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Technical Intervention Area Summary Notes: TIA-E

GUIDELINES FOR PARTICIPATORY MONITORING TO MEASURE PROJECT PROGRESS AND STIMULATE LEARNING

Introduction

Project related research, design and interventions have been undertaken in a participatory manner in order to ensure local ownership of the TICW-project and work towards feasible solutions based on 'real' needs. The involvement of government officials, project partners, and families whose children are at risk of being trafficked is essential.

The participatory monitoring (PM) materials described in the below aims to monitor project progress in a participatory manner, and in addition to 'checking' for achievements to date it is also a tool for learning by project stakeholders. The PM materials for the TICW-project are composed of three parts: a theoretical framework, a toolkit, and annexes.

The toolkit offers eight instruments to communicate with a variety of project stakeholders, including tools to communicate with children and their families (mainly tool 5-8) and tools to communicate with government officials and partner agencies (mainly tool 1-4).

1 Framework for Monitoring in the ILO TICW-Project

- Within the ILO TICW-project monitoring is utilized in order to assess whether goals are being achieved, to provide evidence of good practices that can be replicated, to learn, and to ensure partners at all levels understand what the project is doing;
- 'Traditional' monitoring efforts of the TICW-project include:
 - ✓ Building ownership through working with stakeholders;
 - ✓ Participatory approaches to design of projects;
 - ✓ Baseline data gathering in villages;
 - ✓ Working at different levels of the government;
 - ✓ Working by process: pilot tests, learning by doing, being flexible and adapting activities where necessary;
 - ✓ Regular reports on project activities and changes in socio-political environment;
 - ✓ Learning from experience in other parts of the world to apply locally;
 - ✓ Information sharing.
- Because a focus has been placed on monitoring the *activities* there is little information available on their *impact*. The important question is: have the activities of the TICW project helped to prevent trafficking?;

- In order to fill 'gaps' in the 'traditional' monitoring system, it is suggested that implementers:
 - ✓ focus on the impact of the project (whether the interventions have helped to prevent trafficking);
 - ✓ use a participatory approach: involve those who are meant to benefit from project activities;
 - ✓ become familiar with ways of working with children and youth;
 - ✓ include relevant qualitative data and analyze it along with quantitative data;
 - ✓ plan carefully with partners/colleagues and community members to decide who is the best person to facilitate each tool: thus the workload is shared.
- Because all countries utilize a holistic perspective in trying to prevent trafficking, in order measure the impact of the interventions it is not sufficient to only measure what happened as a result of direct assistance. In order to make a statement about project impact, implementers need to:
 - ✓ understand what affects each activity and identify ways it helped to reduce trafficking;
 - ✓ think about how the different activities have worked together to change people's behaviour and attitudes around trafficking;
 - ✓ look at the other things that might have caused an increase or decrease of trafficking (external factors).
- Given the above reasons and framework, a set of participatory monitoring tools has been developed for/by the TICW-project to complement 'traditional' monitoring efforts.

2 Theoretical and practical considerations for participatory monitoring

- Participatory monitoring is not just monitoring as in 'checking' for impact, but also 'learning' at the lowest possible level by project stakeholders including children. As such it is a tool to empower villagers and other project stakeholders that may lead to better future interventions. In this learning process it is important to be open-minded and critical in the analysis: mistakes made during the project implementation are NOT failures but opportunities to learn and improve for more effective future interventions. Mistakes and undesirable outcomes should hence be analyzed and written about;
- By working with visuals (see toolkit) in the participatory monitoring process it is possible to address sensitive topics;
- Participatory monitoring is a very effective way of building capacity and ownership from the community level up to the national level. This is because:
 - ✓ It is an opportunity to gather a range of experience and perspectives from different stakeholder groups;
 - ✓ project partners and staff analyse data in a team, hence sharing skills and increasing understanding;
 - ✓ project teams at each level can verify 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.
- Remember that participation is a process that moves step by step (like rungs on a ladder) towards greater participation. This 'ladder of participation' is applicable to children/youth, partner organizations, and government stakeholders and is a useful way of thinking about the level of participation we are currently achieving in the project, and how we might move up the ladder to increase the participation of various project stakeholders including children, families, partner organizations, and government officials;
- Traditional ways of working tend not to be participatory as outside experts tend to make rigid and 'outside' decisions. Staff, partner organizations and community members should be able to participate in some way in decision making within the project and any subsequent project activities;
- Because a wider context in which the project operates is human rights, monitoring the project's impact may also serve to notify those in policy making positions about what methods worked or did not in terms of fulfilling the rights of children and women;

- The fulfillment of consideration of human rights also depends on HOW the project monitors. It is important to remember the ‘civil rights’ of women and children, especially rights to protection from harm and rights to participation in decisions affecting their lives;
- It is important to be clear on what problems are being addressed, and how they are defined. For example: understanding what age constitutes a ‘child’ and what the term ‘trafficking’ means;

3 Preparing for participatory monitoring – planning how to measure change

- Make sure the logic of the program is understood and that partner organizations and community members understand the links between capacity building, awareness raising, direct assistance and the results of these interventions;
- Check whether expenses are made according to project plans (whether they relate to the activities specified in budgets and plans);
- Before starting to monitor impact, all activities and outputs (what happened as a result of activities) must have been written up properly. Partners can use parts C/D of AP progress reports¹ for this purpose. Without such information, we cannot make claims of ‘reasonable links’ between changes in communities and the work for the project. Before attempting to monitor impact, it is also important to understand what changes should be measured and how to go about measuring them;
- Review indicators in the logframe and action programmes (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, however, do not guarantee that the overall goal has been reached. Regardless, proxy evidence is necessary to understand the role of the project in changes of behaviour within project communities and partner organizations;
- Plan ways to gather proof of impact. Additionally, project staff and partners should consider whether figures and/or statistical information produced by village heads, government bodies or partner agencies are reliable;²
- Make sure that the participatory monitoring tools chosen are able to measure the impact of external factors;
- The changes to be measured at country level are the indicators set out in the national level logframes. As the project evolves, NPCs and NSC members are advised to make appropriate changes to the logframe so that it can be used as a framework for monitoring the cumulative impact of APs³ and work done by the country office;
- The changes to be measured by partners running APs is the progress made towards achieving their immediate objectives. Key impact questions should be directly linked to these immediate objectives that can be grouped in the areas of capacity building, awareness raising and/or direct assistance. The following analytical framework should be used to measure impact:

¹ See MAMA Ref: 4. 14-C/D.

² It will probably be necessary to check figures in a few project sites to make sure that concept of “trafficking” is not being confused with “migration”.

³ Action Programme within the TICW Project

Planning framework for participatory monitoring

Guide for monitoring impact in overall TICW Project⁴: Methodology, data needed and suggested tools.

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)
<ul style="list-style-type: none"> 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? <p><i>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).</i></p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Every 6 months (beginning July 2002) On-going Every 6 months 	<ul style="list-style-type: none"> 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

⁴ This framework relates to the overall TICW project operating at regional level. 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)
<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Partner records and updated baselines Tool 2: Matrix on IGA effectiveness for use with women, men (fathers) and youth 	<ul style="list-style-type: none"> On-going records and baselines up-dated every year (or every 6 months if possible) Every 6 months 	<ul style="list-style-type: none"> Partner organisations and any research organisations Partner staff (e.g Agricultural extension worker, community worker)
Direct Assistance (with AR+CB)					
<ul style="list-style-type: none"> Under activities help to prevent trafficking in women and children? AND what conditions can income generated? 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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)
<p>1. What do children, youth and women need to know about labour exploitation and trafficking?</p> <p>AND what methods of learning and discussing these work best?</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> On-going Yearly Every 6 months On-going 	<ul style="list-style-type: none"> Partner organisations Male and female youth volunteers from community Male and female youth volunteers from community Partner organisations
<p>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?</p>	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> On-going On-going Monthly if possible; if not every 6 months Every 6 months Every 6 months or more often 	<ul style="list-style-type: none"> 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)
<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Opinions of: <ul style="list-style-type: none"> Girls and Boys 12-18 years Young women 18-25 years Young men 18-25 years Older women (mothers) Older men (fathers) 	<ul style="list-style-type: none"> Tool 8: The 'H' method Where possible: Peer interviews or discussions run by youth awareness teams 	<ul style="list-style-type: none"> Every 6 months (or more regularly during community consultations by partner organisations) 	<ul style="list-style-type: none"> Partner staff (with adults) Male and female youth volunteers from community (working with children and youth)

- In order to verify indicators and answer the key impact questions above, it is necessary to measure change in one of two ways:
 - ✓ By comparing the situation in a certain place over time. This requires good baseline information to give an accurate picture of the starting point. Additionally, external factors over a time period must be accounted for;
 - ✓ By comparing information from communities where the project has been working with information from communities not part of the project. This method requires a control sample⁵ and for information to be collected from both groups.
- To make use of the data from the control villages, the analysis must:
 - ✓ Use qualitative data gathered from participatory tools alongside survey data produced using the baseline data forms, etc. - Tool 5 is recommended as a basic minimum method;
 - ✓ Link changes in migration practices with external factors;
 - ✓ Look out for: evidence that suggests that a certain characteristic of the village has made a difference in terms of the impact of the project interventions and follow this up with comparing results from another nearby village;⁶
 - ✓ Document findings carefully.

5 Selecting the appropriate tools

- The toolkit 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, and tools should be used or modified in order to match the impact questions that need answering in a specific area. If a tool cannot be used in a certain situation, it is important to find another way to gather the information covered by that tool;
- Each tool described in the toolkit 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;
- When using tools, always opt for focus groups (i.e. age & gender):
 - ✓ age groups of 10-14, 15-17, 18-25, 36-65 years of age, elderly;
 - ✓ age groups split between males and females;
- Some tools (in the top row of the below box) can be used in direct communication with government officials and partner organizations (often at higher district, provincial, county and township level). Other tools (in the bottom row of the below box) can be used through intermediaries (that need 'Training of Trainers') in contact with target beneficiaries at village level;
- In summary, which tools to use at what level for what purpose are:

Intermediary/ Facilitator	Tools to be used	Communication With	Main type of intervention	At what level
None	↔ 1 + 4 8	<ul style="list-style-type: none"> • Partners • Committees • District & township co-ordinators 	<ul style="list-style-type: none"> • Capacity building • Advocacy 	<ul style="list-style-type: none"> • Province/County • District/Township
	(3)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Direct assistance (including focused awareness raising) 	<ul style="list-style-type: none"> • Village
Male & Female Youth volunteers	↔ 5+7 8 (6)			

⁵ A group who are very similar to the groups who have been part of the project.

⁶ Warning: 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.

6 Collection of Data

- In addition to the TICW project's goal to include beneficiaries and partners in the monitoring process is the goal to make the process of data analysis clearer and more systematic. This means:
 - ✓ Using methods that can fill the gaps in qualitative data that are needed to understand the motivations behind migration into exploitative situations;
 - ✓ Understanding how to bring both quantitative and qualitative data into the analysis of change in a certain community.
- Use a logical plan for data collection and analysis – through an analytical framework made up of key questions (see the matrix in section 3);
- Use a variety of tools to answer the same questions (triangulation) in order to ensure reliability of the information;
- Summarize the findings from each tool separately and then analyze 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);
- When gathering information it is important to look at the links between knowledge, attitudes, and values towards trafficking, how they influence behaviour, and how such behavior can be changed;
- 'Eyes' and 'ears' are crucial: observe and listen;
- Good quality data is produced when facilitators are good at observing and recording what is happening around them. In group discussions, the facilitator should 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. This is to understand the knowledge, attitude and values of participants, as well as their priorities in terms of action that should be taken;
- Always ask for open-ended questions, not those leading to a yes/no answer;
- Use diagrams and photographs where possible as pictures are often more effective ways of stimulating group discussion or of recording ideas over words;

7 Ensuring the validity of data collected

- Make sure data is valid. All data, including survey data can be biased or flawed. The validity of findings can be sustained by:
 - ✓ Checking up on the reliability of surveys;
 - ✓ Choosing the right facilitator;
 - ✓ Making sure that different people facilitate different tools;
 - ✓ Improving facilitation skills;
 - ✓ Asking the right kind of questions;
 - ✓ Collecting different types of information as presented by different people;
 - ✓ Knowing 'who' we have consulted and achieving a balanced sample;
 - ✓ Triangulating findings from different tools.
- Data should be recorded as accurately as possible. Ideally, the facilitator should be 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 will provide a way for the facilitator and participants to record the main points of discussion;

- When the discussion is finished, the facilitator must make an exact copy onto an A4 piece of paper. On the pack of this paper, s/he should write the ages/genders of participants, the date and time of the session and the name of facilitator and village. Smaller, exact copies are needed to (1) use in the analysis process with data from other tools and (2) so that the original data sheets can remain in the village with participants.

8 Practical and ethical issues in monitoring

- Make sure participants have given informed consent;
- Respect anonymity and confidentiality. Before starting, explain that the participants will remain anonymous and their words will remain confidential. Do not record names or take photographs, and make sure the venues are private and that there are no “inappropriate listeners”⁷ in the vicinity;
- During the discussion, allow participants to leave if they wish;
- 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 the respondents, be open minded and do not make judgments, and if a person mentions a personal problem or trauma, listen carefully and follow up with the person afterwards:
 - ✓ While it is a positive ethical response to attempt to protect or ensure future help, facilitators must be careful that their actions do not create further problems for the individual child or women;
 - ✓ At the end of the discussion, thank participants for their time and input, look for any gaps in information and summarize main points, and ask participants if they agree and/or want to add anything;
 - ✓ After data collection and analysis is complete, feed back main findings to the participants and ask their opinions.

9 Analysis of information

Analysis is a process that reduces notes, diagrams, sheets of survey findings and questionnaires into thoughtful conclusions that can be used for planning and involves considering the evidence we have available and drawing a conclusion on the basis of that evidence, which will help to guide future activities. Proper analysis will result in greater understanding and new insights that result in learning.

- 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 and/or non-typical appearances; look for inconsistencies; look for gaps;
- Information must be analyzed appropriately after data is collected. Indicators will help to gauge whether objectives on trafficking reduction is met;
- Because analysis is a system for organizing and storing data, it is vital that data sheets are complete, kept tidy and submitted to someone who agrees to be monitoring ‘co-ordinator’ in the locality. The monitoring co-ordinator is recommended to have a plan of who is facilitating what tools, where and when, and to follow up to see if everything is being completed. Data should be stored systematically;
- Analysis is also used for reflection by ‘target groups’ and by partner organizations. The tools in the toolkit are designed to enable participants to be part of the analysis process by suggesting reasons behind some of the experiences of village members. Although it would be difficult to

⁷ Project staff, teachers or parents who are curious to hear the children’s views.

involve participants in analysis, it is recommended that partner organizations work with the different facilitators in a 'mixed team';

- Constant questioning and a feedback loop are crucial to monitoring. Although the tools will provide a good start, they will not provide all the answer and partners/staff will need to follow up certain critical questions raised by data;
- It is very helpful to have an analytical framework made up of key questions to ask. Examples of such questions are in the matrix displayed in section 3. Partners and staff who are guiding the monitoring of APs should think about the key impact questions that will form their analytical framework;
- An analytical framework helps to look at the data with a view to finding the answers to certain questions and to ask questions about why a certain trend is emerging and what role the project (if any) has had in this the trend;
- Triangulate different types of data from different sources. A thorough analysis will include a close look at both qualitative and quantitative data and examines the trends that are apparent in the data and looks for reasons for these changes. To make the analysis valid, it is important to triangulate information gathered from different sources and analyze it together to see if it tells the same story. Before making firm conclusions, the findings from one set of data must be looked at with the findings from other sources and types of data;
- Quantitative data may be generated through traditional monitoring tools or participatory tools. One important source of numerical data is the up-dated baseline. Secondary numerical data may also be available. These can provide very useful information on the broader socio-economic situation of the locality.
 - ✓ The first step to analyzing numerical data is to check that we know exactly what the numbers mean. This includes knowing about the source of the data, the method through which it was collected, the sample size, the ages and gender of those included in the survey, the precise location where the data was collected and if the statistics were calculated correctly;
 - ✓ Thereafter, when such questions are asked and satisfy the validity of the data, the second step is to look carefully at the data and ask: what the general trends are, whether there are any age or gender specific trends visible and whether the data tells us anything unusual.
- The key questions of the analytical framework should be used to begin analyzing qualitative data. Answering the key impact questions will only be possible if findings from quantitative data collection methods are looked at with findings from the qualitative data;
- Consult secondary sources where possible. Some background information on the socio-economic and cultural context of migration, work, childhood, youth and gender relationships is important, thus, partners and staff guiding the monitoring process need to look out for research surveys or ethnographic study at either national or district level on related issues concerning women and children;
- If possible, the analysis process should involve partner organizations, community members and government officials;
- If time pressure or logistical constraints prevent an analysis of the data with all three groups present, it is recommended that once the monitoring team has drawn some initial conclusions from their findings, the team should discuss these with a wider group. This can be achieved through putting "impact monitoring; initial findings" as the main item on a National or Provincial Stakeholder meeting agenda, or by organizing a specific day workshop on 'early findings'.

10 Reporting results

- The results of impact monitoring need to be fed in three directions. They need to go 'upwards' (through government from district, to provincial and to national levels and then through ILO-IPEC to sub-regional level) for mainstreaming purposes, 'downwards' (fed back to the communities

who took part in the monitoring process) for empowerment, and 'horizontally' (shared with other organizations working at community level in each area) for replication purposes;

- For reporting 'upwards', part A/B of the AP progress reports can be used to document the monitoring. NPCs can use findings from monitoring in the relevant project site to inform their assessment of the programme and their main achievements. These project reports will then be analyzed at a national level by the NPC and NSC who will identify the key findings and conclusions to be reported in the Country Progress Report which will be analyzed in the ILO IPEC sub-regional office and used to report to ILO IPEC headquarters in Geneva and to the donor;
- In addition to completing reports, it is vital that findings are discussed in the Steering Committees at District, Provincial and National levels;
- 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. In such cases, a brief separate special case report would be valuable;
- An important finding of participatory monitoring is making sure that the main findings and conclusions are fed back to the communities who were involved in the process. This can be achieved through discussions of findings with children, youth groups, women's groups, etc and at main village meetings, with the 'H' method (Tool 8 in the Toolkit);
- 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). This can be done through organizing a meeting to compare and contrast findings from several nearby villages, partners working in the same province/district to meet and discuss findings, partners and DSC/PSC hosting a one day workshop with other organizations, NSCs with NPC in neighbouring countries meeting to discuss findings and what they mean for each government, and how they can work to more effective prevention, etc.;

11 Completing the Monitoring Process

- Thorough reporting is vital to the whole monitoring process. A clear report of findings in the different project areas will enable the community members, project staff and partners to reflect on similarities and differences within the project area. Learning can thus take place not just about the impact of project interventions but also on unexpected outcomes. Additionally, more will be discovered about the impact of external factors;
- If this kind of information is shared and debated amongst community members and partner organizations, better solutions to problems can be found, by the people in the best position to act for change;
- To ensure learning after the monitoring process, partners managing the process need to include community members as facilitators in the process. Additionally, community members should participate as well in the analysis process to whatever degree possible.

12 Guidelines for supporting the monitoring process

- Partner organizations often feel pressured by time, have rarely had the opportunity to learn monitoring skills or to have experienced the benefits of participatory monitoring. Thus, it is important to promote the benefits of monitoring amongst partners and to offer support;
- Partners should acknowledge that participatory monitoring helps to develop better future interventions, and empowers and strengthens communities by offering learning opportunities;

- Where possible, it is recommended that monitoring is planned by a 'mixed team' (comprising of a representative of each partner organization and beneficiary groups). The tasks should be shared and analysis should be done together;
- Methods and tools should be mixed, monitoring should include both quantitative and qualitative data. Partners should be reminded of this and of the importance of anonymity/confidentiality, young people assisting in preparation of monitoring tools and collection of information, and analysis should be done by questions/themes and not by method;
- As it is likely that partner organizations will experience difficulties in analyzing data collected, strategies to support them need to be developed;
- National Project Co-ordinators are in good position to encourage partners in feeding the results of impact monitoring upwards, downwards and horizontally;

Reference(s):

ILO TICW-project, '*Guidelines for participatory monitoring*' (June 2002).