



Monitoring and Evaluation

of projects to combat commercial sexual exploitation
of children (CSEC)

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Preface

Achieving optimal impacts with restricted resources is the project aim of all organisations and institutions working against commercial sexual exploitation of children. But how to measure the project impact? Which know how, resources, instruments, and indicators are needed to monitor the desired results and to analyse undesirable side effects? Can we meet the manifold terms of reference, guidelines, and standards demanded from each donor and project partner? Do we really understand what Monitoring and Evaluation means to us?

On behalf of the Federal Ministry for Economic Cooperation and Development (BMZ), the GTZ –Convention project "Protection of Minors against Sexual Exploitation" assigned this manual to provide project partners and others working on commercial sexual exploitation of children with a technical resource to strengthen their own Monitoring and Evaluation System. We hope that the numerous initiatives and organisations working on the protection of children against sexual exploitation can use this manual to increase the impact of their valuable engagement.

This manual is intended as an introduction to explain why Monitoring and Evaluation (M&E) is an integral part of project cycle management and how it can help to effectively achieve the overall project goals. It provides practitioners with M&E definitions, process development, impacts, examples for indicator derivation, and case studies that give ideas to translate plans into actions and theory into practice. The manual gives assistance and result examples on the often posed question "How do we get started to monitor project results through systematic procedures?"

Our special thanks go to the author Mrs. Siegrid Tautz, for her attendance and patience to share her long time practical experience with us to develop this manual.

We wish to hand over this product to be used in the projects and programmes and are looking forward to receive comments and suggestions on your daily practice.

Angela Bähr
Team leader "Protection of Minors
against Sexual Exploitation"

GTZ, Eschborn January 2007

Introduction

Literature on human trafficking and commercial sexual exploitation of children (CSEC) is abundant. However, only few reports are based on thorough investigations and reliable information. As the production of reliable data has proven to be difficult, IOM¹ suggests various measures to improve data. In particular, IOM advocates for an improved utilisation of data emerging from the growing number of programmes assisting victims of trafficking around the world. Some of these agencies gather plenty of information however, often information collected is not systematically compiled and analysed.

This lack of reliable data stems partly from the fact that many interventions to prevent and combat CSEC and to care for its victims are poorly evaluated and documented. It appears that conclusions are often derived from anecdotal assessments rather than being based on evidence from rigorous monitoring and evaluation. Yet systematic monitoring and evaluation of interventions and effects at all levels represents the prerequisite for drawing lessons learnt. Moreover, the ability to provide evidence of successful strategies in the fight against CSEC is a matter of credibility towards potential funders of interventions and projects.

It is often argued that the reasons for the aforementioned weaknesses in the CSEC-sector are to be found in the nature of trafficking and commercial sexual exploitation itself, particularly with regards to children, i.e.:

- it happens illegally and is often linked to organised crime,
- because of ethical reasons to prevent further harm to the already traumatised target group,
- in order to protect victims, as little data as possible should be collected and made accessible.

The difficulties surrounding data collection should not be used as an excuse for not collecting relevant project-specific information for monitoring and evaluating purposes.

This manual aims at making monitoring and evaluation (M&E) of CSEC projects and programmes more tangible. It provides basic theoretical information and practical advice to practitioners in order to facilitate M&E processes.

Defining monitoring and evaluation

Monitoring and evaluation (M&E) are closely interlinked. There is not much use in conducting monitoring activities if the results are not evaluated and it is difficult to evaluate a project unless there is monitoring data. Both terms are often used interchangeably and synonymously. However, monitoring and evaluation are two distinct processes and it is essential, especially in project planning and management, to treat them as such.

Monitoring and evaluation are an integral part of the project cycle and not just "add-ons". The first project plan is composed using the information gathered before a project is designed. M&E is crucial to understand how effective and realistic this initial plan was and to which extent objectives are likely to be achieved. Monitoring is therefore simply a logical extension of the planning process, i.e. the more precise and structured a project plan, the easier it is to monitor.

New information is gathered as the project proceeds, which may change your assessment of the situation. As a result, logical connections between various factors may be challenged. However, if the plan is designed thoroughly and based on a sound problem analysis, the ongoing process is more likely to happen as expected. Therefore, regardless of whether your organisation has been asked to submit regular progress reports to its funding agencies, you need to monitor and evaluate the project to review your plans and permit any necessary adjustments.

Both monitoring and evaluation are management tools. In the case of monitoring, information is routinely gathered for tracking progress according to previously agreed plans and schedules. In contrast, evaluation is more episodic than monitoring and may be conducted

- during mid-term,
- towards the end of a project phase (to prepare for the next phase),
- as an end-of-project exercise to assess the impact.

It is facilitated by the results of continuous monitoring, but utilises additional sources of information (see below, chapter on evaluation). Monitoring is done:

- To ensure that the project implementation is "on track",
- To identify further areas of support,
- To improve the quality of routine work,
- To provide baseline information for evaluations,
- To feed information into the project planning and development.

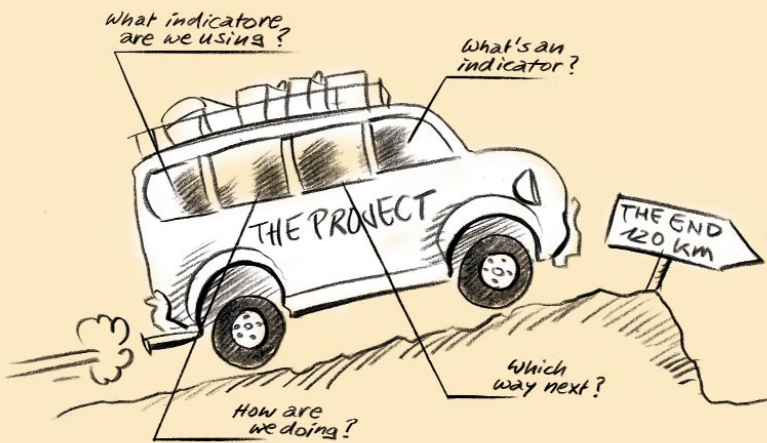
Monitoring continuously reflects the implementation of an intervention. It seeks to establish if resources invested and processes and outputs anticipated are proceeding to plan. It includes the regular collection and analysis of information (processed data) to inform appropriate and timely decision-making, ensure accountability and provide the basis for continuous learning processes and adjustment. Monitoring is an internal process.

There are a number of reasons for evaluating a project or programme. Either an evaluation is demanded by the funding agency or higher management level of the structure your programme may be part of, or your team feels the need to prove whether interventions generated the intended results and effects.

The purposes of evaluation include:

- To assess the state of implementation and impacts of an intervention or project/programme,
- To assess the appropriateness of a chosen intervention,
- To demonstrate the project's achievements to outsiders,
- To inform policy making and advocacy.

Diagram 1: Purposeful steering requires constant monitoring of impacts...



Monitoring and evaluation thus need to be an integral part of the planning process. This is important in order to know from the beginning which information will be needed at later stages of the project and for making respective provisions in the budget (commonly 10%). Project staff is often faced with difficult situations when towards the end or mid-term of the project they realise that the kind of information they gathered is not relevant for the evaluation they would now consider meaningful, or that the planned budget is insufficient for conducting a meaningful evaluation. M&E reports and design are dependent on different purposes, but are all based on the same common logic of the project plan. Monitoring during the project will have collected some of the key information needed for reporting and evaluating at the end.

Evaluation is a systematic process to prove the relevance, effectiveness, efficiency (in terms of costs), sustainability and impact of interventions against a set of defined objectives, and to point out lessons learned for future action (next project phase or new project). It is more comprehensive in terms of methodology and resources required for finances, expertise and time. External experts are often involved to add an independent view and to enhance the credibility of results.

Situation analysis - The point of departure

The situation analysis serves as a project's "point of departure". Without such a description of the initial situation, changes cannot be monitored and evaluated. The situation analysis should be as precise and specific as possible in terms of the problem your project aims at solving.

For example: For a project addressing the lack of trained social workers dealing appropriately with victims of CSEC, the problem of traumatising of victims, which is not adequately dealt with is identified as the "point of departure". Hence the project's response aims at filling precisely the gap of trained social workers.

However, note that the problem of CSEC is the basic underlying problem and tackling CSEC requires many different interventions. Therefore, the situation analysis is important to justify a project and its strategies. The data used for this description needs to be precise, reliable and up-to-date. Elements of monitoring are then identified by describing the specific project problem. For the above example, this would be the process of producing better care for victims of CSEC. It is dealt with in more detail below.

Another example is a survey conducted in Kathmandu/Nepal that aimed at investigating unexplored trafficking issues at grassroots level and to design new and effective strategies to combat trafficking. Thereby street children's awareness of the nature of the work a trafficked child would have to do was investigated as part of the initial situation analysis (see table below). A follow-up survey could then for example indicate the changes and trends in the awareness after a defined period of implementation of an awareness creation project.

Table 1: Street children's awareness of the nature of the work a trafficked child would have to do²

Type of work	N = 59
Don't know	33
Domestic child labour	26
Sex worker	12
Hotel/restaurant	11
Performance (jadu)	1
Others	3

Source: adapted from ILO-IPEC: 2002

As was said earlier, due to the specific characteristics of trafficking and CSEC the collection of reliable data poses a great challenge. Data collection can therefore usually not be mastered by an NGO or a government department alone. For instance, ILO's "rapid assessments" exist for many countries. They take around 6 months and consume a considerable amount of financial and human resources. Note: if you use existing data, make sure they stem from a credible source. Often, figures are cited without acknowledging their source resulting in poor credibility. It is also advisable to compare data from local (if available), national and regional sources. If they differ, you may need to explain the rationale and definitions they are based on. As an example for the differences in data, see the following diagramme on "Worldwide Trafficking Estimates by Organizations" indicating the wide range of data compilation and the lack of data harmonisation and reporting⁴.

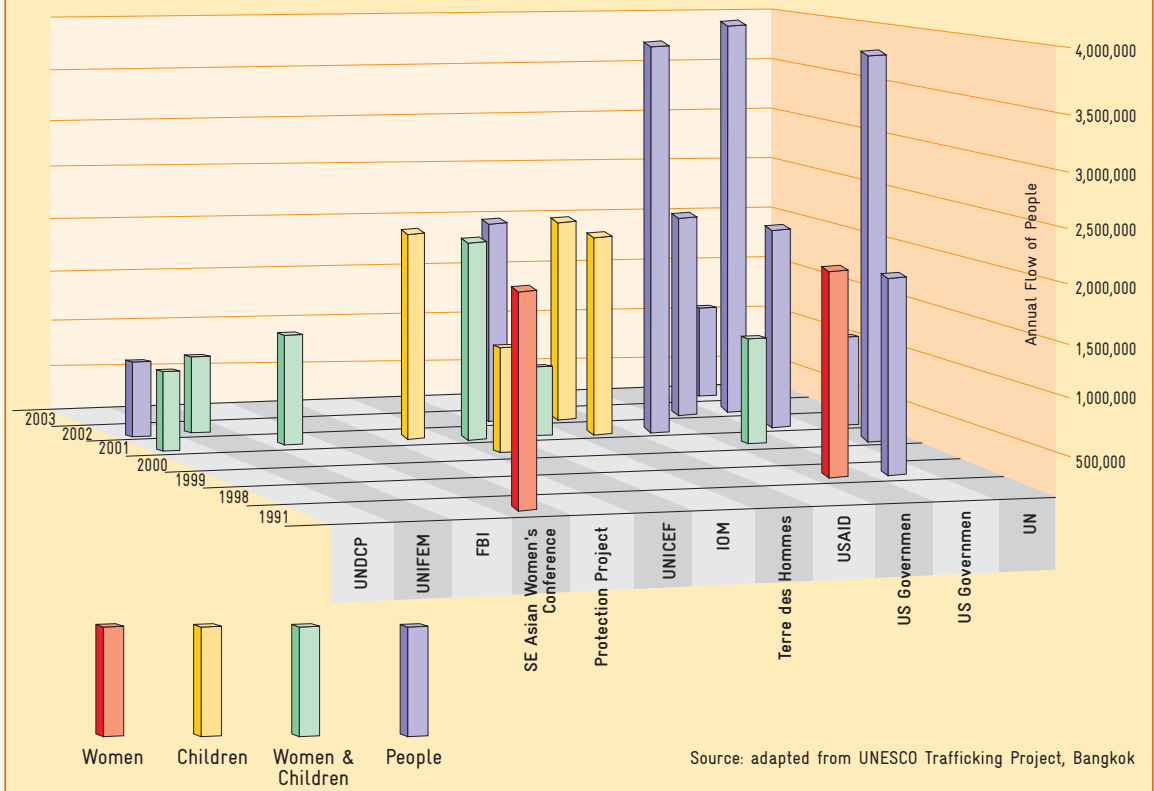
2 International Labour Organisation (ILO)-IPEC (2002), Trafficking and sexual abuse among street children in Kathmandu, Geneva

3 59 street children interviewed; multiple responses possible

4 UNESCO Trafficking Project, http://www.unescobkk.org/fileadmin/user_upload/culture/Trafficking/project/Graph_Worldwide_Sept_2004.pdf

Diagram 2: Differences in trafficking estimates

Figures cited by or attributed to various organizations regarding the annual flow of trafficked people worldwide.
(data compiled on September 2004)

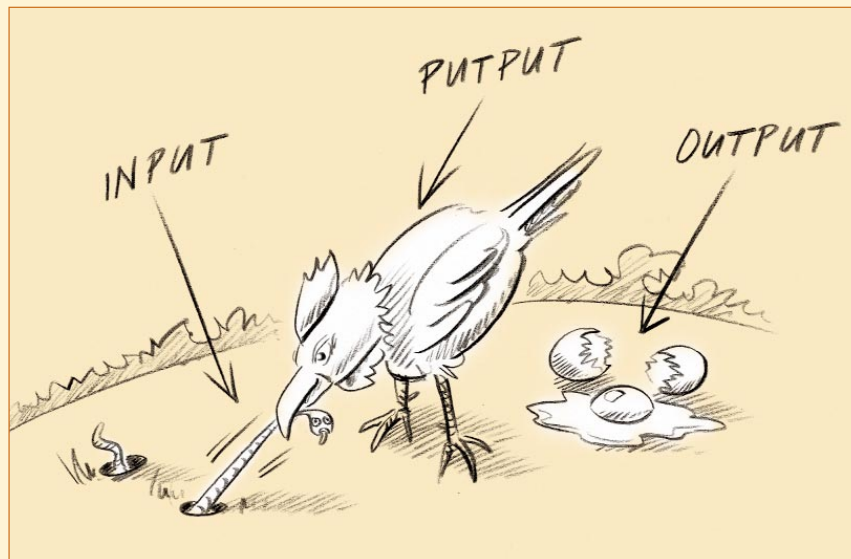


Source: adapted from UNESCO Trafficking Project, Bangkok

Framework for monitoring projects – a systematic approach

The logical framework – or “logframe” – is a common method to guide planning, implementation, monitoring and evaluation of projects, particularly in the world of NGOs. It helps to systematically structure project management and the “chain of production” of results. Also it is useful when presenting a proposal to potential funding agencies in a concise way. In this manual, basic knowledge of the logframe-model is assumed, as it is the most widely used project planning model.

The following “Input-process-output-outcome” model represents another framework that has been commonly used, for example in the health sector. It also lends itself to be used in areas of CSEC.



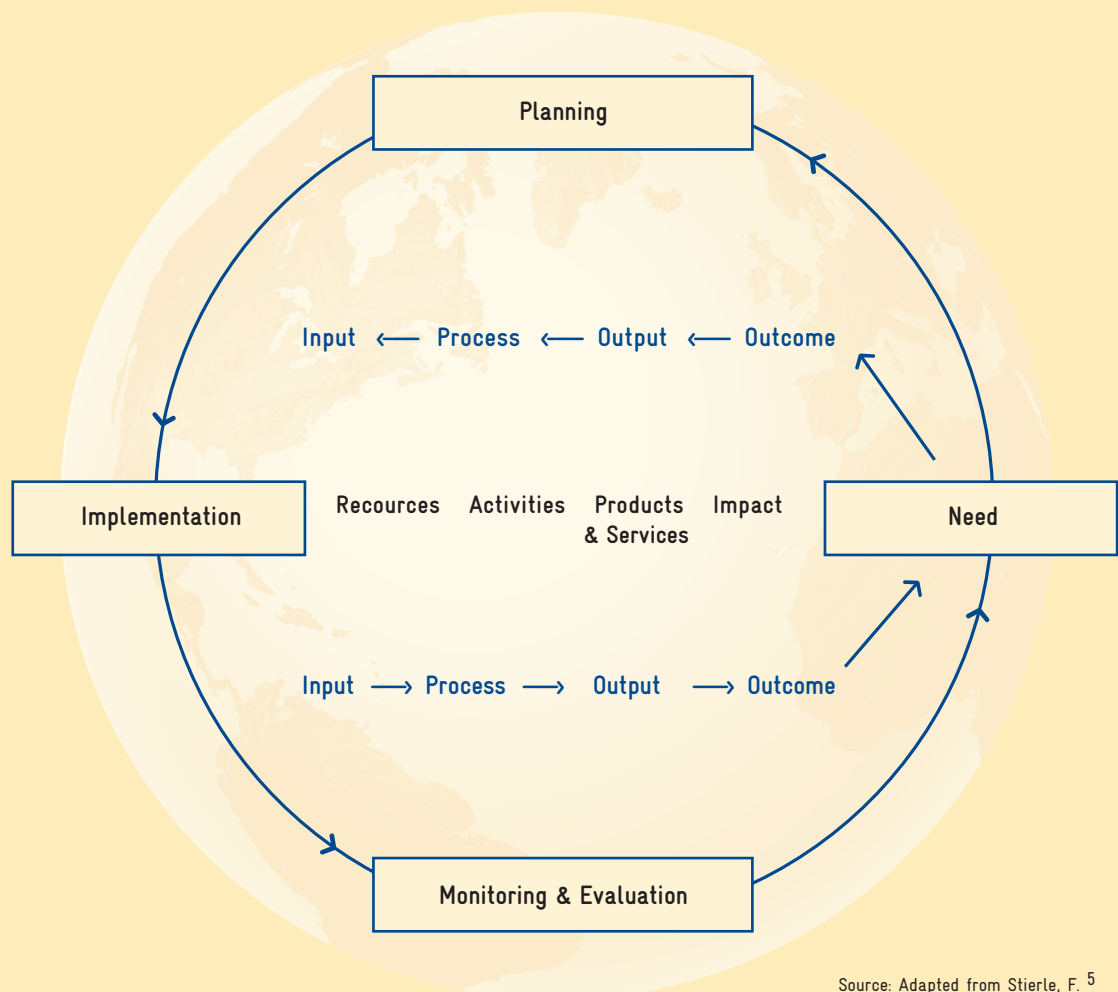
The following illustration of the "Input-process-output-outcome" model portrays two distinct processes. For the initial planning phase (compare to the upper part of the illustration), the model is read from right to left in the sense of "if...then-relationships" using the levels from "outcome" to "input". For example,

- in order to meet an identified need, a certain outcome has to be achieved; often, the overall goal the project contributes to is defined at this level;

- in order to achieve this goal, programmes and projects have to produce certain results, products and services (output)
- This output is implemented through project activities (process), which require various inputs.

The lower part of the illustration applies to the implementation phase of the project (see levels from input to outcome).

Diagram 3: The 'Input-Process-Output-Outcome' - Model



Source: Adapted from Stierle, F. ⁵

How this model can be applied to projects combating CSEC is described in detail in the chapter on indicators.

Impact-oriented Monitoring – orientation towards effects

In recent years, the German Technical Cooperation (GTZ) introduced a new approach to project planning and management that naturally includes monitoring and evaluation. The new approach is in line with international trends of project management that point to a new paradigm of "results based management"⁶.

The essence of this approach consists of not only being interested in whether

- activities have been implemented as planned
- results have been produced as anticipated, and
- objectives have been achieved

but first and foremost, which "effects" or impacts this may have produced at the different intervention levels. These impacts may be planned or unplanned, positive or negative. It is important to understand that this approach must not be viewed as an alternative to the logframe or the "Input–outcome" model described above, but can be used as a complementary approach

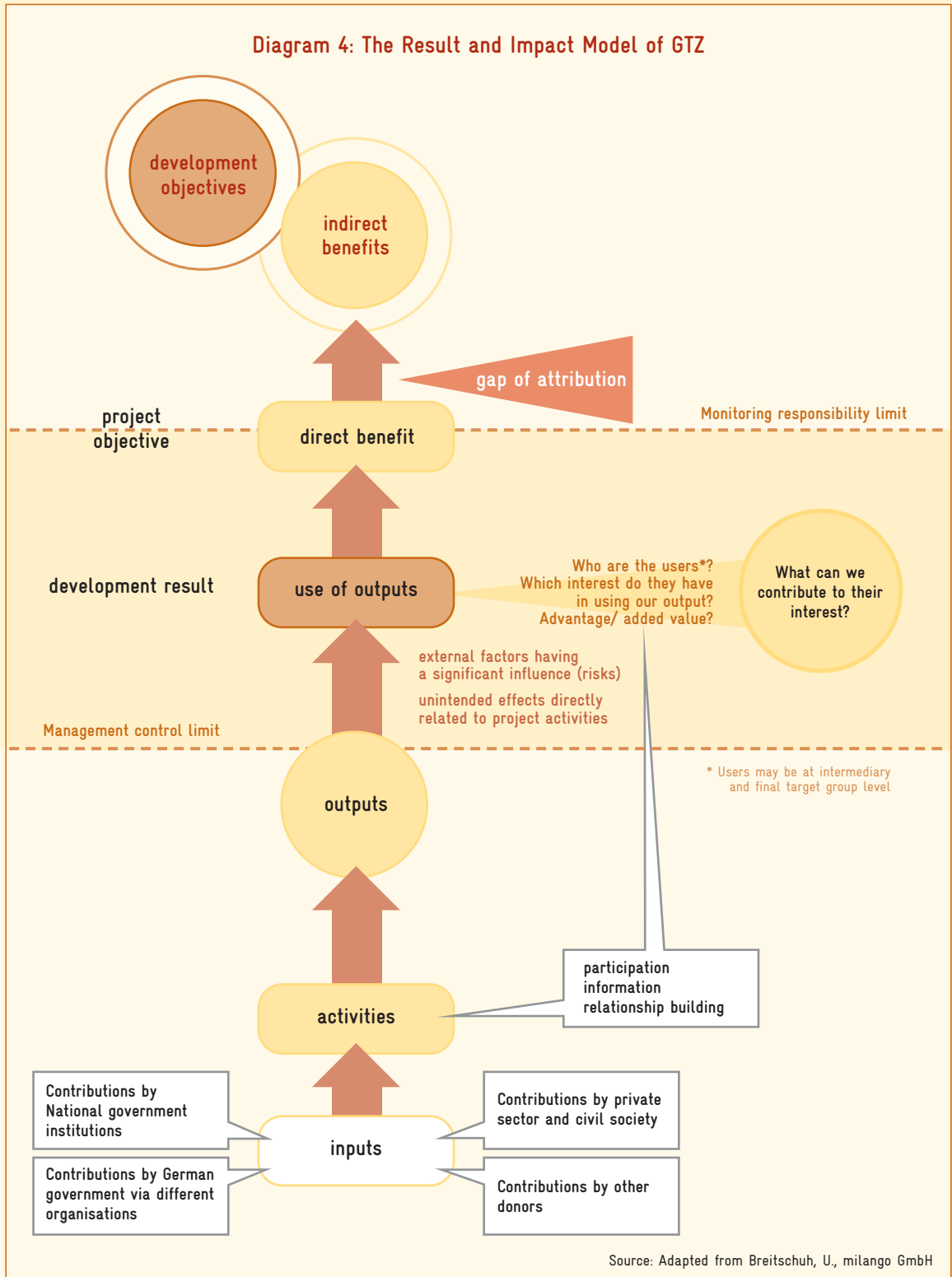
The use of terminology in this context has not yet been harmonised. Terms used for observing effects at all levels include:

- Results-oriented monitoring
- Impact oriented monitoring (for public health professionals, among others, impact is commonly understood as outcome, i.e. only the highest and long term level).
- Orientation (including monitoring) towards effects.

Ongoing impact monitoring is used as the yardstick for steering interventions. "We speak of impact-oriented monitoring when the various monitoring activities of a project are geared to observing impacts. The unique characteristic of impact orientation is that the system not only monitors what has been done, but also tries to establish what changes the project/programme activities, inputs and outputs have made and how the project's outputs are used within and beyond the project"⁷. Furthermore, the monitoring has to observe if undesirable results or risks, unintended positive results, changes in the environment occur and how they affect the achievement of the objectives⁸.

In essence, "impact-oriented monitoring" focuses on observable impacts (planned, unplanned, positive, and negative) and denotes the collection, evaluation and documentation of information on the impacts of a project/programme that is relevant for further steering. Impact-oriented monitoring revolves around the utilisation of a project's or programme's services and the immediate benefits generated thereby. Further indirect benefits are monitored regularly and linked to the measurable impacts of the project/programme on the basis of plausible inferences⁹. The diagram on the next page illustrates this logic.

Diagram 4: The Result and Impact Model of GTZ



A vivid example of the limits of measuring the impact of anti-trafficking programmes was given by the UN Interagency Programme in the Mekong Region (UNIAP)¹⁰. It illustrates the occurrence of unintended effects, as well as indirect (positive or negative) impacts:

"Reduction of trafficking in one community does not necessarily reflect an overall reduction. There is an example from Nepal, for instance, where what had appeared to be a 'successful' programme had merely transferred the problem from some villages to others.

Measures to reduce trafficking might also reduce less exploitative forms of irregular migration which have benefits for both sending and destination communities. This last point is particularly relevant to those organisations with such core goals as poverty alleviation or the right to development. And there may be programmes, which have an indirect impact on trafficking. Some are positive, for example, research in northern Thailand shows the correlation between family size and vulnerability, suggesting family planning programmes can have a positive impact on trafficking. Some might be negative. UN officials in Afghanistan recently suggested a link between successful opium control programmes and an increase in child trafficking from families which had lost their livelihoods."

UNIAP also emphasised in this context that, in order to start to look at the impact of programmes, information is needed over time, as trafficking is a dynamic phenomenon. However, most research carried out to date tends to be of a static rather than longitudinal nature.

Monitoring resources

Besides monitoring a programme's implementation and resulting effects, attention has to be given to monitoring the management of resources and inputs. An accounting and cost tracking system has to be established in order to arrive at an accurate accounting of expenditures. Financial monitoring will also help you to match your resources with the initial project plan. The budgeting of a project is committed to certain activities. But changes in revenues and expenditures can allow less or more activities in the project schedule. Nonetheless, the activity plan has to be arranged in a realistic and affordable way.

Assessing progress – the use of indicators for monitoring

How do you assess or measure whether the project/programme progresses well and that it is likely to produce the impacts you anticipated? You need to decide on certain aspects and "milestones" that you can attribute this to. These are then called indicators.

The indicators in the logframe are often defined as objectively verifiable indicators (OVIs), i.e. they should not be dependent on individual knowledge or opinion but are based on data whose sources of origin must be quoted for verification (e.g. records of the ministry of social affairs; a report of the ministry of the interior; a study report by an international organisation; or data collected by your project). What this information actually means, may involve judgements or interpretations. This is where evaluation comes in.

Indicators are variables which:

- indicate and/or reflect a given situation,
- are useful for measuring changes and the degree of achievement (for example of project objectives),
- can be used for comparing situations (previously & now; at different places, different interventions and settings).

There are situations where an indicator reflects a given situation only partially or inadequately. In this case a set of various indicators or so-called „proxies" has to be formulated in order to describe a situation or the degree of achievement. For example, how can the level of poverty in a population or development in a community – factors that are often described as underlying CSEC – be measured? Common proxy indicators for describing the socio-economic status of a community would refer to the proportion of girls attending school, the level of (un)employment or the participation of women in community decision-making mechanisms.

Diagram 5: Unless indicators are formulated as yardsticks for progress there is the risk of basing assessment on unstable ground....



Indicators and Milestones

Indicators are **yardsticks** that can be used to demonstrate that changes have taken place. For describing complex situations, **qualitative** and **quantitative** indicators may be needed. **Target indicators** for the measurement of outcomes (direct benefits) should be already fixed during the planning period.

They need to be specified and benchmarked during the **implementation process**. Additionally, **milestones** should be defined to mark the way to the fulfilment of the objectives. They should describe the transformation of activities into outputs and outcomes¹¹.

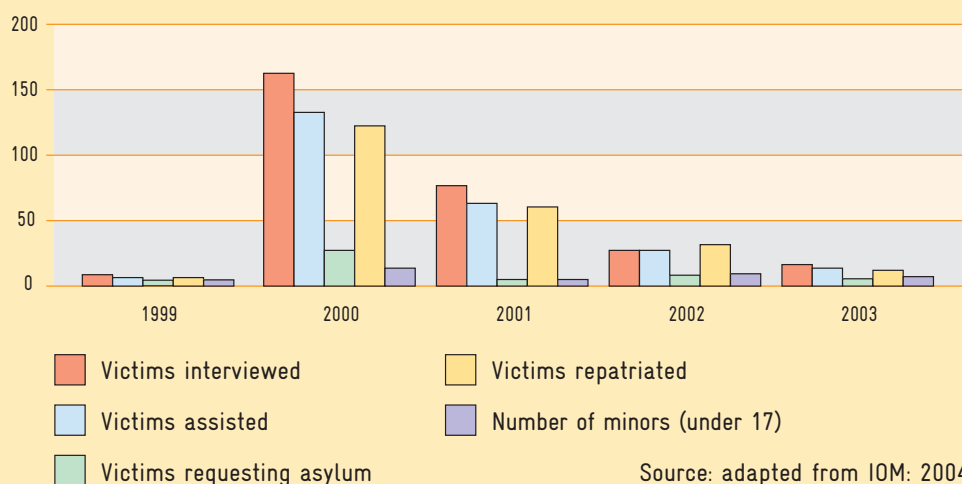
Indicators are used for describing the i) baseline and ii) changes and trends over a specific period.

Example: In the following diagram¹², the "number of assisted victims" is used as an indicator to identify the changes of the real number of victims over a certain period. Because of differing experiences on site

and other sources of information, IOM questioned the plausibility of these recorded figures. Further investigations showed that the variable "assisted victims" did not portray real trends as traffickers had chosen other strategies and channels to recruit victims. Objective looking data therefore still need to be analysed carefully and their plausibility examined and cross-checked against other sources of information.

Note: Do not to confuse an indicator with the actual situation. A programme may, for example, lead to the improvement of certain indicators, such as the degree of awareness about the risk of falling prey to trafficking when taking on a job abroad. It may, however, not prevent girls from joining doubtful job offers. The creation of awareness may be an effect (impact) of your programme activities and one milestone on the long way to preventing girls from being trafficked. But the latter may not happen necessarily. Thus, increased awareness, possibly one of the project indicators, does not indicate behaviour change or change of patterns of CSEC.

Diagram 6: Trends of trafficking in persons in the Balkan Region as recorded by IOM



Characteristics of good indicators

Indicators must be formulated realistically, with great care and precision, as they are used as “yardsticks” for monitoring and evaluating an intervention. The formulation of indicators is therefore a challenging task. Indicators should meet a number of criteria. Different guidelines can be found in the respective literature.

Some common principles are often referred to as SMART, the acronym comprising of following characteristics: Specific, Measurable, Attainable, Relevant, Time bound.

Specific: indicates a clearly defined aspect the project aims to change, e.g. if an intervention aims at raising tourist sector employees’ awareness on the human rights implications of CSEC, an indicator should reflect this increased awareness, rather than for example “reduction of CSEC in the local tourist industry”. This would be too ambitious.

Measurable: the achievements must be measurable or be described very plausibly, e.g. use of website on CSEC by x users; demand for assistance in drop-in centre increased from x to y %. Complex indicators such as “reduction of poverty” are not advisable even if the project’s intervention may contribute to this goal through income generating activities.

Attainable: the scale of monitoring must be appropriate and feasible, e.g. is the indicator practical and operational in the given situation and according to the timeframe? It also applies to financial aspects, i.e. the cost of collecting data should relate to the information provided;

Relevant or “sensitive”: does the indicator really indicate the desired change? E.g. the indicator “reported cases of CSEC” would not be an indication of convicted cases and vice versa;

Time bound: an indicator should specify the desired change in a certain time frame, e.g. “by end 2008” or “by the end of phase 1”.

Indicators should be defined for each stage of the “production process” of project results and impacts. The following descriptions and attributions are commonly used in the health sector and are as well applicable to CSEC issues (see below):

Table 2: Specifying indicators and attributing them to the different stages of the implementation process

Input	Accessibility	<ul style="list-style-type: none"> • geographical • economic • cultural • organisational
	Availability	
Process	Activities	
	Productivity	
	Use (of services by the target population)	
	Utilisation (degree of utilisation of existing capacities)	
	Quality of services and products	
Output (direct results of efforts of services)	Coverage (of the defined need by services)	
	Efficiency (effects in relation to the efforts and resources expended)	
	Efficacy (extent to which an intervention or service produces a beneficial result, e.g. rate of rehabilitated individuals)	
Outcome (impact)	Effectiveness: indirect effect on the health status/wellbeing of the target population; long-term and usually multi-factorial effects beyond the sole responsibility of a project; less suitable for monitoring	

Note: Not all of these aspects have to be considered for every type of project. They are examples of how to characterise and indicate input, process, output and outcome.

Applying this to CSEC, e.g. to drop-in centres for victims, the following aspects could be used as indicators:

Input

- Number of centres in the target area
- Distance to the centre?
- Affordability of services (e.g. drugs)
- Cultural accessibility (e.g. to minorities, language, child and youth friendly services)
- Opening hours, e.g. are they appropriate?

Process

- Activities: what kind of activities are conducted and which services offered (e.g. for prevention of pregnancies and sexually transmitted infections; treatment); psycho-social services; counselling; awareness creation activities for the public; advocacy, etc.
- Productivity related to existing resources and capacities: e.g. clients treated or counselled per staff member; facilities used per time unit; e.g. for information/awareness events
- Use of services offered to clients: how many clients? New ones or always the same? How often do they use services and which ones?
- Degree of utilisation of existing capacities (personnel, facilities, range of services); are the capacities fully explored (if not, there may be room for expanding activities)?
- Quality of services and products (expected quality of services has to be defined by some criteria¹³)

Output

- Coverage of the defined or estimated need of services: clients received/treated in relation to the estimated overall number of victims/potential users in the target area
- Efficacy rate of successfully treated/counselled clients/victims; no. of drop-outs, in relation to the overall number of clients
- Efficiency (relationship of output to resources used in a defined time-frame), e.g. cost per client considering all inputs; this may be one aspect among others when it comes to comparing the benefit of different interventions in relation to the resources required.

Outcome

- Effectiveness in terms of impact on the overall situation: has the project contributed to the improvement of the target population's wellbeing?
- What other long-term effects may it have contributed to in the target area (e.g. in the best case: to a reduction of CSEC through awareness creation campaigns and through working with communities)?

¹³ A comprehensive list of criteria for quality standards of rehabilitation centres was for example suggested in the ECPAT International Newsletter 44/2003: Frederick, J., Ray of Hope, Nepal.

Multi-factorial and long-term impacts usually go beyond the reach and responsibility of a project. It is most likely that they are influenced by other stakeholders and overall developments. Despite this "attribution gap" (i.e. it cannot be clearly established if a certain impact results from an individual intervention's output), a project should indicate its possible contributions to the impact, even if it goes beyond the project's scope.

Example:

In a region with a known **problem** of traumatised victims of CSEC, a project has planned to conduct training courses (six in a year) to train social workers in psycho-social care for victims of CSEC. The fact that all courses will have been conducted by the end of the year does not yet prove the project's success. A funding agency or an evaluator will want to know whether the anticipated number of personnel has participated and the rate of improvement of their knowledge, attitudes and skills on conveyed training topics. The information has to be verified through internal (monitoring) or external evaluation. In short, the success is not only the completed activities (courses conducted), but includes the desired impact on the defined problem or need.

The following indicators are guided by the SMART criteria:

An **input indicator** could in this case relate to the accessibility and availability of training courses for social workers: By the end of phase 1, 50% of social workers in cities affected by CSEC will have been taken on for training in psycho-social care for victims of sexual violence.

A **process indicator** could be: "By 12/06, 50% of social workers are trained successfully in psycho-social care of traumatised victims of sexual exploitation". Or, "by the end of project phase 2, 75% of treated victims of CSEC are satisfied with the services offered by government social workers".

Output: "the number of services offered to victims of CSEC by social workers trained in appropriate psycho-social care, has increased to x (number or proportion) by December 2006".

Following the aforementioned concept of "orientation towards effects" one would then proceed to describe the observed impacts (positive, negative, planned, unplanned) of the intervention at each level. For example: knowledge of the importance and good quality of the training courses may have been spread and created further demand, e.g. by other international organisations (positive, unplanned).

Also, the **utilisation** of services and products (curriculum, training) by users at different levels (social services, final target group, other interested organisations) and the resulting direct benefits would have to be specified by indicators, e.g. "At completion of the training course social workers will have improved their competencies in psycho-social care".

Verification of indicators

Indicators are only useful if they can be verified. Indicators that neither external experts nor project personnel are able to verify are not useful. For example, if you claim the number of girls using a drop-in centre has increased by x in period y, you have to be able to provide the matching documentation. Consequently, for every indicator you define there has to be a means of verification (MoVs) such as continuous documentation, study reports, and assessment reports by evaluators.

Timing of monitoring

Once the indicators are decided upon, the time intervals and means of measurement have to be defined. The frequency depends on the nature of the chosen aspects. In general, objectives higher up in the logic (output and outcome level) will be measured less frequently because they are expected to change at a slower pace. The use of resources (input) is usually monitored continuously (e.g. monthly), as is the use of a drop-in centre (process), which will then be summarised in an annual report. A change of awareness and behaviour takes time and may therefore be rather an outcome to evaluate after a longer period rather than being suitable for regular monitoring. It is advisable to set time markers (the "T" of smart indicators for monitoring).

Forms of Evaluation

Evaluation can take on different forms and can be distinguished into either internal and external evaluations or mixed forms. Project staff often fear external evaluations as a potentially unfair judgement, whereby the results tend to be considered unquestionable by funders and other external parties. On the other hand one would like to have an "objective" independent assessment of the intervention and its impact.

The latter is indeed the key question: which impact has a project/programme? Thus, evaluations can be categorised according to the level they are interested in.

Evaluations are likely to follow the structure of the input – outcome–model looking at selected parameters listed in table x above and effects generated at each level. An **input evaluation** is usually the simplest form of evaluation, looking at the resources invested and delivered, e.g. provision of information leaflets on CSEC to travel agencies. At this level it can be established, how many leaflets will have been given to agencies, but it remains unclear, whether the leaflets have ever be utilised.

An **assessment of the process** will analyse which activities have taken place, e.g. have leaflets been distributed to customers booking a trip to Thailand or the Caribbean? How many? Have the customers shown interest? Has an awareness creation event been organised? This will indicate the number of leaflets distributed to customers and events organised. However, it does not allow any conclusion regarding whether customers have learned anything about CSEC.

The latter would be assessed using an **output evaluation**, e.g. are customers more aware on CSEC than before? This touches on a key problem of evaluation: For comparing "before" and "after", one has to know the "before". This is often forgotten at the onset of an intervention. After some years of commitment the project team – and possibly the funding agency – would however like to know which impacts their work has had. Hence the importance of anticipating from the beginning the kind of information needed for evaluation. Such information is commonly called "baseline data" and it is common for programs to conduct their own, tailor-made baseline survey, if the necessary information is not available.

Evaluating the final **impact or outcome** poses the greatest challenge. For example: whether the knowledge acquired has changed, a tourists' behaviour is difficult to find out as behaviour is usually influenced by various factors that can not be attributed to a single intervention or programme ("attribution gap"). However, there are, of course, methods of investigation. As was said before, these are often not within the scope of one project.

Another way of classifying evaluations is possible by considering the perspective applied. Here following forms of evaluation exist:

- Formative or continuous evaluation is almost comparable to monitoring at regular intervals. It is mainly conducted internal with occasional support by external professionals.
- Summative evaluation or "Project Progress Review" (PPR) is an evaluation procedure that assists management and learning for both the project and the company as a whole. It is carried out towards the end of each project or programme phase, and is used to prepare for the next. It also stimulates learning and change processes among all participants and puts them to use for knowledge management. Independent appraisers add an external point of view.

There are specific forms of evaluations that lend their unique character to methodological particularities, e.g.:

- Peer evaluation invites colleagues from a comparable project/organisation, e.g. gtz, UNICEF, ILO, etc. to evaluate the progress on an unilateral or mutual basis. Other projects can consult the specific project based on agreed terms of reference. Peer evaluation is not very common, but **combines the advantages of internal and external evaluation** and can provide fruitful experiences to all participants. Involving an external professional helps to design the planning and steering activities.
- Participatory evaluation aims to create a learning process for the program recipients that will help them in their effort to reach desired goals. It includes cooperative action in which the stakeholders participate substantively in the identification of the evaluation issues, the design of the evaluation, the collection and analysis of the data, and the action taken as a result of the evaluation findings. You have to take ethical issues into consideration to prove whether this approach is appropriate for victims of CSEC. For example, for previously traumatised survivors of CSEC, participation in research may revive their trauma.

For each form of evaluation one has to decide on the appropriate methodology. There are two main types of research and any evaluation will most likely borrow its methods of data collection and analysis from these two: quantitative survey methods on the one hand and qualitative research such as individual in-depth interviews (structured and semi-structured), key informant interviews, various forms of group interviews, and different types of observation (participant/non-participant; open/concealed) on the other.

Projective techniques such as story-telling, mapping, etc. are also qualitative and may be valuable and non-intrusive in the context of CSEC.

Note that quantitative and qualitative methods may not be strict alternatives, but rather complement each other and methods may be combined to achieve specific information. Results of semi-structured interviews lend themselves to some extent to quantitative analysis. In any case, methods may be combined to complement each other.

Research must be designed in a meticulous and rigorous way to achieve valid and credible results. Note: the quality of the methods applied in data collection and analysis have far-reaching implications for the quality of information attained. For example, all too often, haphazardly conducted ("focus") group discussions are presented as scientific research results.

The description and discussion of research methods is beyond the scope of this manual. Some helpful references (some of which can be downloaded from the internet) are listed in the list of references.

Reporting the results of monitoring and evaluation

A report reflects the entire project process. The reporting design may be dependent on the funding agency or any structure or organisation the programme is answerable to. Consider following aspects in report writing:

- Inform the reader of the initial plans of the project and present the agreed upon objectives. If the reader is forced to refer to other documents, it makes things a lot more difficult for them. Remember they are unlikely to have the same level of knowledge or enthusiasm for the project as you do.
- Properly and continuously conducted monitoring helps you to compose the report. You can work more effectively with an existing range of detailed information. The project plan has to provide information about the project including the resources, time frame and deadlines of the current reporting period.

Deadlines are most relevant, e.g. if a funder has to submit the documents in the next grants round. Retarded reporting periods can signal negative impressions and lack of interests in the report. Bear in mind that you need enough time to collect all report components from other stakeholders, allocating single sections into a logical order, editing the document and some spare time for logistical mishaps (computers, photocopiers, etc.).

Conclusion

We started off by expressing concern about the lack of reliable information gathered through continuous rigorous monitoring and thorough evaluations of impacts of project activities. It is our hope that this manual will assist you in developing and conducting pertinent and systematic procedures for monitoring the results of your work at all levels. In the annex you will find examples on impact chains, which can

hopefully help you to develop your own impact chain for your next project. We wish to encourage you to contribute evidence-based data and lessons learned to the much needed body of information which in turn will help to design successful strategies in the fight against CSEC.

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Annex

Project name: Social services for victims of gender based violence (including children victims of sexual exploitation)

Project number: 1/2004

Implementing agency: Bilateral Project (PN 2000.2202.0 "Promotion of women's rights") in sub-contracted to the NGO "Social Services of Cambodia" (SSC)

The GTZ Sektorhaben (SV) supports the NGO "Social Services of Cambodia" (SSC) by funding of the development and implementation of a training course for social workers from governmental and non-governmental institutions dealing with victims of gender-based violence and sexual exploitation.

Impact Chain:

Impacts (Indirect Benefit)	Victims of gender-based violence and sexual exploitation master their everyday lives successfully and productively integrate themselves into the Cambodian society.
"Attribution Gap"	
Outcomes (Direct Benefit)	Victims of gender-based violence and sexual exploitation receive professional psycho-social services by governmental and non-governmental institutions.
Use of Outputs	Social workers carry out their advisory tasks and support services using their newly acquired knowledge and skills and act as multipliers in their respective institutions.
Outputs	A concept for a training course, including curriculum, materials and certification procedures is developed and implemented.
Activities	Development and implementation of a training course for social workers of governmental and non-governmental institutions, with a special focus on psycho-social services for victims of gender-based violence and sexual exploitation.

Project name: "OSCE: Programme against Human Trafficking: Public-Private Cooperation for the Prevention of Women and Children Trafficking"

Implementing agency: OSCE Montenegro-Albania

The GTZ Sektorhaben (SV) supports the OSCE Programme against Human Trafficking through funding for its first component dealing with "Codes of conduct" for the hospitality industry.

Impact Chain:

Impacts (Indirect Benefit)	Trafficking of Women and Children between the Balkans and Western Europe has been reduced.
"Attribution Gap"	
Outcomes (Direct Benefit)	<ol style="list-style-type: none"> 1. The hospitality industry in four West- and Southeast European is less likely to tolerate human trafficking. 2. The West- and Southeast European societies are less likely to tolerate human trafficking. 3. The poor are less likely to rely on human trafficking as a means of income generation.
Use of Outputs	<ol style="list-style-type: none"> 1. Elements of "codes of conduct" are implemented by the hospitality industry in four West- and Southeast European countries. 2. Various professional groups support and promote the fight against trafficking of women and children at their respective workplaces. 3. The poor utilise alternative means of income generation.
Outputs	<ol style="list-style-type: none"> 1. The hospitality industry in four West- and Southeast European countries is aware of the problem of human trafficking and "codes of conduct". 2. Members of various professional groups are aware of the problem of human trafficking. 3. The poor are aware of alternative means of income generation.
Activities	<ol style="list-style-type: none"> 1. Dissemination of successful elements of "codes of conduct" within the hospitality industry in four West- and Southeast European countries. 2. Advocacy targeting various professional groups, such as Members of Parliament, Airline staff, etc. 3. Development of alternative means of income generation for the poor.

Project name: Regional training course on gender issues and participatory training methods for police officers from Central America and The Caribbean

Implementing agency: Police Commission of Central America and The Caribbean

The GTZ Sektorvorhaben (SV) supports the Police Commission of Central America and The Caribbean in developing and implementing a training of police officers from different countries on gender-issues (gender-based violence, sexual exploitation) and participatory training methods.

Impact Chain:

Impacts (Indirect Benefit)	Sexual exploitation in Central America and The Caribbean has been reduced through the contribution of the police in the region.
"Attribution Gap"	
Outcomes (Direct Benefit)	Gender-issues (gender-based violence, sexual exploitation) are effectively integrated into the work of the police in Central America and The Caribbean.
Use of Outputs	<ol style="list-style-type: none"> 1. The participants of the course multiply gender-issues (gender-based violence, sexual exploitation) within their respective institutions and conduct internal trainings for their colleagues. 2. Cross-border cooperation of the police in Central America and The Caribbean, especially with regards to trafficking of minors, is improved through inter-regional knowledge transfer and sharing of experiences.
Outputs	40 police officers of both genders from Central America and The Caribbean are trained in gender issues (gender-based violence, sexual exploitation) and participatory training methods.
Activities	Developing and implementing a training course for 40 police officers of both genders from Central America and The Caribbean with a special focus on gender issues (gender-based violence, sexual exploitation) and participatory training methods.

Project name: Against the sexual exploitation of children worldwide

Implementing agency: Terre des Hommes Germany e.V.

The GTZ Sektorvorhaben (SV) supports the process of updating and improving the website www.childhood.com.

Impact Chain:

Impacts (Indirect Benefit)	Relevant actors (NGOs, hospitality industry, travellers, media) react to the sexual exploitation of children in their countries of operation and travel in an informed and adequate way and form effective networks.
"Attribution Gap"	
Outcomes (Direct Benefit)	Relevant actors (NGOs, hospitality industry, travellers, media) are informed the problem of sexual exploitation of children and national contact persons in their respective countries of operation and travel and use the website for networking activities.
Use of Outputs	The updated and improved childhood-website is utilised by relevant actors (NGOs, hospitality industry, travellers, media) in the fight against sexual exploitation of children.
Outputs	The updated and improved childhood-website is online and available to relevant actors (NGOs, hospitality industry, travellers, media) in the fight against sexual exploitation of children.
Activities	Updating and improving the childhood-website by analysing user-information and integrating "best practice"-examples, results of research and national contact persons.

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