use your materials as a source but work up their own report.

For this reason, you will have to learn what kinds of things the media need, the format that they are likely to want (usually brief and concise) and when they need it (media work is time-sensitive – there are 'down' times, for example around public holidays, when they may be short of stories and you are more likely to be able to feed stories to them).

Get to know media representatives and their 'beats' (the issues they deal with, for example stories about law and order, crime and criminals, or stories about young people and young people's issues), as well as the demographics of their readers/listeners/viewers.

It is also important to remember that journalists fall into two broad categories: those who are looking for 'news' and those who seek out more substantial stories of public interest. News journalists will want to 'hook' onto an event or a person, and will probably want something unusual or exceptional. Current affairs journalists are more likely to deal with an issue in more depth.

Both news and issues-focused media, however, will be specialized in media, not child trafficking. Many journalists, however, will be interested in learning and understanding about child trafficking, child labour and other social development issues that are relevant to child trafficking. These journalists may become longer-term partners in combating child trafficking and, like all partners, will benefit from your time and efforts in briefing them, including them in training courses and keeping them regularly informed.

Working with the media requires careful planning and reflection. It is useful to ask some simple questions:

Why do I want to involve the media at all?
- If you believe the media can help you to reach out to people who need to know the substance of an issue, especially with a view to 'translating' that knowledge to other targets through the media, then by all means consider working with them.
- You cannot expect the media to become almost 'volunteer partners' and do the work of campaigning for you. That is not what the media are for. It may well be that the media will be interested in what you are doing and will provide some coverage, but at their discretion.

Is the audience I am trying to reach one that can be reached through the media?
- If the answer is 'no', then do not proceed.
- If the answer is 'yes', then is the audience the general public (mass media) or a specialist audience (specialist media)?

What do I have to offer the media?
- If the answer is 'nothing', then do not proceed.
- If you really have something newsworthy, then consider taking the story to a news journalist.
- If the story is not necessarily newsworthy but deserves more in-depth treatment, then consider taking it to a current affairs journalist.

Are there particular journalists who regularly deal with the kind of issues arising from your anti-trafficking initiatives?

■ Many journalists have a rhythm – they regularly cover the same kind of stories. Get to know these journalists and feed them stories directly; just sending a press release or information to the newsroom or TV/radio station is unlikely to yield results. News editors receive dozens of pieces of information every day and most of them go straight into the waste basket.

What can I do to make the journalist's work easier?

■ The easier you make it for the journalist, the more likely they are to cover your story. Be brief in your materials and highlight the most important points. Write clearly and precisely, without jargon. Follow up with a phone call to the journalist concerned. Make people available for interview who know the subject and can speak briefly and to the point.

How can I contact the journalist(s) and what should I send them?

■ Most countries have a directory of working journalists/press and media outlets. You will find it in your local library or it may be available on-line. You can also scan local press, TV and radio to find the journalists who may be of particular interest. Contact them by name.

■ In an introductory phone call, introduce very briefly the subject you want to discuss. Follow up immediately with some written materials, generally a one-page press release (written clearly and following the lines of a short newspaper article). Where possible give quotes that the journalist can use directly.

■ If you have a research report or other materials to share, do not send the whole package. Journalists do not have time to read 100 pages to get to the heart of the matter – send a one-page summary and offer to provide more information if the journalist wants it.

■ You may wish to prepare an info kit for journalists – include the executive summary of the long report, a copy of the full report too, a press release/statement with quotes, and a note of contact numbers of people who can speak on the issues.

Guidelines on media treatment of children

When you are working with the media use the guidelines that were negotiated among media professionals across the world under the auspices of the International Federation of Journalists (i.e. IFJ guidelines, 2002). These cover areas such as the child's right to privacy, how children should be interviewed and what kinds of information should be given in order to protect them from harm (for example, details of a child who has been trafficked should never be given in a story).

See Exercises 47, 48 in the Exercise book.

Building partnerships

Building real partnerships, as with the media, rather than just sending potential collaborators information at arms' length, is vital to ensuring truly strategic action and making sure vulnerable children do not fall through the cracks between separate initiatives.

If you have worked to ensure ownership, then you have laid the foundations of the 'inclusivity' that is at the heart of partnership. This entails:

Consultation – which is necessary at planning stage, at agreed progress points during implementation, and whenever actions end, results come in, or it is time to begin thinking about the next stage. This is true of policy as much as outreach initiatives.

Pyramid partnership building (or using multipliers) is one way of integrating the experience and expertise of a broad range of people. This requires that each person or group in the partnership represents a broader group of individuals or groups whose views are taken into account. Similarly, that they report back to them in due course.

In the world of work, this kind of structure already exists in the form of workers' and employers' organizations allowing social dialogue using existing representative structures and mechanisms. Within the United Nations system, the UN.GIFT initiative is an example of efforts to bring together a number of different UN agencies working in the area of human trafficking to share information and plan joint actions.

Coordination – which requires a lead person or group (or a nominated subcommittee or task force) who will convene meetings, ensure exchange of experiences and expertise, and be a 'clearing house' for information and results sharing.

Communication – which can take many forms, and includes meetings, email newsletters, web-based bulletin boards or chat rooms, telephone and fax, one-on-one discussions, websites and other forums for exchange. Any or all of these have their place, but make sure that systems are flexible enough to reach all members of the partnership, including those who may not be on-line or have easy (or affordable) access to phones or meeting venues. Make sure, also, that communication is meaningful. It should comprise exchange of information that is useful to the receiver and actually wanted.

Collaboration – which can take place at various stages of the work, depending on people's strengths, needs, availability and motivation. Look to collaborate at research and planning stages, through implementation, monitoring and evaluation, documentation and dissemination.

What the ILO means by 'social dialogue' in the world of work

The ILO defines social dialogue to include all types of negotiation, consultation or simply exchange of information between, or among representatives of governments, employers and workers, on issues of common interest relating to economic and social policy, such as child labour and trafficking.

Social dialogue can be a tripartite process, with the government as an official party to the dialogue, or it may consist of bipartite relations between labour and management (or workers' and employers' organizations). Social dialogue processes can take place at the national, regional or at enterprise level. They can be inter-professional, sectoral or a combination of these.

The main goal of social dialogue is to promote consensus building and democratic involvement among the main stakeholders in the world of work. Successful social dialogue

has the potential to resolve important economic and social issues, encourage good governance, advance social and industrial peace and stability and boost economic progress.

For social dialogue to be possible, there must be: strong, independent workers' and employers' organizations with the technical capacity and the access to relevant information to participate in social dialogue; political will and commitment to engage in social dialogue on the part of all the parties; respect for the fundamental rights of freedom of association and collective bargaining; and appropriate institutional support.

➲ **See Exercise 49 in the Exercise book.**

Training/capacity building

An important element of partnership building is training/capacity building. This is a means of helping everyone to upgrade their knowledge and skills, learn from lessons that are being developed, and move on to a common platform of understanding. It is also a step in partnership-building and in reinforcing teamwork.

It is important to keep in mind, too, that people move – from job to job within an organization or from one organization to another or to a different place. This is particularly the case for national and local authority staff, who may move between divisions or through localities as a matter of career development. Staff turnover can seriously undermine anti-child trafficking actions if it is not taken into account, and the best way to make sure a change in staff does not hold back success is to give new staff (or volunteers) the chance to go through a capacity building exercise. Also, trainees should share acquired knowledge and skills with their colleagues after training.

There are different approaches to capacity building/training but there are some important principles to keep in mind. The ILO has put together a checklist of things to consider when planning capacity building actions:

- Make training available to the right people – those who will be able to engender change in their organizations after the training;
- Analyse the training needs of the particular groups concerned so that the training itself can be well targeted (e.g. at a policy or outreach level; focusing on source, transit or destination areas, etc.);
- Understand the level of knowledge, experience and understanding of the potential trainees so that the training is designed at the right level;
- Use existing tools and resources rather than trying to start from scratch;
- Make sure language is not an obstacle – for example by excluding those who do not speak English, when an interpreter could be used to help them.

Training some staff and volunteers to be trainers is a good way of mainstreaming training and ensuring that the learning is passed on to others and is repeated. Training of trainers is an important element in moving towards sustainability and mainstreaming of anti-trafficking activity, because it moves the responsibility for training out of one organization into other groups that can keep the work going. This might be a group of women in the community, for example, or a government department or a group of young people who train other young people.

Children and young people as active partners

Children have a right to participate in discussions, actions and the development of policies in matters that affect them, in accordance with their age and maturity. This right is guaranteed to them in Articles 12 and 13 of the UN Convention on the Rights of the Child. Article 6 of the Worst Forms of Child Labour Convention also says that programmes of action to eliminate as a priority the worst forms of child labour, should take into consideration "… the views of concerned groups as appropriate". Recommendation 190 makes this consideration more explicit in its paragraph 2 referring to "the views of the children directly affected by the worst forms of child labour, their families and, as appropriate, other concerned groups committed to the aims of the Convention and this Recommendation".

For a long time, however, child participation was an unmet challenge. It was too often the case that inviting children to a meeting, recording their voices and then posting their comments on a website or publishing them in a book was somehow considered equivalent to actually involving them in processes.

While these actions did, at least, raise awareness of the fact that children should be looked upon as subjects of anti-trafficking actions as well as objects of them, they did not tap the full potential of children as key personnel and indeed leaders in these actions. To some extent this may be because the international definition of a 'child' includes anyone under the age of 18 and for a long time 'children' were looked upon as a single group whereas, of course, the role that a 17 year-old can play in anti-trafficking actions is very different to that of a 10 year-old.

An important lesson learned in relation to child participation – as well as other areas of work – in recent years is that it is important to make clear distinctions among the needs, problems, responses and capacities of children in different age groups. As understanding of this was developed, it became clear also that the cut-off age of 18 is in some ways artificial when we are talking about input to anti-trafficking activities. In some instances, young people above the age of 18 may be involved as 'proxies' for those under 18 who are difficult to reach – for example a 20 year-old who was trafficked as a child can provide valuable insights into trafficking and its impacts. There is therefore a large category made up of young people (18-25 year-olds) who offer tremendous resources of energy, understanding and information to fight child trafficking.

When children and young people participate in processes related to child trafficking, it is not only their age that needs to be taken into account. Consideration should also be given to gender specificities, especially within the cultural, religious and traditional context in which the children live. The literacy levels of the children and young people also need to be considered, as well as factors such as the traditional avenues of communication within their communities. Children, in short, are not a single homogenous group and, as is the case with adults, including them requires thought and planning.

In recent years, there have been numerous examples of children and young people becoming involved in planning and running projects in child protection, undertaking research, being involved in peer counselling and data collection programmes and producing materials aimed at others in their age groups. One area, for example, where children and young people have increasingly become involved as principal players is in a range of peer mentoring and consulting processes. There is no doubt that communication between/among peers is often more constructive than adult/child communication, especially where the child may have sensitive issues to deal with. In relation to child trafficking, this is important because it may be that children at risk, especially those who are difficult to reach – for example children living on the streets – may be ready to speak candidly to another child or young person though they are silent when facing an adult.

Additionally, it is important to remember that supporting the participation of children and young people in anti-trafficking initiatives at many levels is also in itself an empowering action. For everyone involved, participation provides a learning opportunity and therefore a reinforcement of understanding and self-awareness. This is an important protection factor for children in particular.

When planning for the participation of children and young people, it is vital to ensure their safety, especially if the children concerned are from high-risk groups, or have been victims of trafficking or exploitation. A number of organizations have produced checklists or guidelines to help in these efforts.

⟳ **See Exercises 50, 51, 52 in the Exercise book.**

Section 3.3 Monitoring and evaluation

Resources for this section:

IPEC: *Combating trafficking in children for labour exploitation: A resource kit for policy makers and practitioners*, Geneva, ILO, 2008, Book 5, section 5.5. [This section of the kit includes 3 downloadable resources that may also be considered as individual resources for this session.]

Monitoring and evaluation are essential elements of all actions to address child trafficking at all levels. They are crucial to ensuring that actions stay on track and achieve the desired results. They are also important in the longer-term development of anti-child trafficking initiatives, since they allow examples of good practice to be identified and be replicated by others.

Monitoring and evaluation should be undertaken to assess progress and results of both targeted interventions (outreach initiatives/direct assistance) and those of an enabling nature such as the development of new policy and legislation to fight child trafficking.

Monitoring and evaluation can take place at local, regional and national levels as well as across different ministries and departments. Plans for monitoring and evaluation are an essential element of all National Action Plans.

Indicators are a key element in assessing progress and measuring impact of anti child trafficking initiatives. They are the proof that the policy/outreach action has been effective and should be determined at the outset of any initiative. Indicators should be: smart and specific, measurable, achievable, realistic, and time-bound. In the sections below a range of possible indicators are listed for initiatives at an outreach level and those at the level of policy.

Monitoring

Monitoring should take place during project implementation and can take several different forms. It can involve independent monitoring by institutions mandated to do so, monitoring by those implementing the project or activity, monitoring by the participants in the project or by those the project is intended to help, or a combination of any of these. The principal aim of project monitoring is to measure whether the action is progressing according to expectations, but it also provides an opportunity to stand back and review whether there need to be changes in the project, or whether any lessons are beginning to emerge.

At the very beginning of the action, all those involved should sit down and decide when the "monitoring points" will be, what they will check (i.e. which indicators) and how the results of monitoring will be documented and fed back into the planned action. Government departments and funding agencies supporting anti-child trafficking action often have their own monitoring criteria but, where they do not, it is important for donors to keep in touch with progress of initiatives through regular reporting.

Evaluation

Evaluation is carried out at the end of an initiative, or after a new policy has been introduced and been in place for a suitable time. It is best carried out by independent,

external evaluators, who have knowledge about the issue being addressed but who are not linked in any way to the initiative, policy, or any of the people or groups that have been involved in it. This is so that the evaluation can be entirely honest and can point to lessons for the future that reflect both good and bad experiences.

While it is easy to evaluate or measure whether the project has gone according to plan (i.e. were deadlines met?; did actions proceed according to the budget?; were all the expected results delivered?), it is very difficult to measure impact or broader outcomes – that is, whether the action and the results produced actually led to other outcomes and eventually made a difference to the problem of child trafficking and the children who are at risk of it ('impact assessment and evaluation').

All evaluations should attempt to consider:

Effectiveness – Has the initiative or policy had the desired impact?

Efficiency – Were the resources (time, funds, personnel, materials) available used to good effect, or were some of them wasted?

Relevance – Is it likely that the initiative or policy did, in fact, contribute to the overall aim of eliminating child trafficking? Or did it achieve something else that does not directly contribute to that aim (for example, sometimes actions that are labelled 'anti-trafficking' actions are more properly poverty-reduction initiatives that will probably not have an impact on trafficking).

Validity of design – Was the initiative the right one to undertake? Was it planned in such a way that it achieved its aims?

Cause and effect – Did the initiative accurately address the problem that had been identified? (Here it is important also to look at how the initiative was targeted – did it reach the right people?)

Unanticipated effects – Were there any surprises during implementation or after introduction of a new policy? This is especially important if any of the unexpected outcomes were negative.

Alternative strategies – Could something have been more effective if it had been done differently, or for example at a different time or place?

Sustainability – Is the result of the initiative or policy likely to continue in the future (this is not only a question of whether there are resources to do this, but whether it has become sufficiently mainstreamed to be continued without extra funds or facilities).

Assessment of impact of outreach initiatives/direct assistance

ILO-IPEC has piloted the use of tracer studies to measure the impact of anti-trafficking interventions on children and their families. It works by looking at the changes experienced by children and families who have been exposed to an anti-trafficking intervention.

By concentrating on what the children and families are doing in the present, as well as retroactively in two other distinct moments in the past, a tracer study allows us to obtain an overview of the main changes (impacts) for this group over time. It also allows us to estimate the impact that the event (in this case involvement with an anti-trafficking intervention) has had on the present life of the individuals and, in an aggregate way, on the group exposed to the anti-trafficking action.

Another method that is often used to attempt to measure impact is to use 'proxy indicators' to evaluate whether an action has been successful. These allow us to see that some

progress has been made but do not permit us to conclude that we have had an impact on the problem overall. In general, having a range of indicators and a selection of different evaluation methods (quantitative and qualitative) allows us to build up a picture of what an action has achieved.

Some common indicators used to monitor progress in outreach/direct assistance initiatives relate to:

- number of girls/boys at risk of trafficking/victims who are (back) in school;
- number of girls/boys at risk of trafficking/victims of minimum working age who have decent jobs;
- number of girls/boys at risk of trafficking/victims who have been empowered with self protection skills and are aware of risks of trafficking;
- number of girls/boys at risk of trafficking/victims who registered and have access to basic government services;
- number of mothers/fathers (whose children are at risk of trafficking/victims) who obtained skills training and livelihood assistance and who send their children to school;
- number of legal proceedings initiated against traffickers.

Indicators are not always quantitative (numbers). They may also, for example, relate to new laws that have been introduced as a result of certain policies or actions; or resources that have been raised or budget allocations that have increased as a result of new policies or structures to fight child trafficking.

Assessment of impact of policy initiatives

Monitoring and evaluation should also be undertaken to assess progress and results of broad based actions such as the development of new policy and legislation and the mainstreaming of child trafficking into broader government policies on child protection, education, labour, employment and migration. Such monitoring and evaluation can take place at local, regional and national levels as well as across different ministries and departments.

Some common indicators used to monitor and evaluate progress in policy initiatives relate to:

- allocation to anti-child trafficking interventions in local, regional or national budgets, including attention to the specific needs of both girls and boys;
- frequency of inter-ministerial meetings on the issue and the level of participation from different departments;
- number of staff resources allocated to anti-child trafficking work, particularly in the form of dedicated personnel such as focal points;
- number of policy areas such as education, labour, employment and migration that refer to child trafficking;
- number of job descriptions of government officials that mention child trafficking as area of attention;
- number of government staff trainings that include child trafficking;
- number of convicted traffickers who were punished;
- number of ministerial speeches or written outputs that mention child trafficking;
- number of children in need that are budgeted for and/or assisted.

Some of these same indicators are also relevant to the assessment of anti-trafficking frameworks such as National Action Plans (NAPs).

Participatory monitoring and evaluation

Involving communities and children in monitoring and evaluation is a way of empowering them, by allowing them to be directly involved in seeing what works and what does not and in expressing views about the actions that affect them. Monitoring conducted in a participatory way is a very effective way of empowering individual children to devise actions to fight child trafficking.

It can take a number of different forms, but participatory monitoring and evaluation is designed around finding ways to allow those involved in an action as beneficiaries/targets to give their views on the way the action has been carried out and the impact it has had on them.

It should also always be inclusive, and this means you should take account of any obstacles that may hinder the participation of some members of the community. For example, in some communities women may feel uncomfortable sitting in a focus group with men and may not wish to express themselves openly, so consider a single-sex focus group in this case. People with a disability may have special needs in order to participate comfortably (for example, a hearing-impaired person may require amplification equipment to be in place, or sign language). Your preparations should always include attention to the gender specificities and special needs of the community you are working with.

Participatory monitoring and evaluation also has to be carried out in an ethical way, which means paying attention to the privacy of the people involved and the protection needs of the children. An 'ethical implementation checklist' would include the following points:

Before starting
■ Explain that participants will remain anonymous (no names will be recorded) and the information will be confidential (only used for the stated purpose; not made public);
■ Make sure participants have given informed consent; Make sure there are not 'inappropriate listeners' in the vicinity (e.g. staff, teachers or parents who are curious to hear children's views);

During the discussion
■ Allow participants to leave if they wish;
■ Try to make sure that older or more powerful participants do not dominate the younger or less powerful ones;

When discussing sensitive issues
■ Gain confidence and trust of respondents;
■ Promise participants that they will remain anonymous and their words will be kept confidential;
■ Do not record names or take photographs;
■ Make sure the venues for interviews or group discussions are private;
■ Be open-minded and do not make judgements;
■ If an individual mentions a personal problem or trauma, listen carefully and follow up with that person afterwards;

At the end of the discussion
■ Thank participants for their time and input;
■ Look for any gaps in information and summarize the main points; ask participants if they agree and/or want to add anything;
■ Explain what will happen next with the data they have produced;

After data collection and analysis is complete
■ Report back the main findings to participants and ask their opinions.

➲ **See Exercises 53, 54, 55 in the Exercise book.**

Section 3.4 Learning and sharing lessons

Resources for this section:

IPEC: *Combating trafficking in children for labour exploitation: A resource kit for policy makers and practitioners*, Geneva, ILO, 2008, Book 5, section 5.6. [This section of the kit includes 7 downloadable resources that may also be considered as individual resources for this session.]

While the aim of all actions is to protect children from trafficking, help child victims and move towards elimination of this worst form of child labour, every action should also be designed to lead to better actions in the future. That means not only putting monitoring and evaluation in place so that progress can be checked and improved, but also putting in place a means of drawing together the lessons from the project and using these in a variety of ways.

Lessons can and should be used to:

- Improve future interventions;
- Identify interventions that are replicable or adaptable;
- Demonstrate actions that can be mainstreamed into government policy and programmes;
- Encourage donor support; and
- Leave something positive behind when the action is completed.

There are a number of steps to take to ensure that the experience of the action is useful beyond those involved. These are:

- identifying successful actions or elements of actions (often called 'good practice') that can be useful in the future;
- identifying those elements of interventions that were not so successful and need to be dropped, modified or further reviewed;
- documenting the lessons;
- sharing these lessons with others (dissemination); and
- repeating good practices on a larger scale (scaling up).

Identifying good practices and weaknesses

Identifying good practices involves looking critically at the interventions carried out at the outreach and/or policy level. It should suggest how these could be used to improve actions in the future. One important thing to remember is to report not only successes but also weaknesses: What may seem like a mistake or a failure in an action is in fact a useful lesson for the future and, if documented, could lead to better interventions. Learning from documented weaknesses helps others to save time, money and effort in potentially embarking on weak actions.

Identifying good practices and weaknesses is essential to moving forward on the basis of tried-and-tested experience. In general, good practices are those that can be shown to be:

- Effective (that is, did it reduce child trafficking?);
- Efficient;
- Responsive to needs and beneficial to target group;
- Innovative and creative;
- Replicable or adaptable;
- Likely to be sustained/mainstreamed;
- Contributing to change.

They can include processes, approaches, strategies, interventions, policies, case studies, and knowledge. The key phrase here is that good practices *must show that it makes a difference in the fight against child trafficking* – something is not a good practice

just because it is done regularly; its value has to be demonstrated.

Documenting the lessons

Documenting lessons means not only writing down what was done but analysing how it was done and what was learned. It is important when you prepare lessons-learned materials to keep in mind who might be using them: will they be used internally only or will they go to an external audience? What information do they need and how will they use it? Documenting lessons offers a chance to ensure that experiences are made useful to others.

When documenting the experience, the views of children, families and communities, as well as partners and ideally some independent observers should be included where possible. Their views do not have to be in agreement: often, different views of the same action can help readers to see the anti-trafficking initiative more clearly and come to their own conclusions.

Some useful hints:

- Find a memorable title/slogan;
- Paint a picture of the intervention that people can understand and remember;
- Explain the how, why, where, when and what;
- Give evidence for the conclusions you have reached about the results and impact;
- List the lessons learned clearly and with recommendations for replication or adaptation; and
- Provide references to resources.

Designing a dissemination strategy

In order to make sure that the results of interventions reach those who can use them, a dissemination strategy should be designed when the intervention is planned. Questions to ask are: Who might be able to use the experience; how will they use it; what form do they need it in, and, how will they get it?

Answers to these questions may indicate the processes and tools you will need to collect the information. For example, if the target audience for a dissemination strategy is a trade union in the adjacent province B, they will need to know all the elements of project design, implementation and the lessons learned by the trade union in province A. The learning points could be sent to them as the project progresses (rather than waiting until the end) and possibly in an electronic newsletter. If, on the other hand, the target audience is the government ministry dealing with cross-border issues, then you may wish to wait until the end of the project to identify the specific issues that will be of interest to the ministry and send these to the ministry in a detailed letter.

If the intervention relates to a ministry-initiated policy or programme, the main target may be civil servants in government departments at other levels or in other countries in the region. In this case, you may choose to consider the regular forums for information exchange in which the government participates and consider whether an information-sharing session at such a forum would be possible.

Remember that dissemination does not always mean writing a long report, printing it in a glossy cover and sending it out by mail at high cost. Dissemination can take many forms including one-on-one meetings, information-sharing sessions, multimedia products, publications, or word-of-mouth. You will need to pay particular attention to how you can get the information to hard-to-reach groups, so check all possible means of transmission and whether your target groups have Internet access or postal access, for example. It is always a good idea to try and contact such target groups before you begin to prepare materials, so that you know how they can be reached.

Repeating good practices on a larger scale

Repeating good practices in other areas is often called 'replication' and if done on a larger scale is often called 'scaling up'. It involves taking the experience gained in one place – for example in one community or one school or one province – and spreading it to other communities, schools or provinces or even nationally. Scaling up has to be done very carefully. First of all, you will need to think through whether the scope of the initiative was a factor in its success. If the initiative is to work on a larger scale, will it lose the very thing that made it work? This requires careful analysis of the initiative and also consideration of the new context. Scaling up also presumes a heavier burden of coordination. At least at the beginning, it may be necessary to provide support and advice to partners who carry the project forward.

One way of scaling up is to work towards mainstreaming actions into larger policy initiatives. For example, an effective training module developed for teachers in schools in a district might be mainstreamed into the curriculum of the national teacher training college, with the cooperation of the college or maybe the education ministry.

The most important thing to remember is that the end of one initiative is really the beginning of the next. Perhaps the most important outcome of the documentation of good practices is transferring these practices – whether they relate to policy or to outreach initiatives – to other actors so that they can replicate the experience.

See Exercises 56, 57, 58 in the Exercise book.

TRAINING MANUAL TO FIGHT TRAFFICKING IN CHILDREN FOR LABOUR,
SEXUAL AND OTHER FORMS OF EXPLOITATION

Textbook 1 **Understanding child trafficking**

Textbook 2 **Action against child trafficking at policy and outreach levels**

Textbook 3 **Matters of process**

Exercise book

Facilitators' guide **(cd-rom)**

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