Tools for Prevention

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Participatory Monitoring
Guidelines for practitioners in the fight against human trafficking

A tool to tackle human trafficking in the GMS

The Mekong Sub-regional Project to Combat Trafficking in Children and Women

Tools for Prevention

Participatory Monitoring

Guidelines for practitioners in the fight against human trafficking

Mekong Sub-regional Project to Combat Trafficking in Children and Women

International Programme on the Elimination of Child Labour
International Labour Office Bangkok

Mekong Sub-regional Project to Combat Trafficking in Children and Women
Tools for Prevention – Participatory Monitoring: Guidelines for practitioners in the fight against human trafficking

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ILO Mekong Sub-regional Project to Combat Trafficking in Children and Women
10th Floor, United Nations Building
Rajdamnern Nok Avenue, PO Box 2-349
Bangkok 10200 Thailand
Visit our project website at: www.childtrafficking.net

FOREWORD

Participation is one of the key strategic directions under the ILO implemented *Mekong Project to Combat Trafficking in Children and Women* (TICW project). Since its launch in 2000, the project has strived to ensure participation of target groups in research, design and interventions to ensure local ownership and long-term sustainability of good practices.

Recognizing that many traditional monitoring tools place the focus on *activities* rather than *impact*, the TICW project commissioned Ms. Rachel Bray to develop *Guidelines for Participatory Monitoring* in 2002. These guidelines were designed to monitor the progress of the project toward its objectives, but they were also designed to 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..

The guidelines and these eight different tools were developed with a view to involving all key stakeholders, including government officials, partner organizations, families and children at risk of trafficking and of course the TICW project staff themselves.

TICW staff have field-tested the materials in all five countries covered by the project and documented the results. In March 2005, a sub-regional validation meeting took place in Chiang Rai, Thailand, where users from the five countries came together to share their experiences of using the toolkit.

In preparation for the validation meeting, the Thai TICW team developed a colourful and simplified version of the tool kit using local language which was easier to understand. Following discussions it was agreed by the other four countries to adopt a similar approach to their own local language materials. These adopted versions have also been revised to reflect country specific characteristics. While these adopted versions are available from the TICW project upon request, the following material should be seen as the comprehensive theoretical and practical framework and should be regarded as the main source of information for readers interested in participatory monitoring approaches.

INTRODUCTION

Who is this guide for?

This guide was developed in June 2002 for project staff and their partners, namely those members of government bodies and NGOs who work with IPEC in the Mekong sub-regional project to combat trafficking (TICW project).

The monitoring guide consists of three parts as follows:

Part I Theoretical framework for participatory monitoring with two chapters**;**

- Chapter 1 sets out a framework for monitoring in the TICW project. It is written for staff and partners who will be guiding the monitoring process.
- Chapter 2 is also for staff and partners. It explains the difference between 'participatory monitoring' and 'traditional monitoring', and what it means to monitor using a child rights perspective. It then outlines how we can measure change and plan the monitoring process. The practical and ethical issues that arise when using monitoring tools are explained, as well as how to analyse the documents produced when these tools are used. End of Part 2 is written for NPCs and NSC members who will be supporting and co-ordinating the monitoring process happening at district and provincial levels, from their positions at national level.

Part II Toolkit for participatory monitoring;

- This 'Toolkit' contains explanations and instructions of participatory monitoring tools suitable for the TICW project. It is written for people who will be using the tools (for example, youth volunteers, agricultural extension workers, and members of partner organisations) as well as those who are supporting the information collection process (district and provincial level officials, and heads of NGOs). These tools may also be suitable for evaluation once APs and the project are completed.

Part III Annexes;

- Annexes contain trainers tips for running a training workshop, short and simple checklist for training facilitators, concise guidelines for preparation of participatory monitoring training, group exercises for training, country specific advice on making the most of baseline data.

How should we use the guide?

This guide can be used

- as a step by step guide to setting up and maintaining monitoring activities,
- for training colleagues in this project, or other projects, in monitoring skills,
- as a resource to demonstrate the reasons for conducting participatory monitoring to colleagues or senior officials, and
- to assist in the design of evaluation activities towards the end of an AP and the project itself.

Glossary of terms

Analysis	A process of data reduction and examination to identify trends and causal links
Analytical framework	A series of questions and/or themes that guides analysis
AP	Action Programme within the TICW project
AR	Awareness Raising
Baseline data	Data about target group collected before intervention, that can be collected again during monitoring or evaluation
Biased results	Results that cannot be trusted because they have been influenced by certain factors
CB	Capacity Building
Control sample/ Control village	Group of people or village where project has not worked that can be used to compare to project site
DA	Direct Assistance
Evaluation	An assessment of the design, implementation and results of an ongoing or completed project
External factors	Influences from the wider social, cultural, economic, political or physical environment
IGA	Income Generating Activity
Indicator	A marker which is 'measured', showing the progress towards the immediate objectives
Impacts	Changes which result from the outputs and fulfil the immediate objectives; these can be short term (such as more young people who understand the risks of migration for work) or longer term (such as a lower rate of trafficking and exploitative labour migration)
'Mixed team' monitoring	A team of 3 to 6 people made up of community members (volunteers), staff of partner agencies, and project staff that work together to monitor impact
Monitoring	The regular collection and analysis of information then used to guide a project (either to continue on its course or change direction)
Participation	Involving target groups; not only as sources of information but as 'partners' in project activities and important judges of effectiveness
Qualitative data	Information made up of words (people's experiences, views, knowledge, attitudes and values)
Quantitative data	Information made up of numbers
Triangulation	asking the same question in different ways (by using different tools)

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EXECUTIVE SUMMARY

Background

ILO runs a Mekong Sub-regional project to combat trafficking in children and women (TICW project). The project is managed by a small project team in Bangkok and country project staff in Cambodia, Lao PDR, Thailand, Viet Nam, and Yunnan Province of China. Interventions are implemented through 'local partners' at country level and fit within national project logical frameworks that are part of the overall project document.

Project partners implement project interventions following standard IPEC operating procedures that are documented in the Project Management Guidelines Manual ('MAMA'). Some of the materials in this manual are adapted versions of IPEC operating procedures, so as to make them more participatory in nature and hence address one of the key approaches in the TICW project.

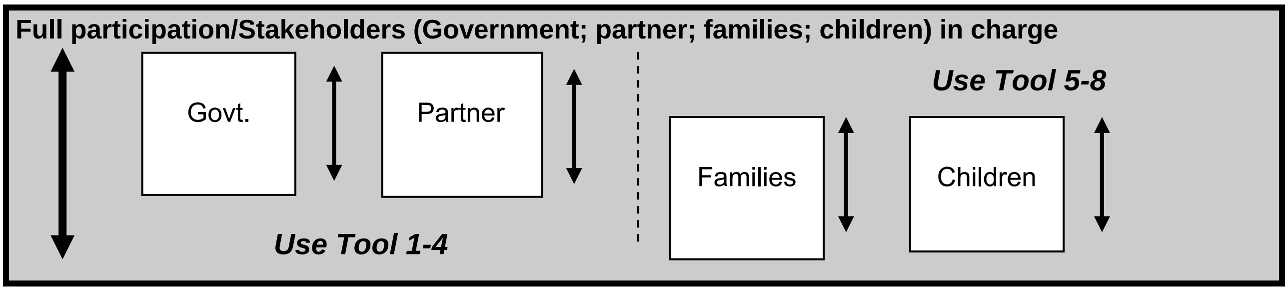
To the extent possible, project related research, design, and interventions have been undertaken in a participatory manner - involving government officials, project partners, and families whose children are at risk of trafficking. This guideline with a set of participatory monitoring tools was developed based on existing materials, tools and instruments with inputs by project staff and partner agencies, in line with the findings of the project Mid-term Review (February 2002)[1]. These ***Participatory Monitoring (PM)*** materials are composed of 3 sets of generic materials:

Part I   Theoretical framework for participatory monitoring;
Part II   Toolkit for participatory monitoring;
Part III   Annexes.

Below are key points of the materials.

Key PM issues

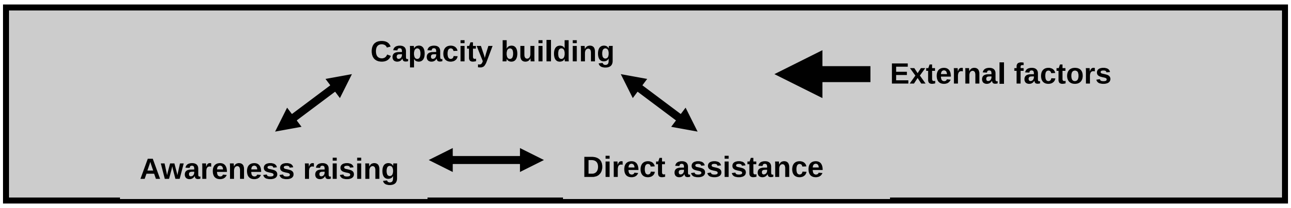
- It is essential to improve impact monitoring. Always ask yourself the Question: 'Did we make a difference?';
- PM is not just monitoring as in **'checking'** for impact, but also **'learning'** at the lowest possible level for empowerment and action;
- I Hear & I forget;
  I See & I Remember: Work with visuals!;
  I Do & I Understand: Involvement, empowerment & ownership by stakeholders;
- Mistakes made are NOT failures: Analyze mistakes and undesirable outcomes, write about them, and learn from them;
- The essence of pilots is to learn: openness and critical analysis are crucial;
- Recognize that it is rare for those in positions of authority to consult those who are less powerful.
  - → Introduce Figure 4 'Ladders of Participation' (see page 8 of Part I) for government; partners; families; children;
  - → Tool 1-4 are mainly for governments and partners;
  - → Tool 5-8 are mainly for families and children;



[1] See in particular Pages 13, 14 and 46 of the final Mid-Term Review report (February 2002).

No participation of stakeholders

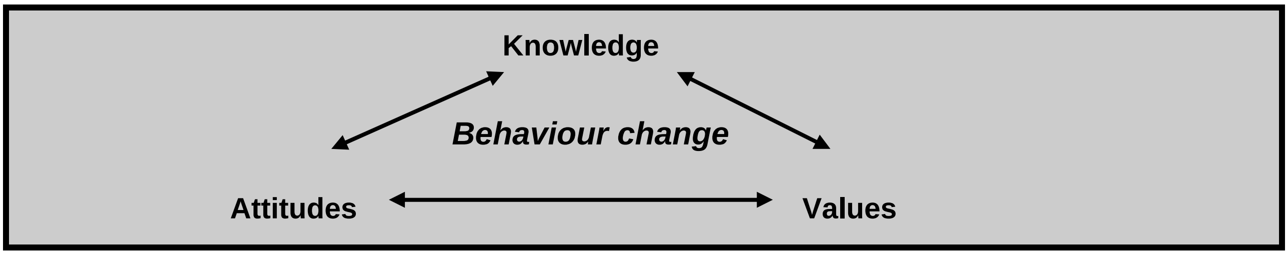
- Recognize the holistic nature of interventions (capacity building, awareness raising, and direct assistance) and focus on the effects of each one of these separately, and in combination, and also look into external factors;



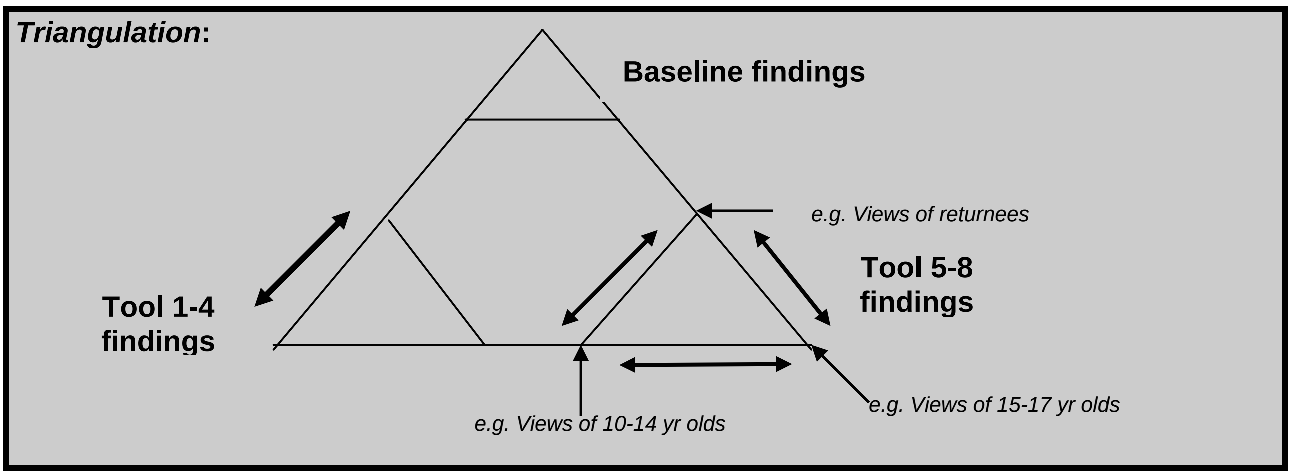
- The 'Key Questions' in the first column of the PM matrix (Figure 5 in Part II) are derived from the country logical framework. The tools are to be used with different target groups involved in the various APs, and when analyzed will provide answers to these Key Questions;
- When using tools always opt for focus groups (i.e. age & gender):

10-14 Female	10-14 Male
15-17 Female	15-17 Male
18-25 Female	18-25 Male
26-65 Female	26-65 Male
Elderly	

- Quantitative = numbers; Qualitative = words;
- When collecting data: 'Eyes' and 'Ears' are crucial; observe & listen;
- When looking at behavioural change, don't just monitor increase in knowledge, but also include a focus on attitudes and values;



- Always ask open-ended Questions. Not those leading to a yes/no answer;
- Ethical issues: always seek 'informed consent', and respect confidentiality;
- When interviewing adhere to some principles to ensure reliability of findings: gain trust and make research 'subjects' feel comfortable; have the right facilitator for discussions; don't jump to conclusions quickly; divide roles in the monitoring team;
- Use *triangulation* when analysing (see diagram below aka Figure 7);



- When analyzing:
  - Be open-minded;
  - Be critical: Always ask WHY?;
  - Look beyond the obvious;
  - Compare and contrast
  - Look for trends;
  - Look for causal factors;
  - Look for unique / A-typical appearances;
  - Look for inconsistencies;
  - Look for gaps;

- What to do with findings: reporting downwards, upwards, and horizontally;

Reporting downwards, upwards, and horizontally

National level

Provincial level

Prefecture level

County level

Findings analyzed *Township*

Village level

Family level

Children's level

Reporting upwards: mainstreaming

Reporting horizontally: Replication**

Reporting downwards: Empowerment

** in other townships where the project is not operational

- In summary, which tools to use at what level for what purpose are (see Part II):

Intermediary/ facilitator	Tools to be used	Communication with	Main type of intervention	At what level
None	**↔ 1 + 4 8****	• **Partners** • **Committees** • **Township & county co-ordinators**	• **Capacity building** • **Advocacy**	• **County** • **Township**
	(3)**	• **Village head**		
Agricultural extension worker *	**2**	**Focus groups of:** - Elderly - Adults (M), adults (F) - 18-25 (M), 18-25 (F) - 15-17 (M), 15-17 (F) - 10-14 (M), 10-14 (F)	• **Direct assistance** (including focused **awareness raising)**	• **Village**
Male & Female Youth volunteers *	**↔ 5+7 8 (6)****			

* These facilitators need Training of Trainers to work with focus groups (not individuals!).
** Can be omitted in case of time pressure.

Part I

Theoretical Framework for Participatory Monitoring

Chapter 1 - Framework for Monitoring in the ILO TICW-Project

1.1 Why do we monitor?

1.1.1 Reasons for monitoring

- To know if we are achieving our goals: How has the project contributed to preventing trafficking? How well are we doing towards meeting our objectives?
- To provide evidence of good practices that can be replicated by government and/or other organisations
- To learn as we go along; to understand more about the communities where we are working and how we can best assist in preventing trafficking. This might mean altering our activities to make them more relevant to the people we work with.
- To ensure that partners at all levels have a good understanding of what the project is doing, the challenges faced, and the achievements so far. And to enable people at different levels to suggest changes that will increase impact

Hence: ***Monitoring is about learning – it is much more than 'checking up'.***

1.1.2 Benefits of *'participatory'* monitoring

Monitoring conducted in a participatory way is a very effective way of building capacity and ownership from community level up to national level because:

- it is an opportunity for gathering a range of experiences and perspectives from different stakeholder groups,
- project partners and staff analyse data in a team, hence sharing their skills and increasing their understanding of the situation at community level,
- project teams at each level can verify the data passed up from the level below,
- the tools and systems can be used in the final evaluation (with external inputs) and
- joint activities are the best way of building relationships.

1.2 How does monitoring fit within our project framework?

1.2.1 What we do already that will help us monitor

- Build ownership and work with and through stakeholders (e.g. the Stakeholder Ownership Exercises or SOEs);
- Employ participatory approaches when designing projects (e.g. Objective Oriented Project Planning, or OOPP);
- Gather baseline data in project villages and in some areas in nearby villages that are not in the project (for use as 'control villages');
- Work at different hierarchical levels of government (regional, national, provincial, and local);
- Work according to a process. This means using pilot-tests, learning by doing, being flexible and adapting activities where necessary;
- Report regularly on project activities and changes in the socio-political environment affecting our work (Partner 4-month progress reports, status reports and mission reports);
- Learn from experience in other parts of the world and apply to our local context (e.g. working with consultants who know about income generation activities to help partners do market analysis and design appropriate activities);
- Share information with other agencies on what we have learnt from initial research, and try to work with them where opportunities arise.

1.2.2 As a result we have some strong foundations for monitoring project impact, including:

<u>*People to work with:*</u>

- Community members (young and old, male and female) who can tell us about the changes they have observed in their communities and their decisions relating to migration,

- Partners (local government and NGOs) who have considerable knowledge about the context of migration, trafficking and can report change.

Information to work with:

- Baseline data,
- Progress reports and mission reports that contain details about information and some initial results of these activities,
- Secondary data (e.g. surveys conducted for other purposes that include reliable information on migration, occupation, household income, etc AND qualitative research on migration and aspirations particularly in childhood and youth).

Systems of collecting data and reporting:

- Strong government systems in some countries can be used to transfer information vertically as well as horizontally,
- Partner skills in participatory monitoring (some evidence in Thailand, Cambodia and Lao but less in Yunnan and Vietnam),
- Support available from project staff at national and sub-regional level.

1.2.3 What is missing?

1. Our focus has been on monitoring activities; we have little information on their impact:
   The important question is; have our activities helped to prevent trafficking?
2. Reports contain the views of partners and staff, but we have not recorded the views and experiences of children, youth, parents, village heads and district officials.
3. Children and youth are often absent from discussions about the project's activities, yet it is their lives that the project aims to protect.
4. Partners are used to collecting statistics about the community, but rarely gather other types of information relevant to trafficking (e.g. observations of changes in occupation preferences of migrants, or the beliefs, attitudes and values that influence migration, or young people's hopes for the future). Such qualitative information is difficult to obtain in statistical form.
5. The project does not yet have a user-friendly system of monitoring progress that is not too burdensome for staff and partners.

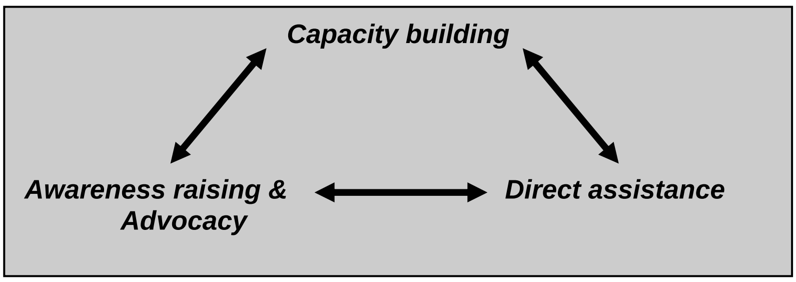
1.2.4 How can we fill the gaps?

1. ***Focus on impact of the project***, or whether interventions have helped to prevent trafficking: Think about how we can measure change resulting from project interventions (see below for explanation).
2. Use a participatory approach: Involve those who are meant to benefit from project activities in monitoring (after all, they are in the best position to know whether activities have made a difference to their lives!) AND work together.
3. Become familiar with ways of working with children and youth, and learn how to analyse the data they produce.
4. Include relevant qualitative data (anything that is not numbers) and analyse these alongside the quantitative data (numbers).
5. Plan carefully with partners/colleagues and community members to decide who is the best person to facilitate each monitoring tool. This requires co-ordination, but means that the workload is shared AND the findings can be validated by a 'mixed team' working on the analysis.

1.3 Monitoring to measure project impact

1.3.1 How do we measure the impact of our different interventions?

All countries are using a holistic perspective in trying to prevent trafficking. In other words, their interventions include these three areas.



The arrows on the diagram show that each of these activities contributes to the effectiveness of the other two. For example, if partners build the capacity of village leaders and village groups to discuss and plan activities to address trafficking, it is much more likely that that the awareness raising and direct assistance will be effective.

Because the interventions are all inter-related, it is not sufficient only to measure what happened as a result of direct assistance (e.g. numbers of poor families whose income increased during project period). In order to make a statement about project impact, we need to do three things:

1. Understand what effects each activity and identify ways it helped to reduce trafficking in children and women
2. Think about how the different activities have worked together to change people's behaviour and attitudes around trafficking
3. Look at the other things that might have caused an increase or decrease of trafficking in the area. These are known as 'external factors' in diagram * and in the toolkit.

1.3.2 Monitoring impact: Like cooking soup

We can think about the monitoring process as like making soup[2]. If our objective is to produce some delicious soup, we need to take several steps just like we do in monitoring trafficking:

Conducting the activities is like collecting the ingredients for the soup. The first step is to make sure each activity is on track, like checking whether our ingredients are fresh.

But if we put all the ingredients in a pot together, this will not mean we have tasty soup. The soup must be cooked by someone. This takes time and skill, in the same way that the evidence of impact of our interventions takes time to identify. Also the tastiness of the soup is not just dependent on the ingredients. The cooking environment must be right – not too hot, and not too cold. The types of spices used will also determine its flavour.

In the same way, external factors (such as changes in the local economy or communications) can influence the impact of our interventions. Although we cannot control these factors, and many are not predictable, it is vital that we include them in our monitoring. This way we can understand how they influenced the success or failure of income generation activities, awareness raising and capacity building activities.

1.3.3 Analysing the information collected during monitoring

Analysis[3] is the vital linking process between collecting information about impact and actually using it to learn more about the context in which we are working and to use this learning in planning for future interventions. For this reason, it is important to think carefully about how the analysis will be done; when? in what setting? and by whom?

Analysis involves looking closely at the data gathered from community members, local government and partners. The aim of the analysis is to identify change in the community and local government that relates to trafficking and to try to understand some of the causes of these changes. To help us, we use an analytical framework that is made up of the themes and key questions we need to answer.

1.3.4 What happens to the information? How does it help us monitor the overall project?

Each set of information collected by partner organisations will be a vital part of understanding whether the project as a whole is achieving its objectives.

To understand the flow of information, it is useful to think about how our project documents relate to each other (See Figure 1 below showing *cascading logframes*). We can read the diagram as follows:

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[2] With thanks to Kusumal Rachawang of ECPAT Chiang Rai for providing the idea behind the soup analogy.

[3] See Section 2.3.5: Analysis: making sense of the information (Page 20).

- Each country programme has one or more 'Action Programmes' (AP). If the objectives of the AP are fulfilled, this will contribute to one of the outputs of the national logframe (this is the project framework agreed upon by each country's NSC and the ILO management).
- The immediate objectives in all country logframes is the same, namely: "To have contributed to reducing trafficking in children and women for labour exploitation through the development, implementation and monitoring of effective and integrated sub-regional and national programmes and strategies".
- If a country is able to fulfil this objective, then it will have made a significant contribution to the ILO-IPEC's goals in the Greater Mekong Sub-region and across the world.

For these reasons, it is vital that we monitor what has happened in each project site; at 'Action Programme' (AP) level all the way up to national level and regional level. Indicators help us to know whether we are achieving the objective. There are normally 2 levels of indicator:

- Lower level = Activity level indicator

For example; the number of children and women who attended a theatre performance on trafficking.

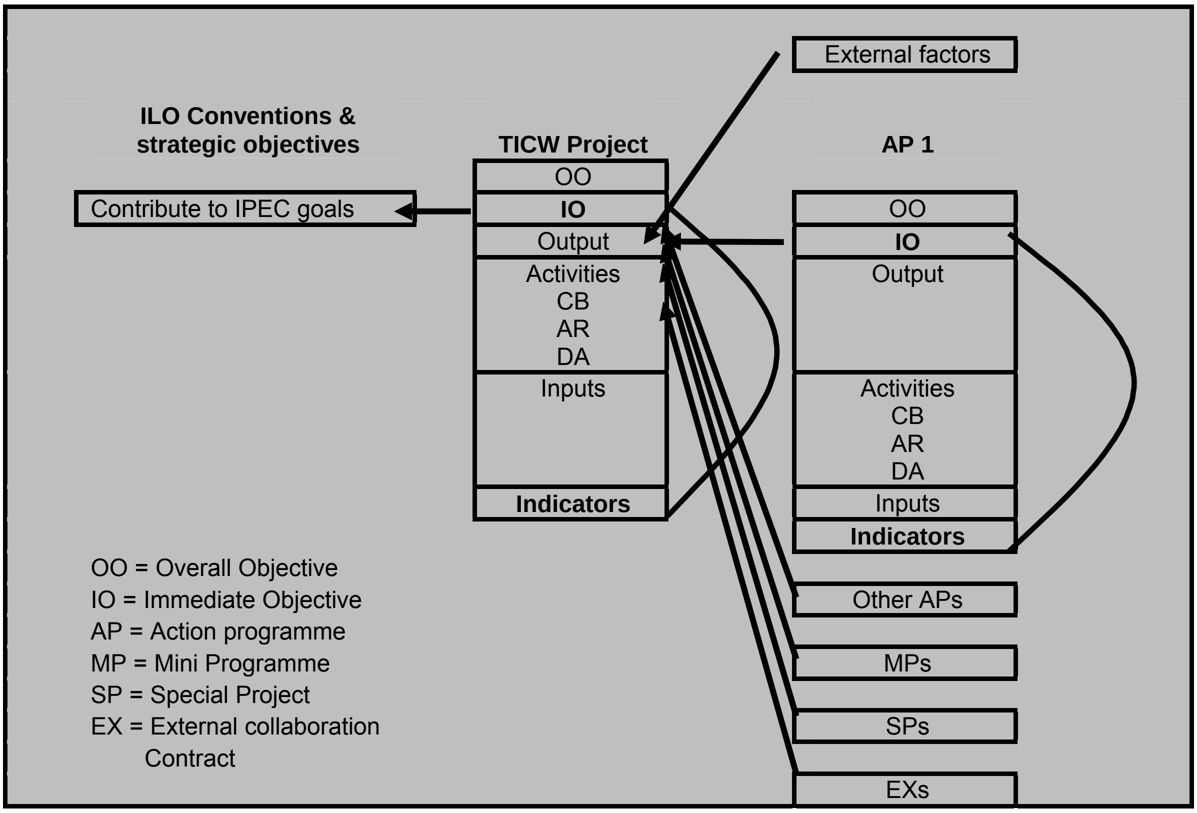
- Higher level = Impact level indicator

For example; whether the theatre performance has increased children's and women's ability to protect themselves from being deceived into exploitative work

Monitoring using activity level indicators is quite easy and most partners do this well. However, this does not give sufficient information to know whether we have achieved our objectives (ie reducing trafficking).

The toolkit (PART II) is intended to help staff and partners to monitor impact level indicators.

Figure 1: Cascade of Log Frames



Chapter 2 - Participatory Monitoring: Theoretical & practical considerations

2.1 Before we start: some important considerations

2.1.1 Are we clear about the problem being addressed?

When we use the term '*trafficking*', we must remember that we are not only concerned with exploitation that occurs on route to the job, but also with labour exploitation of people who went willingly to work in another place.

Some partner organisations and local government bodies do not seem to consider labour exploitation as the main issue. Instead, they think that the aim of the project is to prevent migration, or to prevent prostitution. It is important to clarify the definition of the problem being explored before conducting any of the monitoring activities.

For precise details, refer to the relevant ILO Conventions (182 on the Worst Forms of child labour, 138 on minimum working ages, 29 on forced labour) and National Laws. To summarise the basic issues, use this box:

We are *not* trying to prevent migration; rather we are trying to ensure that migrant workers' rights are protected. By this we mean that migrants are:

- Not exploited by those who are arranging their employment
- Not forced to remain in a work place against their will
- Not working under false pretences (e.g. promised one job, and given another)
- Treated fairly at work; paid a reasonable wage, allowed time off
- Not engaged in sex work or other hazardous work if under 18 years of age

In particular, our focus is to prevent young children from working in conditions that could endanger their physical, mental and emotional health.

For example: A fish processing plant where children must operate sharp machines, live in dirty conditions, are prevented from leaving the factory area so cannot attend school or NFE classes, and are paid much less than adults.

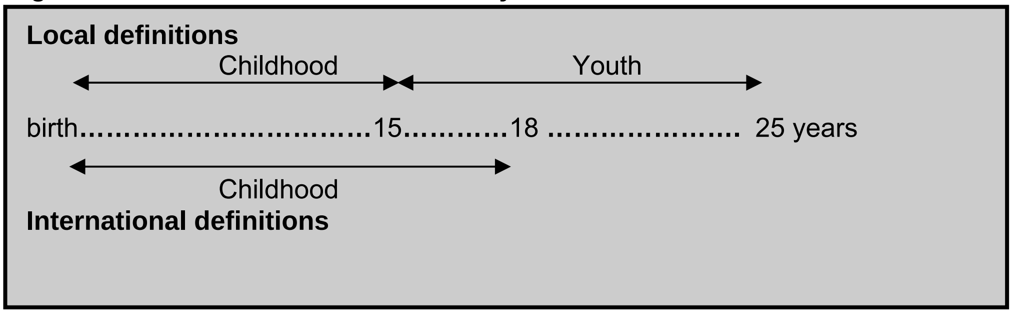
2.1.2 Children and youth: definitions and sensible monitoring

This definition of 'children' used by the ILO-IPEC follows that within the UN Convention on the Rights of the Child, namely anyone under 18 years of age.

In order to monitor the impact of this project on the lives of children and women (the target group), we need to collect information on those who are under 18 years of age (the 'children') as well as women over 18 years. However, it would not be sensible to monitor using one category 'children' for all those under 18 for two reasons:

- We know that children's vulnerabilities to trafficking and other forms of exploitation differ according to age and psychological development,
- In rural South East Asia, like many parts of the world, childhood is usually considered to have ended sometime between 15 and 18 years (when many leave school). Another category 'youth' often includes those aged 15 to 25 years.

Figure 2: Definitions of Childhood and youth



It is recommended that during monitoring, two age categories of children are used namely 10-14 years, and 15-17 years.

In practice, this means:

- when using the monitoring tools, participants' ages should be written down (especially when the group is made up of 'youth' who could be aged 15 upwards),
- that 10-14 year olds must be included in the monitoring process even if they are not the ones who are now migrating frequently or do not appear to be in immediate danger of being trafficked, and
- when analysing the data in order to understand how the project has made an impact on children, we must make sure that we use information from or about those under 18 years of age.

2.1.3 What does 'participatory monitoring' mean?

So far, this project has used a participatory approach in getting things going, and to make the best out of opportunities to bring trafficking issues into government and community thinking. These include:

- Stakeholder Ownership Exercises; selection of target areas based on data and local knowledge of community strengths and weaknesses.
- Regular meetings on project progress with partners and updated reports sent through government channels to keep everyone informed.
- Joint activities with partners and/or other key agencies: e.g. Media included in missions to target districts in Yunnan Province resulting in TV documentary, coverage of project in popular daily paper.
- Sharing knowledge: Chair of Laos NSC visits Cambodia for NSC meeting and exposure visit to NGO work.

Participatory monitoring is just the next step in this sequence. It means that when we are trying to understand how project activities are affecting people's lives we do not involve them tokenistically (just for show) but we aim to:

- Incorporate the experiences and views of all 'target groups' into the process of monitoring impact and acting on the findings, within the context of what is possible institutionally and culturally.

A simple example of 'participatory monitoring' is including children in the target villages during information collection. One way of doing this is through group discussions with visual methods (see tools 6, 7 and 8). This will allow the experiences and opinions of children to be documented, analysed and then used in planning changes to interventions.

It is important to remember that participation is a process that happens over time. It means starting where we are, and moving step by step towards greater participation according to what is possible within our work context.

In this region, traditional ways of working tend not to be participatory. It is rare for those in positions of authority to consult those who are less powerful about decisions affecting their lives.

In schools, children are usually taught through rote learning and skills in critical thinking are not prioritised. Due to this kind of education system, staff members of government and NGOs may not have skills in participatory data collection and analysis.

Figure 3 summarises the key aspects of ‘participatory monitoring’. It is clear that this project can make some steps towards a more participatory way of working, but will need to rely on more ‘traditional’ monitoring techniques to facilitate this process.

Tip: The logframes for each country and for the sub-region refer to ‘PM’ as means of verification for the indicators. This refers to the ‘Participatory Monitoring and Evaluation’ process that is necessary to measure progress according to each indicator. The purpose of this guide and toolkit is to explain how to plan and conduct the PM process.

Figure 3: Comparing ‘Traditional’ and ‘Participatory’ Monitoring

	Traditional Monitoring	**Participatory Monitoring**
Who plans and manages the process?	Senior managers, or outside experts	Local people, project staff, partners and others involved in project work.
Role of the intended beneficiaries	Provide information only	Design and adapt the methodology, collect and analyse data, share findings and link them to action
How success is measured	Defined outside the project, mainly quantitative indicators	Defined within the project, includes more qualitative judgements
Approach	Predetermined and rigid	Adaptive and flexible

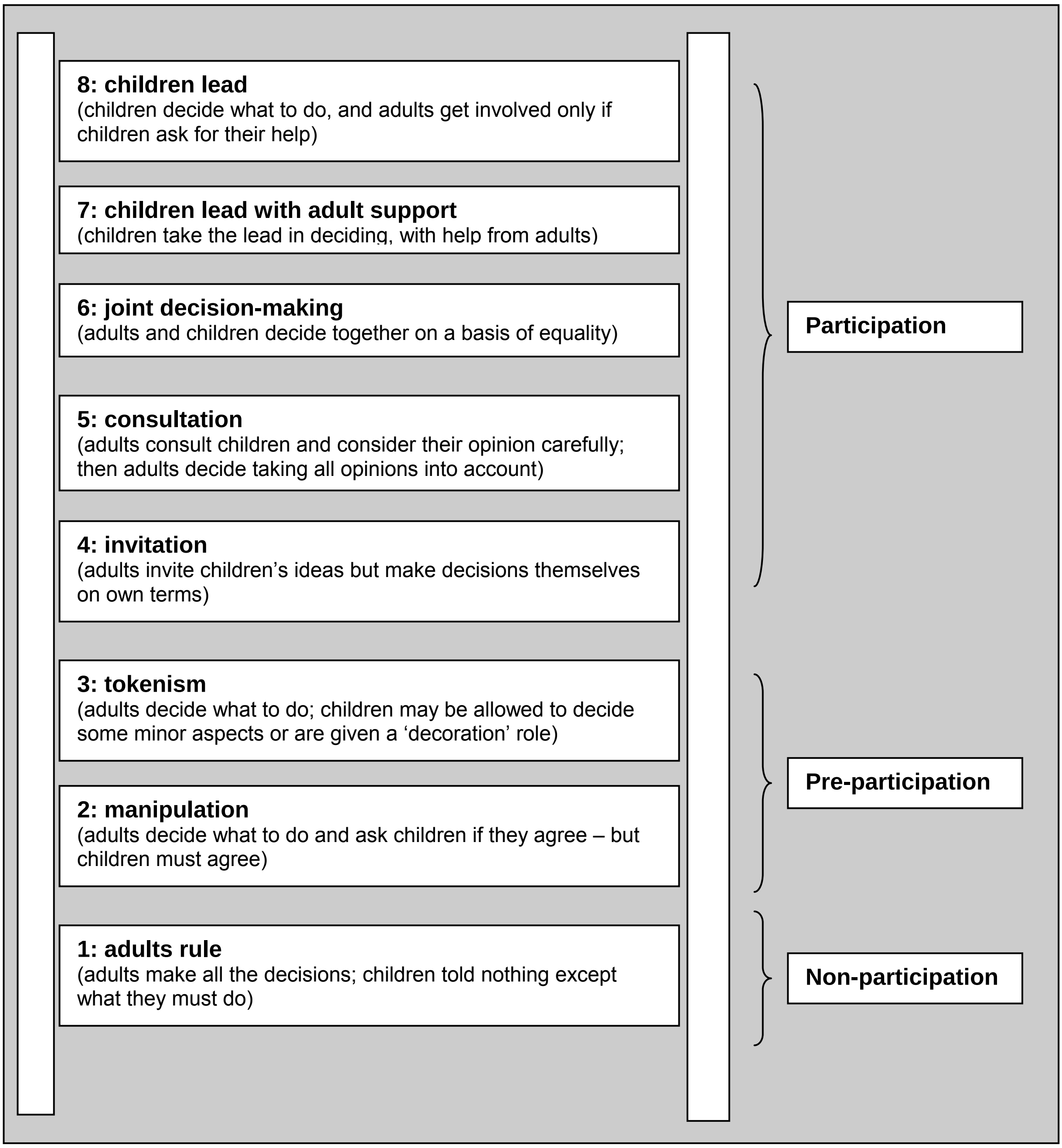
Source: IDS Policy Briefing: Participatory Monitoring and Evaluation: Learning from Change. Issue 12: November 1998, p.1.

2.1.4 What level of participation are we aiming for?

This project aims to use a participatory approach in all its activities. In theory, this means that staff, partner organisations and community members (both adults and children) should be able to participate in some way in decisions within the project and any subsequent project activities. In practice, participation is difficult to achieve due to time pressures (people want to act fast so take decisions without consulting others), cultural factors (where hierarchical decision-making is normal) and lack of skills in how to consult others amongst those working on the project.

The ‘ladder of participation’ (Figure 4) is a useful way of thinking about the level of participation we are now achieving in each area of the project, and how we might move up the ladder to increase the participation of project partners and beneficiaries. Using participatory monitoring tools would be an important step in the right direction – up the ladder!

Figure 4: The Ladder of Participation[2]: Referring to children and youth



The ladder shown above refers to the participation of children and youth in project activities. This is important for NGO and government partner organisations who are aiming to protect children and youth from trafficking within the project. Partner staff members are advised to reflect on their activities to see how children can participate to a greater level in awareness raising, advocacy and direct action. This may involve doing things rather differently than they are normally done, but do not worry about this! Well-planned participatory activities usually increase the learning and commitment of both adults and children involved in the project.

The ladder was developed to show the levels of participation that organisations working with children may be practising, or want to aim for. However, this ladder is not only relevant to our work with children and youth. Because participation is a central principle of this project, the ladder can help staff and partners reflect on the level of participation being achieved by partner organisations and government stakeholders.

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[2] A simplified version of Barbara Franklin's adaptation of Roger Hart's ladder of participation in 'Children's Participation; from tokenism to citizenship, Innocenti Essays No. 4. UNICEF 1992. Source: Boyden J and Ennew J 1997.

2.1.5 Ladder of participation for partner organisations

This section is relevant for NPCs and heads of partner organisations who need to reflect on the levels of participation used within partner organisations. The reason that this is important relates to the sustainability of the project's efforts to prevent trafficking. The greater the participation of community members and their sense of ownership over problems and solutions, the greater the chance that the community will continue trying to prevent trafficking after partner organisations have stopped working directly with them.

The **8 steps** on the ladder (see Figure 4 above) can be translated as follows:

8) Community members (vulnerable families) in charge (community members decide what to do, and staff get involved only if community members ask for their help),
7) Community members lead and staff support (community members take the lead in deciding, with help from staff),
6) Joint decision-making (staff and community members decide together on a basis of equality),
5) Consultation (staff consult community members and consider their opinion carefully; then staff decide taking all opinions into account),
4) Invitation (staff invite community members' ideas but make decisions themselves on own terms),
3) Tokenism (staff decide what to do, afterwards community members are allowed to decide some minor aspects or are given a 'decoration' role),
2) Manipulation (staff decide what to do and ask community members if they agree – but community members must agree),
1) Staff rule (staff make all the decisions; community members told nothing except what they must do).

2.1.6 Ladder of participation for government stakeholders

This section is relevant for NPCs, the NSC and the sub-regional office because it relates to the participation of government stakeholders at all levels. The participation of local, district and provincial government members is vital to this project's impact - for example in ensuring that trafficking is on the agenda of relevant government departments.

Again, the higher the level of participation by government stakeholders, the stronger the foundations will be for sustained action to address trafficking within the government. It should not be assumed that just by including government members in meetings or sharing information with them, that this is a participatory approach. The process of increased participation by government members at all levels means a shift in power from the project staff and partners to their government counterparts, for example in decisions about what actions should be taken and in resource allocation.

The 8 steps on the ladder (see Figure 4 above) can be translated as follows, and used to ask the question; are local government members participating in the project in appropriate ways?

8) Government in charge (government members collaboratively decide what to do, and project gets involved only if government asks for their help),
7) Government lead and project supports (government take the lead in deciding, with help from project),
6) Joint decision-making (project and government decide together on an equal basis),
5) Consultation (project consults government and considers their opinion carefully; then project decides taking all opinions into account),
4) Invitation (project invites government's ideas but make decisions itself on own terms),
3) Tokenism (project decides what to do, afterwards government are allowed to decide some minor aspects or are given a 'decoration' role),
2) Manipulation (project decides what to do and asks government if they agree – but government must agree),
1) Project rules (project makes all the decisions; government told nothing except what they must do).

2.1.7 Monitoring as an opportunity to promote the rights of children and women

The wider context in which this project operates is one of human rights. National governments of the participating countries and the donor country have signed both the UN-Convention on the Rights of the

Child (UN CRC) and the UN-Convention on the Elimination of All Forms of Discrimination against Women (CEDAW). Preventing labour exploitation through trafficking is an important contribution to fulfilling the rights laid out in these conventions.

By monitoring the IMPACT of this project, we can inform those in policy making positions about the methods that worked well, and those that were not so effective, in terms of fulfilling the rights of children and women.

In addition, our contribution to the fulfilment of human rights depends on HOW we monitor. This project presents a unique opportunity to fulfil the parts of the UN CRC and CEDAW that refer to the 'civil rights' of children and women. Two very important areas are:

- rights to protection from harm and
- rights to participation in decisions affecting their lives

But what does this mean in practice for the way we conduct monitoring?

Recent work on 'rights-based monitoring' in the South East Asian region suggests the following guiding principles[5]:

- Accountability: accurately assessing the results of inputs and change on women's and children's lives
- Participation: involving children and women in the monitoring process
- Non-discrimination, equality and inclusion: protecting children and women from harm or stigma that could result from monitoring (see page 14 section 2.3.1 on ethical issues)
- Rights-based goals: goals that will enhance children and women's rights to survival, development, participation and protection
- Models of change towards realising rights: careful documentation of the steps that can lead to realising rights (e.g. for the TICW project, the right to be protected from sexual exploitation for children, and from exploitation at work)

Like adults, children also have civil rights for example freedom of association, access to information and participation in decisions affecting their lives. In order to respect these rights, as well as to learn more through our monitoring practices we need to:

- Work with children in ways that can alter the power relationship between adults and children (rather than telling children what to do, we need to seek their opinions and listen to their experiences).
- Raise awareness and develop skills in children's participation among children and adults.
- Use the monitoring tools and processes to promote children's civil rights by demonstrating that children can and do share important information.
- Overcome some obstacles related to traditional hierarchies such as adult resistance to children taking part in the monitoring, or men's resistance to women's groups for the purpose of monitoring.

2.2 Getting started

2.2.1 Documenting the activities and outputs

Before starting to monitor impact, we need to make sure that all activities and outputs (what happened as a result of the activities) have been written up properly. Partners can use part C/D of AP progress reports[6] for this purpose. This is necessary because without such information we cannot make claims of 'reasonable links' between the changes in communities and the work of the project.

2.2.2 Measuring change: what and how?

Before attempting to monitor impact, it is important to understand what changes we are trying to measure and how we can do this.

The changes to be measured **at country level** are the indicators set out in the national level logframes. Because the logframe is a flexible management tool that can be changed as the project evolves, some of

[5] Theis, J. (in progress) Handbook for Action-oriented Research on the Worst Forms of Child Labour. Technical Intervention Area, TICW Project, ILO-IPEC SRO Bangkok.

[6] See MAMA Ref:4.14-C/D.

these indicators may no longer be valid. NPCs and NSC members are advised to make appropriate changes to the logframe (for example in indicators, means of verification and assumptions) so that it can be used as a framework for monitoring the cumulative impact of APs and work done by the country office.

The change to be measured by partners running APs is the progress made towards achieving their immediate objectives. Because these objectives are in the general areas of capacity building, awareness raising and/or income generation they overlap with the **'key impact questions'** outlined in Figure 5 (see part II).

In order to verify indicators and answer 'key impact questions', we need to measure change in one of two ways:

1. By comparing the situation in a certain place over time. For this we need **good baseline information** to give an accurate picture of our starting point. We also need to account for other factors affecting everyone over a certain time period, e.g. droughts, price rises of staple foods, initiatives by other projects. We call these **'external factors'**.

2. By comparing information from communities where the project has been working with information from communities not part of the project. This method needs a **control sample**; in other words a group who are very similar to the groups who have been part of the project, and for information to be gathered from both groups.

To make use of data from control villages, the analysis must:

1. Use qualitative data gathered through participatory tools alongside the survey data produced using the baseline data forms etc. Tool 5 (returnee migration map) is recommended as a basic minimum method of understanding community members' experiences and perceptions of migration, risks and opportunities.

2. Link changes in migration practices with external factors. These could be economic factors (income and poverty levels), social factors (aspirations, pressures to travel and earn outside), and political factors (quality of village leadership, motivation in local government to address trafficking, reasons why leaders may not want to confront traffickers)

3. LOOK out for: evidence that suggests that a certain characteristic of the village (for example; leadership, poverty levels or strong link with employment source somewhere) has made a difference in terms of the impact of the project interventions, and follow this up by comparing results from this village with those from another nearby village. Findings should be documented carefully.

Watch out!! Comparisons between a project village and a non-project village will only make sense if the external environment is quite similar in terms of culture and socio-political structures. This is because it is difficult to understand the links between people's behaviour (e.g. choices around migration) and dominant cultural beliefs and values without a detailed and lengthy study.

2.2.3 How do we plan our monitoring?

Step 1: Make sure the logic of the project is understood

The original project proposal was based on the hypothesis that a combination of three inputs; capacity building, awareness raising and direct action could help reduce trafficking. In meetings with partner organisations and community members, the links between each of these inputs and the expected result (namely reduced trafficking) should be explained before planning monitoring. For more details on the logical links between inputs and objectives, refer to the notes on cascading logframes.

Step 2: Monitor activities and expenses

Check whether expenses are made according to project plans (in other words that they relate to the activities specified in budgets and plans). Report activities completed on progress report form 4.14 C/D.

Step 3: Review indicators in logframe and APs for 'proxy' evidence

Each area of intervention can be monitored according to a number of indicators of success. These tell us that certain achievements have been made, but are only 'proxy' evidence of impact because they do not guarantee that the overall goal has been reached – which is, reduced trafficking of children and women. However, it is necessary that we measure 'proxies' as well as the rates of trafficking because without these,

we cannot understand the role of the project in changes of behaviour within project communities and partner organisations.

For example, for AR (and DA), monitoring plans need to include ways of assessing increased 'knowledge' relating to trafficking and labour exploitation that is due to project interventions. The tools relating to AR and DA described in part 3 can measure these two important 'proxies':

- Increased practical knowledge about trafficking amongst target communities
- Attitudes and values relating to migration amongst target group (see section on analysing knowledge, attitudes and values later in this document)
- The family situations of migrant children and youth, and the influence of difficult home situations on whether and how individuals migrate

For capacity building, the following indicators are used to provide 'proxy' evidence of impact and are included in the tools provided in part 3:

- Improved access to services in target communities
- Improved collaboration among agencies
- Additional resources allocated by government/NGOs to trafficking prevention
- Integration of project into government planning
- Mainstreaming of trafficking issues into government
- Mainstreaming of approaches (participation, innovation etc.) and replication of these approaches in other activities by partners

Step 4: Plan ways to gather proof of impact

As stated above, the strongest evidence for this project's impact is the reduction in numbers of children and women trafficked in project villages. This reduction should be either over time or a reduction in trafficking in project villages as compared to control villages (see section titled 'measuring change' above for more details).

The way in which these figures are collected vary in each country, and this is not a problem. However, project staff and partners need to consider whether the figures produced by village heads, government bodies or partner agencies are reliable. It will probably be necessary to check figures in a few project sites at least in order to make sure that 'trafficking' is not being confused with 'migration' (for example by asking other village members with good knowledge on where people are and what they are doing).

Step 5: Monitor the impact of external factors

The final step in planning monitoring is to make sure that the tools chosen are able to measure the impact of external factors (for example changes in the local economy, new infrastructure in the area, new work opportunities within or outside the area). Without some measurement of the role of external factors, we cannot make a valid assessment of the impact of the project. This is because other social, economic or political factors may have had a far greater impact on children's and women's vulnerability to trafficking than the DA, AR or CB inputs combined. If we find this to be true in one or two project sites, this does not mean that the project has failed. Instead, it shows that the project is operating in a very challenging environment. It is especially important that monitoring in these areas is done well so that lessons can be learnt for future project planning.

2.2.4 How do we bring all this information together?

Due to a complex range of causal factors behind 'trafficking' and the resulting labour exploitation, it is necessary to;

- Use a logical plan for data collection and analysis (for example, see Figures 5 and 1 in Part II Toolkit).

- Use a variety of tools to answer the same questions; this process is called triangulation and is important for ensuring reliability (see page 19: Figure 7).
- Summarise the findings from each tool separately and then analyse the findings from different tools together according to key questions or themes.
- Conduct monitoring as soon as possible, and repeat the process in 6 months, then again in one year (and every 6 months after that).

2.2.5 What kind of information are we collecting?

Because trafficking is a complex and sensitive problem, we cannot rely on numbers alone to provide information on the impact of the project. For this reason, it is important that we think about other kinds of information that tells about people's experiences, their decisions, behaviour and attitudes. In other words, we need to consult people and listen to what they say about the trafficking situation. We refer to their words as **'qualitative data'** and to numbers as **'quantitative data'**.

Although it appears that this project has focused more on quantitative data collection (numbers), we must not forget that the situation analyses, rapid assessments and the written reports produced by partners and staff contain BOTH qualitative data (words) and quantitative data (numbers).

Qualitative data is often collected and used without us even being aware that this process is happening. For example, the words spoken by a village leader at a community meeting about the needs of women and children may form one of pieces of 'evidence' in our analysis of 'the problem' and hence our project design.

Because it involves numbers and surveys, quantitative data collection is a much more obvious process. Yet, the way these numbers are interpreted will inevitably be influenced by some qualitative data (what we saw last time we visited this village for example).

The aim of participatory monitoring in the TICW Projectis firstly to include beneficiaries and partners in the monitoring process AND to make the process of data analysis clearer and more systematic. In practice, this means:

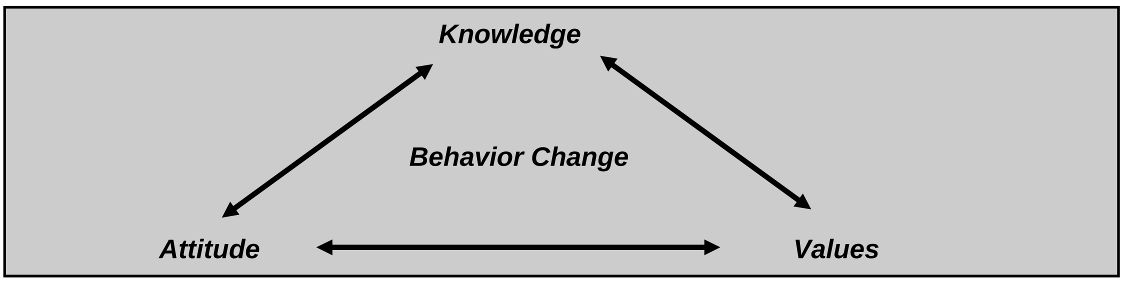
- Using methods that can fill the gaps in qualitative data that are needed to understand the motivations behind migration into exploitative situations (including beliefs, attitudes and values)
- Understanding how to bring both quantitative and qualitative data into the analysis of change in a certain community.

> In Cambodia there is a saying that 'a man is gold and a woman cloth' meaning that a man can be polished clean if dropped in the mud, but a woman remains dirty as washing the cloth will not make it totally clean. This displays an underlying cultural value of inequality between the sexes in terms of what they can and cannot do without receiving criticism from society. It also promotes an attitude that it is acceptable for men to have sex with prostitutes, whereas if a woman does not keep her virginity until marriage then she may be rejected by society.

2.2.6 Filling the gaps: analysing knowledge, attitudes and values

When we think about the reasons why we behave in certain ways, we realise that it is not only our knowledge that influences our decisions. The values we have (what we consider to be 'good' or 'bad' behaviour), plus our attitudes towards something (for example, whether we think it is something suitable for men or women, girls or boys) will also influence our decision.

Figure 6: Links between Knowledge, Attitudes, Values and Behaviour Change



When we think about this in relation to children and women who are offered the opportunity of work outside their community, we realise that knowledge will not be the only factor influencing their decision whether to go. Their values, attitudes as well as their experiences at home (such as family conflict) will also influence their decision.

The reason we need to monitor attitudes, values and experiences at home is to try to understand how our awareness raising activities are influencing people's behaviour. In other words, is knowledge about child rights and the risks of migration sufficient reason for young people to stay in the village rather than decide to migrate into an unknown situation?

It is therefore importance to ask about and try to understand attitudes and values that can be both positive and negative with respect to trafficking.

For example;

- What are community members' attitudes towards returnees?
- What are young people's attitudes towards HIV/AIDS?
- What are their attitudes to living in the village versus living and working in the town?
- What values do children and youth have about their duties to their family?
- What values do parents hold about their children? What do they think are their own duties towards their children, and the children's duties for their parents?
- What are the dominant cultural values surrounding male and female sexuality and faithfulness to one's partner? (see box above).

During monitoring, we need to ask these kinds of questions and then think about how these influence people's behaviour.

The next stage in the analysis process is to ask how we can influence these attitudes and values towards protecting children and women from exploitation. For example by bolstering the positive attitudes and values already held within the community, by increasing knowledge around rights and the law, or by exposing and discussing 'risky/unhealthy' attitudes. Thinking about these opportunities will help us make appropriate changes to current 'awareness raising' activities.

2.2.7 Selecting appropriate tools

The Toolkit (Part II) contains a range of tools designed to assist in monitoring impact of Action Programmes. Which tools are selected will depend on the activities conducted by the partner organisation. For example, Tool 2 (matrix on effectiveness of IGA) will be useful for partners conducting income generation activities, but not for those engaged in awareness raising only.

Most of the tools generate information that will be useful to all partners such as migration experiences, children's and young people's expectations around work and the socio-economic context. It is important to remember that the tools are designed to work together to produce a complete set of information. However, project staff and partners are encouraged to choose the right combination of tools. It is not necessary that all tools are used in all project sites. Also, users of the tools should modify the tools in order to match the impact questions that need answering in a specific area. For example, you may want to change the questions asked within each tool. If the suggested tools cannot be used in a certain situation (due to cultural or other reasons), it is important to find another way to gather the information covered by that tool.

Traditional tools may be used in combination with the participatory tools outlined in the toolkit. For example, a small survey to find out about any changes in sources of income and migration of family members would produce useful results that can be analysed with results from the participatory tools relating to income generating activities and to migration experiences of returnees.

2.2.8 How to use the tools

Each tool described in the toolkit (Part II) contains an explanation of its purpose within the monitoring of TICW, how to use it and tips for the facilitator at each stage. It also contains tips about how to analyse information produced by the tool.

2.3 Good practice in monitoring: practical and ethical issues

For monitoring to be done in a valid and ethical way, there are a few general principles to be followed that apply to all methods and tools.

2.3.1 Ethical issues

► ***Make sure participants have given informed consent***

When preparing to gather a group of children, youth or adults to take part in monitoring, facilitators should explain what topics will be discussed and what will be done with the information. They should then given an opportunity to say ‘no’ to joining the group and their decision should be respected. Part of respecting human rights is to make sure that activities are explained and that participants join in only if they are willing. This is especially important when working with children because adults are used to telling children what to do, and children are used to having to obey them. Respecting children’s rights means explaining what the activity will involve, asking if they would like to take part and letting children decide for themselves.

► ***Respect anonymity and confidentiality***

Discussions about trafficking and migration often include sensitive topics. Participants will probably want to remain anonymous and for their words to remain confidential (not shared with anyone except the project team). Before beginning any discussion tool, facilitators should explain to participants that their names will not be taken down (only ages and gender), and that the information written down by the facilitator will be used by the project and will not be shared with the whole village.

► ***What to do when children or women raise serious problems or trauma***

Sometimes, during group discussions or interviews for monitoring purposes, an individual child or woman may talk about their own experiences and on-going problems resulting from trafficking, labour exploitation or perhaps even abuse within the family. The facilitator will naturally feel that it is his or her responsibility to try to protect this individual from further abuse, and ensure they have some help in dealing with the trauma. This is a positive ethical response, but we need to be careful in what actions we take in order to avoid further problems for the individual child or woman. Of course, each situation will be different depending on the type of problem mentioned and who is facing it. But these general steps can be taken by the facilitator in all situations:

1) Listen carefully to the problem but do not ask the child (or woman) for further details during the group discussion as she or he might not want other group members to know.

2) At the end of the discussion, thank everyone and when the others have gone talk to the child individually and ask whether they have told other relatives or trusted adults about the problem, and whether they have support to deal with it.

3) a) If you think that the child **does have** someone supporting them, do not take any further direct action or tell any other people in the village. But, when you meet them again in the village, do ask them how they are and whether the problem is getting any better.

3) b) If you think that the child **does not have** support from a trusted adult, then ask the child who they would like to help them. You need to explain that you want to make sure that they get the help they need, but that cannot give direct support due to practical reasons (for example; you live outside the village). When you have discussed who could give help, go to that person with the child, introduce yourself and talk about the problem together. If the child has no suggestion of a person who could help them, ask their permission to talk to someone in the village who you think could help them. Arrange to meet the child in a few days time after you have made some enquiries and talked with someone who might be suitable to assist the child in dealing with the problem or trauma. If you think this person is suitable, introduce the child to him or her, talk briefly about the problem together then keep an eye on the situation. Try to meet the child every few weeks to ask how things are going.

4) During this whole process, it would be wise to share the basic information about the problem with colleagues in order to help you take the right actions and enable them to also watch out for similar problems faced by others in the community. However, we must

remember to respect confidentiality as much as possible and try to protect that individual from any stigma within the community. Cases like this should not be discussed at open village meetings.

Checklist for Ethical Issues
THESE ARE ESPECIALLY IMPORTANT WHEN WORKING WITH CHILDREN!

Before starting:
- Explain that participants will remain anonymous (no names will recorded) and the information will be confidential (only used by project; not made public);
- Make sure participants have given informed consent; Make sure there are not 'inappropriate listeners' in the vicinity (e.g. project 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 end of discussion:
- Thank participants for their time and input;
- Look for any gaps in information and summarise 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:
- Feed back main findings to participants and ask their opinions.

2.3.2 Practical guidelines for good monitoring

► ***Observe, record, observe, record….***

Good quality data is produced when facilitators are good at observing and recording what is happening around them. This means that in a group discussion, the facilitator does not only note down responses to the main questions being asked, but also other subjects discussed by participants that relate to life in the village. It is important that the facilitator listens hard and tries to record the experiences and views that are raised participants (whether these are children, youth, women or older men). The reason we do this is to understand the knowledge, attitudes and values of participants, as well as their priorities in terms of action that should be taken.

► ***Use diagrams and photographs where possible***

Pictures are often more effective ways of stimulating a group discussion or of recording ideas than words. This is particularly true when we work with illiterate people. For this reason, some of the tools in the Toolkit use pictures (a basic map, or figures to represent the family) to stimulate discussion and to record information. If these are not appropriate to the cultural setting, they can of course be adapted.

Photography is popular in the region, and it may be possible to ask participants to bring photographs of places that they have been to for work, and to use these to stimulate discussion on migration risks and opportunities (topics covered in Tool 5). If a camera is available, another possibility is that youth and children are asked to photograph aspects of their village that they find 'good', and what they find 'bad' that should be changed to make it a better place to live. These photographs can then be used to demonstrate children's attitudes towards village life, and as a starting point for discussion around their aspirations and options regarding education, work and migration.

2.3.3 Making sure that our data is valid

All data, including survey data, can be biased or flawed. For example, it may reflect what people would like others to believe, rather than what is actually true. It is therefore important that we try to ensure our data is valid by:

► ***Checking up on the reliability of surveys***

It is very likely that surveys of income and migration will not be entirely accurate. When up-dating baselines, partners need to keep a close watch on how the data are collected. It is important to know who did the survey (and therefore how honest respondents are likely to be), how it was done, whether there appear to be any inconsistencies with 'common knowledge' (the things we would expect to be true). If the survey data look to be very flawed, it is better not to use them and to find other ways of getting answers to the question.

► ***Choosing the right facilitator***

The best people to use the tools are those who are most similar to the group of people being consulted (in terms of gender, age, social status or power). The reason for this is that it is easier to develop a trusting and open conversation with someone who is like you. Because trafficking is often linked to sexual exploitation, it is difficult for people to talk openly with people they consider more powerful.

For example, if a policeman interviewed children, the power difference between them is great and the child is likely to be nervous and shy. If a local youth interviews the child, there is not such a great power difference and the child will probably be more comfortable and more open in his or her responses.

This means that when preparing to use a monitoring tool with children (such as Tool 6), the facilitator should preferably be a young person in the community who is first trained by adults and supported by them if she/he faces any difficulties.

► ***Making sure that different people facilitate different tools***

By matching the age/gender of the facilitator with the participants, we will make sure that it is not just one person who does all the monitoring in one particular village. The reason we must try to avoid one person covering all the data collection is that it will be biased by that person's methods, opinions etc. By creating a 'mixed team' of facilitators (approximately 4-6 people working in each project site; some are community members and some are partner organisations staff), we can reduce the effects of personal bias that makes data invalid.

► ***Improving facilitation skills***

In order to collect valid and reliable information, the facilitator must develop a good rapport and trusting relationship with the participants. Depending on how well the facilitator and participants know each other, it will be important to spend some time on icebreaker activities and games (see page A5 of Annex 1). A good facilitator treats participants with respect, shows interest in their points of view, documents their words accurately and makes sure everyone has a chance to contribute to the discussion.

► ***Asking the right kind of questions***

When we use tools to find out levels of awareness it is important to think carefully about the questions asked. For example, if we ask a group of children 'do you know what child rights are?', they are very likely to answer 'yes' because they know that the project has been trying to teach them about child rights. This kind of question is a 'closed question' because there are only two possible answers, 'yes' or 'no'.

A better kind of question is an 'open-ended question'. For example, rather than asking the above question, you could ask 'what are three rights that children have?'. The respondent does not have to answer only 'yes' or 'no', but instead can develop their own answer. Also, the answers to this question would show clearly what is known and where the gaps in knowledge lie. This is also important for adults, for example, when asking about knowledge of employment laws it is better to say ‘please could you tell us what the employment laws are in this country’, than to ask ‘do you know about employment laws?’.

► ***Collecting different types of information as presented by different people***

As shown in Figure 5 (in part II), the tools suggested make use of different types of information. These include observations, personal experiences, opinions and facts relating to migration, work, village life and services available. They also include a wide range of respondents; children, youth, women, men, village leaders, government officials at all levels, NGO staff and project staff. This range of type and source of information will help reduce bias in the findings.

► ***Knowing ‘who’ we have consulted and achieving a balanced sample***

The majority of the tools used in participatory monitoring are for consulting small groups of people or even individuals, but do not aim to consult everyone in the village. It is important that people of the right age group, gender and position are selected for the appropriate tools. For guidance in selecting the right participants for each tool, please see the sections on ‘who?’ and ‘how?’ within the instructions for that particular tool.

Sometimes it is not possible to gather exactly the right group. Hence, at the end of each group discussion or interview, it is vital that participants’ ages, genders and any other relevant factors are recorded. Then, when deciding who to approach for the next consultation, the facilitator knows who is ‘missing’ from the monitoring process so far, and can choose people who will make up a balanced sample.

► ***Triangulating findings from different tools***

The analysis process must include a review of findings generated by different tools. The observations of facilitators and partner staff will also be a valuable in making sense of the information in a holistic manner (in other words looking at the ‘trafficking’ picture from the point of view of social, economic, cultural and political factors.)

2.3.4 Recording the data: ensuring local ownership

Data should be recorded as accurately as possible. This means that when facilitators are using a tool that is based on a group discussion, she or he needs to record the experiences and views of participants. It is very difficult to facilitate a discussion and write notes at the same time. Ideally, the facilitator is assisted by someone who can write down what the participants say. However, if this is not possible, the diagrams that are used with most of the tools in the toolkit (e.g. matrices, migration map) will provide a way for participants and the facilitator to record the main points of the discussion.

When the discussion is finished, the facilitator must make an exact copy onto an A4 piece of paper. On the back of this paper, s/he should write the ages/genders of participants, the date and time of the session and name of facilitator and village (see checklist in Annex 1). Smaller, exact copies are needed for two reasons:

1. To use in the analysis process with data from other tools
2. So that the original data sheets can remain in the village with participants

This means that they can be used for planning interventions and as a comparison when the exercise is repeated 6 months later.

2.3.5 Analysis: making sense of the information

Analysis is a process that reduces notes, diagrams, sheets of survey findings and piles of questionnaires into thoughtful conclusions that can be used for planning[7].

Analysis is often thought to be the most difficult part of the monitoring process and many people find it frightening. This is often because they think it is more complicated than it actually is. In fact, analysis is something we do everyday in an unconscious way. It involves considering the evidence we have available and drawing a conclusion on the basis of that evidence. This conclusion helps to guide future activities. Proper analysis will result in greater understanding and often new insights and therefore result in learning.

The notes provided with each tool in the 'toolkit' give suggestions as to ways of summarising findings from that tool, and then analysing these with findings from other tools. There are however some ***overall principles*** that apply to the analysis of all data as below:

► ***A system for organising and storing data***

It is vital that data sheets are complete (with details of who took part, when and where), kept tidy and are submitted to someone who agrees to be monitoring 'co-ordinator' in the locality. It is recommended that the monitoring co-ordinator has a plan of who is facilitating which tools, where and when, and then this person can check to see if everything has been completed. Data should be stored systematically, for example a separate ring-binder should be used for data from each of the different tools.

► ***Reflection by 'target groups' and by partner organisations***

The tools in the toolkit (Part II) are designed to enable participants to be part of the analysis process by suggesting reasons behind some of the experiences of village members. This is another reason why it is important that their views are recorded properly by the facilitator. Although it will be difficult to involve participants in analysis (for practical reasons), it is recommended that partner organisations work with the different facilitators in a 'mixed team'. This will mean that the process will be more productive and the various skills of different partners will help shed light on the findings. A half-day or a full day workshop would be a good setting for this 'mixed team' analysis of data from the different tools. Enough time should be allocated to this process.

► ***Constant questioning and a feedback loop***

Analysis is a process of asking questions, finding some answers and then asking more questions (see Figure 8). Although the tools will provide a good start, they will not provide all the answers and partners/staff will need to follow up certain critical questions raised by the data.

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[7] Adapted from: Bartlett et al. 2001. Conversations with Families to Prepare for Early Childhood Programming: Participatory Research Handbook. Save the Children and UNICEF. Published in Kathmandu, Nepal.

NB: Please remember that for capacity building and perhaps some awareness raising work, the term ‘community’ should be replaced by ‘bureau’ or ‘agency’ who are the intended beneficiary group of all CB activities and some AR activities.

► ***Analytical framework made up of key questions to ask***

It is very helpful to have an analytical framework that is made up of a few key questions. Examples of these are the ‘impact questions’ in Figure 5 (in part II). However, these may not be appropriate for every context within the TICW project. Partners and staff who are guiding the monitoring of APs should think about the key impact questions that will form their analytical framework.

► ***Looking at the data and questioning findings***

An analytical framework helps to look at the data with a view to finding the answers to certain questions. At the same time, it is also important to look at what the data is telling us, to ask questions about why a certain trend is emerging, and what role the project has had (if any) in this trend?

Asking analytical questions prompted by the data

Village A: Findings: Surveys show that migration rates of a certain age group are increasing and interviews with returnees include references to exploitation in one of the two main employment destinations.

Analytical questions: Why is it that people still go to work there? If awareness raising activities have been conducted in the village with this age group, does it help them to protect themselves from exploitation on the journey to the work place and at work? (This question can only be answered by returnees who have left and returned during the project’s lifetime).

District B: Findings: Questionnaires showed that certain village leaders have tried to take an active role in trying to prevent trafficking in the village. Surveys show that the local district has enabled access to a number of important health and education services, as well as legal training.

Analytical questions: What were the reasons behind the government’s actions and do they relate to the capacity building inputs from the project?

► ***Triangulate different types of data from different sources***

A thorough analysis includes a close look at quantitative data (numbers) and qualitative data (words). It examines the trends that are apparent in the data (e.g. changes in school attendance, or local employment) and looks for the reasons for these changes. To make the analysis valid, it is important to triangulate information gathered from different sources and analyse it together to see if it tells the same story.

Before making firm conclusions, the findings from one set of data (for example; matrices on the effectiveness of income generation activities) must be looked at with the findings from other sources and types of data (for example; work preferences and incomes of migrants on ‘migration maps’ and surveys on migration rates). The question should then be asked; does the information contained in the matrix fit with migrants’ preferences, and with what the survey tells us about migration and occupation trends in the village?

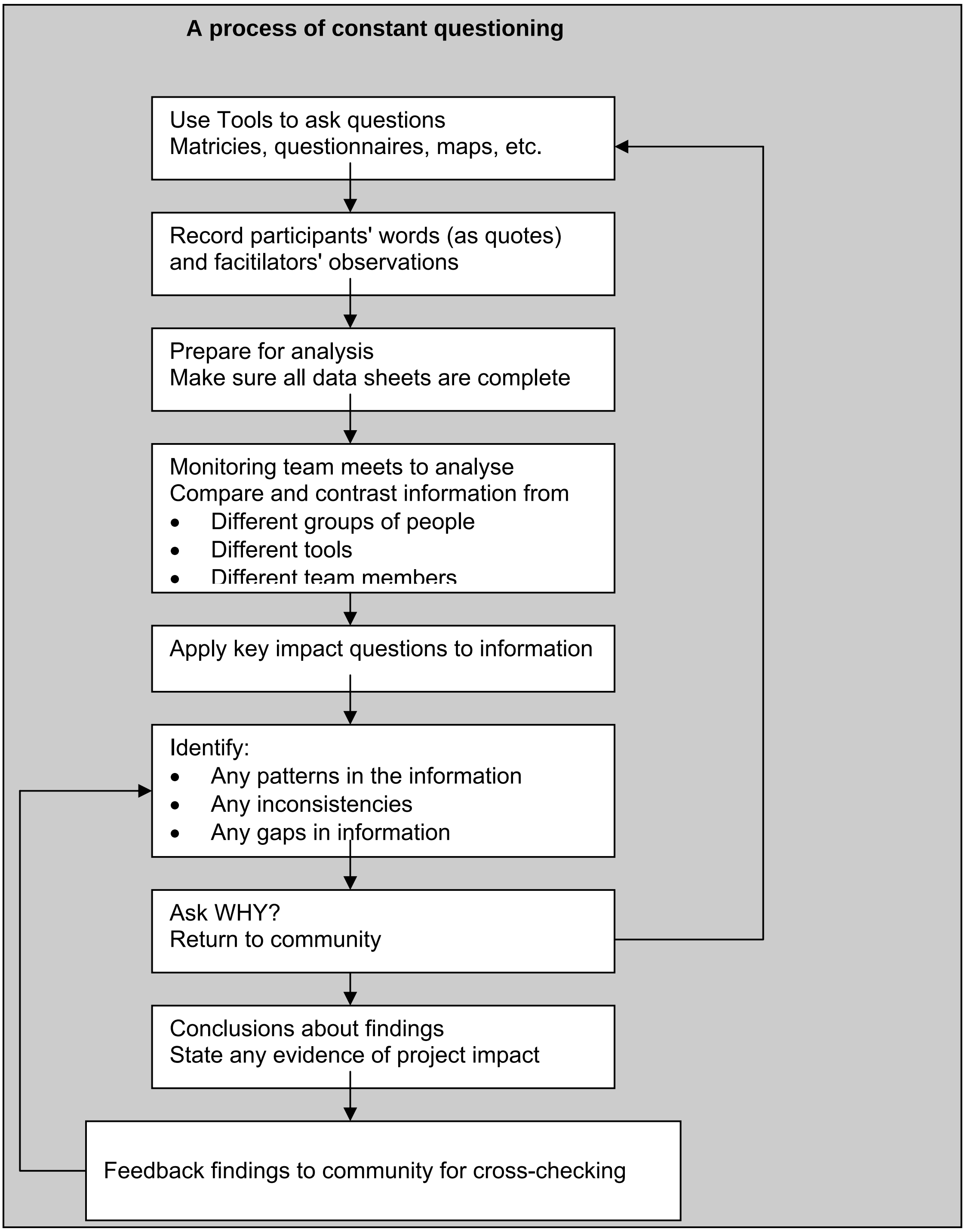

Figure 8 Flow Diagram of Analysis Feedback Loop

► ***Analysing quantitative data***

Quantitative data may be generated through traditional monitoring tools (such as questionnaires or surveys) or participatory tools (such as matrices). One important source of numerical data is the up-dated baseline. Secondary numerical data may also be available (e.g. surveys done by national statistics offices or other organisations). These can provide very useful information on the broader socio-economic situation of the locality - in other words, the external factors needed to assess impact of the project (see section above on ‘how do we plan our monitoring?).

The first step in analysing numerical data is to check that we know exactly what the numbers mean. This would mean answering these questions:

- Do we know the source of the data?
- Do we know how the data were collected (self-fill questionnaire? Interview?)
- Do we know the sample size?
- Do we know the ages and gender of those included in the survey?
- Do we know the precise location where the data was collected?
- Have the statistics (such as averages) been calculated correctly?

If we have answered these questions and are satisfied with the validity of the data, the second step is to look carefully at the data and ask:

- What general trends can we see?
- Are there any age or gender specific trends visible?
- Does the data tell us anything unusual?

► ***Analysing qualitative data***

The key questions contained in the analytical framework should be used to begin analysing qualitative data. If, for example, we are asking about the kinds of information that women and children need to know about labour exploitation and trafficking (linked to Awareness Raising, see Figure 5 in Part II), we would take the following steps:

- Gather the recorded data from the relevant tools
- Look for common patterns in the responses of children, youth and parents
- Identify any themes in the responses (e.g. are there aspects of migration that children and youth know a lot about? Where are the gaps in their knowledge?)
- Where matrices have been used, count the numbers of times a particular response occurs (for each group; women, children, youth)
- Identify any unusual responses and note these for further questioning
- Look at the similarities and differences between the knowledge areas/gaps expressed by participants and the content of the awareness raising activities
- Pull the findings of quantitative and qualitative data together

Answering the key impact questions will only be possible if findings from quantitative data collection methods (surveys, matrices) are looked at with findings from the qualitative data (see Figure 5 in Part II). Remember that people's opinions are important because they reflect the attitudes, beliefs and knowledge that govern behaviour.

► ***Consult secondary data sources where possible***

Some background information on the socio-economic and cultural context of migration, work, childhood, youth and gender relationships. Partners and staff who are guiding the monitoring process need to look out for research surveys or ethnographic study at either national or district level studies on the following topics:

- national ideas about children and their place in society, including local, ethnic and socio-economic variations;
- legislation affecting children;
- qualitative and quantitative data on the child population as a whole, and about particular at risk groups;
- government policies for an affecting children;
- the employment and unemployment situation for adults, including regional, urban/rural and ethnic differences;
- economic and social factors affecting children;
- family structures and the position of women, including group variations;
- the education system;
- child health;
- attitudes towards migrant and working children and other vulnerable groups;
- policies, programmes and services for street and working children and other vulnerable groups.

Once a potentially valuable study has been identified, the same questions about its validity should be asked as those posed above (page 20: section on quantitative data analysis). If the answers are satisfactory, the research material can be used to help explain some of the findings generated by the participatory monitoring process.

► ***Bringing the findings together and monitoring project approaches***

If possible, the analysis process outlined above should involve partner organisations, community members and government officials (as suggested above in page 20, section 'Reflection by target groups and by partner organisations). Time pressures or other logistical constraints may mean that it is not possible to analyse data with all three groups present. However, it is recommended that once the monitoring team have drawn some initial conclusions from their findings, the team should discuss these with a wider group. Examples of how this could be done include:

- Putting ‘impact monitoring; initial findings’ as the main item on a PSC and/or NSC meeting agenda
- Organising a specific day workshop on ‘early findings’ and invite partners, government steering committee members and one or two representatives from other organisations working with trafficking using a different set of approaches (IOM, Save the Children, UNICEF).

A meeting or workshop of this kind is also an opportunity to monitor the approaches used in the TICW project. Partners and staff who are facilitating the meeting, are in a good position to initiate a general debate about project approaches and ask the questions below. Careful notes should be taken of responses from particular participants from government and other organisations.

A possible format for this meeting is as follows:

1. Ask members of the DSC and PSC to comment on what they thought were the strongest and weakest aspects of the project.
2. What, in their view, were the advantages and disadvantages of combining capacity building, awareness raising, and direct assistance? (in other words; using a holistic approach)
3. How has this holistic approach (doing CB, AR and DA) contributed to reducing trafficking?
4. Was there anything missing that could have led to more progress in combating trafficking?
5. How do they intend to take forward anything they learnt while working on the project? (ask for practical examples)
6. How has data collection prior to intervention contributed to the prevention of trafficking? (with practical examples)
7. How has a participatory approach and an effort to be ‘child centred’ contributed to reducing trafficking? (any evidence that children are included in planning related to trafficking at district, provincial or national levels?)
8. How has the process of participatory monitoring contributed to learning about trafficking amongst partners and communities, and to action based on this learning?

Responses to these questions should be written up alongside their own observations of partners and staff on the changes in attitudes and behaviour amongst partner organisations (including government), and any links they can draw with project approaches.

2.3.6 Reporting results ‘upwards’, ‘downwards’ and ‘across’

The results of impact monitoring need to be fed in three directions. Firstly they need to go ‘upwards’ through government from district, to provincial and to national levels, and then through ILO-IPEC to sub-regional level. Secondly, they need to be fed back to the communities who took part in the monitoring process (villagers, VOCs and DSCs). And thirdly, they need to be shared ‘across’ other organisations working at community level in each area (NGOs, relevant line ministries, etc).

► ***Reporting ‘upwards’***

Part A/B of the AP progress reports (form 4.14-A/B[8]) can be used to document the monitoring that has been conducted at community level and the main findings. Partners can summarise the data generated from monitoring tools in the final box of form A/B titled ‘Material Produced in the Reporting Period’. Findings from the monitoring process should be reported according to the objective they relate to in

[8] See Mama Ref: 4.14-A/B.

section 2 of form A/B, as well as in the lessons learnt boxes. NPCs can use findings from monitoring in the relevant project site to inform their assessment of the programme and their main achievements (in section 1 of form A/B).

These progress reports will then be analysed at national level by the NPC and NSC, who will identify the key findings and conclusions to be reported in the Country Progress Report. These country reports will be analysed in the ILO-IPEC sub-regional office and used to report to ILO-IPEC headquarters in Geneva, and also to the donor[9].

In addition to completing reports, it is vital that findings are discussed in the Steering Committees at District, Provincial and National levels. The findings should be presented to members with an opportunity to ask questions about the methods and the data. Then, members should be asked what conclusions they would draw from these findings, what they tell us about the 'trafficking' situation and how they affect any future interventions.

► ***Special case reporting***

Although progress reports are the best ways of reporting the main findings, these may not be sufficient for writing up any findings of special interest in particular villages or districts. Examples where a brief separate report would be valuable are:

- when partners and staff identify trends in migration, exploitation, or perceptions of risks/opportunities amongst children, youth and women,
- when findings show that target groups and partners have proven some positive impact towards reducing trafficking. These should be written up as 'good practice' (see ILO-IPEC Good Practices Guidelines),
- when findings indicate that the interventions were not as effective in reducing trafficking as was originally expected. These should be written up as a report on 'lessons learnt' with conclusions about the limitations of the project and the role of external factors.

► ***Reporting 'downwards'***

An important part of participatory monitoring is making sure that the main findings and conclusions are fed back to the communities who were involved in the process (see the analysis flowchart in Figure 8 above). This stage is something that is often forgotten, yet it is potentially the most empowering point in the monitoring process. This because it enables partners and community members to make decisions together about which activities to continue, which to drop and which to alter in order to improve impact that relates to the prevention of trafficking. Examples of how this can be done include:

- discussions of findings with children, youth groups, women's groups, IGA groups etc as well as in main village meetings,
- use of the 'H' method (Tool 8 of Part II) to summarise findings, add any other observations made by community members and draw conclusions about what should be done.

► ***Sharing information 'across'***

In order to understand more about trafficking and effective programme responses in particular districts, provinces and countries, it is important to share information and discuss findings with those working at the same level (horizontally). Suggestions for information sharing include:

- organising a meeting to compare and contrast findings from several nearby villages, and invite heads of village, VOCs (including youth) and district officials,
- partners working in the same province/district meet to discuss findings and how the conclusions will influence their future work plans,
- partners and DSC/PSC host a day workshop with other organisations involved in tackling trafficking in the district/province to share information and knowledge about the dynamics of trafficking and discuss any evidence for effective strategies for addressing these dynamics,
- NSCs (with NPC) in neighbouring countries meet to discuss findings and what they mean for each government, how they could work together towards more effective prevention (for example in cross-border work or facilitating legal labour migration).

► ***Completing the monitoring process: ensuring learning***

9 In the case of the TICW project, the donor is the British Government's Department for International Development.

Thorough reporting is a vital part of the whole monitoring process. A clear report of findings in the different project areas will enable community members, project staff and partners to reflect on similarities and differences within the project area. This means that learning can take place, not just about the impact of project interventions on trafficking but also on the other un-expected outcomes of project work as well as the impact of external factors.

If this kind of information is shared and debated amongst community members and partner organisations, better solutions to problems can be found by the people in the best position to act for change. This is a much more empowering process than gathering data purely to write up in a report and send out of the community. It does however require that partners who are managing the monitoring process need to include community members as facilitators as well as in the analysis process (to whatever degree is possible, even if it is only reporting on and discussing the findings of a particular tool such as the 'H' method). Again, we return to the statement made in Chapter I of this document (page 1):

Monitoring is about learning – it is much more than 'checking up'.

2.4 Guidelines for Supporting Monitoring Process

This part of the guide is written for NPCs and NSC members who will be supporting and co-ordinating the monitoring processes happening at district and provincial levels, from their positions at national level.

Partner organisations often feel pressured by time, have rarely had the opportunity to learn monitoring skills or to have experienced the benefits of participatory monitoring. For these reasons, this section offers some 'checklists' that may be useful in supporting partners.

Figure 9 Promoting the benefits of monitoring amongst partners[10]

Stakeholder	Potential Benefit
Target group/community	• Ownership of findings/activities through participation • Empowerment for change (removal of fatalism through demonstration of project effectiveness) • Sense of belonging for children and youth involved in monitoring • Possibility of attracting additional support through systematic reporting of nature and scale of problems
Partner organisation	• Information for planning and strategic choices • Development of 'good practices' in programming • Improved reporting to funding agency (ILO-IPEC) • Improved information for fundraising and advocacy • Capacity building in participatory M&E techniques
NPC and NSC	• Development of 'good practices' in programming to address trafficking • Assessment of AP impact and cost effectiveness • Information for advocating policy change • Capacity building in participatory M&E techniques • Improved reporting to sub-regional ILO-IPEC office • Improved accountability to government and donors • Assessment of indicator validity and tools used

NB: Country logframes are useful for managing the monitoring process. They can be used to make sure that each area of project activities is being covered, that indicators for 'proxy' evidence are being explored through tools, and that the relevant external factors are being investigated.

[10] Adapted from: Children Affected by HIV/AIDS: Rights and Responses in the Developing World. London: Save the Children UK, p.102.

► *Mixed teams: share the tasks and analyse together*

Where possible, it is recommended that monitoring is planned and conducted by a 'mixed team' (comprising of a representative from each partner organisation and beneficiary groups e.g. youth and women). This will enable each member to use the tools that are appropriate to their position, age and gender, and to be responsible for bringing the data to the group for analysis. The precise formation and way of working for 'mixed teams' will vary between countries, provinces and districts.

► *Reminders for partners relating to data collection and analysis*[11]

Absolute proof of impact of an intervention is impossible to demonstrate, so we should not expect to be able to do this. However thorough monitoring can give us indications of changes towards positive impact, and the role of the project - as well as the role of external factors - in producing these changes.

Mix methods and tools: monitoring should have quantitative and qualitative data

- Group discussions with visuals (such as matrices) can produce quantitative as well as qualitative data
- Anonymity and confidentiality are essential when discussing sensitive subjects
- Young people assisting in the preparation of monitoring tools, and collection of information, is empowering to the project and helps to ensure relevance of information provided
- Analysis should be done by questions/themes, not by method: This means partners should summarise the findings from each tool separately and then analyse the findings from different tools together according to key questions or themes.

► *Supporting the analysis process*

It is very likely that partners will experience difficulties in analysing data collected. Strategies to support them need to be developed. These may involve the NPC identifying key support persons at provincial and/or district levels, who can spend half a day with the partners to assist analysis. These support persons could be those already within the project structure (e.g. PPC or DPC) or members of other organisations working in the locality (e.g. staff of NGOs). Where capacity at district/provincial level is very weak, support from national level may be needed.

► *Reporting*

NPCs are in a good position to encourage partners in feeding the results of impact monitoring in three directions (for more details, see the last section of part 2 of this guide) as follows:

1. The first direction is 'upwards' through the project (through AP-progress reports) and through the government – in other words from local district, to provincial and to national levels, and then to sub-regional level (with ILO-IPEC facilitation).
2. Secondly, results need to be fed back to and debated with the communities who took part in the monitoring process (villagers, VOCs and DSCs).
3. Thirdly, monitoring results need to be shared 'across' other organisations working at community level in each area (NGOs, relevant line ministries etc).

Through the quarterly country status report, NPCs have the opportunity to report not only the key findings of impact monitoring, but also the effectiveness of the above three 'feedback processes'. It would be useful for project management in SRO and IPEC headquarters in Geneva to read how learning has taken place and to have NPC comments on the participatory monitoring approach.

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[11] Source: Webb, D and Elliott, L. 2000 Learning to Live: Monitoring and evaluating HIV/AIDS programmes for young people. Handbook. London: Save the Children UK.

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Part II Toolkit for Participatory Monitoring of interventions under ILO Mekong subregional project to combat trafficking in children and women (TICW-project)

Planning framework for participatory monitoring

Guide for monitoring impact in overall TICW Project[1]: Methodology, data needed and suggested tools.

Figure 5 (described in Document I - part 2)

Capacity Building					
Key Impact Questions	**Methodology: how to answer the question**	**Data needed**	**Traditional & Participatory monitoring tools**	**When to use the tools**	**Who uses the tools (facilitators)**
• In what ways can government agencies (line ministries and bureaus at provincial and district levels), and NGOs, contribute to building community networks and capacities amongst target communities that protect women and children against trafficking? • AND how can an international agency best contribute to this process? *NB: this question can be asked at several levels; first within organisations involved in tackling trafficking, and second at the level of policy change in the region or country (as a result of increased capacities within relevant bodies).*	• Study change in capacity levels of project partners and communities. • Compare project sites where partners made efforts to build community networks and capacity of villagers but used very different approaches. • Analyse the partners role in these efforts, and 'key ingredients' in terms of what already existed.	• Nature of relationships between project staff, government partners (at different levels) and NGOs in the locality, • Type of training and capacity building support given, and its effects • Partner understanding of issues, initiation of appropriate activities and co-ordination with other key agencies • Results of joint activities (e.g. monitoring)	• Flow chart for NPC and partners to record process (plus one at SR office for recording change observed on missions) • Project records of regular inputs and key events (preferably with trainee evaluations afterwards) • **Tool 1A & 1B**: partner capacity development matrix and self evaluation questionnaire	• Every 6 months (beginning July 2002) • On-going • Every 6 months	• NPCs and NSC members during meetings, and SRO staff using information from missions • Project staff and partners (this information should be shown on AP progress report (Ref.4.-14 C/D) • NPC with NSC, PPC and DPC

[1] This framework relates to the overall TICW project operating at regional level (see Figure 1, left hand box). The impact monitoring from APs will use a selection of the tools suggested to produce information at local level, that will then feed into the overall project monitoring.

Direct Assistance					
Key Impact Questions	**Methodology: how to answer the question**	**Data needed**	**Traditional & Participatory monitoring tools**	**When to use the tools**	**Who uses the tools (facilitators)**
• What types of income generating activities (IGA) meet people's expectations in terms of income and interest levels (ie seem attractive against option to migrate)? • AND how should these be organised in order that they are sustainable?	• Study effects of a range of different IGAs in terms of income, who participates/benefits, and proportions of villagers who are opting for IGAs within the village rather than migration. • Compare these findings across similar target communities using different IGA interventions.	• Results of IGAs i.e. profits, who involved (gender/age) and sustainability after end of AP • Views of beneficiary groups on why some IGAs are profitable / interesting, and others are not, and on how these IGAs are managed	• Partner records and updated baselines • **Tool 2**: Matrix on IGA effectiveness for use with women, men (fathers) and youth	• On-going records and baselines up-dated every year (or every 6 months if possible) • Every 6 months	• Partner organisations and any research organisations • Partner staff (e.g Agricultural extension worker, community worker)
Direct Assitance (with AR+CB)					
• Under activities help to prevent trafficking in women and children? • AND what conditions can income generated?	• Comparison of impact of IGAs between target villages within countries, and also between countries. • Analyse key differences in terms of economic, social, political and cultural factors	• Degree to which IGAs raised incomes in a range of different contexts • Changes in migration rates and labour exploitation of women and children; • Basic data on rural livelihood strategies • A measure of 'community participation and leadership' in each target area	• Partners records of profits investments, and loan payments • Village records of migration (by gender, age and household income level) • District records • **Tool 3**: Questionnaire for VOC and/or village head • **Tool 4**: Matrix for partners to assess leadership and community participation • **Tool 5**: Migration map for self reports of returnees	• On-going; reviewed every few months • Monthly if possible; if not every 6 months • Every 6 months • Every 6 months • Every 6 months • Every 6 months	• Partner organisations • Local leaders and government officials • District government • Village head • PPC, DPC, partner staff • Male and female youth volunteers from community

Awareness Raising					
Key Impact Questions	**Methodology:** **how to answer the question**	**Data needed**	**Traditional & Participatory monitoring tools**	**When to use the tools**	**Who uses the tools (facilitators)**
1. What do children, youth and women need to know about labour exploitation and trafficking? AND what methods of learning and discussing these work best?	• Compare the 'messages' contained in AR activities across the project, and the way in which they have been shared (school lessons, theatre, mass meetings, publications etc). • Analyse women and children's views of what were the clearest and most useful messages	• Content of AR, method used and how received by community in selected areas • Women and children's ability to link the messages with their own lives + risks	• Project and partner records • **Tool 6**: Story boards with children • **Tool 7**: Practical knowledge matrix for youth and parents • Children/youth teams own advocacy messages with peers	• On-going • Yearly • Every 6 months • On-going	• Partner organisations • Male and female youth volunteers from community • Male and female youth volunteers from community • Partner organisations
2. What impact does raising awareness of rights, the law and gender equity have on women and children's vulnerability to trafficking and labour exploitation?	• Analyse relevance of messages to women's and children's everyday lives • Document improvements in outcomes of migration following AR? • Find out whether women/children see themselves as better able to protect themselves and whether there is any evidence of this? (e.g. community intervening to prevent trafficking situation, migrant reporting exploitation to police, prosecuting etc)	• Content of messages put across in school curricula, youth-led drama, youth camps, community meetings etc. • Women and children's experiences of migration, work and exploitation. How could the knowledge have helped? • Evidence of better working conditions of migrants after AR • Incidents reported or assistance sought by women and children • Number of times community (neighbours, volunteers etc) intervened to prevent trafficking	• Summary of content of AR messages • Evaluations by participants and audiences • Records of village head, local police • **Tool 4**: village leadership and community participation matrix • **Tool 5**: Migration map for self reports of returnees	• On-going • On-going • Monthly if possible; if not every 6 months • Every 6 months • Every 6 months or more often	• Partner organisations • Partner organisations • Local leaders and government officials • PPC, DPC, partner staff • Male and female youth volunteers from community

Consulting target group on project relevance (i.e. general impact)					
Key Impact Questions	**Methodology: how to answer the question**	**Data needed**	**Traditional & Participatory monitoring tools**	**When to use the tools**	**Who uses the tools (facilitators)**
• What do young people (14-25 years) think are the best ways of preventing trafficking and exploitative labour migration? • How relevant is the set of interventions (holistic perspective) to the problem itself as viewed by community members?	• Collect opinions from young people in a range of project communities (very poor and less poor, near and far from borders etc) • Analyse responses to identify suggestions that should be further researched for feasibility	• Opinions of: - Girls and Boys 12-18 years - Young women 18-25 years - Young men 18-25 years - Older women (mothers) - Older men (fathers)	• **Tool 8**: The 'H' method • Where possible: Peer interviews or discussions run by youth awareness teams	• Every 6 months (or more regularly during community consultations by partner organisations)	• Partner staff (with adults) • Male and female youth volunteers from community (working with children and youth)

Using the tools: **Who? When?** and **Where?**

Who facilitates	Who to involve	Tool	When and where to use tool	Time Needed
NPC/NSC	**Tool 1** is about provincial gov. partners but no need to involve them	**1**: Partner Cap Bdg Matrix	6 monthly, in own time	30 mins x X partners
DPC, PPC	**Tool 1** is about district gov. partners but no need to involve them **Tool 4**: DPC and one staff from partner org	**1**: Partner Cap Bdg Matrix & Self evaluation Q'aire **4**: Village leadership matrix	6 monthly, in own time 6 monthly, in own time For target and control villages	30 mins x X partners 2 hours per matrix
Partner organisation (district level)	**Tool 8**: involves adult community members (male and female)	**1**: Self evaluation Q'aire **4**: Village leadership matrix **8**: 'H' method	6 monthly, in own time 6 monthly, in own time 6 monthly in target villages	30 mins 2 hours per matrix 90 minutes
Partner staff (e.g Agriculture extension worker, community worker)	**Tool 2**: involves separate groups of women and men	**2**: IGA effectiveness matrix	6 monthly, in target villages	90 mins per group
Village head/VOC	**Tool 3**: requires village head to fill in a form	**3**: Village livelihoods questionnaire	6 monthly, in target and control villages	1-2 hours
Male youth volunteer	**Tool 5**: 3 groups of returnee male migrants (10-14 yrs, 15-17 yrs, 18 yrs and over) **Tools 6, 7+8**: groups of boys + male youth, ages as above	**5**: Migration map **6**: Storyboards with children **7**: Aspirations matrix **8**: 'H' method	6 monthly or more often 6 monthly Once only before end of phase 1 6 monthly **All these in target and control villages where possible**	2 hours per map 2 hours per storyboard 90 mins per matrix 90 mins
Female youth volunteer	**Tool 5**: 3 groups of returnee female migrants (10-14 yrs, 15-17 yrs, 18 yrs and over) **Tools 6, 7+8**: groups of girls + female youth, ages as above	**5**: Migration map **6**: Storyboards with children **7**: Aspirations matrix **8**: 'H' method	As above	2 hours per map 2 hours per storyboard 90 mins per matrix 90 mins

NB: Wherever possible, the same people who have facilitated the tools should be involved in the first stages of analysis. This will enable them to add their understanding of the information conveyed during monitoring session, and participation at this level will strengthen local ownership. However, because community members have no or little experience of analysis, it is expected that members of the 'mixed monitoring team' will take the lead in this process.

Summaries of using the tools: Who? When? and Where?

In short, **which** tools to use at **what level** for **what purpose** can be summarized as below:

Intermediary/Facilitator	Tools to be used	Communication with	Main type of intervention	At what level
None	**1 + 4** **8****	• Partners • Committees • Township and county co-ordinators	• Capacity Building • Advocacy	• County • Township
	(3)**	• Village head		• Village
Agricultural Extension Worker *	**2**	• Focus groups of: - Elderly - Adults (M), adults (F) - 18-25 (M), 18-25 (F) - 15-17 (M), 15-17 (F) - 10-14 (M), 10-14 (F)	• Direct Assistance (including focused Awareness Raising)	
Male & Female Youth volunteers *	**5 + 7** **8** **(6)****			

* These facilitators need Training of Trainers to work with focus groups (not individuals!).
** Can be omitted in case of time pressure.

Tool 1A: Partner capacity development matrix

Why do we use it?

This tool is for measuring capacity to respond to trafficking and labour exploitation at district and provincial levels (for China; county and prefecture levels)

Who uses it?

a) For district level monitoring: Provincial project co-ordinator (or a member of the Provincial Steering Committee who is very familiar with district partners) in consultation with NPC use the tool
b) For provincial level monitoring: NPC and chairman of NSC use the tool

How?

a) PPC completes the matrix for each project partner working at district level (e.g. NGOs and bureaux or line ministries)
b) NPC and NSC chairman completes the matrix for each project partner working at provincial level
Scoring on the matrix in column 2 is done using a continuum-bar or a score (0 to 7) as follows

‘not at all’ ‘some’ ‘fully achieved’
0 7

Those filling in the matrix can either make a mark on a line within the box that shows the extent to which they consider the partner agency to have achieved the indicator, or give a score between 0 (for not at all) and 7 (for fully achieved)

When? As soon as possible (July) and then 6 months later at the end of phase one of the project (and for every 6 months after that)

Time needed: 30 minutes per matrix

Tool format:
NB, for provincial level monitoring, replace ‘DSC’ with ‘PSC’, and ‘provincial level officials’ with ‘national level officials’, ‘district’ and ‘province’, and ‘village’ with ‘district’

Analysis:
In order to ensure a participatory perspective, the results of the above matrices should be analysed with responses from the following Self Evaluation Questionnaire (see below)

Tool 1A: Partner capacity development matrix

Partner organisation: District:
Date: Names/organisations of monitors:

Indicators	**Extent achieved 0-----------------7**	**Reasons for this score (relating to trafficking)**
Attended DSC meetings and training sessions		
Regular communication with provincial level officials		
Reports to province contain complete and accurate information		
Interested in and supporting efforts to prevent trafficking		
Shows increased knowledge of trafficking issue in his/her district (causes and prevention strategies)		
Is learning from other districts or partner organisations		
Actively involved in monitoring progress of project		
Has made steps to integrate project into district government plans		
Has allocated human or financial resources to combating trafficking		
Knows the impact of their activities at village level		
Effective management and coordination of village level staff (extension workers, trainers and teachers)		
Involved in networks with other relevant partners on preventing trafficking		
Support from district and provincial police		
Reports to police when suspicious that labour recruitment may not be safe in their district		
Other indicators *Please specify:*		
Final Score (add all scores)		Any other comments:
Average score (total divided by number of indicators used)		General comments or suggestions based on above information

Tool 1B: Capacity Development Self Evaluation Questionnaire

Why do we need this tool?
This tool enables those who have take part in the project's capacity building activities an opportunity to assess their own skills and knowledge. It provides participants' perspectives on the interventions relating to capacity building.

Who uses this tool? The questionnaire should be completed by district and provincial officials, and relevant staff of partner NGO.

When? To fit in with PSC and DSC meetings: As soon as possible and then approximately 6 months later at the end of phase one of the project (and for every 6 months after that).

Time needed: 30 minutes

How and where? PPC hands out one questionnaire to each representative of partner organisation at the PSC and DSC meetings (*NB if NGOs do not always attend these meetings, e.g. PADETC in Laos, then NPC sends questionnaire to relevant person)*

Questionnaire Format
Name: **Position:** **Organisation:**

Date: **Number of months you have been involved with the project:**

1. What new knowledge have you gained from this project about the nature of trafficking and labour exploitation? How have you learned this?
2. What have you learnt in the last few months about how to manage effective activities for addressing trafficking at village level?
3. What new relationships or partnerships within the government or with the NGO sector have resulted from the project?
4. What new policies and skills have been developed within your organisation since the start of the project?
5. How will your organisation work with others to continue responding to the trafficking issue after the end of this project?
6. What did you find the most useful input from the project in terms of increasing your ability to play a role in preventing trafficking?
7. In what areas do you and your organisation lack skills to respond to the issue of trafficking?
8. How do you plan to address these skill gaps?

Analysis of Capacity Development Matrix and Self-Evaluation Questionnaire (Tool 1A & 1B)

For District level capacity monitoring

PPC collects all completed Capacity Development Matrices. There should be one for each project partner at district level. Using the final scores of each matrix and comments in column 3 (Examples relating to trafficking), the PPC writes a short summary report of where the main strengths and weaknesses lie in the partner agencies working in each district.

PPC shares this summary report with PSC in next meeting for discussion on the findings and how to respond to them

PPC sends this summary report to NPC and NSC, with

- copies of the original matrices and
- copies of DSC members self evaluation questionnaires
- copies of PSC members self evaluation questionnaires

For Provincial level capacity monitoring

NPC collects completed Capacity Development Matrices for each partner working in each province (ie if there are 3 partner agencies working in 3 provinces, there should be 9 completed matrices)

NPC checks analysis done at district level by

- Making sure that PPC's summary report reflects the data in the original matrices
- Summarising main areas of improved capacity and 'gaps' in capacity from self-evaluation at district level

Using the final scores of each matrix and comments in column 3 (Examples relating to trafficking), AND responses to the self evaluation questionnaires, the NSC chairman writes a short summary report of where the main strengths and weaknesses lie in provincial level partner agencies.

NPC shares this summary report at the next NSC meeting, and facilitates discussion on the findings and suggestions as to how to respond to them

NPC includes main findings and the responses to these given by PSC and NSC members in quarterly report to IPEC SRO.

NPC identifies any particularly good examples of 'effective capacity building' and of 'where capacity building efforts failed' to SRO for inclusion in Good Practice Documentation

Tool 2: Matrix on IGA effectiveness for use with men, women and youth

Why do we need this tool?
To find out which IGAs were most effective and why according to the target group (women and youth), and to find out whether they think they will be sustainable beyond the end of the project.

As the type of IGAs varies between villages and projects, this tool will need to be adapted slightly in order to fit with vocational training (pest management, agricultural skills etc), Cow and rice banks,employment generation activities and credit/low interest loans.
NB: Facilitators should bear in mind that some IGAs e.g. job training could result in people leaving the village to get work locally or further afield. The results of this monitoring exercise may point to increased levels of migration, but perhaps not trafficking.

Who uses it?
If possible two facilitators who are known and trusted by women and youth in the community.
For example, facilitators could be a member of the partner organisation working in the village on IGAs (e.g. agricultural extension worker, vocational trainer).

Tip for facilitators: Give participants time to think about the questions, and try not to give examples as this will bias the results

When? As soon as possible (July 2002) and then 6 months later at the end of phase one of the project (December 2002) and for every 6 months after that.

Where? Anywhere that participants feel comfortable and are not interrupted too much while completing the matrix.

Time needed: 1 hour 30 minutes

How?

Groups of participants are invited; preferably divided by gender and perhaps also age (older men, male youth, older women and female youth).

The facilitator draws the matrix below on large piece of paper. First ask the participants to name the different IGAs they are involved in INCLUDING those that are not part of this project (e.g. government training schemes or loans). Ask a participant to write the different IGAs in the left hand column using one box for each different activity. Make sure that training, loans, cow/rice banks, market analysis or the provision of ‘start up kits’ and any other inputs are mentioned separately.

Tool 2: Matrix on IGA effectiveness for use with women and youth

Village name: **District:** **Facilitators' Names:** **Date:**

Gender and age range of participants:

List income generating activities (one in each box)	How easy is it to learn or to do? (score 0 - 7)	Effect on household income (score 0 – 7)	How could it be improved?	Will we be able to carry on with it once project finishes? Yes/No with reasons why	What will be needed for women and youth to carry on raising their incomes after the project's end?

Have any of the group members considered migrating for work during the time of the project?

If yes; what did they think were the advantages of migrating for work?

If they decided not to go, what was the reason?

Did the project IGA influence your decisions to migrate? If so, how and why?

Tool 3: Questionnaire on village livelihoods and external factors

Why do we need this tool?
For tracking changes in the economic and social context of efforts to address trafficking, and assessing extent to which group activities play a part in that.

Who uses this tool?
Village head (in consultation with VOC members if necessary) facilitated by partner organisation.

When? As soon as possible (July 2002) and then 6 months later at the end of phase one of the project (December 2002) and for every 6 months after that)

Time needed: 1-2 hours

Where?
Partner organisations will need to decide whether village heads are able and willing to fill in a written questionnaire sent to them. If not, these questions need to be asked in a meeting with the village head.

How? Questions are based on the time period between baseline information collection and the present (shown by X)

Name: **Position:** **Village:** **District:**

Date: **Number of months you have been involved with the project:**

1. Since X, have there been any changes in terms of infrastructure in or near the village? (water, electricity, roads, transport)
2. Since X, have any new services arrived or have any services been closed? (temples, schools, clinics, women's or youth centres)
3. Please describe tell us whether the government, NGOs or any private organisation have provided any new services to your villages since? Who are the services used by?
4. Since X, have there been any major changes in market prices or access to markets for the goods produced by villagers?
5. Has there been any change in the economic status of the poorest families in the community? Are they poorer or richer? Why?
6. What about the families who are not poor but not rich either; what changes have occurred and why?
7. Are there any external social or political factors that have influenced the success of the income generating activities in this village?
8. Is there evidence of a particular migration link operating in one or more of the villages? (e.g. do lots of migrants go to a particular workplace or town?)
9. Do you think there has been a rise or fall in 'trafficking' and 'exploitative labour migration' recently in your village? Please explain why.
10. Please tell us whether the following groups have been very active, slightly active or not active in preventing trafficking in your village (if there is no such group existing in your village, please write 'does not exist')
    - Women's group
    - Elderly group
    - Youth group
    - Savings group
    - Agricultural co-operative (e.g. families joining for animal rearing, or vegetable growing) Rice Bank
    - Cow Bank
    - Children (in school, or out of school)

- Village Operating Committee
- Vocational training group

11. Would you describe the participation of vulnerable families in village meetings and the activities of village groups as low, medium or high? For what reason?
12. How would you rate the coordination of activities of different organizations (*give examples*) in the village/district – high, medium or low?
13. Do you think that women and men both take part in managing and attending local activities? Which group are the majority? And in children's activities, are there more girls than boys, or vice versa? Why do you think this is so?

Analysis

Step 1:

Look at updated baseline survey data and identify statistics on

- population, by age group and gender
- migration (with destination/occupation and whether accompanied where possible) by age group and gender,
- school attendance and drop-out rates by age and gender
- unemployed youth (15-25 years) by gender and age groups (15-18 years, 19-25 years)

Step 2:

Identify any major differences with original baseline. Ask these questions:

- Can any economic or social trends be identified?
- Are there any obvious causal factors?
- Are these trends unique to the project village or are they general to the district/province or country?

Step 3:

Look for links between what the survey data tells us and the responses of village leaders in Tool 3.

- What do these tell us about migration patterns? (destination, age groups, duration, type of work etc)
- Are there any factors that would make certain age groups or genders more vulnerable to trafficking?

Step 4:

Examine the role of income generation activities in the general social and economic context. Ask the questions: What difference does it make to migration? What are the main challenges?

Tool 4: Village leadership and community involvement matrix

Why do we use it?
This tool if for measuring the strength of village leadership and community involvement in efforts to prevent trafficking (and exploitative labour migration)

Who?
In order to reduce bias, at least two people should complete the matrix:
1. District project co-ordinator (or a member of the District Steering Committee), WITH
2. One member of project partner organisation (e.g. an NGO or another bureau or line ministry) who regularly visits the village

How?
Each person should complete the matrix on their own using their own observations during village visits, and any verbal or written reports from village officials or police.
They should then discuss both matrices and agree on a final matrix

If there are 3 project villages in the district, then this matrix should be completed for 3 nearby 'control villages' (where possible).

Scoring in column 2 of the matrix should be done using the 'continuum bar' or giving a score between 0 and 7 as follows:

'does not happen enough' 'some' 'happens enough'
0 |——————| 7

Tip*:* This tool *should not* be used as a questionnaire for the village head because he will probably be very positive about his own village. This means that the results will be biased.

When? As soon as possible (July 2002) and then 6 months later at the end of phase one of the project (December 2002) and for every 6 months after that.

Time needed: 2 hours (for each matrix)

Where?
In district office of partner organisation

Tip: Visits to the villages to get up-to-date information from villagers will only be needed if district staff have not been there for several months

Tool 4: Village leadership and community involvement matrix

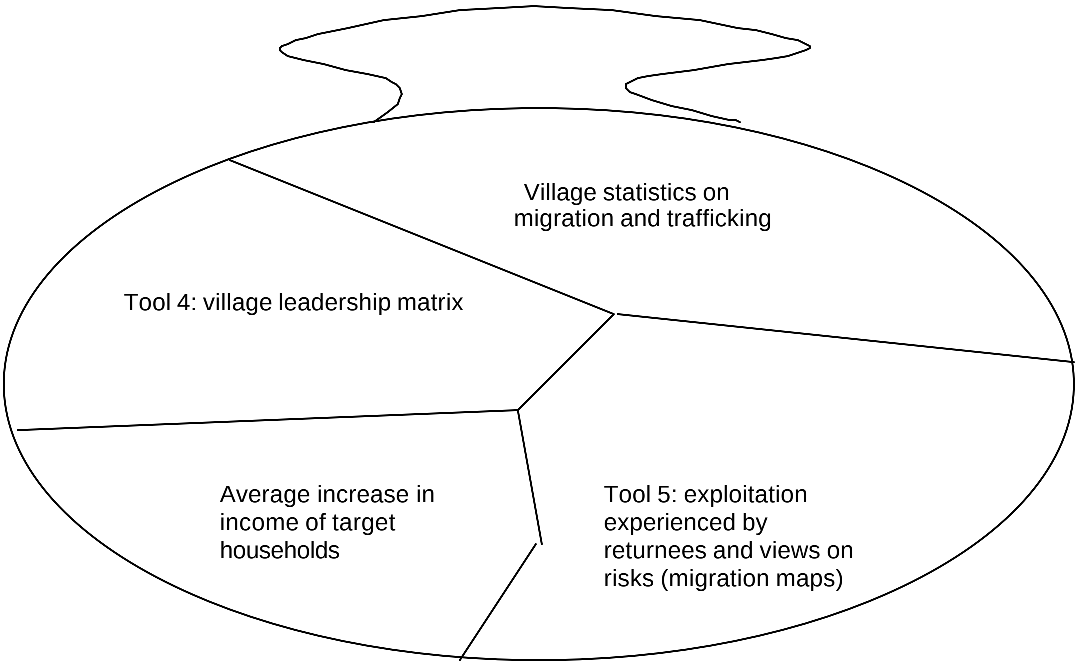
Village name: **District:** **Name of village head:**
Date: **Names/organisations of monitors:**

Indicators	Continuum bar / score 1 –-------- 7	Examples relating to trafficking
Regular communication with district level officials		
Reports to district contain complete and accurate information		
Interested in and supporting efforts to prevent trafficking		
Records show that villagers intervene to prevent trafficking		On how many occasions have community members acted to try to stop a trafficking case?
Gets nearby village heads interested and involved		
Holds regular village meetings that are well-attended		
At least half of those attending village meetings are women		
Organises or facilitates awareness raising events		
Women and children take part in awareness raising events		
Knows about and responds to crime in village		
Relationship with police		
Reports to police when suspicious that labour recruitment may not be safe		
Reports to police when children leave the village (without their parents)		
Final score (add all scores)		

- Examples of effective efforts to combat trafficking in this village and reasons why:

- Efforts made to combat trafficking in this village that have not yet showed any signs of success:

Preparation and Analysis: Making sure the picture is complete



Preparation: Step 1
Collect the documents for the four monitoring tasks above. Each member of the monitoring team should be responsible for one set of documents.

For example, in Yunnan Province this could work as follows: County Women's Federation => Village Leadership Matrix Village head => Village statistics on migration and trafficking County Agricultural Bureau => Average increase in income of target households Village Women's Federation Reps => Returnee experiences maps

Preparation: Step 2
Use data produced by village leaders (in Tool 4), partner knowledge and district level statistics to check whether there are any external factors affecting income levels, migration rates or village leadership.

Answer the following questions for the group of villages covered by the project in each district:

1. Have there been any major changes in market prices or access to markets for the goods produced by villagers?
2. Are there any external social or political factors that have influenced the success of the income generating activities in any of the villages?
3. Is there evidence of a particular migration link operating in one or more of the villages? (e.g. do lots of migrants go to a particular workplace or town?)
4. Are there any changes in terms of infrastructure? (water, electricity, roads, transport)
5. Are there any new services or have any services been closed? (temples, schools, clinics, women's or youth centres)

Analysis: Looking for patterns in the data.
Identify the village with the greatest increase in incomes through project IGAs, and the one with the least increase. For each village:

- Write down the proportion of women and youth/children (of total population in these groups) who have migrated in this monitoring period, and those who may have been trafficked.
- Make a note of whether these numbers have risen or fallen since the last report was made.
- Write down the score for Tool 4 and any important or unusual aspects of village leadership

- Examine the results of Tool 5 and write down any quotes related to migrants' opinion of staying in the village to earn an income versus migrating for work

Identify the village with the least increase in incomes, and repeat the above steps

Look at the responses to questions asked in Preparation Step 2 and note down any factors that could have influenced income levels and migration patterns in the village.

Tool 5: Migration map for returnees

***Tip*: This tool is not just for 'trafficking victims' !**

Why do we use it?
Returnee accounts of work and living experiences (identify exploitation), their perceptions of the risks and benefits (economic and others) of migrant labour versus staying in the village, and their assessment of any legal knowledge that would have helped them protect themselves.

Who uses it?
The facilitator should be someone known and trusted by the young women and children in the village (female teacher or doctor, women's federation representative)

How?
Facilitator arranges to meet a small group of returnees (4-10 people).
Priority should be given to:
- Young women (age 18-25 years)
- Girls (10-17 years)
- Boys (10-17 years)

If time, arrange to meet:
- Older women
- Young men (age 15-25 years)

When: As soon as possible (July 2002) and then 6 months later at the end of phase one of the project (December 2002) and for every 6 months after that.

Time needed: 2 hours per map and discussion

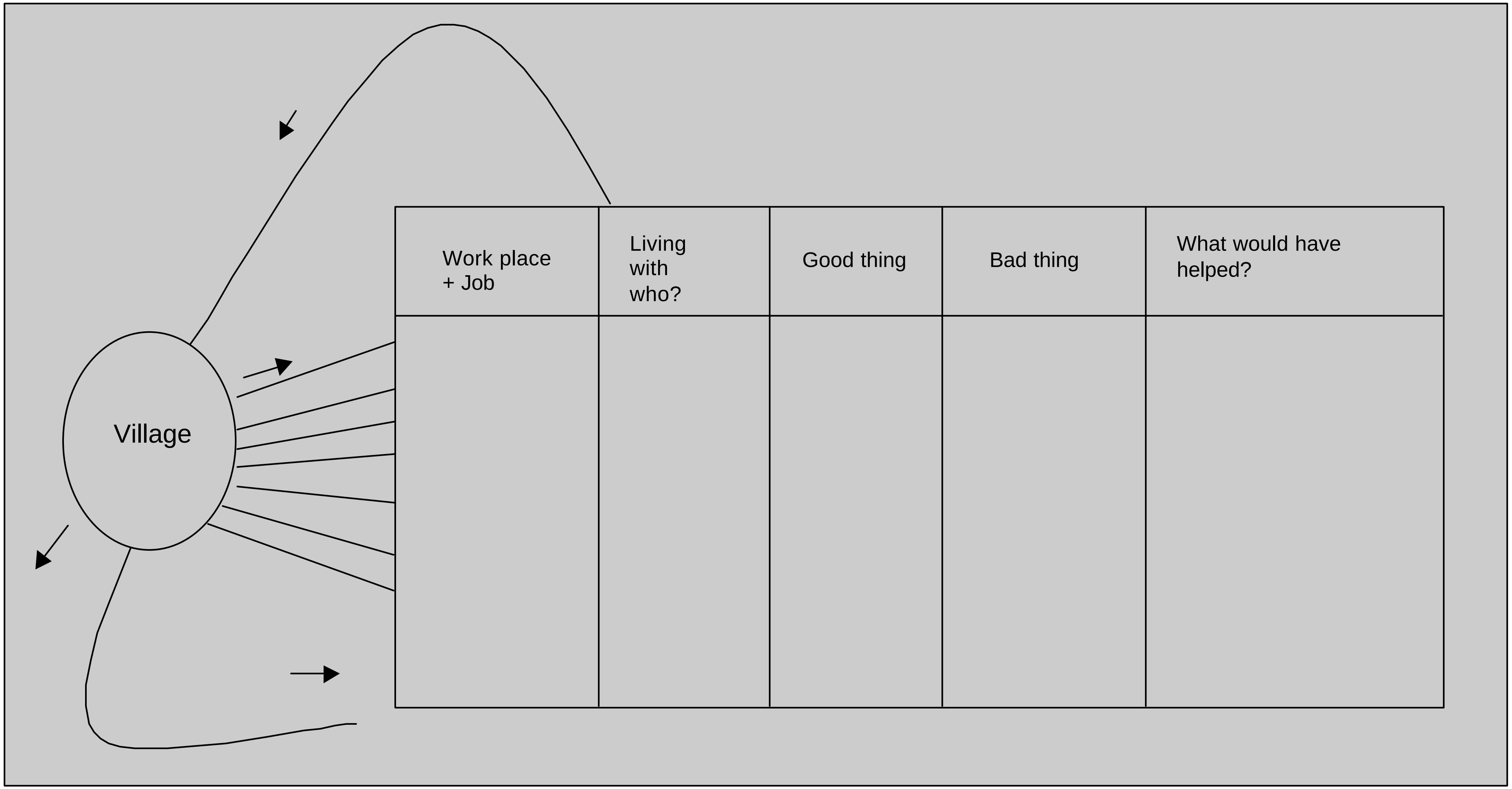
Where?
The facilitator should ask participants where they would feel most comfortable to talk. It is likely that they will want to meet in a 'neutral place' that is hidden from the rest of the village. It is important that these discussions take place in a quiet place where other village members will not gather round so that confidentiality can be maintained (e.g women's home, school, clinic during the times when these are normally closed).

Equipment needed
- Large piece of paper (flip chart) and marker pens
- Smaller piece of plain paper (for facilitator to copy the map for analysis, leaving the original with participants if they want it)
- Notepad and pen for facilitator to jot down interesting points

How?
The facilitator uses a very simple map (see diagram below) to generate discussion among returnee migrants on three topics:
1. their experiences in their work destination,
2. what knowledge of the law and rights would have been useful to them,
3. their views of the risks and benefits of migration versus staying in the village
4. their views on what would have helped them to remain in the village

It is important that the map is completed in the logical order of time; beginning in the past (their work experiences while away), then discussing the present (back in the village) and then asking about the future (intentions to migrate again and views on risks/benefits).

Migration Map for Returnees



Tip for facilitator: Ethics and practical issues[3]
Before starting this exercise, it is important to explain that the contents of the discussion will not be disclosed to the wider community and that they too are requested not to discuss openly with others what group members have said. Explain that their names will not be taken down now, nor will they be used when the reports are written up. Before beginning, ask participants if they are willing to go ahead on this basis

If some participants feel uncomfortable about talking in a group about their migration and work experiences, it would be wise to ask whether they would agree to talk in more detail on a one-to-one basis. If so, use the steps below to guide a structured interview with that person as soon as it is convenient with her/him.

Step 1
Draw a circle on the left hand side of the page and write the name of their village in it (draw some village houses if some of the group are not literate). Draw a large box filling most of the page, and explain that this represents their work destinations and what they experienced there. Divide this box into 5 columns.

Step 2
Draw a line from the village to the first column of the box for each person in the group (ie if there are 6 people in the group, draw 6 lines). These lines show the journeys of each participant to the workplace.
Ask participants where they worked (name of town/country) and the kind of job they were doing, and if one or more can write, ask them to write these responses in the first column.
Ask participants how they reached their workplace. Were they guided by someone, if so who? Did they go in a group or alone? Did they experience any bad treatment on route? Write responses along the lines with arrows that represent the journeys.

Step 3
Ask participants to describe their living conditions: Who did they stay with? Did they stay in the workplace or somewhere different? Did they have to pay for accommodation? Ask a participant to write these in the second column.

Step 4
Ask the whole group to suggest the ‘good things’ about their work and living place (there is no need to make these specific to individuals – a group brainstorm will be fine). A participant notes down the group’s suggestion in the third column.
If nobody mentions income and remittances, ask participants:
- Did you send money home? If yes, how much and how often?

Step 5
Repeat this process for the group’s suggestions of ‘bad things’ they experienced while working away from the village.
When the group has run out of ideas, ask some questions to find out about any exploitation in the work place, e.g.:
- How many hours per day did you have to work?
- Did you have any days off? How often? Could you take leave if you wanted to?
- How much were you paid? Do you think this was enough?
- What were the working conditions like? (fresh air, enough light, cleanliness, protection from physical danger, exposure to illness e.g. HIV/AIDS)
- Did your work or living place cause you any mental or emotional distress?
- Were you abused by people there?

Ask a participant to note down any new information about ‘bad things’ that comes out in response to these questions.

Step 6
Using some of the ‘bad things’ reported by the group as examples, ask what would have helped them improve their situation. Try to find out whether any members of the group reported ‘bad things’ to the police or to the employers. Ask how many of them are aware of the employment laws in the country they were working in, and their rights as women/children. If they do not, explain the basic laws around working

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[3] See also Annex 6: Checklists for Ethical Issues.

conditions, minimum pay, protection from abuse, physical harm etc, and ask the group whether they could have protected themselves if they have known these things. How would they have used the law? Note their responses in the fifth column.

Step 7
Draw a long line from the 'work place' back to the village explaining that this shows their return to the village. Ask participants:

- Why did you decide to come back to the village?
- How did you arrange the journey?
- Have you faced any difficulties since coming home.
- Which do you think is better, living and working away from home or living in the village?

Ask one participant to write the reasons why the workplace or village is better near the line.

Step 8
Draw another line towards the workplace ending in a '?' Explain that this is about the future and ask whether they plan to migrate for work again. Next to this line jot down:

- When participants plan to migrate again? (in home many weeks, months or years time)
- What work will they do? (back to the same place or find another job, if so what job?)
- What are the benefits of migrating for work rather than staying in the village?
- What risks/dangers do they think they will face when leaving next time?
- How might you protect yourself from these dangers?

Step 9
Ask participants if there is anything else they would like to add about their experiences of working outside the village, and if they have any ideas about how to reduce the risks of 'trafficking' and of being exploited once they get to the workplace. Facilitator jots these down on the large piece of paper (bottom right hand corner)

Facilitator asks for the ages of the group member and jots these down on the paper with the date, time and place of discussion.
DO NOT ASK FOR NAMES as it is important that the information remains anonymous to protect participants against any 'back-biting' in the village.

Analysis
For each group, copy what is written on the large sheets of paper onto an A4 format (see map diagram below).
Facilitator brings these sheets for discussion with other members of the Monitoring team at county level.
Findings should be analysed with these themes in mind:

1. Are there any patterns in terms of work destination that shows a link between the village and a certain employer or industry or town?
2. How many migrants experienced exploitation at work and what kind of exploitation was it? (economic, physical, social, sexual?) Can we say that any of them were 'trafficked'?
3. What are the main attractions of migrant labour for boys, for girls and for women?
4. Extent to which participants knew about the laws and their rights.
5. Would further knowledge of the law around labour standards have helped them? If not, why not?
6. Views of life in the village versus the work place
7. Intentions to migrate again; what do they see as the main risks?
8. How do they intend to protect themselves better next time

Monitoring team: Write a short report answering the 8 questions above and pointing out any differences between boys, girls and women's responses.

Use these findings to think about the project in terms of:

- What kind of labour migration is prevalent in the village? Whereabouts does the exploitation take place (in recruitment, on the journey, at the workplace?) How does this effect local understandings of trafficking?
- How important are the financial incentives for labour migration and do people think that migration is sufficiently dangerous/risky to be satisfied with lower incomes and live in the village?

The findings for these two questions should be used with Tool 4, statistics on migration and data on changes in income resulting from the project's inputs (see pot diagram above) in order to draw conclusions about the impact and sustainability of IGAs in terms of preventing trafficking.

- Whether awareness raising activities in the village are providing people with relevant information and knowledge of how to use this information when they face dangers.

Tool 6: Story-boards to identify factors affecting decisions to migrate

Why do we need this tool?
To find out more about children's attitudes, values and knowledge around migration for work.

Who uses it?
Two people are needed to get the maximum information from this tool
The facilitator should be a young person who has a good relationship with children and good communication skills.
The note-taker should also be someone who the children are familiar with, and who can take notes of the children's responses accurately

***Tip*:** Suggestions for facilitator
China: Village representatives of women's federation (also village doctor)
Laos: Volunteer (young woman) from vocational training group or youth awareness team
Thailand: Youth volunteer

Participants
The tool should be used twice with two same-sex groups:
- Girls age 9-15
- Boys age 9-15

There should be between 6 and 10 people in the group.

When?
This could be used only once just prior to the end of this phase of project because the situation is unlikely to change much. During the second phase, this tool should be used once a year.
It is important to talk to children to find out a suitable time and day for discussions (so that it does not interrupt their school work or domestic duties).

Time needed: 1 hour 30 minutes (perhaps longer if children enjoy drawing!)

Where?
The facilitator should ask children where they feel most comfortable to talk. Preferably the place should be out of view of others so that children are not disturbed by adults

Preparation and equipment needed

- Cut out figures OR one A4 sheet and marker pen per child
- A large piece of paper (A3) for each participant
- A sketch of a city on a large piece of paper
- Pens and pencils

This method can be started in two ways, depending on children's confidence in and enjoyment of drawing. The facilitator should find this out before preparing to use the tool.

If children do not want to draw:
The facilitator prepares cut-out figures of people of different ages and gender: a baby, young girl, young boy, young woman, young man, mother and father (their parents age), grandmother, grandfather.
There should be enough for every child to be able to use a complete set of figures during the exercise (ie if 8 participants, you need 8 babies, 8 young girls etc)

If children want to draw: no need for advanced preparation
Each child is given a piece of paper and pen and asked to draw their family members (see step 2 below)

How?
Step 1
Ice-breaker: activity or game ('fruit salad' or 'name game' with a ball)

Step 2

Facilitator places a selection of cut out figures in the centre of the group and asks children to make a family by choosing the figures. The facilitator encourages them to make their own family, but if they do not want to, then they can make up a fictitious family.
OR Facilitator asks children to draw a picture of their family members (and house if they wish)

Step 3
Children are asked to write the names of the family members, and something about them (what they do, where they live, what they like etc) on each person's body. When they have done this, the facilitator asks each person to tell the group a bit about their family.

Step 4
The facilitator explains that we are now going to imagine that our family needed more money to survive the year. She places the large sketch of the city in the middle of the group and asks the children who from their family would go to earn money.
Children are asked to pick up the member from their family who they think should go.(If children have drawn their families, they are asked to draw the person who will go on another piece of paper and 'bring' them to the city drawing)

The facilitator prompts discussion with the following questions:

- Why should these people go and not other family members?
- How will they be feeling when they leave home? (make a happy or sad face on the figure)
- What do you think she or he will find on arriving in the city? (participants could draw these onto the city diagram)
- Will they like the city better than the village? Why?
- What will they do there to earn money?
- Where will they live?
- Do you think that they will face any problems? If so, what?
- How will they get the money they earn back to their home?
- When will they come back?

Tip: The note-taker needs to keep careful notes on the children's responses to the above questions This is because the written words and drawings will NOT contain everything that was discussed.

Analysis

Examine the children's drawings to see whether migration of family members is prevalent, and then look at their responses to questions about who should migrate in times of financial difficulty.

Make a note of boys and girls attitudes about who should migrate, what they should do, paying attention to gender and age issues.

Finally, look at children's answers to the final set of questions and note their knowledge levels about migration and labour opportunities/risks

Tool 7: Aspirations and practical knowledge matrix

Why do we need this tool?
This tool has three functions depending on the age group of participants

1. If used with **children** (9-14 years), it will provide information on their aspirations and hopes for the future, and on some of the problems they will face realising their dreams. This is useful information about
2. If used with **youth** (15-25 years) who are at the age of working or about to seek work, it gives information on their opinions of their options for earning an income, benefits and risks associated with different occupations and understanding of practical ways in which they could protect themselves.
3. If used with **parents**, it provides information on what parents consider to be the employment options of their children, their knowledge of risks associated with these jobs and how they might try to protect them.

Who should use this tool?
Where possible youth volunteers within the village or locality should facilitate this exercise. If facilitators are from the project partner organisation, participants are far less likely to be open with their real opinions about the different work options they have and will reply in ways that they think will please the facilitator.

When? As soon as possible (July 2002) and then 6 months later at the end of phase one of the project (December 2002) and for every 6 months after that.

Time needed: 1 hour 30 minutes

Where? In a quiet area where participants feel comfortable.

Materials Needed:
Large piece of flip chart paper and marker.
Sheets of A4 paper for facilitator to copy large matrix
Notebook to record observations

Time Needed: 1 hour 30 minutes

How?
This tool should be used with six different groups. These should be a male and female group from each of the age categories: children (9-14 years), youth (15-17 years and a second group of 18 to 25 years) and parents (over 25 years).
The group should be 4-10 people.
The facilitator begins by drawing the matrix below, and asking the prompting questions as set out in each column.

Tip: Owing to the sensitivities around certain occupations, participants may be able to be more frank and open in their responses if the facilitator leaves them to get on with the matrix on their own.

	Ways you could earn a living (soon, or in the future)*	Advantages of this job	Disadvantages or risks of this job	What would you do if you faced danger or abuse in this job?**
In the home village or district				
Outside the home district, in a city or in another country				

* For parents: replace with 'what ways could your children earn money in the near future?'
** For parents: replace with 'How would you try to protect your children from dangers that they might face in this job?'

Analysis
Compare results of this with the findings of tool 5: Migration map for returnees, and ask yourself these questions:

- Are the jobs noted the same as those done by returning migrants? If so, this would suggest that young people's choices are heavily influenced by their friends and neighbours in the community.
- Are the dangers foreseen by potential migrants the same as those reported by returnees? If so, this would indicate a high degree of knowledge of the likely scenario ahead of them. If not, it would suggest areas where awareness raising efforts have not reached participants in a practical way.

Are there areas of risk relating to labour exploitation that are not mentioned? What could be the explanation for this?

Tool 8: The 'H' Method for community consultations

Why do we use this tool? To gather opinions from target communities on how best to prevent trafficking, the obstacles faced and suggestions as to how to tackle them.

Who?
The facilitator should be someone of the same gender as the group, preferably of a similar age, and who is known and trusted in the community.

When?
The tool should be part of the project monitoring cycle (every 6 months) either in the context of a community meeting about project progress, or as a separate activity.

Where?
This method can be used in a communal meeting area by allocating different work spaces to the age/gender groups (see below). Or, it can be conducted in a home, school or wherever the particular group feels comfortable to talk.

Materials needed
- One large sheet of paper (flip chart) and one marker pen per group
- A4 size blank 'H' method templates (approx 8) for facilitator to transfer information from large sheets
- Notebook and pen for facilitator to record observations and discussion

Time needed
One and a half hours (for 3-4 groups working at the same time). This allows up to one hour for each group to complete the H matrix and half an hour for feedback to the wider group if this is appropriate.

How?
Divide participants into groups (3-10 people) of similar ages and the same gender ie:

Girls 10-14 years	Boys 10-14 years
Girls 15-17 years	Girls 15-17 years
Young women 18-25 years	Young men 18-25 years
Older women (mothers)	Older men (fathers)

Step 1
Mark one 'demonstration' piece of paper with the 'H' (see below) and title it with the question: "How successfully are we preventing trafficking and labour exploitation in this community?"

Step 2

Facilitator explains how to complete the matrix as follows:

- On the left hand side (near the sad face), participants should write down the reasons why trafficking is not being reduced, and any reasons why they think interventions so far have not worked.
- On the right hand side (near the happy face), participants should write down the ways in which the community are effectively starting to prevent trafficking. **Tip**: These should be what has happened or is currently happening, NOT what participants think should happen.
- By thinking about what has been written and discussed so far, each participant should mark a cross on the line between the two faces to show his or her OWN OPINION of how successfully the community is addressing trafficking. The number of crosses on the line should be equal to the number of participants.
- In the space underneath this line, participants are requested to write their suggestions for how to improve the community's response to trafficking (in other words, how to get more crosses near the happy face)
- Ask participants to mark with a * the suggestion they think is most important for tackling trafficking effectively. Use this as a discussion point for who might take it forward, how, when etc

Tip: This method works best if participants are left alone to complete the matrix once it has been explained. This allows them to record their own views without feeling that they have to write down things that project staff and partners might expect them to. The facilitator should work with groups of children or illiterate adults and be nearby to other groups in order to answer any questions they might have.

Step 3

Facilitator asks participants to write the date, place, gender and age range of participants (e.g. 12-17 years, or 27-46 years) on the sheet. Participants names are not required for this method.

Step 4

This is the first step of analysis as it enables participants to explain the reasons why they have written certain things, and to discuss the ways forward

If this exercise is conducted within a large meeting, groups are asked if a spokesperson could present their 'H' Matrix. Other groups are encouraged to ask questions about the views and suggestions recorded.

Tip: The facilitator should keep careful notes during this discussion time because valuable information about community perceptions of the problem areas, how they can be addressed etc will be discussed.

Analysis

Step 1

Facilitator copies information from each group onto separate 'H' method sheets taking care to record all information and the age/gender/date/place of the group. The large sheets are left in the community, preferably somewhere where participants can refer to them when they want or need to (e.g. in the Women's Houses in villages in Yunnan).

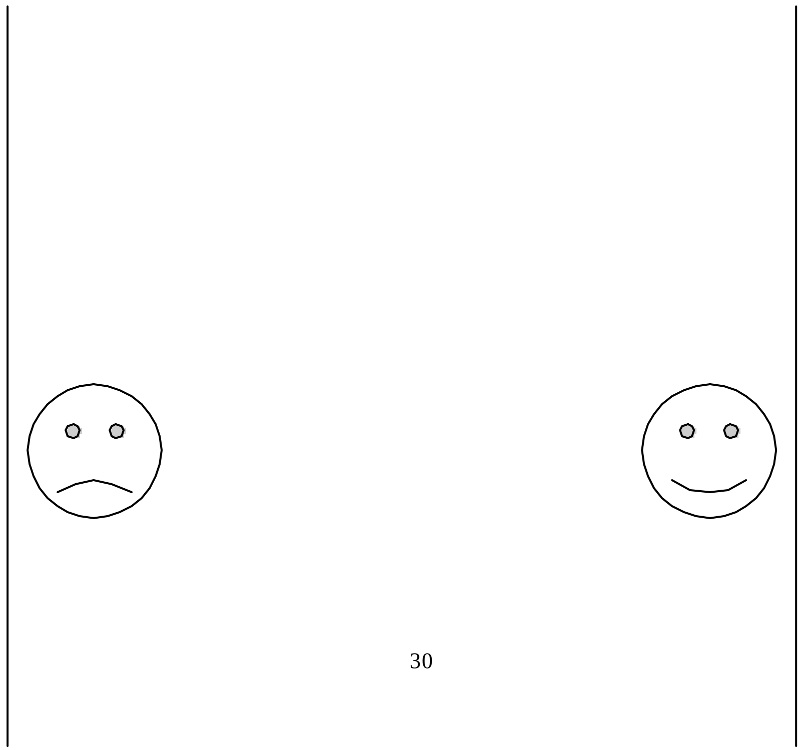
Tip: Because this method allows participants to analyse their views on efforts to prevent trafficking, the facilitator and monitoring team must make sure that all data is properly recorded (ie that sheets are copied accurately and discussion during feedback sessions noted carefully)

Step 2
Facilitators for different groups bring A4 sheets together and conduct content analysis (see TICW monitoring guide).

Tips

- Note similarities and differences between the age/gender groups (and any discussion about this that occurred during the feedback session)
- Pay particular attention to the suggestions for improving the community's ability to prevent trafficking from the target group ie, children, youth and women.
- Include participants as to which is the most important strategy and who they think should take this forward

Tool 8: The 'H' Method for community consultations



How successfully are we preventing trafficking and labour exploitation in this community?

Reasons for lack of success

Reasons for success

Not at all successful

Fairly successful

Very successful

Suggestions of what we can do:

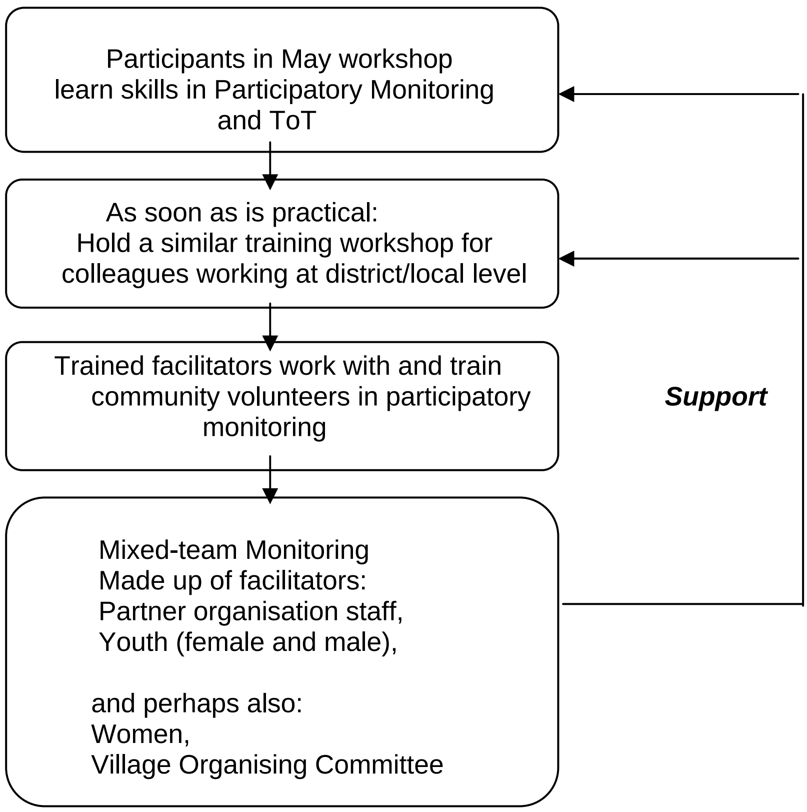
Part III ANNEXES

Annex 1: Training of Trainers

This section is for those who will be training people to facilitate the monitoring tools, and who may also be training others (such as colleagues and or adults and youth in communities) to use the tools.

What is Training?
Training is the process of acquiring KNOWLEDGE, SKILLS and ATTITUDES that are needed to fill the gap between what people want to do, and what they are able to do now.

Cascade Training
The purpose of 'cascade training' is to pass knowledge and skills to colleagues who work at different 'levels'. See diagram below:



Learning by Doing

I hear and I forget;

I see and I remember;

I do and I understand.

Confucious; a Chinese Philosopher

Checklist for Facilitators

Preparations:
- Think of the best trainer/facilitator you ever had; list qualities that made them great; then identify your weak points as facilitator and try to improve;
- Work as a training team, and assign roles based on strengths of individuals in the team (e.g. presenter, facilitator, listener, commentator, note-taker);
- Arrange for an acceptable venue (light, electricity, nice table setting where people can see each other - with break-out rooms, refreshments, visual equipment);
- Make sure you have all the (visual) materials needed - paper, pens, flipcharts, tape, markers, etc.;
- Ensure you understand and have internalized all tools before being a facilitator otherwise you can't talk with confidence;
- Build the training up in 1.5 hour blocks and write down per session the key messages that you want to get across;
- *Prepare well and rehearse*;

Introduction:
- Always properly introduce the key aims of the training, and have an ice-breaker[1] through which everybody is introduced;
- Then list expectations, and get a sense of the level of knowledge present among participants at the start of the training;
- Start every day with a recapitulation of the previous day. Then introduce the agenda for the day and seek inputs;

Some techniques:
- Use a variety of communication methods: range of visual aids, involve children, plenary discussion, group work, individual work, role-play, etc.
- Use 'ice-breakers'[9] if you do not know participants well, e.g. games, songs, etc.;
- If possible, test Tool 6,7 and 8 on children during the training (learning by doing);
- Role play a bad facilitator versus a good facilitator for contrast and clarity;
- Have eye contact, stand up and move around, speak slowly, use your voice (intonation);
- Make it as interactive as possible - involve and engage participants;
- Ask questions and invite participants to tell their stories;
- Use humor if natural for you, and smile;
- Choose words, stories, numbers, and cases that capture interest (use real examples to illustrate your points);
- Visual aids: simple, easy to read (colour and size), only key words not long stories, work with colours;
- Address concerns, questions, issues as raised by participants, while sticking to the main messages you want to get across;
- Stick to time-frames where possible;
- For every training block (1.5 hours) explain what we will do, then do it, then summarize what was done including a list of key points (if possible summarized by participants);
- Have a strong closing session where you review aims and expectations, summarize what was learnt, commit to action, and close with appreciation and congratulations;

Attitude/behaviour as facilitator:
- Stay relaxed and calm;
- Be open and honest;
- Be a good listener; observe, record, observe, record…..
- Do not panic when the group in silent; wait patiently for them to think about what they want to say;
- Do not interrupt people;
- Do not make judgements of people's responses (for example, saying that 'this is good, and that is bad') or humiliate anyone;
- Do not let arguments dominate the discussion; encourage participants to re-focus on the main topic;
- Be aware of language barriers; let people talk in the language they are most comfortable in (and ask someone else to translate if necessary);
- Use visual aids and body language to help overcome language barriers.

[1] See page A5.

'Running a training workshop in participatory monitoring'

This section is for trainers in participatory monitoring (those who are facilitating the training workshops). It outlines some activities that will help those taking part in the workshop to grasp the main points of the workshop, and to learn from each other in an active and participatory manner.

The section covers at least one day of a workshop and will give trainers the basis for planning subsequent days.

The purpose of each activity is written in the grey box, and the materials needed are shown in the white box below.

Day 1: Introductions

Welcome and introduction by facilitator

Purpose: to welcome participants and ensure that they have everything they need for the first day.

Training pack

Facilitator makes sure everyone is seated comfortably and can see clearly (if possible chairs should be arranged in a semi-circle so that everyone can see everybody else and nobody is 'hidden' in the back row). The facilitator then introduces him or herself, the topic of the training, the duration of the workshop and makes sure everyone has a training pack. This should be **very brief** (2-5 minutes) because there will be more time spent on the purpose of the workshop (see below).

Apples and oranges game

Purpose: to relax and energise participants and learn everyone's names.

Oranges and apples (or balls)

Everyone stands in a circle. One person says his/her name and throws an apple to someone else across the circle. This person then does the same. After a few minutes people must say the name of the person they are throwing the apple to rather than their own name. An orange is also introduced to make the game faster.

Participant introductions

Purpose: to familiarise participants with each other and with organisations represented

Flip chart

Participants form groups of 3-5 persons and find out each others names, organisations and one thing that they all have in common (this could be what they are wearing, what they like to eat or do for relaxation, or perhaps something about their home or family). Each group selects one person to introduce their group members to the rest of the participants using names, organisation and the 'common factor'. If there are many different organisations present, make a list of the organisation names and acronyms (e.g. CAAFW) so that participants can remember.

Why are we here?

Purpose:
- ♦ to ensure all participants understand the aims and objectives of the workshop
- ♦ to ensure that the activities are acceptable to the participants
- ♦ to agree a timetable

Flip chart, OHT of Timetable
(or refer to workshop pack)

The facilitator runs through the aims of the workshop (learning about participatory monitoring and some tools we can use) and briefly describes the learning activities. Participants are encouraged to ask questions about the course and to give their suggestions about the workshop content and timetable. The facilitator writes these on a flip-chart, then moves on to the next activity where there will be an opportunity to make changes to the timetable.

Expectations of Workshop

Purpose:
- ♦ to establish range of expectations and fears of whole group

♦ to adapt programme to address the felt needs ♦ to make any modifications to content or structure as requested by group ♦ to agree 'rules' of workshop

Post-it notes (or small pieces of paper), sticky tape, flip chart

Task: Each person writes their main expectation of the training workshop on a small piece of paper (if possible, a post-it note). On another small piece of paper, they write the main fear (or concern) about the workshop. Participants stick all the 'expectations' on one flip chart paper (or pinboard) and all the 'fears' on another. The facilitator reads the papers, and groups them according to theme. He or she then summarises the main points raised and discusses any important issues (for example if people have expectations that are beyond the scope of the workshop, or if they have serious concerns about language, timing etc). If necessary, the content or timetable are modified to suit participants' needs.
Workshop 'rules' are discussed and agreed (e.g. 'yellow card' for facilitator if he or she is speaking too quickly, returning promptly after breaks).

What will the training involve?

Purpose: to outline the 'learning by doing' approach that the course will take.

Confucious statement on OHP, whiteboard or flip chart

Facilitator shows Confucious' words to the group and uses this to discuss the value of a 'learning by doing' approach. Facilitator explains that the tools will be explained and demonstrated, and then participants will have an opportunity to try them in a 'role play' scenario with their colleagues.

What is participatory monitoring?

Purpose: to provide overview of what issues the workshop will cover and the participatory learning approach that the course will take.

Workshop Pack: Guide to Participatory Monitoring, flip chart

Facilitator introduces the topic of participatory monitoring. This can be done using these steps:

- Ask participants to brainstorm around the question of 'why do we monitor?' Use this to find out participants' own experiences and encourage them to draw on these during the course.
- Make sure that participants are clear about the difference between process-level monitoring (of activities and outputs) and impact-level monitoring. Draw a diagram to illustrate this using the 'cooking soup' story and the TICW project (triangle of capacity building, awareness raising and direct assistance). Make sure that 'external factors' are discussed.
- If facilitator thinks there may still be some confusion about what we are monitoring (migration, trafficking etc), then spend some time going over the problems being addressed by the TICW project; see first section titled 'Before we start: Some important considerations' in Part I Chapter 2 of this Guide).
- Discuss the difference between 'traditional monitoring' and 'participatory monitoring' (see Figure 3) in Part I Chapter 2 of the Guide.
- Use some practical examples from the TICW project to illustrate what is already happening (e.g. monitoring numbers of people in vocational training courses or recipients of credit).

Why and how do we involve children?

Purpose: to review the reasons for consulting children and youth during monitoring, and then to discuss opportunities and challenges we have to do this within the TICW project.

White board or 3 flip chart sheets

Draw a matrix on the whiteboard with 3 columns. The first column is titled 'why should we consult children?', the second is titled 'opportunities for consulting children', and the third 'challenges faced when trying to consult children'.

- Facilitator asks group to brainstorm the first question and then writes up participants' suggestions (**Hint for Facilitator**; we should remember that children are one of the main target groups for the TICW project, that children can and do analyse their own situations, risks and opportunities – and that we can learn from their views, and also that children have rights to participate in decisions affecting their lives according to the UN-CRC; see Part I Chapter 2 section 2.1.7 titled 'Monitoring as an opportunity to promote the rights of children and women').

- Facilitator then asks participants to brainstorm the opportunities they have in their project sites to talk to children and seek their experiences and views.
- Finally, facilitator asks group to brainstorm the main challenges faced in consulting children in their particular working environments.

Facilitator draws together the main points and introduces the concept of 'child-friendly' monitoring tools to be piloted during the workshop.

Demonstration of tools for use with children and youth

Purpose: to explain the purpose of each tool and how it is used

Part II: Toolkit, and all materials for Tools 6 + 7

Facilitator introduces and demonstrates Tool 6: Storyboard on decisions to migrate. Once participants have asked questions about how to use the tool, facilitation techniques are discussed. Facilitator reminds group of the importance of ice-breaker activities before starting to work on the tools. This process is repeated for tool 7: Aspirations and practical knowledge matrix. Before ending the session, the facilitator demonstrates one or two icebreakers (examples include; the name game with ball, chopsticks game or 'fruit salad'; see list of ice-breakers at end of this section).

Piloting tools with children in local area

Purpose: to try out the tools and make any modifications needed for the local context, to have a go at facilitating a participatory monitoring tool with children and to discuss any practical and ethical challenges that arise.

All materials for Tools 6+7 and ice-breakers.
Thank-you gifts and refreshments for children

The facilitator welcomes the children, explains the main purpose of the session and asks the children to divide into the appropriate number of groups (where possible, groups should be made up of children of the same gender and similar ages). Trainees then work with the children, beginning with an ice-breaker game then introducing and using the tools one at a time. There should be at least 2 trainees per group; one as facilitator, one as recorder and the other trainees assess their colleagues facilitation techniques using the form provided in section on group exercises.

Before the children go home, it is useful to ask them for their feedback on the tools; which did they enjoy most? What suggestions could they make for improving the tools?

Feedback on learning

Purpose: to share learning from the piloting session with children, to discuss problems encountered and to make suggestions for the following day's workshop activities.

Trainees sitting in a circle so that everyone can see each other. One note-taker.

The final session should be short and interactive; participants are asked to feedback on their experiences of working with the children and using the tools. Discussion should be open and not dominated by the trainer. Comments on the tools and possible modifications should be noted by the note-taker.

The facilitator then asks for comments about the day's learning, whether there are any points that remain unclear and should be discussed again in a subsequent workshop session and whether there are any special requests for topic areas to be covered in the following days.

Ice-breaker activities and games

Ice-breakers are very important for keep a group interested and working together effectively. They are therefore useful for training workshops, and for the actual monitoring process that involves group discussions and exercises. Suggestions for ice-breakers are given under four headings that relate to the purpose of the ice-breaker.

1. Getting to know each other

Introducing a friend: Work in pairs and find out your friend's name, organisation and favourite activity and food. Then introduce your friend to the rest of the group, and she or he will introduce you.

Finding things in common: Ask participants to work in small groups (approx. 4 people) and find out each others' names, organisations and one thing that they all have in common (e.g. clothing, likes/dislikes, something about home life). One spokesperson for each group introduces everyone from that group, and the ‘common factor’.

Treasure hunt: This is more suitable for children and youth, but still could be played with adults. The facilitator hides a certain number of objects round the room (or larger area if possible), and gives clues to only a few members of the group. Other group members either have to look around with no clues, or ask their colleagues for some assistance.

2. Invigorating participants (who are sleepy or looking bored)
Fruit salad: This game needs participants to sit on chairs in a circle, without tables nearby. The facilitator goes round the circle allocating fruit names to each person (3 fruits are normally enough), e.g: mango, apple, banana, mango, apple…..Facilitator then calls out one of the fruits (e.g. apple) and all those who are ‘apples’ have to change chairs. Once participants have grasped the game, one chair is then taken away. The person left without a seat is out, and another chair is taken away and so on until the end. Towards the end, the facilitator shouts out two fruit names, and also ‘fruit salad’ (which means that everyone has to change places)

Cat and Mouse: This game needs a big space (preferably outside) and at least 16 people. The facilitator first asks for 2 volunteers, one to be cat and one to be mouse. The remaining participants stand in lines holding hands in a grid pattern; e.g. 4 lines of 4 people. They then practise turning 45 degrees to the left or right and grasping the hands of other colleagues when the facilitator says ‘change’. Once participants have understood the way the grid changes on the command ‘change’, the cat and mouse start from opposite ends of the grid, with cat chasing mouse. The facilitator gives the change command at frequent intervals in order to help the mouse escape the cat., by altering the direction of the passages in which they can run. Once the cat catches the mouse, a new pair are chosen.

3. Calming participants (who are over-excited, particularly children)
Grandmother’s Footsteps To play this game, you need a bunch of keys and a cloth to be used as a blindfold. Participants sit in a circle on the floor with an ‘entry gap’. One volunteer is blindfolded and sits facing the gap. The bunch of keys is placed in front of him. Silently, the facilitator selects another member to be key thief whose task is to get the keys and return to his place without the blindfolded person hearing and pointing at him. So, he gets up and trying not to make any noise, he walks round the circle and through the gap, and picks up the keys. If the blindfolded person hears his movements, he points to the noise. If he successfully points at his position, another key thief is chosen.

4. Refreshing participants (who have been working hard)
Whenever possible, these activities should be conducted outside or in a different area to where the training is taking place.

Find your friend:
Facilitator prepares pieces of paper with famous pairs written on them. For example, one piece of paper has ‘Princess Diana’ and another has ‘Prince Charles’, one piece of paper has ‘Tom’ and another ‘Jerry’ etc. There should be enough pieces of papers for each participant to have one taped to their back (without them seeing what is written). When everyone has a name on their back, the game begins. The aim is to find your friend or partner, by talking to others in the room. However, participants are not allowed to ask the question ‘who am I?’. They can only ask questions like; ‘Am I male or female?’, ‘am I human or animal?’ and from this they must figure out who they are and therefore who their partner is.
The first successful pair wins the game!

Preparation for Participatory Monitoring Training

1 Choosing the training venue

There may not be many choices at district level, but key considerations are:

- Maximum number of participants (do not try to train too many people at the same time)
- What space you will require for everyone to work comfortably
- Seating arrangements, lighting, temperature and wallspace
- Places for group work
- Break and refreshment area

2 What should be covered during the training?

The timetable for this training (Participatory Monitoring Workshop May 2002, Vientiane) can be used as a guide for the timetable for future training workshops. The length of time you will need to spend on each activity will depend on the particular training needs of your participants. It is important to include a session on ‘how to train others’ by explaining and passing on some of the checklists below, and by practising some training skills where needed.

Day 1

8.00 –9.00	Registration and Introduction
9.00 – 10.00	Brief Summary on TICW monitoring: meeting the challenges
10.00 –10.30	Changes to current reporting (EK+HvdG)
10.30 - 11.00	Coffee/Tea break
11.00 - 12.00	Participatory Monitoring: tools to help us work with children An explanation and demonstration
12.00 - 13.00	Lunch
13.00 - 14.00	Preparing for work with children: roles and practicalities
14.00 - 15.30	Participatory Monitoring Exercises with Children
15.30 - 16.00	Coffee/Tea break
16.00 - 17.30	Participatory Monitoring Exercises with Children

Day 2

8.30 - 9.00	Summary of the previous day workshop: Aims for the day
9.00 - 10.30	Feedback on work with children: Facilitators’ skills and ethical issues
10.30 - 11.00	Coffee/Tea break
11.00 - 12.00	Monitoring impact of capacity building: Explanation of tools and opportunity to practise
12.00 - 13.00	Lunch
13.00 - 14.00	Monitoring impact of awareness raising: Explanation of tools and opportunity to practise
14.00 –15.00	Monitoring impact of direct assistance: Explanation of tools and opportunity to practise
15.00 - 15.30	Coffee/Tea break
15.30 - 16.30	Monitoring external factors: keeping our eyes open
16.30 – 17.00	Organising data

Day 3

8.30 - 9.00	Summary of the previous day workshop
9.00 - 10.30	Analysis: integrating quantitative and qualitative data
10.30 - 11.00	Coffee/Tea break
11.00 - 12.00	Working as a team and writing a report of monitoring to show impact (country specific plans)
12.00 - 13.00	Lunch
13.00 - 15.00	Training of trainers
15.00 - 15.30	Coffee/Tea break
15.30 - 17.00	Evaluation

End of workshop

3 Main tasks of the trainer and support person

- Explain and clarify the reasons for participatory monitoring (see guide Part I Chapter 2)
- Provide information on the monitoring process, and the different tools
- Remind participants about good facilitation skills and the importance of listening well
- Look for areas of misunderstanding or confusion and go through material again if necessary
- Be available to respond to questions about monitoring that might occur after the training

4 Selection of monitoring team at community level

When selecting the monitoring team, the following criteria should be considered:

- Language – who speaks the local dialect?
- Gender – ensure a balance of male and female
- Age – have young people been included?
- Experience with participatory methods and some knowledge of data analysis – it is not necessary for everyone to have these, but the team will be stronger if one or two members have prior experience.
- Knowledge of the village and rapport with target group
- Personality – think about people's natural characteristics (shy, out-going, humorous etc) and try ensure mixture within the team

5 Preparing for monitoring (by partners who will facilitate)

- Are fieldwork dates convenient for the local community? (in terms of agricultural season and workload, festivals, or other factors that will occupy people's time)
- Do they know that you are coming and the purpose of your visit?
- When is the most convenient time for children, youth, women and men to be involved in monitoring activities?
- Do you have a full supply of materials (papers, markers, notebooks etc)?

6 Using the tools and discussing the information generated

Using a participatory approach to monitoring means involving target groups in discussions about the information generated. This is partly to enable us to gain more in-depth information about why people have certain opinions, and partly to encourage community level analysis of the problem of trafficking. Steps to ensure that this happens include:

- Encouraging local men, women, youth and children to present their findings (for example, the results of Tool 8: the H Method) to the village meeting
- Allow enough time for feedback and discussion
- Make sure that community members' opinions on the findings are noted by the monitoring team

7 Processing information and writing-up

Because partners are very busy, the writing up process is likely to be neglected. Training should therefore also focus on analysis and writing up. Suggestions to assist the analysis and writing up process are:

- Showing that good documentation of the tools will save time in the long run (for example, remembering to record participants ages, gender, dates, and making sure there are no gaps in information)
- Encouraging members of the monitoring team to work together on the analysis
- Preparing a framework for analysing (using the key impact questions and indicators)
- Holding regular monitoring team meetings to check progress on data collection, and to do some analysis of the first sets of data.

The progress reports are the main method for reporting findings and conclusions from the monitoring, as well as any lessons learned. However, if staff and partners feel that there is interesting information coming from a particular village, district or province, it would be worth writing a short report that can capture more of the details than is possible within the progress report.

Five steps towards report writing (more details in Part I Chapter 2 section 2.3.6)

1. Collect information by indicator or key impact question (see Figure 5 in Part II). This is best done at local level (village, commune or district) by the whole monitoring team working together. Do this by writing down each key question or indicator on a large sheet of paper, then write down the data you have that can help answering the question (for example; numbers of completed matrices from children, youth or women, number of questionnaires from village head)

2. Analyse the information using the triangulation method: First look at findings from each tool comparing and contrasting the similarities and differences, then look at the findings from the different tools together.

3. Draft the sections of the report (aims, methods, findings and conclusions of the monitoring) then decide on the main topics to be covered in the findings

4. If possible, divide up the topics amongst the monitoring team members so that several people contribute to the report

5. Review the report; all the members of the team should read the report to make sure that the information is correct from their perspective, and that nothing important has been left out. One person can edit the report to make sure there is no repetition of information in different sections and incorporate any useful diagrams in the text.

Annex 2: Group Exercises for Training Workshop

1 Learning about facilitation and recording; peer observation[2]

During the session when tools are piloted with children (or adults), trainees who are not facilitators or recorders are asked to observe their colleagues facilitation skills. They are given a sheet of 'quick answer' questions to fill in based on their observations (see below). The facilitator should emphasise that these answers are not going to be used for anything else other than group learning during the training. At the end of the piloting session, trainees who observed are asked to give some examples of good facilitation techniques and areas where they noticed facilitation skills to be lacking.

2 Brainstorming on child participation

Facilitator draws a large matrix on the whiteboard or flipchart paper (3 sheets stuck together) and titles the 3 columns as shown below (leave each column blank; the bullet points are just to remind you of what participants during the May 02 training suggested). Trainees are then asked to brainstorm under the first question; why is it important to consult children? When the column is full or participants have run out of ideas, the trainer then asks them to brainstorm on column 2 then column 3.

Why is it important to consult children?	Opportunities to talk to children	Challenges to consult children
• We want to improve their lives • Children know about their own life reality • Know their hopes and wishes • Know their problems • Children have their own network in society • May know the best solution & best resources • Right to participation (Art 12 CRC) • May be the best resources to address the issue • Empowerment / to build ownership • Build trust • May help to raise awareness	• Meet in school • Youth Union • Children's club for out of school children • Traditional ceremony • Drop-in centres • Classes for street and out of school children • Meet children during travels for water-festival • Children awareness raising teams (Laos) • Job training for rehabilitated girls • Interview children when collecting baseline information	• Confusion culture • Trauma as a result of exploitation • Low skills level to work with children • Lack of experience to work with children • Don't understand children's lives or how they see the world • Adults are uncomfortable and afraid to loose control • Impact of adolescents on views of others • How much weight to give to child's opinions (kids are smart and 'colour' their views • Government officials reluctance to value children's views

3 Using the ladder of participation to think about current practice

Facilitator draws a large version of the 'Ladder of participation' (see Part I Figure 4) on 2 sheets of flip-chart paper (attached vertically) and discusses each level of the ladder with participants. Facilitator asks trainees to give examples of real or imaginary cases of each level of participation. When the levels have been understood, the facilitator asks trainees to think about the work their organisation does with children and youth, and to plot their own activities on the ladder. The discussion then turns to whether and how organisations will try to 'step up the ladder' and increase the level of children's participation in what they do.

The facilitator should point out that involving children and youth in the monitoring process in an active way is one important means of 'stepping up' the ladder to achieve more meaningful participation of children.

[2] Utilize the questionnaire in page A14 of this section.

NB: it is likely that many trainees are part of organisations that do not work with children. This does not mean that the above exercise is irrelevant. The facilitator should ask trainees who their main 'beneficiary group' are (women, poor farmers, teachers etc.) and ask trainees to comment on the level of participation they consider this group to have in organisational decision-making and activities.

4 Organising Data

Facilitator collects lots of different complete or blank data sheets (e.g. drawings, matrices, questionnaires,) and puts them in a big, jumbled pile on the floor. This visual image is used to introduce the importance of having an organised system to store data. If possible, facilitator then takes one file for each type of data and places the sheets in the relevant file (if no files available, sort the data into piles of different types).
A good follow-up exercise to this: Ask participants to sort the data they have brought along or the 'dummy data' they have produced during the training, and then to label it correctly so that it is ready for the analysis process.

5 Data analysis

On the whiteboard, facilitator draws a large version of the 'data analysis triangle' (see Figure 7 of Part I). Using real examples of data currently being generated in the area, the facilitator explains the principles of triangulation between different sources and tools.

6 Quantitative data analysis quiz

Facilitator prepares a table of false data such as the one below, and then asks trainees to spot all the things that are wrong with it

Number of migrants

	1999	2000	2001
Village A	27	58	69
Village B	4	-	46
Total	31	58	117
%	16	25	67

In the above table, the following errors are found:

- No source/method of data collection,
- Title not clear (who qualifies? Are the migrants temporary or permanent, who is included in each year group?)
- Ages/genders of migrants are missing
- Addition of total for 2001 is incorrect
- Incomplete data; what is the reason for the missing variable? Cannot make total if missing variable
- Percentages have no total number, nor does the table tell us what the percentage refers to

7 Devising a monitoring plan for your local area

This is the final group exercise for the trainees and is based on a series of questions (see below: Step 1-3). It assumes that all the tools have been discussed and tried, and that trainees are familiar with their own organisation's role in the project and its monitoring. It is suggested that trainees work in groups according to their organisation and their geographical location.

Ideally, this should be an opportunity both for selecting and modifying tools, and for NGOs, governments and community members to suggest a mixed-team for monitoring in their locality.

Make sure that enough TIME is allocated to this exercise (at least 2 hours; 1 hour for section 1 on tools, then an ice-breaker or coffee break, then 1 hour on the practicalities)

Step 1: Setting the framework

Look at Figure 5 in Part II of the guide and ask:

1. Are the impact questions relevant to the APs?
   - If 'yes', list the partners who should be working on each of the impact questions
   - If 'no', look at AP outlines and country logframe to modify impact questions

2. Do the methodology and data required make sense in your work context?

3. Can partners produce the other records needed (as stated in 'data needed' column?
   - If 'no', think about other ways of getting hold of this information, or if this will be impossible, think about other combinations of data that will give information on impact.

4. Are the tools suggested suitable (culturally, socially and in terms of answering the critical questions)?
   - If 'no', make suggestions for modification.

Step 2: Thinking about the practicalities

Who will take part in monitoring?
Possible team roles at community level:

When?
Timing of cascade training and approximate dates when facilitators will be ready to start monitoring in communities (this may vary across the project sites in each country)

How?
Who will co-ordinate the monitoring process; will members of the monitoring team work at the same time and use different tools? Or will they work in sequence? What support will be available to the monitoring team?

Step 3: Preparing for Analysis

Who will do this?

When?

How?

What opportunities are there for collaborative analysis; discussions with higher level partners and or other organisations working in the area on initial findings?

Questionnaire for Learning about Facilitation and Recording; Peer Observation

1. Facilitator gives a clear explanation of what the activity involves, why we are doing it, how long it will take etc.
   YES SOME BUT NOT SUFFICIENT NO

2. Facilitator seeks and gains Informed consent from participants
   YES NOT SURE NO

3. Facilitator explains each step of the activity clearly
   YES MOSTLY NO

4. Who is participating and who is keeping quiet? (look at age/gender)
   ALL PARTICIPATING QUIET ONES=

5. What is facilitator doing to try to include everyone?

6. Describe the rapport between facilitator and participants
   GOOD OK NOT VERY GOOD

7. How well is the facilitator listening to participants?
   VERY WELL ONLY PARTLY

8. Recorder is noting ‘extra’ important information not written onto tool
   YES SOMETIMES NO

9. Facilitator summarises what has been said/written down and fills in any gaps in information by asking participants
   YES SOME BUT NOT SUFFICIENT NO

10. Participants given another chance to add something or ask questions
    YES NOT LONG ENOUGH NO

11. Participants details written down on reverse of sheet (see checklist in page A2 in guide)
    YES SOME BUT NOT ALL NO

12. Clear explanation of what will be done with the information and participants thanked
    YES SOME BUT NOT SUFFICIENT NO

Annex 3: Country Specific Suggestions for PM+E Planning

Cambodia

Details of baselines available	**Measurement of external factors?** **Access to relevant information from others?**
Numbers of migrants from particular communes/districts per province – Number of migrants per province - Cambodia Socio Economic Survey in 1999 (Ministry of Planning). Numbers of poor families/illiterate people and girls attending training by village in the project areas. Poverty levels are measured by 2 indicators: 1) rice production for consumption and use as 'currency' for health, education etc 2) additional income from non-farming activities in village or outside NB: These indicators are only used for APs implemented by CWCC, but not by VCDC, CAAFW, CCPCR and HCC. This information can be fairly easily gathered from working target villages and control villages. However, it takes time to use the PRA method to discuss with communities the ranking of family economic situations in a comparative manner within each village.	No regular documenting by project. NPC and partners should be in communication about any data collection that partners are asked to do by other projects in case the information gathered is relevant to TICW external factors. Other useful social-economic surveys underway in project areas include: - Cambodia Socio Economic Survey in 1999 (Ministry of Planning) - General Population Census of Cambodia 1998 (Ministry of Planning) - NIS-ILO/IPEC: 99 CSES's child-Focused (Fact Sheets). - Child Labour Stand alone Survey (Ministry of planning) - Consultant who is supporting CNCC is reviewing the exiting mechanism/ networking in Pery Veng, Sihanouk Ville, Battamabng, Banteay Meanchey, Seim Reap and Phnom Penh, collecting preparing.

Control Sample available
6 project villages and 6 control villages (2 in each of 3 provinces) collected by 3 NGO partners working with village heads.

In cooperation with village and commune leaders, partners have updated village baseline data in working village and control village.

In Prey Veng and Sihanouk Ville, Provincial Trafficking Coordination Unit (PDoSALVY) have piloted methods to collect information from villages in their own province with good co-operation with local authorities (village and commune leaders). Village and commune leaders will be trained in data collection (village baseline data) so they will update data/ information every 6 months. The data will not be collected from all villages in both provinces so PTCU will select some villages/ communes and train village and commune leaders to update information.

HCC have conducted PRA surveys in 2 non-project villages, and plan to conduct another PRA in the project villages in July 2002 (to look at impact).

The questions for the NPC and partners to keep in mind here are:

1) *What kind of impact questions can be answered from the next PRA by HCC?*
2) *How can we ensure that the information generated by HCC can be comparable to the data collected in other project sites (for example, if other partners use the tools in the PM+E toolkit)?*

Impact questions relate to how successful the following inputs of the project have been, *and also the effect of the inputs on the rate of trafficking of children and women:*

- Knowledge of trafficking prevention (awareness raising in communities): key persons in communities, children, women, men in communities;

- Coordination mechanism/ network: from village level to district level;
- Income generation activities: individual impact on beneficiaries/ clients, family economical impact and community impact.
- Non-formal education for illiterate children and young women.
- Participation from community and local authorities.

Who can monitor best?

At community level: Suggestions for mixed teams:

- Government staff: district staff of Office of SALVY, Office of Rural Development
- Partner organisation staff member who is most familiar with particular groups (women, youth, children, village leaders etc)
- Commune leaders
- Youth volunteers (male and female)
- Mothers/women volunteers
- Member of staff from another partner organisation who could help support the data collection process, and would have insights into external factors

At district/provincial level: NPC works with DDCs/ District working group/ Office of SALVY and PPCs on monitoring capacity development, awareness raising and the external factors influencing programme effectiveness. They are also in a good position to encourage and support the monitoring of APs, as well as add their perspectives on the AP progress.

How will the training and support be run?

Suggestions by the NPC:

Key resource persons in each province: 2 officers of each partner, PDoSALVY (PPC), OoSALVY (Dist. Committee/ working group) at district level, commune leaders, village leaders and village committees. At village level the partner in cooperation with trained village leaders can train relevant people in communities to collect information or data.

Each partner of each province prepares monitoring plan with own team. Key agencies that are responsible for conducting monitoring are PDoSALVY (PPC), OoSALVY (DDC/ Working group) and partner. Each monitoring team discusses the relevant data/ questions and appropriate method use (literate and illiterate people, children, women and people in communities) following own AP and with technical support from NPC.

Points to keep in mind when planning monitoring at community level:

1) *Think about how best to include community members who are not literate; what proportion of target group are not literate and what adjustments to tools are needed?*
2) *Will the diagrams included in the tools help to overcome this problem?*
3) *What other methods can be used?*

Children's participation in monitoring:

Is this a key area of concern? Do partners feel happy to work with children using the tools suggested or something similar? If there is some doubt, the suggestion is to identify the strongest partner(s) in this area and ask them to assist other partners who have little experience.

During piloting of the PME tools, project staff and partners experienced difficulties involving children aged 9-14 (especially tool 5, 6, 7 and 8) because they were not involved much in project design and project implementation. VDC, village leaders, teachers (including non formal education teachers) and partner of each province have discussed methods suitable for involving children as well as those suitable for training them to facilitate in data collection.

Several project partners working in target communities have experience in working with children (including VCDC, HCC, CCPCR and CAAFW). These partners will lead the training to children on participatory monitoring with and by children, with technical support from NPC based on the project guidelines in participatory monitoring.

How will analysis and writing up be done?

Some partners (VCDC, HCC and CAAFW) are experienced in analysing data through PRA methodology and in producing reports for donors, however their reports are not yet of a high enough standard for accurate impact monitoring.

To tackle this problem, the NPC suggests two stages for analysis and writing:

1) Each monitoring team collect accurate data from working target villages and control village(s). The data collected must then be checked very carefully to make sure that there is enough relevant information for analysis. Each monitoring team of each province conducts primarily analysis of the information, draws some preliminary conclusions, recommendations and writes a simple report of their own project monitoring.
2) With technical support from ILO/IPEC identified local expertise (Advanced Study Organization), NPC and SILAKA organize workshop to analyse information together at Phnom Penh and prepare report of monitoring.

NB: The incentive for local social science expertise would be the chance to analyse and write up some information with the ILO-IPEC team (if ILO are happy for them to publish something jointly).

Annex 3: Country Specific Suggestions for PM+E Planning

Yunnan Province, China

Baselines available	**Measurement of external factors?** **Access to relevant information from others?**
Baselines available in both counties on migration, education, poverty, Gaps = youth and children's aspirations, and their perceptions of risks and benefits of migration	Government statistical collection provides information on infrastructure (new roads, TV etc), food sufficiency, sources of income and labour occupations. To be confirmed: One of the 2 project counties (Jiangcheng) may be included in UN/WB supported monitoring of women and children's well-being (2001-2010) which: a) will assess a range of indicators of well-being; health, economic, socio-political etc b) could be useful as 'control' as incorporates info on migration (destination, how arranged, occupation, income and expenses) – and there may be potential to cross-reference data. Contact Xu Li of Statistics Bureau to see if he has further information, or World Bank Chjna Office (as this seems to be a separate initiative to the Jiangcheng schools support by WB)

Control Sample available

Control villages available through wider coverage of baseline study (where 2 out of 4 villages selected for intervention, the remaining 2 can act as control villages).

The children's 'red book' used to teach child rights and gender equality in school is used throughout the prefecture so 'control villages' are not strictly non-project villages. However, monitoring levels of practical knowledge on rights, the law etc would be a good way to see whether the combination of AR and other IGA activities has a greater effect than only AR on its own.

To update data on a regular basis will require hiring team of 15 data collectors from Statistics Bureau. Plans are underway for 2 additional MPs to cover a second round of baseline data collection in both the target prefectures (following the first round in Jan./Feb. 2000). For Simao prefecture the scope will be expanded to also include counties other than Jiangcheng (e.g Langzhan where trafficking seems to be a huge problem).

Who can monitor best?

At community level: Suggestions for mixed teams consisting of:

- Local women's federation representative (at village level, preferably a young woman)
- Member of Agricultural bureau (extension worker?)
- Member of Education bureau (a teacher who is interested in more participatory methods of working with children)
- Youth volunteers (woman and a man)

The aim is that the above team use the tools in community-based monitoring to collect information with guidance and support from the county level women's federation representative.

At county/prefecture level: NPC works with county level partner s on monitoring capacity development, awareness raising and the external factors influencing programme effectiveness. They are also in a good position to encourage and support the monitoring of APs, as well as add their perspectives on the AP progress.

Children's participation in monitoring:

As the participation of children in data collection is not normal practice in China, particular emphasis needs to be given to this aspect of the training. We suggest that a strong partner is identified to lead this process and assist other partners (perhaps the Centre for Children's Development).

How will the training and support be run?

Suggestions:
Key resource people in each county from women's federation will train colleagues working at local levels and from other bureaux.

These trainees could then work with community members (rather like an 'on the job' training), sharing the skills and principles of participatory monitoring as they begin data collection.

How will analysis and writing up be done?

Partners are used to reporting upwards in their line ministry, federation or bureaux, but this tends to be quantitative reporting (figures). Emphasis needs to be given by the NPC on horizontal sharing of information between partners and community members. Further encouragement is needed to change the content of reports from lists of activities conducted to analysis of impact and problem areas. We recognise that this is a gradual process, and one that needs investment by staff at regional and province level, as well as partner agencies.

Suggestions to ensure that local partners get the support they need in data analysis and report writing:

1. Partners collect monitoring data in their area (plus control villages where possible) and bring to an 'analysis workshop' where all partners meet to analyse data and discuss preliminary findings.
2. Support is sought from social science research institute or another INGO (for example; Save the Children UK) interested in data on migration and trafficking. The 'incentive' for them would be the chance to analyse and write up some information (if ILO are happy for them to publish something jointly).

Annex 3: Country Specific Suggestions for PM+E Planning

Lao PDR

Details of baseline data available	Measurement of external factors: what access does the project have to relevant information from other organisations?
In 4 out of the 8 districts that project works in. Plans are underway for baseline data collection in remaining project districts	No regular documenting by project of factors other than population numbers (not age disaggregated), numbers in each type of school, numbers of jobless youth, and numbers of migrant workers in Thailand by under/over 18 and gender National level data collection on labour and migration is scattered and weak. Census in 2005 will focus on migration. Scope for this project to influence variables; e.g inclusion of children who move, multiple migrations and networks with work destinations. **Possible future opportunity:** SC Norway are collecting qualitative data in 20 villages in Khanthabouly District, Savannakhet province – there is potential to cross-reference data here that needs investigating

Control Sample available

No control villages as such (although some baseline data from villages in Sebangfai district where project is not working).

Suggestion by project's Sub-Regional Office to select control villages in the vicinity.

There are also arguments for financial and human resource allocation to collect information from across the province. The purpose would be to produce data that national government will find convincing and to advocate for replication throughout the province using government resources.

In Savannakhet province, forms asking questions on migrants, school enrolment etc were sent to every village head with the voter registration forms. So far approximately half of the forms have been returned. Resources will be needed to get complete information from throughout the province AND assistance from National Statistics Centre in analysing the data.

Who can monitor best?

At community level, mixed teams are recommended, as follows:

- Government partner organisation staff members who have interest and/or skills in working with particular groups (women, youth, children, village leaders etc)
- Youth volunteers (male and female)
- Mothers/women volunteers
- Member of staff from another partner organisation who could help support the data collection process, and would have insights into external factors

At district/provincial level: NPC works with DDCs and PPCs on monitoring capacity development, awareness raising and the external factors influencing programme effectiveness. They are also in a good position to encourage and support the monitoring of APs, as well as add their perspectives on the AP progress.

Children's participation in monitoring

In most project villages the participation of youth does not seem to be a problem. However, enabling children aged 10-14 years to take part in the monitoring could be more difficult as it appears that they have not been so involved in project activities. Even if they are not in a position to comment on impact of specific interventions, their perspectives on migration, trafficking etc and their aspirations around work, education and travel are critical pieces of information for the project.

Suggestions to boost children's participation:

1. The strongest partner in this area is clearly PADETC. Given that they are stretched in terms of human resources/time for the project, NPC and partners need to consider how best their skills be shared with other partners. PADETC member participation in provincial training is an obvious first step, but there may also be reasons to plan for an on-going support role by PADETC (especially during the data collection and analysis phases).

2. Also, discussion with PADETC is recommended about the potential to involve 'youth teams' who are interested, capable and willing to train other young people in villages how to do participatory monitoring.

How will the training and support be run?

Suggestions:

1. Key resource people in each province (from most skilled partner organisation) train two partner organisation staff members (to strengthen analysis process and in case the main monitoring person is unavailable for any reason) AND if possible, key youth and women volunteers from each province who can then work alongside youth and women from other project villages to 'kick-start' the participatory monitoring process.

2. It is worth considering including village heads or other members of VOC in the training if they are interested. One warning here is that close involvement of village leaders could lead to information bias if not properly checked and information from other sources also considered.

3. These trainees could then work with community members (rather like an 'on the job' training), sharing the skills and principles of participatory monitoring as they begin data collection.

Community-based monitoring in areas of high illiteracy

Monitoring work that involves community members will be particularly challenging in villages of high illiteracy. It is recommended that project staff and partners look at the toolkit carefully, select one or two tools appropriate for use in these villages, and if necessary modify them to make them less dependent on written language. For example, use diagrams as much as possible, or use tools in other ways to prompt and encourage people to tell stories about migration, aspirations for their children etc. For this, a skilled note-taker will be needed to record the story and especially the details of points relating to decisions around and labour exploitation.

In view of the challenges, partners are encouraged to facilitate as much community discussion as possible through fairly regular meetings on specific topics (perhaps using the 'H' method as a tool to prompt discussion on certain topics). Allowances should be made for the fact that the monitoring process may take longer and produce a smaller range of data in these villages than in villages with higher literacy levels.

How will analysis and writing up be done?

Partners are not used to producing reports for donors except PADETC who also have some experience in writing reports based on PRA. This means that there is still a significant gap in analysis and writing up skills among other project partners.
Opportunities to address this including requesting closer links with the National Institute of Statistics in the data analysis process. They state an interest in the data collection being undertaken by the project, and have considerable experience in analysing quantitative data (and at least one staff member who has experience in qualitative data analysis). If support from the NIS on qualitative data analysis is not available, it is advised that the NPC makes enquiries in the university and amongst other INGOS conducting research to see whether a researcher is available to assist in this.

Practical suggestion

Partners gather monitoring data in their work areas (plus control villages where possible) and bring their data to an 'analysis workshop' where all partners meet to analyse data and discuss preliminary findings. This workshop is facilitated by NPC and PPC, plus other technical support persons (with analytical skills) where necessary.

Northern Thailand

Details of baselines available	**Measurement of external factors? Access to relevant information from others?**
For all: key data from target communities (income, debts education, migration). Demographic profile, migration figures and 'problem/constraint analysis' for CR (MAG) project areas NNF have comprehensive dataset but too difficult to maintain for all villages. They propose to collect data only for target families (poor with children/youth) in next round, then at end to repeat these plus small control group of 'not so poor' households. Problem = most responses to Qs on out migration are 'labourer' so no details are available about the type of job done or exploitation experienced. One suggestion towards solving this problem is to add a 'multiple choice' type question on occupation. In this way, participants would specify which job they did from a short list, that includes the category 'other' (and the researcher asks for a short description of 'other' occupations).	No evidence of this so far, but opportunities being explored. The Department of Community Development conducts a household and village survey every 2 years. Data available: school attendance, occupations in villages, numbers of employed (?) income (but these figures are thought to be flawed by provincial head of dept) *NB: NPC should ask partners whether they collect information on any of the above for their own purposes or for other donors. If so, the data can be used to given background information on the impact of the trafficking prevention work. NPC and partners (PPW especially) should investigate the potential of data collected in relation to the one million baht project or the one tandon one product project, as this could give valuable information on external factors in project areas. Good working relations with ECPAT and other initiatives in Northern Thailand will ensure that any other relevant research data is shared.

Control Samples available:
So far, no systematic attempt to collect data from 'control villages'

The best option for any kind of comparison between villages is to compare basic indicators of poverty, migration and labour exploitation in project villages with similar data produced by others working on trafficking in nearby villages/districts (e.g. ECPAT and partners).

Who can monitor best?
Suggestions for mixed teams:

- Partner organisation staff member who is most familiar with particular groups (women, youth, children, village leaders etc)
- Youth volunteers (male and female)
- Mothers/women volunteers
- Member of staff from another partner organisation who could help support the data collection process, and would have insights into external factors

How will the training and support be run?
Suggestions:
Key resource people in each province (CR, CM, P, NK) train two partner organisation staff members (to strengthen analysis process and in case the main monitoring person is unavailable for any reason).

These trainees could then work with community members (rather like an 'on the job' training), sharing the skills and principles of participatory monitoring as they begin data collection.

** It is recommended that key youth volunteers from each province should also be trained in the provincial workshop. This will enable them to train and work alongside youth from project villages who will facilitate monitoring tools with their peers and children in the village.

How will analysis and writing up be done?

Monitoring work that involves community members will be particularly challenging in 'ethnic minority' villages due to language barriers and to lower literacy/education levels. It is recommended that project staff and partners look at the toolkit carefully, select one or two tools appropriate for use in these villages, and if necessary modify them to make them less dependent on written language (e.g. greater use of drawings or pre-prepared pictures).

In view of the challenges, partners are encouraged to facilitate as much community discussion as possible through fairly regular meetings on specific topics (perhaps using the 'H' method as a tool to prompt discussion on certain topics). Allowances should be made for the fact that the monitoring process may take longer and produce a smaller range of data in these villages than in mainstream Thai villages.

Suggestion; use diagrams as much as possible, and be flexible in methods. For example, look at the main topics of a tool, and use it in another way such as to encourage people to tell stories about migration, aspirations for their children etc in their own language. For this, a skilled note-taker will be needed.

Viet Nam

Details of baselines available	**Measurement of external factors: What access does the project have to relevant information from others?**
Research for baseline recently completed. Wide range of respondents; children, parents, 'victims', 'traffickers', village officials, border guards etc, and long in-depth interview with young women (15-30 years) Baseline covers substantial information on social, cultural, economic and health factors, as well as knowledge, attitudes and values of respondents. All project sites covered (10 communities, 3 districts, 3 provinces) No 'control villages'	National Census 1999 (every 10 years plus inter-censual survey) gives employment statistics for over 16 years (UNFPA assisted) Living Standards Survey; 1992/3, and 1997/8; household incomes, (sample survey across the country, with UN assistance Child Labour Survey; MOLISA and Dutch Government; 95/97 and 00/02; sectors of child work, conditions, pay etc (*NB this needs to be looked at carefully to see what it can tell us about trafficking and exploitation; for example, does it have data on how children got to the workplace?) **Future resource:** Decision 134 by government on children in difficult circumstances; children affected by conflict, worst forms of child labour including street children, sexually abused children, children affected by AIDS. Research on this topic to be co-ordinated by CPCC later this year. It will focus on key cities and use qualitative and quantitative methods. It is a government only research initiative based in MoLISA.

Control Sample available
No

Data sets that could be used in the analysis process (to give contextual information):

1. The current research conducted by the Youth Institute in Vietnam on trafficking in Women in Quang Ninh.
2. Future resource: as stated above, MOLISA intend to conduct research in areas of child work using quantitative or qualitative (this plan is dependant on gaining funds from the Dutch Government or other donors).

Who can monitor best?

At community level: the mixed team for monitoring will be based on the existing mechanisms. The Commune People's Committee will co-ordinate and supervise this team which will consist of representatives from these departments/ministries:
Labour, public security, women, CPCC, school or cultural units of this committee
Women's Union and Youth Union (mass organisations under party system)

At district level; no monitoring is considered necessary; they will be kept informed on data collected and findings.

At provincial level; PSC (chaired by representative from DoLISA) will steer the monitoring process, with active participation of the Women's Union, Youth Union, Department of Labour, Department of Education, Department of Culture and Information, Department of Agriculture.

At National level; the NSC team of relevant departments to oversee whole monitoring process, co-ordinated by the DSEP secretariat.

Children's participation in monitoring:

This is not part of traditional government practice, however there is now an agreement in principle within the government to the need to involve children (due to presence of INGOs who have emphasised reasons for child participation).
Government partners are happy to include children if there is an obvious link, in other words if a programme's objectives and activities focus on children.

How will the training and support be run?

Suggestions:
Team returning to Vietnam will request the NSC to run a ToT (funded by this project) for provincial level. This team will then divide training topics between them and train provincial level partners.

These trainees could then work with community members (rather like an 'on the job' training), sharing the skills and principles of participatory monitoring as they begin data collection.

How will analysis and writing up be done?

So far the government bases policy on quantitative information, although this is changing and qualitative information is gaining more value. The problem now is that capacity to collect qualitative information is limited, but technical support is needed.

Extra support can be gained from INGOs, NGOs and research institutes but this will need to be formalised with a budget, plan etc. This may require the drafting of an additional AP at the beginning of the next phase. A principle objective of this AP would be to build the capacity of implementing agencies to conduct data collection and analysis.

In principal the horizontal sharing of information between partners and community members is seen as valuable, but it needs support and facilitation to happen in practice. The current APs include activities to improve information sharing, however these will probably require technical support. The NPC and SRO will need to collaborate on this and plan appropriately.

Suggestions for making sure that data is properly analysed, and that partners gain skills in data analysis:

1. Partners gather information in their work areas (plus controls) and bring to an 'analysis workshop' where all partners meet to analyse data and discuss preliminary findings.

And/or

2. Conduct analysis of impact in trafficking prevention with 3 or 4 relevant and motivated INGOs (for example; Oxfam Quebec, Redd Barna, Save the Children UK country programme or Young Lives initiative), NGO (for example RTCCD) and/or social science research institutes

Contact information
ILO Mekong Sub-regional Project
to Combat Trafficking in Children and Women
United Nations' Building
PO Box 2-349
Rajadamnern Nok Ave.
Bangkok, 10200 Thailand
Tel: +662 288 2218 Fax: +662 288 3063
E-mail: prevention@childtrafficking.net

www.childtrafficking.net

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