

Combating trafficking in children for labour exploitation

A resource kit for policy-makers and practitioners

Book 5: Matters of process

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ACRONYMS AND ABBREVIATIONS

COMMIT	Coordinated Mekong Ministerial Initiative against Trafficking
CP-TING	Project to Prevent Trafficking in Girls and Young Women for Labour Exploitation Within China
EC	European Commission
ECPAT	Organization to End Child Prostitution, Child Pornography And the Trafficking of children for sexual purposes
ILO	International Labour Organization
IPEC	International Programme on the Elimination of Child Labour (ILO)
NAP	National Action Plan
NGO	Non-governmental organization
RWG-CL	Regional Working Group on Child Labour (in Asia)
SELL	Sharing Experiences and Lessons Learned (publication series from ILO-IPEC's TICW project)
TIA	Technical Intervention Area (publication series from TICW)
TICW	ILO-IPEC Mekong Subregional Project to Combat Trafficking in Children and Women
UN	United Nations
UNSGSVAC	United Nations Secretary-General's Study on Violence against Children
US	United States of America

Contents of Book 5

Book 5 is designed as an overview of the processes and support actions that are important components of successful programming to combat child trafficking. It places particular emphasis on child participation, training, monitoring and evaluation, and of drawing lessons that can be used to improve policy and outreach assistance.

This book includes lessons and resources from a range of ILO-IPEC programmes that have tested various processes and documented the outcomes. Many of these pilot processes have subsequently been transferred to other IPEC country or subregional programmes and have been tested in new contexts and conditions.

Target Audience

This book is aimed at those implementing anti-trafficking actions (trade unions and other workers' organizations, employers' organizations, government authorities, agency field staff, NGOs, youth and other groups). It may also be of interest to those dealing with monitoring, including policy makers and strategists, and monitoring and evaluation personnel.

5.1 INTRODUCTION

To be effective in fighting child trafficking it is not only what is done that matters, but also how it is done.

One of the most important lessons we have learned since the early 1990s is that it is not only what you do that is important to achieving positive results for children, but also how you do it. Engagement of communities, children at risk and former victims of child trafficking in actions to fight trafficking is crucial in the development of effective responses. Empowerment of these communities and children makes them better prepared to face future challenges.

In addition to actions that have a direct impact on children, there are also processes and actions that influence the context in which initiatives take place, as well as the likelihood that they will succeed. These processes and supplementary actions do not focus on targeting the children with offers of assistance but focus on different groups and entities that are part – or should be part – of efforts to eliminate child trafficking. These groups include government at all levels, implementing agencies such as trade unions and NGOs, children and young people and communities in which child trafficking occurs or could occur.

Another category of processes focuses on getting more value out of the experiences we acquire in work to combat child trafficking. These relate to making sure that the initiatives are properly managed and evaluated so we understand how they have worked, drawing lessons from that experience, sharing the results and using them to contribute to more success in the future.

5.2 ENSURING OWNERSHIP AND CONTINUED MOBILIZATION

Unless governments and societies take ownership of the problem of child trafficking, it will be very hard to eradicate it. If families, communities, governments and children and young people themselves are to buy into policies and programmes to combat child trafficking, then they have to be involved whenever that is realistically possible – not just as interested observers but as important contributors to the

Children, families, communities, and governments have to take ownership of the problem of child trafficking and policies to address it, if the problem is to be eradicated effectively.

action. This should begin in the planning stages and continue to the final stages when policies and programmes are being evaluated, lessons are being learned and future plans are put in place.

As initiatives are being designed, government representatives, community members, and trade union, employer, NGO and youth representatives are brought together in a number of different ways.

They are often involved in the baseline research on which some important decisions will be based. They might be consulted on the range of options available for the problem that is to be addressed and on the priorities that should be addressed first, whether these relate to policy, legislation, other frameworks, projects to be undertaken or preparatory/ supporting steps such as training.

As the direction to be taken becomes clear and the specific initiatives are drawn up, partners can be involved in setting objectives and indicators of measurement that will be used to check progress and evaluate results.



Resource 5.1 (on CD-ROM)

IPEC: Participatory project design to combat trafficking in children and women, ILO, 2002

This note explains a participatory planning technique, in which all parties involved identify and analyse the problems to be addressed and prepare a concrete and realistic project plan together. The methodology brings together representatives of all project stakeholders and can be particularly effective in a community setting.

One of the limitations to participatory planning may be that the partners leave the process believing that plans will go ahead as they have discussed but that, in fact, there is another important stage to be gone through before any initiative takes its final shape: getting the buy-in of the government authorities and resource decision makers concerned.

This may require specific efforts after the preliminary planning has started. Increasingly, the work of ILO-IPEC centres on working with governments to build their ownership of work against child trafficking and assist them in developing national policies and initiatives anchored in

international agreements and processes. Indeed, international agencies such as the ILO are uniquely placed to foster effective links between international frameworks, national interpretations of those frameworks and national priorities, and grassroots actions and lessons learned.

5.3 PARTICIPATION OF CHILDREN AND YOUNG PEOPLE

For a long time, 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 players 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 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 also became clear 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. Young people (i.e. those aged 18-25) offer tremendous resources of energy, understanding and information to fight child trafficking.

In recent years, therefore, there have been more and more 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.



Resource 5.2

IPEC: “Peer mentoring in Bulgaria”, extract from *Steps to the elimination of child labour in Central and Eastern Europe: Emerging good practices*, ILO, 2007

This excerpt outlines the experience of a pilot peer mentoring project in Bulgaria. It includes a description of the initiative and a note on why it was selected as an example of good practice.

Participation of children in actions to fight trafficking is an important protection mechanism: It offers learning opportunities to children and reinforces their understanding and self-awareness.

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.

An initiative by an ILO-IPEC partner in Funan County in Central China, for example, involved adolescent girls working as volunteers in researching the situation of out-of-school girls in the 10-15 age group. The research covered why girls drop out of school, what they do after leaving school, and their perceptions of migration to the city. With the All China Women's Federation, the adolescent researchers then analysed the results of the research and suggested possible solutions to the problem.



Resource 5.3

IPEC: Putting children first: Child participation guidelines for projects to prevent trafficking in China, ILO, 2006

This guide by the CP-TING project offers a theoretical framework on child participation, along with a set of principles and a practical translation of these principles into guidelines under the three project objectives of mobilization, outreach/direct assistance, and policy. It includes four chapters covering the context in which child participation should be considered; a framework for child participation and working in the best interests of children; a set of principles for child participation, including ethical issues; and application of the principles of child participation into practical guidelines. The Annexes include examples of “ice-breaker” activities that can be used to build rapport with children before engaging them in activities.

In Sri Lanka, World Vision has also worked on integrating children into project development and implementation. The organization has developed specific protection guidelines to safeguard children while they are involved, for example by maintaining privacy of information provided. World Vision has also worked with other NGOs to support children in making their views heard at government level. They have done this by using the opportunity of key international and regional events – such as the UN Special Session on Children in 2002 – and supporting children's meetings, links with the media and development of

advocacy documents to present to government ministers. World Vision has also worked with children to develop their unique potential to influence their own families and communities by establishing or strengthening children's associations and working through schools.

In February 2004, ILO-IPEC's TICW subregional trafficking project joined forces with Save the Children UK in the Mekong region to support children's efforts to make their voices heard. The occasion was the crucial discussions that eventually led to the Coordinated Mekong Ministerial Initiative against Trafficking (or COMMIT), an important commitment by governments to work to end cross-border trafficking in the Mekong subregion. While key adult players were debating and negotiating this crucial agreement, children across the region were represented via a parallel process that mobilized hundreds of children and culminated in their views being put forward at the final meeting.



Resource 5.4

**IPEC, TICW: *First-hand knowledge: Voices across the Mekong*
- A good practices publication, ILO, 2005**

This TICW publication outlines the processes followed in engaging children in the COMMIT-related process. The tools developed for supporting children around the COMMIT process, through the Mekong Children's Forum, can be downloaded from: www.childtrafficking.net

The process for children began in early 2004 with a series of national and provincial children's forums across the region at which children and young people debated trafficking and shared their knowledge and views. Participants were able to discuss their recommendations with government officials and media coverage broadened their audience. From each of these meetings, five delegates were chosen to attend a subregional children's forum in Bangkok. Along with a number of children who had been trafficked, they developed recommendations that were officially handed to the ministers and UN officials working on the COMMIT. For this process to run smoothly, ILO-IPEC, Save the Children and other organizations involved, developed a series of tools to use to ensure that the children's rights – including to protection, to privacy,

and to express their views on matters concerning them – were respected at all times. The tools include sections on creating an enabling environment, seeking informed consent, selecting participants, providing information to children, duty of care, and external communications. It includes sample forms for parental consent for younger children, a model letter for chaperones and a suggested code of conduct for chaperones/interpreters.

Other tools have been developed to help those who wish to include children as full participants in efforts to combat child trafficking.



Resource 5.5

RWG-CL: *Learning to work together: A handbook for managers on facilitating children's participation in action to address child labour*, 2003

The handbook targets programme managers and comprises four chapters. The first provides answers to some basic questions about children's participation, including human and children's rights in international law. The following two chapters examine how children's participation can fit into a programme or project cycle, as well as some specific issues in participatory child labour programming. In the last chapter, the handbook discusses the question of how to create environments that will help participation of children, from adult-initiated activities and programmes to programmes initiated by children. Each chapter is summed up in a list of "Learning Points" followed by questions to aid reflection.



Resource 5.6

UNSGSVAC: *Children's participation: Working document for the East Asia/Pacific regional consultation*, 2005

This document was developed during preparations for the East Asia/Pacific regional consultation for the UN Secretary-General's Study on Violence against Children. The *Minimum Standards for Children's Participation* consists of 27 statements describing the minimum expectations of how adults should behave and operate in consultations with children. Based on analysis from previous experiences, it was felt that the time was right to produce standards rather than guidelines. These standards therefore became a statement on the level of practice acceptable to the Regional Steering Committee that would ensure meaningful children's participation.



5.4 TRAINING AND EMPOWERMENT

Whether they are children, young people or adults working with a government agency, trade union or NGO, all those working to combat child trafficking can benefit from the opportunity to upgrade their skills from time to time, develop new skills and be put in a learning environment where they can test their knowledge and understanding. The network End Child Prostitution, Child Pornography And the Trafficking of children for sexual purposes (ECPAT International), has prepared a training manual on child trafficking for sexual exploitation that its staff and affiliates can use with their various stakeholders to build a common platform of understanding and skills.



Resource 5.7

Combating trafficking in children for sexual purposes, ECPAT Law Enforcement Group in cooperation with ECPAT International, 2006

This manual was devised by the ECPAT Europe Law Enforcement Group. The resources in the manual are for the use of trainers who are seeking to train multi-stakeholder groups who want to learn about the issue of child trafficking, how to protect children from being trafficked for sexual purposes, and give appropriate protection and assistance to those children who come within their sphere of professional responsibility. The target audience is mainly policemen and women, social workers, and state agency employees concerned with child protection. Although the manual does not always distinguish between child victims who have been trafficked for sexual purposes, and those who have been trafficked for other purposes, its main focus is on the trafficking of children for sexual purposes. The manual provides information, techniques and tools to make training effective.

ILO-IPEC's child trafficking project in China (CP-TING) chose to focus on participatory training, in which the learners are also active contributors to the training, and produced a trainers' manual for this purpose.



Resource 5.8

IPEC: Training of trainers: Guide to preparing a participatory training programme, (CP-TING) ILO, 2006

Though designed with trafficking prevention in mind, these participatory training guidelines can be applied to training in almost any context. It covers the role of the trainer/facilitator in participatory training; what makes a successful trainer; training objectives and content; checking the participant's profile; understanding group dynamics; time management and preparation of training materials. The guide also includes ideas on training session content and organization.

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 this is not taken into account. 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. ILO-IPEC has put together a checklist of things to consider when planning capacity building actions as follows:



Resource 5.9

IPEC: Building the know-how (Capacity building), ILO, 2002

This document outlines some examples of capacity-building initiatives in the first phase of the TICW project and includes case studies and lessons learned.

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

Considerations for capacity building:

- Make training available to the right people - those who will be able to “make change happen” after the training in and through their organization or arm of government
- Analyse particular training needs of the groups concerned. This is a prerequisite for training to be well targeted
- Understand the level of knowledge, experience and understanding of the potential trainees in order to “pitch” training at the right level
- Use existing tools and resources rather than trying to start from scratch
- Make sure that there is an opportunity for field visits before the training so that those attending have a good idea of the situation “on the ground”
- 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

trainers is an important element in moving towards sustainability and mainstreaming of activities, because it moves the responsibility for training out of one’s organization into the groups that are going to keep the action going once a particular project has ended. 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, or a children’s club.

If one is going to mainstream training, then it is advisable also to look at ways to check up on the trained trainers from time to time, to see if they are facing any problems or have questions, and to pass on any new ideas or information to them. IPEC has a checklist of essential elements to consider when organizing training of trainers.

These include the following:

- Make training available to the right people – those who will be able to “make change happen” after the training in and through their organization or arm of government;
- Analyse particular training needs of the groups concerned. This is a prerequisite for training to be well targeted;
- Understand the level of knowledge, experience and understanding of the potential trainees in order to “pitch” training at the right level;
- Use existing tools and resources rather than trying to start from scratch;
- Make sure that there is an opportunity for field visits before the training so that those attending have a good idea of the situation “on the ground”;
- 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.



Resource 5.10

IPEC: Guidelines for training of trainers, ILO, 2002

This document includes a planning/preparation checklist for facilitators and an overview of good techniques/practices. It includes suggestions on the attitude/behaviour of the facilitator.

Monitoring is a crucial part of any initiative to fight child trafficking. Monitoring plans need to be agreed upon before interventions start. They need to include indicators that measure the level of success in fighting child trafficking.

5.5 MONITORING AND EVALUATION PROCESSES AND SYSTEMS

Monitoring and evaluation (M & E) 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 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 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 planned action, 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 is undertaken at specific points in time, including when an intervention has been completed. It can be carried out by the organization itself as an internal evaluation or by independent evaluators. While it is easy to evaluate or measure whether the action 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).

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.

Indicators are a key element in assessing progress and measuring impact of anti child trafficking initiatives. In the following sections a range of possible indicators are listed for initiatives at an outreach level and those at the level of policy.

5.5.1 Assessment of impact of outreach initiatives/direct assistance

IPEC has piloted the use of tracer studies to measure the impact of anti-trafficking interventions on children and their families and has produced a manual for field partners. Tracer studies aim to learn about the changes experienced by children and families who have been exposed to an anti-trafficking intervention. By concentrating on what the former beneficiaries are doing in the present, as well as retroactively in two other distinct moments in the past, a tracer study attempts to obtain an overview of the main changes (impacts) for this group over time. It also allows an estimation of 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.



Resource 5.11

IPEC: *Tracer study methodology manual*, ILO, 2008

This manual is intended for organizations that have implemented anti-trafficking interventions and are interested in tracing former child beneficiaries and their families in order to learn and document the changes that have taken place in their lives. The information generated by a tracer study can help assess the effectiveness of anti-trafficking interventions and improve the design of future interventions. The manual is intended to be largely self-instructional. It offers guidance, and outlines the steps for carrying out a tracer study. As no two interventions or study sites are the same, it also offers alternatives so that study teams can adapt it to their circumstances.

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 the effectiveness of actions.

IPEC has wide experience in involving communities and children in monitoring and evaluation. This is a way of empowering them because they are directly involved in seeing what works and what does not and in expressing views about the actions that affect them.

A number of IPEC's anti-child trafficking projects have produced resources on participatory monitoring and evaluation. These include suggestions for indicators, notes on ethical issues and a range of participatory tools to communicate and gather data. These can be customized to individual projects.



Resource 5.12

IPEC: Monitoring plan - safe migration, 2007

This is a guide to monitoring used in ILO-IPEC's CP-TING project. It offers three sets of monitoring tools (i.e. a zero and end measurement tool to measure capacity over time, a beneficiary card to monitor individual children, and participatory monitoring tools that seek opinions of affected children on what works and what can be improved). In addition to being a management tool, the monitoring process also offers an opportunity to engage and empower stakeholders.



Resource 5.13

IPEC: Tools for prevention - Participatory monitoring: Guidelines for practitioners in the fight against human trafficking, ILO 2002

These guidelines were designed to monitor the progress of the TICW project toward its objectives and capture the dynamics of trafficking in the targeted sites while allowing for the development of a continuous learning cycle and identification of emerging good practices. The guidelines consist of three parts including a theoretical framework for participatory monitoring, a kit with eight different tools to be used to collect data as well as annexes with tips on how to run training workshops and analyze baseline data.

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

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

5.5.2 Assessment of impact of policy initiatives

Assessing the impact 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 is crucial but not easy. Policy initiatives can take place at various levels (i.e. local, regional and national levels) and may have a longer term impact that only becomes clear over time. In addition to measuring the extent to which children benefit from policy initiatives (i.e. are less at risk of trafficking as a result of policy initiatives), one may monitor and evaluate progress in policy initiatives in the intermediate term by reviewing the following indicators:

- allocation to anti-child trafficking interventions in local, regional or national budgets;
- frequency of inter-ministerial meetings on the issue and the level of participation from different departments;
- 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;
- number of government staff trainings that include child trafficking;
- number of convicted child 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) (See Book 3 for more on this). For the longer term success of NAPs it is crucial that they are reviewed regularly – with a view to determining progress – by intergovernmental committees that have a clear role and time-table.

5.6 LEARNING AND SHARING LESSONS

In addition to protecting children from trafficking it is crucial to draw learning from such actions for better future actions.

In addition to protecting children from trafficking it is important to draw learning from such actions for better future actions. 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.

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

- identifying successful actions or elements of actions (often called “good practice”) and those elements of interventions that were not so successful and need to be dropped, modified or further reviewed;

Learning from documented weaknesses helps others to save time, money and effort in potentially embarking on weak actions.

- documenting the lessons;
- sharing these lessons with others (dissemination);
- repeating good practices on a larger scale (scaling up).

5.6.1 Identifying lessons learned and good practices

Documented good practices and lessons learned is knowledge that can be used to improve future interventions. Identifying good practices involves looking critically at the interventions carried out at the outreach and/or policy level and presenting the good elements of interventions that could be used elsewhere based on tried-and-tested experience and with a clear description of the conditions under which it may be replicated. One important thing to remember is to not only report about 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 “bad” lessons is a useful way to ensure that less-than-successful interventions are not repeated elsewhere.

A United Nations interagency research project on child labour – Understanding Children’s Work (ILO, UNICEF, World Bank) – has issued a guide designed to help build a body of good practice in anti-child trafficking/child labour interventions. These are based on more detailed ILO-IPEC guidelines.



Resource 5.14

UCW: *Combating child labour: Sample good practice guidelines*, 2003

This looks at how good practice can be described and identified and how good practices can be collected for further use. It can be used as a basic reference for all those engaged in good practice collection.



Resource 5.15

IPEC: *TBP-MAP Guidelines on Good Practices: Identification, review, structuring, dissemination and application* (Paper 4-14), ILO, 2003

This document is more detailed than the previous resource and is aimed at ILO-IPEC staff and partners.

Documentation of learning is crucial if we are to continuously improve actions to fight child trafficking.

5.6.2 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 one prepares lessons-learned materials to keep in mind who might be using them. Will it be used internally only or will it go to an external audience? What information do they need and how will they use it? Documenting lessons is crucial if we are to continuously improve actions to fight child trafficking, and offers a chance to ensure that experiences are made useful to others.



Resource 5.16

IPEC: Documentation of learning: Guidelines for project staff and partners of CP-TING project, ILO 2006

These Guidelines for project staff and partners of the CP-TING project cover: selecting practices to document; drawing learning points; the content and format of documented learning points; who should be responsible for the documentation and, importantly, how *not* to document learning.

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.

A good practice publication worth reviewing is one by ILO-IPEC's TICW subregional trafficking project. The project's eight year span (2000-2008) provided ample opportunity to document learning in a range of areas related to prevention.



Resource 5.17

IPEC: Meeting the challenge: Proven practices for human trafficking prevention in the Greater Mekong Subregion, ILO, 2008

This report highlights how the discourse on human trafficking has broadened and what can be done to prevent trafficking at source and destination both in policy and community-level programming.



5.6.3 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 one begins planning the intervention. 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 help to put in place the processes and tools one 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

Dissemination does not necessarily mean to write a long report, print it and send it out. It could be web based sharing of learning points, or sharing during one-on-one meetings or at conferences.

dealing with cross-border issues, then one 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, one 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.



Resource 5.18

Developing a dissemination strategy, Extract from the report of the 2nd Daphne Conference, Brussels 2006

This comprehensive guide to developing a dissemination strategy includes a list of questions that need to be answered in drawing up a strategy and some common “do’s and don’ts”. It also includes a section on working with media to disseminate information.

Inter-governmental exchange of good and bad practice is carried out in several regions. One good example is the REACT exercise undertaken by the Council of Europe, which is a reporting tool for member States that also seeks to identify good practices and outstanding challenges. Although the REACT tool is primarily designed to bring together lessons from governments in the area of policy and practice to combat the sexual abuse and exploitation of children, it does also include some sections on child trafficking and, as a model of regional exchange at governmental level, is a practical model.



Resource 5.19

Council of Europe web site

www.coe.int. This website includes the REACT tool.

Documentation of good practices and lessons learned is crucial to replicate and mainstream (good) experiences beyond the original scope of interventions (for maximum impact).

5.6.4 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 one has 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, one will need to think through whether the scope of the initiative was a factor in its success. If one tries to work on a larger scale, will one lose the very thing that made it work? This requires careful analysis of the initiative and also consideration of the new context one is considering. Scaling up also presumes a heavier burden of coordination. One does not have to undertake the expanded action him/herself, but one will probably need, at least at the beginning, to provide support and advice to partners who carry the project forward.

One way of scaling up is to work towards “mainstreaming” actions in larger policy initiatives. For example, if one has developed an effective training module for teachers in the schools in a district, then one can work with the education ministry or directly with the national teacher training college to mainstream the training module into the college curriculum.



Resource 5.20

IPEC: Imitation is the sincerest form of flattery (Replication and mainstreaming), ILO, 2002

This document outlines the experience of Phase 1 of the TICW project in drawing lessons relating to replication and mainstreaming of the initiatives undertaken. It gives practical examples as well as a series of lessons learned during the project and conditions for replicability, including the vital engagement of governments and the need to take context into consideration when planning to replicate actions.

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 beyond the original scope of interventions (for maximum impact).

RESOURCES REFERRED TO IN BOOK 5

Ensuring ownership and participation	
Resource 5.1	IPEC: <i>Participatory project design to combat trafficking in children and women</i> , (TICW), (Bangkok 2002)
Resource 5.2	IPEC: <i>Peer mentoring in Bulgaria</i> , extract from: <i>Steps to the elimination of child labour in Central and Eastern Europe: Emerging good practices</i> , (Bucharest, ILO, 2007)
Resource 5.3	IPEC: <i>Putting children first: Child participation guidelines for projects to prevent trafficking in China</i> , (Beijing, ILO, 2006)
Resource 5.4	IPEC: <i>First-hand knowledge: Voices across the Mekong</i> , a “good practice” publication, (TICW), (Bangkok, ILO, 2005) The tools developed for supporting children around the COMMIT process, through the Mekong Children’s Forum, can be downloaded from: www.childtrafficking.net
Resource 5.5	RWG-CL: <i>Learning to work together: A handbook for managers on facilitating children’s participation in action to address child labour</i> , Regional Working Group on Child Labour, (Bangkok, 2003).
Resource 5.6	UNSGSVAC: <i>Children’s participation: Working document for the East Asia/Pacific Regional Consultation</i> , (Bangkok, 2005)
Training and empowerment	
Resource 5.7	ECPAT: <i>Combating trafficking in children for sexual purposes</i> (Bangkok, 2006)
Resource 5.8	IPEC: <i>Training of trainers: Guide to preparing a participatory training programme</i> , (Beijing, ILO, 2006)
Resource 5.9	IPEC: <i>Building the know-how (Capacity building)</i> , (SELL-6), (TICW) (Bangkok, ILO, 2002)
Resource 5.10	IPEC: <i>Guidelines for training of trainers</i> , (TICW), (Bangkok, ILO, 2002)
Monitoring and Evaluation processes/systems	
Resource 5.11	IPEC: <i>Tracer study methodology manual</i> , (Geneva, ILO, 2005)
Resource 5.12	IPEC, <i>Monitoring plan - safe migration</i> , (ILO, 2007)
Resource 5.13	IPEC: <i>Tools for prevention – Participatory monitoring: Guidelines for practitioners in the fight against human trafficking</i> , (TICW) (Bangkok, ILO, 2002)
Documentation of learning and sharing	
Resource 5.14	UCW: <i>Sample Good Practice Guidelines</i> , (Geneva, ILO, 2003)
Resource 5.15	IPEC: <i>TBP-MAP Guidelines on Good Practices: Identification, review, structuring, dissemination and application</i> (Paper 4-14), (Geneva, ILO, 2003)
Resource 5.16	IPEC: <i>Documentation of learning: Guidelines for project staff and partners of CP-TING project</i> , (Beijing, ILO, 2006)

Resource 5.17	IPEC: <i>Meeting the challenge: Proven practices for human trafficking prevention in the Greater Mekong Subregion</i> (Bangkok, ILO, 2008)
Resource 5.18	Kane, J: <i>“Developing a dissemination strategy”</i> , Extract from the report of the 2 nd Daphne Conference, Brussels, April 2006
Resource 5.19	Council of Europe website: www.coe.int
Resource 5.20	IPEC: <i>Imitation is the sincerest form of flattery (Replication and mainstreaming) (SELL-7)</i> , (TICW) (Bangkok, ILO, 2002)

