



International  
Labour  
Organization

**IPEC Strategic Evaluation of IPEC's Knowledge Assets and  
Knowledge Management including the Final Evaluation of the  
project:**

**"Learning from Experience: Distilling and Disseminating Lessons  
on WFCL"**

GLO/05/51/USA ("the Knowledge Project")

P.340.05.901.051

An independent final review

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**International  
Programme  
on the  
Elimination of  
Child Labour  
(IPEC)**

**This document has not been professionally edited**

# **Note on the project review process and report**

This independent project review was carried out by Linda Stoddart, an independent consultant, following a consultative and participative approach, with overall management by ILO-IPEC's Design, Evaluation and Documentation Section (DED). Assistance was also provided to this process by a research assistant.

DED provided guidance, facilitated contacts with IPEC staff and others, and ensured research assistance. The review was carried out using established evaluation standards. Limitations of the study relate mostly to an absence of direct access to stakeholders in the field, since desk research was undertaken in Geneva. The review of documents and other materials produced in the field, and telephone calls to IPEC experts and others helped resolve this problem.

The views and recommendations in this report are those of the consultant based on interviews with staff, stakeholders and other constituents, surveys undertaken in connection with this review and a myriad of project documents and other materials. It is divided into three parts:

Part I: IPEC's knowledge assets and knowledge management approaches;

Part II: The "Knowledge Project": final evaluation;

Part III: Recommendations for a renewed strategy for knowledge management in IPEC: developing knowledge as a core competency

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## **Executive Summary**

### **A culture of sharing**

The emphasis on managing information and knowledge has become pervasive in IPEC. There is a consensus amongst IPEC staff and stakeholders that the reuse of good practice and innovative approaches is fundamental to IPEC's work. The interviews and surveys carried out in connection with this strategic evaluation demonstrate an openness to share ideas, to collaborate and to discuss new initiatives that will have impact. A significant finding is that staff rate opportunities to share (through workshops, meetings, training events and site visits) as one of the most effective ways of capturing knowledge. There is a camaraderie and team approach; IPEC staff is a group of committed experts and practitioners who believe in what they are doing and who are open to identifying new methods for reaching results. Several years before the Knowledge Project began, initiatives had been launched to facilitate the access to information created by IPEC itself through the establishment of an IPEC database. Networks were formed to encourage the sharing of research and practice that was used in developing IPEC strategy. IPEC is "doing knowledge management", although many different approaches are being used. Staff has difficulty building information handling and knowledge sharing into their busy schedules, but it is not because they don't think that it's important.

### **Creating a coherent approach**

Despite IPEC's culture of valuing information and knowledge sharing and attempts to integrate information systems and processes, there is no generalized *coherent* approach to managing information and knowledge. In addition, although knowledge management is viewed as a core activity for IPEC, organizationally there is no authority or senior staff responsible for this crucial area of work. Encouraging knowledge management means providing support and guidance to staff to use coherent methods and share their ideas and experience. Making this process work effectively will affect everything IPEC does and whether it succeeds in its mission.

A key recommendation in this report for further action is that a small dedicated unit reporting to the Director of IPEC should be established which would focus on **strategy and knowledge**. The intention is not to create knowledge management as a discrete activity. It is quite the opposite. This function should be established to facilitate and support the work of all staff and stakeholders, and to identify basic, simple mechanisms which will lead to better access to information and encourage collaboration. It should also work on establishing concrete, visible outputs that will encourage collaboration and knowledge sharing. The leadership of this unit is crucial; the Chief Knowledge Officer should have an in-depth understanding of content management practices, a solid understanding of technology, and experience in encouraging collaboration and methods for improving internal and external communication.

### **The Knowledge Project: created a foundation**

The Knowledge Project has focused IPEC's attention on the importance of organizing and using authoritative information and knowledge to encourage stakeholders to take action to prevent and eliminate child labour. The key achievements of the Knowledge Project are:

- **Creating a synthesis of information and knowledge**, especially through the development of resource kits and training materials. A number of these have served as a catalyst for further action in the field as seen in the case studies included in this report.

- **Improving the access to information** through the continued development of databases and other systems. Although much work needs to be carried out now to consolidate and integrate IPEC's systems, this work has provided a necessary and useful first step in creating a knowledge platform.
- **Promoting the concept that knowledge management is a core activity for IPEC and is a continuous and crucial activity** which should be embedded in everything IPEC does.

## Next steps: moving to concrete action and a coherent approach

A vision for knowledge management in IPEC already exists. The Knowledge Project has succeeded in building a consensus on the need for improved access to information and knowledge, and a positive organizational culture for knowledge sharing is prevalent. The building blocks are in place. What is now required is a roadmap to focus on concrete, visible outputs to resolve the following:

- consolidating information systems and identifying coherent content management methods;
- streamlining cumbersome processes;
- eliminating silos;
- ensuring that knowledge products produce specific outputs;
- championing collaboration in order to work toward better sharing of lessons learned;
- adopting new working methods to support the development of innovative products and services stakeholders;
- minimizing the time spent searching for information and knowledge and improving information flows.

At this stage, expecting all IPEC staff to manage their own information and knowledge systematically, and contribute this in a useable form is unrealistic. Firstly, this approach leads to the use of many different, non-compatible ways of managing information and knowledge. Secondly, IPEC experts are not information professionals; information work cannot be a priority for them since their chief priority relates to their technical field and the network affiliated with this area. However, information handling and knowledge sharing guidelines would help facilitate building a more coherent approach.

The key recommendations of this report are to:

- Establish a small dedicated unit, **Strategy and Knowledge** reporting to the Director of IPEC headed by a **Chief Knowledge Officer**. This unit which would primarily have an advisory and clearinghouse role should include one professional and two general service staff. It would be responsible for: ensuring the use of common methods for managing information and knowledge, and oversee all information systems; establishing new approaches for enhancing internal and external information (intranet and web); leading a process to ensure a coherent approach for all IPEC knowledge products (particularly in relation to “brand” and dissemination); taking responsibility for the coordination of work on the preparation of IPEC strategy and work plan documents.
- Set up an IPEC internal communications tool – intranet –, which would become the “one-stop-shop” for all administrative and substantive information for staff. The intention would be similar to the ILO portal (“plone”) which is currently not being used by many staff. A newly designed intranet would involve the integration of systems, ensuring that access is facilitated through

improved search mechanisms and software applications, in coordination with ILO practice. There will be some overlap with IPEC's web site, however the emphasis will be on content for collaboration.

- Rethink the process of developing knowledge products (including as outputs of projects) to ensure that the impact of these, the use by stakeholders, and how they would serve as catalysts for action is determined at the conceptualization phase. Involving partners and donors at the beginning of the process is fundamental to facilitating impact.

## Conclusions

Establishing effective knowledge management practice requires an incremental approach. There is no quick fix. The Knowledge Project enhanced and encouraged the use of information and knowledge in IPEC's work and created a knowledge base as an essential first step. The next step is to ensure that this capacity is supported and further developed by providing dedicated expertise to this core function. Staff and stakeholders need to see real improvement in their **daily work** through the use of information and knowledge. Eventually IPEC will no longer view knowledge management as a distinct process. Ultimately, it will simply be part and parcel of how IPEC carries out its work. The foundation exists; dedicated resources and knowledge management expertise are required to move to the next step – visible concrete results.

## **Part I**

### **IPEC's Knowledge Assets and Knowledge Management**

#### **1. Scope, context and background**

Information and knowledge are the life-blood of IPEC, crucial to its role as an international knowledge centre on child labour. Knowledge-building and sharing are crucial for conceptualizing projects, learning from previous experience, and undertaking specific IPEC activities at the operational level. To be sustainable, the knowledge management practices and processes need to take a realistic, pragmatic approach taking into account IPEC's resources, staff capacity and expertise. The impact of IPEC's knowledge products is intricately linked to how, or *if* they have influenced change and decision-making by stakeholders.

Over the last few years, IPEC management and staff have embraced the concepts of knowledge management, however, the critical challenge has been to find pragmatic, workable and sustainable approaches that are built into IPEC's everyday work and that these methods translate into better and quicker access to relevant information and knowledge for constituents around the world. Since information and knowledge alone do not translate into action, new methods are required to influence positive action by stakeholders that can lead to change. One size does not fit all: these methods need to be tailored for different audiences and for a multitude of uses.

Knowledge management is reliant on continuous communication, and the sharing of expertise and ideas, creating value from the intangible assets within the organization. Managing knowledge involves encouraging innovation and facilitating learning through sharing, to create new useable ideas, products, processes and services. Information overload has become a common problem as publications and other material is being produced in significant quantities and despite the availability of an IPEC database, access to these is not always easy. Simply producing more knowledge products does not necessarily mean that more knowledge is being turned into action; this is what the Knowledge Project set out to address. One of the crucial challenges of the Knowledge Project was to create a *synthesis* of this information, and to *reuse* and *repurpose* the valuable publications, guidelines, training guides and other materials. This report focuses in particular on the use, dissemination and evaluation of the impact of these products and services. It is not enough to have produced authoritative materials; there is no guarantee that stakeholders will use them. With an emphasis on the development of resource kits and other products, the Knowledge Project aimed to address the dissemination issue at the conceptualization phase of these materials, involving partners and stakeholders.

In addition, one key goal of the Knowledge Project was to promote knowledge management approach which emphasizes a sustainable, coherent approach and acts in tandem with the overall objectives of IPEC.

For IPEC, which has global operations, a range of different stakeholders with distinct requirements, and a mobile staff, implementing a coherent approach to managing knowledge continues to be a major challenge. Creating a centre of excellence on the elimination of child labour, focusing on the sharing of good practices and innovative approaches is an incremental process that will outlive the Knowledge Project. This issue is addressed in Part III of this report.



## **2. Terms of reference and methodology**

This evaluation follows on the work undertaken for the mid-term review of the Knowledge Project in February 2008, *Learning from Experience: distilling and disseminating lessons on WFCL*. GLO/05/51/USA, P.340.05.901.051.

The overall objective of the current strategic evaluation was to:

- Undertake a strategic review of IPEC work on knowledge-building, management and sharing, focusing on the processes, tools and structures put in place rather than on the knowledge itself;
- Evaluate the specific contribution of the Knowledge Project;
- Formulate recommendations for a renewed strategy for consolidating and continuing participatory knowledge management work.

In addition to the Knowledge Project, the evaluation provided a systematic assessment of IPEC's approach to knowledge management, covering IPEC's knowledge management culture and practices. It reviewed how the current Knowledge Project evolved in the light of IPEC's overall approach and in connection with the current ILO technological infrastructure. An attempt was made to analyze knowledge products and services that had been developed and tested by other projects as well as by the Knowledge Project to gather evidence on whether these tools have led to concrete outputs. This analysis was hampered by a lack of a current inventory of these products.

It assessed the operation and outcomes of the IPEC knowledge management approach and its usefulness for stakeholders inside and outside the ILO. Additionally, it examined IPEC's knowledge management practices, processes and products generally and organizational capacities and processes. Specifically the evaluation studied IPEC staff responsibilities in relation to knowledge management work, and whether current practices were effective in sharing experience and knowledge. This report assesses the sustainability of this approach from an organizational and resource perspective and provides a synthesis on the state of knowledge management in IPEC. Recommendations for the further development of knowledge sharing practices and services, based on current trends and experience in other relevant organizations are addressed in Part III of this report on "Recommendations for a renewed strategy for knowledge management in IPEC: developing knowledge as a core competency."

## **3. Methodological approach: getting the data, understanding the issues**

An effort was made to go beyond simply anecdotal evidence on determining the outcomes of the Knowledge Project and on IPEC knowledge practices, products and processes. An all-IPEC staff workshop held in November 2009 helped provide a picture of what IPEC staff believed were the key concerns. Participants used a grid to identify what information and knowledge is required to meet IPEC's objectives; action to be taken and next steps. Next steps for collecting information included interviewing experts, practitioners, staff in headquarters and in the field (including other ILO staff outside IPEC) and partners in other organizations. Using an interview questionnaire, a total of 73 people were interviewed; 24 from the field. (See Annex 3 for a copy of the interview questionnaire). Stakeholders in the field, in all regions, were also interviewed specifically concerning the catalyst effect of specific knowledge products and views on the usefulness of knowledge management to their work.

These interviews were followed by a Knowledge Survey sent out to all IPEC staff, at headquarters and in the field totalling 420; the response rate was 20%. A previous Knowledge Survey undertaken in 2006 – 2007, provided a baseline for the 2010 survey. Both surveys covered knowledge management more

generally focusing on IPEC's processes, information systems, and practices and how specific products and services influenced action by stakeholders; the 2010 survey was adapted slightly, following a consultative process, to include questions of particular interest on information systems. The results of these two surveys were compared. There was very little difference in the results of these two studies.

These two forms of data collection complimented one another. The objective of the interviews was to assess the overall impact of IPEC's knowledge management strategy and specifically knowledge products that had been developed, reviewing whether they served as a catalyst for action at the national and local level.

Examples of new policies, practices and initiatives were collected from constituents and a variety of stakeholders to provide evidence of the impact of specific outputs, highlighting policies, practice and innovative approaches that were developed as a result of IPEC knowledge products, services and expertise. Knowledge products generated by partners and constituents were also reviewed.

A great deal of emphasis has been placed over the period of the Knowledge Project (from 2005) on evaluating and assessing knowledge management processes. Reports and surveys show consistent views. There is no shortage of data and information on these issues. Respondents to the knowledge survey cite project evaluations as an effective knowledge management method; 42% highlight action programme and project evaluations as a "very effective" method for capturing knowledge. How this knowledge is shared after it is collected is, however, one of the dilemmas for IPEC. This issue is further discussed in Part III of this report.

#### **4. IPEC's approach to knowledge management: key components**

Although no specific document had been written that outlines and describes IPEC's knowledge management approach, it has been extensively covered in a number of IPEC publications emphasizing the use of knowledge for action. The challenge has been to move from this vision to ensuring that realistic goals are set, expectations managed, and concrete outputs produced.

This evaluation studied the main components of IPEC's information and knowledge work which has consisted of the following:

- **Information systems and content management** and ensuring access to documentation and publications;
- **Knowledge products**: the conceptualization, design, preparation, involvement of partners and stakeholders, and support in their use;
- **Communication, collaboration and knowledge sharing**: helping to share lessons learned and IPEC's institutional memory.
- **Internal processes** relating to the collection, analysis, synthesis and dissemination of information and knowledge;

The evaluation reviewed whether each of these components had an effect on stimulating change, and examined if they have led to action, and if so how. As mentioned previously the information and data collected throughout the evaluation was from two main sources: interviews and the knowledge survey. Both of these methods provided convergent views on IPEC's knowledge management approach. The following section provides a summary of the information collection and gives an analysis of each of the components of knowledge management practices.

## 4.1 Information systems and content management

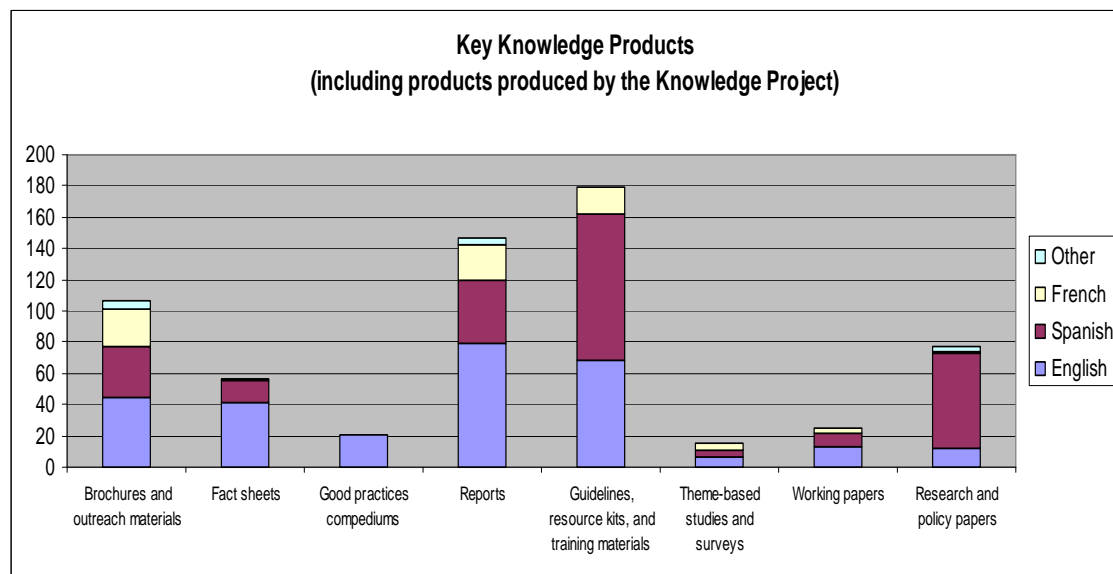
One of the key conclusions from the workshop on knowledge sharing held in November 2009, was that the current systems providing access to documentation and other information on IPEC issues were not easy to use. Currently there are several systems including: the i-Drive, intranet, database of bibliographic information (IPEC database), IPEC/ILO web site and the “plone” or portal. Many of these systems (the database and the “plone”) require a password. The results of the workshop, interviews and the survey all indicate that these systems are not used effectively, (see the results of the IPEC Knowledge Survey 2010, Annex 4), mostly due to ineffectual search mechanisms. Staff mentioned frequently that although they know that certain publications are included in the database, for example, they are not able to access the reference. Staff indicated that they were confused by what content was to be found in each database or system. Many staff members do not realize that the IPEC Programme database is accessible through IPEC’s web site which is easier to search. One staff member summarized the problem: “I know that all IPEC publications *should* be in the database, but after searching for a while, if I don’t find the document I’m looking for, I give up and try another route.” Similar views were also expressed in the interview survey and the Knowledge Survey 2010 results.

However, despite this apparent handicap, information systems were rated “most important” by 42.4% by respondents of the survey, pertaining to effective knowledge management, and “important” by 48.5%. Considerable efforts were put into the development of these platforms, as noted by the mid-term review of the Knowledge Project. The IPEC database provides an essential inventory of existing materials; this database is also accessible through the web site. The problem is two-fold: 1) there are too many systems, with too much overlap, which is confusing to users and 2) it is still difficult to find specific documents because of inadequate search tools.

The IPEC/ILO web site was cited by staff as being the most useful of the information systems. 61.2% of respondents of the knowledge survey mentioned that they used it “more than 10 times in the last 12 months.” A common system of electronic files, the I-Drive, was mentioned as the least used both in the field and headquarters. One problem with this form of electronic information collection is that there are no specific guidelines for its use. Users are free to label their files as they wish, which creates problems for searching. No coherent methods are used for organizing the content, except as a practice by certain groups in IPEC. This stems from the fact that information management is a marginal activity; there is essentially no one who has overall responsibility for information and knowledge management. Staff who have a role to play in supervising the work related to information systems or providing input, are involved in a range of other assignments and cannot give the attention this function requires.

## 4.2 Knowledge products and dissemination

IPEC has produced a wide array of authoritative knowledge products. Over the period 2005-2010, over 550 publications, reports, resource kits, training guides and other materials have been produced. The chart below illustrates the different types of resources that have been produced. The majority of these have emanated from projects covering certain themes and/or sectors. Twenty-four of these were produced in conjunction with the Knowledge Project.

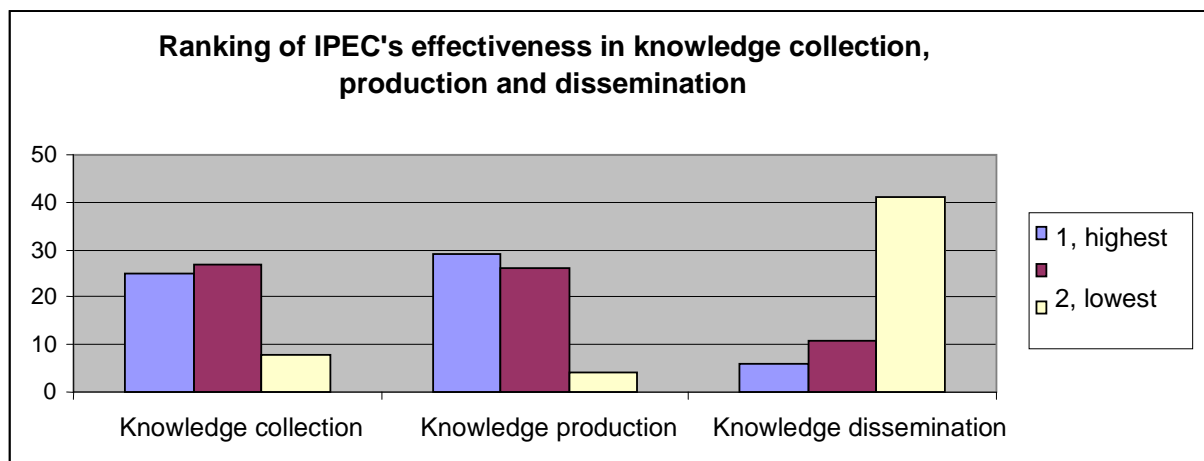


These products represent the most significant aspect of the knowledge work in IPEC; they are aimed at providing different audiences with various types of information. Overall, knowledge products were considered by respondents of the Knowledge Survey as the “most important” means of action for IPEC (59.7%).

Some products are intended for a global audience such as the materials for The Hague Global Child Labour Conference held in May 2010. This included *Joining forces against child labour: Inter-agency report* produced by Understanding Children’s Work: An Inter-agency Research Cooperation Project (UCW). Other authoritative global materials for The Hague conference included: the *Roadmap for achieving the elimination of the worst forms of child labour by 2016* and the *Good practices on child labour 2010*, covering all major regions. The Knowledge Project also produced a series of resource kits focusing on agriculture, trafficking and education.

National child labour surveys were cited by 60.3% of respondents of the knowledge survey as representing a “very effective” tool for capturing knowledge. Other knowledge products such as thematic and other strategic evaluations were viewed by 58.5% of respondents as “effective” means of capturing knowledge. A table of the full responses on products from both knowledge surveys is included in Annex 7.

The Knowledge Survey also showed that while staff feel confident about IPEC’s competence in knowledge production (49.2% of respondents indicated that IPEC was “strongest” in this activity; 45% indicated that knowledge collection was in second place); however, respondents indicated that knowledge dissemination was the weakest aspect of IPEC’s knowledge work (70.7%). This reflects the need to have a marketing plan for all knowledge products.



Interviews also pointed to a concern about dissemination as an issue. The emphasis has been on the creation of products, but little market research is done in the conceptualization stage of product development on who would use them, and how they would be used, an essential and crucial element in the design of the product. Interviews with staff and stakeholders highlighted that part of the problem is that much of IPEC's work is project-based; hard copy products are sometimes produced without a real assessment of whether or not they would be useful to constituents. Outputs that you can touch and feel are often preferred because of the visibility; however, they might not be the most appropriate. Another problem that leads to this approach is that adequate resources and time within projects are frequently insufficient to develop a dissemination plan for knowledge products.

Interviews with partners, provided evidence that knowledge products considered most successful, meaning that they had a catalyst effect, were those that focused on dissemination and the eventual use by stakeholders. Cases studies included in Annex 5, also showed that involvement of partners at the design stage was essential for buy-in and eventual usefulness to stakeholders. One example is of the trafficking kit which was a joint venture with Unicef. At the early stages of the development process, meetings and brainstorming sessions were organized. Unicef experts indicated that their views were taken into account and reflected in the final product. As a result, this kit is being used extensively by this partner who has shared it with others.

Several different approaches to dissemination were used recently in connection with The Hague Global Child Labour conference held in May 2010. A knowledge fair highlighting good practices was held during breaks between sessions of the conference, aimed at linking the approximately 500 participants to share information, experiences and learning. The knowledge fair included information booths, active information sharing at stands that were manned, a showing of good practices, and demonstrations of web sites and video projections. As part of the knowledge fair IPEC partners were offered opportunities to showcase selected good practices. The selection of the good practices was carried out through a team effort involving colleagues and partners from all over the world, following a predetermined set of selection criteria. This resulted in a selection of 22 stories from across the globe which were edited and translated, and laid out in an attractive format. Hard copies were distributed at the knowledge fair in three languages.

Another way of communicating was through a brief video at the beginning of the session and photo slide show, which sketched the problem of child labour as per the new global estimates and described good practices from three countries in three continents, which have proven to make a difference in fighting child labour. These countries (Brazil, India and Uganda) were selected based on having good practices in reducing child labour significantly. The intention was to demonstrate specific action that works.

### 4.3 Communication, collaboration and knowledge sharing

The data from surveys and interviews shows that IPEC staff value collaboration and opportunities to discuss and share ideas with colleagues and partners. Discussions on good practices and lessons learned, various types of workshops, and collaborative analysis by communities of practice, e-groups and list serves were essential components in IPEC's knowledge work. Many staff and stakeholders indicated that they would like these means of action to be reinforced, particularly internal communication in IPEC.

The result of the study, *Knowledge Management in IPEC: a subsidiary study to "The ILO on the Stairway to Wisdom – Taking a Snapshot; the State of Knowledge Management in the ILO,"* undertaken by Marc Steinlin in 2007, also emphasizes IPEC's need to share knowledge and facilitate access to information as part of its mandate. 90% of respondents of that survey indicated that they were keen to take advantage of opportunities to share and learn as an essential aspect of their knowledge requirements.

Data emanating from the knowledge survey and interviews shows that internal communication was cited as an area that needs to be improved. Both staff and stakeholders would like to have access to news and know what is going on in different locations that might be of use to them, but also to reinforce a sense of being part of a community working on child labour issues.

Communities of practice have been set up in conjunction with several projects including the Knowledge Project. Three are in the development stage (indicated by \*) and are in search of a technology application to facilitate the interaction and to ensure interest and sustainability. These include:

- \*A network of experts focusing on safe work for youth (Knowledge Project);
- \*A network of experts on child trafficking (Knowledge Project);
- \*A community portal involving a worldwide network of partners, called 12 to 12 Community Portal (Supporting Children's Rights Through Education, the Arts and the Media project, SCREAM).

The 12 to 12 Community portal, launched on June 12, 2010, aims to strengthen collaboration to build knowledge and highlight action. Since none of these networks are operational, at the time of this review, it is too early to review whether or not they have achieved their objectives.

One of the challenges of this type of networking is keeping up the interest, moderating the discussion, and finding ways of doing something concrete with the discussions. Having a specific output and a framework for certain activities often stimulates the discussions.

Two networks set up earlier than those listed above highlight this issue. A Researchers Network was the first community of practice launched by IPEC in 2005 to support researchers in sharing their expertise and knowledge. In 2006, a Conditional Cash Transfers community of practice was launched to link experts on this issue and social security. These two networks used different technology platforms. Both were facilitated by external consultants. At the end of their contracts, the work on these communities of practice was discontinued. This experience demonstrated that facilitation is an important component for sustainability.

A different approach using a social networking model that depends on involvement and participation is being used by the Impact Assessment Framework Project. It uses Teamworks, a Web.2.0 platform developed by UNDP, which has involved the participation of other UN agencies and organizations within the UN system. The ease of use and reciprocity factor of this approach has motivated a number of experts in the tracer studies field to provide stories and pictures to substantiate their work.

## 4.4 Internal processes

Knowledge work within IPEC is decentralized and to a large extent is project driven. While a certain part of this work has to be done by all staff, there is an absence of an “authority” that is responsible for setting a methodological framework for handling information and for sharing knowledge. To encourage the use of a standard approach, the Knowledge Project produced publication guidelines, *Writing for IPEC: Editorial and publication guidelines*, (2008). Guidelines were also established for information systems work, targeted to staff coordinating web content in the field.

Additional support however will be required for other information and knowledge sharing processes including the following:

- Facilitating the collection, analysis, synthesis and dissemination of information and knowledge;
- Keeping up-to-date information about experts and collaborators on child labour;
- Providing advice and support on the use of collaboration tools;
- Managing IPEC’s intranet (or other internal information device) and transforming this into the “one-stop-shop” that provides access to all information staff need to do their work either for administrative purposes or substantive information.

Guidance and advice to IPEC staff on information handling work will increasingly be important; the use of common approaches is essential to ensure accurate and rapid access to information. This was not a specific mandate of the Knowledge Project; however it is crucial that these issues be addressed as part of next steps in this process.

## 4.5 IPEC’s knowledge management approach and the ILO knowledge environment

The survey carried out by Marc Steinlin in 2007 referred to above shows that IPEC has essentially the same need to share knowledge and have access to further sources of knowledge and information as the ILO as a whole. Ninety percent of the respondents are open to knowledge sharing opportunities. The IPEC Knowledge Survey carried out in May 2010 of IPEC staff demonstrated that attitudes toward the expected impact of knowledge management are positive: 71% believe that knowledge sharing will help IPEC to solve its problems quickly. The mid-term review of the Knowledge Project carried out in February 2008, also noted that the knowledge project “has helped to increase awareness and to develop interest within IPEC about the importance of knowledge management , and to date it has placed an emphasis on developing the systems infrastructure that can continue to be used. The challenge for the balance of the project will be to identify how elements of the project can be integrated as part of IPEC’s regular operations.”

The situation as outlined has not changed in 2010. Staff believes that knowledge management is an essential component of their work. Information systems represent an important method of accessing information, however, as mentioned above, these have not been perceived as crucial to improving knowledge management in IPEC. The ILO itself is challenged to find effective technology applications to facilitate internal communications and IPEC has been affected by a lack of clear strategy in this regard within the ILO. It would be unwise for IPEC to adopt technologies that are not supported by the IT department in the ILO. The lack of an effective tool, such as an interactive intranet creating a “one-stop-shop” has meant that departments and programmes throughout the ILO have adopted approaches that work best for them.

## **Part II**

### **The "Knowledge Project": Final evaluation**

#### **5. Objectives, priorities and focus**

The Knowledge Project aimed to create a framework encompassing the tools, processes and methods required for IPEC to become a prime facilitator for the development and use of knowledge on how to combat child labour. The intention was to “capitalize” on increasing the impact of IPEC’s work and to stimulate, support and help to sustain the action of others by sharing lessons, experiences and expertise. Building on the significant work IPEC had already carried out before the Knowledge Project was launched, particularly in the development of the IPEC database. It focused on collecting, analyzing, training and reaching out to partners so that that IPEC’s “cache of knowledge” would become more widely available. The project document states: “By the end of this three-year project, the goal is to have a wide range of products, both generic and adapted to specific needs, in the hands of practitioners and at various stages of use.” IPEC staff and stakeholders have affirmed that this goal has been achieved, as evidenced through interviews and the knowledge survey. What is crucial now is to move beyond this phase to a more coherent way of handling information and knowledge to ensure that the impact of products is built into the conceptualization phase in all projects. Although there has been considerable emphasis on identifying what *really works* to influence change, these lessons and experience are not systematically included into new projects and work plans.

#### **6. Project management**

Management of the Knowledge Project changed several times during the tenure of the project, due to staff mobility issues. Each person given responsibility for the overall supervision of the project brought a different outlook based on IPEC’s management vision for the project at the time. Although there was recognition by IPEC that knowledge management was a core activity, what that entailed changed as the project progressed and IPEC’s overall management strategy evolved. There was a misconception and misunderstanding about the professional capacity in information and knowledge management required to do this job. Although outreach was one aspect of the work, information management expertise, rather than a public relations focus is required to oversee the information systems aspect of the work and that related to content management standards.

#### **7. Key achievements and outputs**

The following categorized list provides details on the outputs and achievements of the Knowledge Project:

**7.1 Knowledge products:** including resource kits, guides, training packs, briefing notes and working papers; these were the primary outputs of the Knowledge Project. An effort was made for all major publications and communications materials were made available in all official languages; some were translated into local languages. Specific types of knowledge products produced:

- **Working Papers:** Two working papers were produced, one focusing on girls in mining; and the other on child labour and education using SIMPOC survey data. A decision was taken to reinforce and support as well as SIMPOC’s work and the Understanding Children’s Work (UCW) project research agenda rather than creating a separate working paper series.
- **“Essentials”:** Several briefing notes written by IPEC technical experts fulfilled the objective of providing a synthesis of policy on specific technical issues, covering *inter alia*, child trafficking,



commercial sexual exploitation of children and child labour and the relationship to the global job pact. They were disseminated at several global events.

- **Abstracts:** Summaries were written of all new IPEC publications and other materials which are available in the IPEC database and the IPEC web site. These facilitated an understanding of the contents and intended audience. They were also used in a listing of new publications and the IPEC Newsletter.
- **Popular Outreach Materials:** Numerous communication materials were designed for a popular audience particularly for the annual World Day events. They consisted of fact-sheets, brochures, posters, dedicated sections of the web, and other innovative campaign tools. They packaged information and “lessons learned” on each of the most common WFCL or on a method in a mode that can be easily used by media for outreach and by constituents (government agencies, workers’ and employers’ organizations, civil society organizations, school children) for sensitization purposes.
- **Resource Kits for practitioners:** Three kits focusing on: education, trafficking and agriculture were produced. These were resource intensive efforts, because of the participatory approach to the development of each kit. Consultative workshops were held during the development of the trafficking and agriculture kits. Each kit has taken a slightly different approach; however, each one provides a comprehensive package of practical information for diverse audiences. They are primarily targeted at practitioners and policy makers doing work on child labour. All provided the impetus for the production on locally based materials and training. More detailed information on these is covered in the case studies in Annex 5.

**Outcome:** The knowledge products, particularly the resource kits, and the revitalization of the content of the IPEC web site, were cited in interviews and in the knowledge survey as being highly useful mechanisms for sharing knowledge. The mid-term review recommended a reprioritization of specific products; however, the vast majority of intended outputs were produced.

**7.2 Networks and new methods for communicating:** A number of innovative approaches were developed in the IPEC community including the IPEC newsletter (distributed electronically) and e-bulletins to create a sense of community and provide support and assistance to child labour experts. Communities of practice launched by the Knowledge Project including on safe work for youth and child trafficking are referred to earlier in the report (section 4.3).

**Outcome:** It is still too early to evaluate whether these networks have served as an active collaborative tool for knowledge sharing. Communities of practice require at least 6 months for a dialogue to develop and the formation of a useful discussion.

**7.3 Guidelines and procedures:** As mentioned earlier in the report, the Knowledge Project produced publication guidelines, *Writing for IPEC: Editorial and publication guidelines*, in 2008. Procedures were also developed for processing documents and publications in the IPEC database. The aim was to enhance work flows and organizational process for capturing and documenting knowledge. Existing work flows and processes were reviewed, revised and enforced according to guidelines on the knowledge management. This work complemented that being carried out under the IPEC Database Project which ended in 2007. The following were the primary outputs in addition to the publication guideline mentioned above:

- Guidelines for information systems management: “*A quick review of IPEC’s information systems and knowledge sharing platforms.*” This was distributed to new staff and at various IPEC meetings and events.
- Training of responsible staff, focusing on information systems. A particular effort was made to support and assist specific staff members in headquarters and in the field who were coordinating the systems work and updating database content;
- Procedures for coordinating information flows to revamp the content of IPEC’s web site, coordinating with the field and ILO regional offices.

**Outcome:** Improving information systems work flow processes was an important aspect of the Knowledge Project. Clearer roles and responsibilities for this work are required. This issue is covered in Part III of this report.

**7.4 Means of dissemination and support for use of knowledge:** Targeting outputs to specific audiences was a major component of the Knowledge Project and one that should be reinforced to ensure sustainability. A range of mechanisms were used to disseminate the knowledge products and to support the use of the knowledge:

- **Translation, publication and dissemination of key knowledge products:** Key knowledge products were translated (including the IPEC web site), published and disseminated through a variety of means;
- **Training activities:** A particular emphasis was placed on training as a means of sharing knowledge including specific technical courses, group coaching, peer-to-peer training, and self-study. In addition, most IPEC staff participated in relevant knowledge-sharing opportunities such as conferences, national workshops, and ICLP regional conferences;
- **Electronic newsletter:** A web-based newsletter was launched to alert IPEC staff, partners and constituents (circulation 1,500) to new knowledge products and activities, as well as to increase the speed of sharing knowledge among practitioners in and outside IPEC.
- **Content on the IPEC web site.** An emphasis was placed on updating "content areas" on the web and other specific knowledge areas providing standardized structure. This resulted in facilitating access to the web site. As mentioned earlier in the report, the web site was considered by respondents of the knowledge survey as the most useful information system for their work.

**Outcome:** The Knowledge Project made progress on enhancing dissemination processes. Efforts were especially made to translate materials. IPEC needs to re-examine how materials are targeted and disseminated to stakeholders as pointed out in section 4.2 of this report. New methods should be considered in the light of web 2.0 developments and social networking applications.

## 7.5 Creating opportunities to share expertise and learn from others

The results of the interviews and knowledge survey demonstrated that the most useful forms of action to share knowledge, are focused discussions on good practices and lessons learned, as well as workshops and technical sessions (59.1%) of respondents to the Knowledge Survey indicated that workshops and meetings were an “effective” tool to capture knowledge. Site visits and travel were considered by 52.9% of respondents as “very effective” methods for capturing knowledge. The implications are that experts learn from others and through their own experience, more than from printed materials and access to

information systems. Dialogue and opportunities to collaborate lead to the development of new approaches building on shared experience.

**Outcome:** Networks, facilitating participation and championing successes were highlighted as an achievement of the Knowledge Project which served as a catalyst for reflection on how to share lessons and expertise. The IPEC Newsletter that was launched as a result of the Knowledge Project offered an opportunity for IPEC staff and others to contribute stories, lessons learned and information about activities and events provided one mechanism to enhance internal communication. Facilitating the sharing of ideas and experience led to the reuse of key materials which were translated, readapted and redesigned for other audiences. The sustainability of this activity will depend on whether or not dedicated resources and staff are allocated to this.

## 7.6 Synthesis of information and knowledge: compilations of resources

The resource kits served as a crucial tool to synthesize information and knowledge on specific technical and operational issues. The trafficking resource kit was consistently mentioned since it was considered by staff and stakeholders (as mentioned in interviews) as having contributed to capacity-building of constituents and partners. (*"Training manual to fight trafficking in children for labour, sexual and other forms of exploitation: Facilitators' guide"*, 2009 which was produced in collaboration with Unicef.) The preparation of other resource kits including the *Combating Child Labour Through Education: A resource kit for policy-makers and practitioners*, 2009; *"Training resource pack on the elimination of hazardous child labour in agriculture,"* 2006 also served this role of capacity-building. Annex 5 provides more information about the trafficking kit and others that have had a catalyst effect, leading to initiatives at the national or local level.

**Outcome:** The Knowledge Project achieved an improved synthesis of information and knowledge as mentioned above; IPEC staff, partners and stakeholders cited resource guides, coupled with training and workshops discussions as a significant achievement. Finding a more standard approach to the development of these types of products should be included in the roadmap for future work in this area.

## 7.7 Improving overall access to information

Although the IPEC database and the other information systems discussed earlier were not initiated by the Knowledge Project, they have served as a necessary foundation for accessing information and inventory of all IPEC materials. Without this work, it would not be possible to draw on lessons learned since these are often embedded in publications and other documents.

The enhancement of the database and other systems provided an inventory of documents and other materials on child labour. This represented an important development in ensuring a knowledge base. The Knowledge Project helped to move this activity along to another level by emphasizing the need to include materials developed in the field. Identifying ways to merge/and link the different information systems in order to create one entry point to access information is an essential next step. A technical review exploring more effective ways of managing content is required. This issue is covered in Part III of this report.

**Outcome:** The revamping of the IPEC database provided access to all IPEC publications including those developed in the field. The Knowledge Project ensured that the IPEC database continued to be updated and that full bibliographic detail was provided.

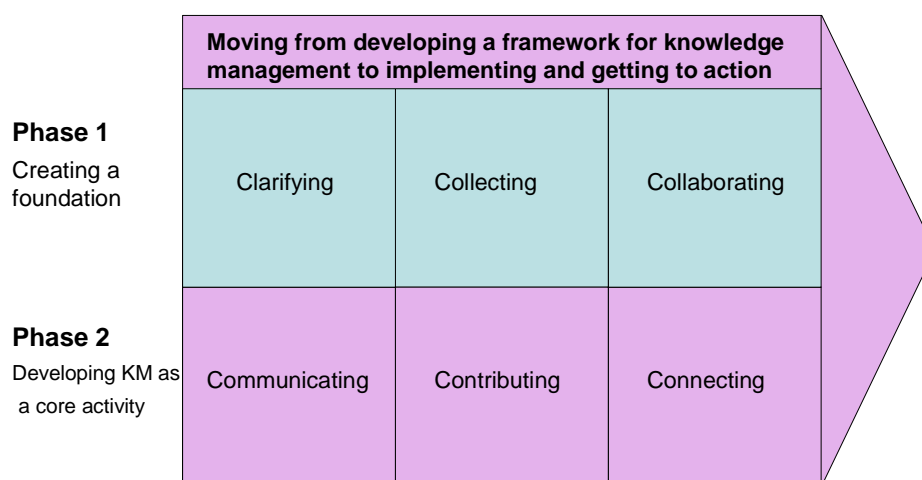
## 8. Lessons learned

Knowledge work is a crucial and fundamental part of the work of IPEC. The Knowledge Project supported IPEC's capacity for the collection and dissemination process. It is clear from the results of both

the interviews and the knowledge survey, that knowledge management is perceived as an essential activity that is core to IPEC's work. However, this is just the tip of the iceberg. Knowledge management needs to be managed by an information/knowledge professional that can ensure a coherent and user-friendly approach to information handling and who can coordinate on issues related to internal communications and collaboration. One of the key lessons learned is that knowledge management should be managed through both a codified approach focusing on access to information and a personalized approach focusing on collaboration. Knowledge management should be allocated adequate resources, and linked to IPEC's overall strategic objectives; it can no longer be managed as a project. Additional resources will be required, to ensure that the list of next steps become a reality rather than a wish list. Detailed elements essential for implementation are covered in the recommendations in Part III.

The Knowledge Project put into place a framework for knowledge management in IPEC. This was an essential and fundamental first step in creating a sustainable approach to this essential IPEC activity. The "knowledge value chain" below illustrates the process and the next phase in ensuring that knowledge management is institutionalized in IPEC and no longer seen as a discrete project. Over the last few years, the Knowledge Project promoted knowledge sharing approaches, encouraged collaboration, build up IPEC databases of information to keep tabs on what was being produced, facilitated access to them, and produced authoritative and innovative resource kits. One significant factor that was revealed was the importance of clarifying how and where these products will be used.

#### Getting to results: the knowledge value chain



As is illustrated above, the Knowledge Project acted as a catalyst to promote knowledge sharing by clarifying what this means; it reinforced the collection of publications produced by IPEC and in other organizations in order to ensure access to this body of information, it highlighted the need for collaboration and put mechanisms in place to motivate the process of sharing ideas amongst groups of experts and other stakeholders.

This part of the report is complemented by Annex 8, the Knowledge Project Output Table 2005-2010, that provides an overview of all of the outputs and activities of the project, giving a picture of how each activity built upon others.

The next phase of this work should focus on developing knowledge management as a core activity within IPEC. The recommendations in the mid-term review, "*Learning from Experience: Distilling and Disseminating Lessons on WFCL*," (GLO/05/51/USA, P.340.05.901.051), February 2008, also highlight this issue:

"IPEC should recognize the high degree of relevance of knowledge sharing and knowledge management to its raison d'être – and that such recognition requires a priority that may have implications for organization, responsibilities of at least some staff, and allocation of resources. While the project is still ongoing and in order to provide for continuity, IPEC should develop a strategy for integration of knowledge management as a core component of its modus operandi that at a minimum should provide for focal point/knowledge broker function(s)."

It also referred to knowledge sharing gaps that became apparent as the project was implemented and as IPEC and knowledge management approaches evolved since the project was formulated over 5 years ago:

"The project should move towards an open knowledge-sharing model for the balance of its tenure, with increased emphasis on facilitating and supporting use of what has been developed and in particular on facilitating multi-directional and horizontal sharing of tacit knowledge."

Reaching this objective will require better internal and external communication, encouraging participation and contributions from various partners and IPEC itself, recognizing these, and connecting people, processes and technology in an integrated process. Part III describes the elements required in this phase and what steps need to be taken to implement them effectively.

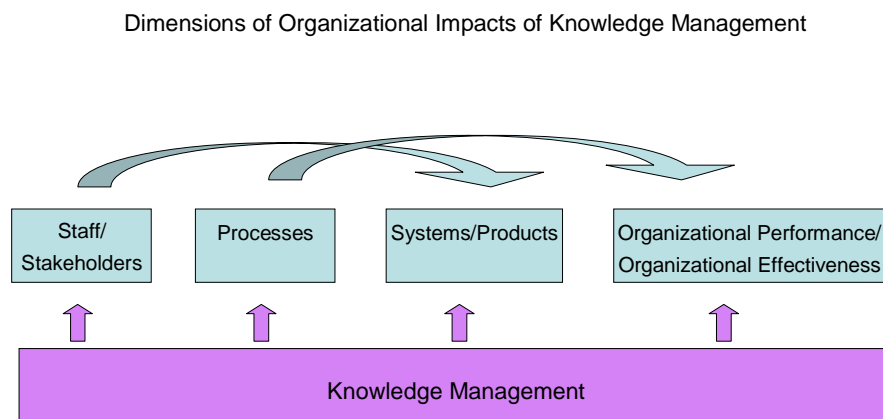
## **Part III**

### **Recommendations for a renewed strategy for knowledge management in IPEC: developing knowledge as a core competency**

#### ***9. Moving ahead on knowledge management: getting to results***

Results from the 2010 knowledge survey demonstrate that knowledge management as a crucial concept for IPEC, linked to its effectiveness, has been widely accepted by IPEC staff. The challenge now is to turn the ideas, discussions and analysis into action that will have a visible affect on facilitating IPEC daily work and assist in reaching stakeholders with information and knowledge that can be used to develop new approaches in eliminating child labour.

The diagram above illustrates the transition from the development of a framework, to next steps which will enable the development of concrete outputs and reach specific results. The one below provides a vision of the components of a viable knowledge management initiative.



Source: Adapted from "Knowledge Management – Systems and Processes" Irma Becerra-Fernandez and Rajiv Sabherwal, M.E Sharpe, Inc 2010

What would a knowledge management strategy entail? Is it essential to know exactly what the next steps will involve when conceptualizing and later implementing a knowledge management initiative?

Clear objectives and direction for managing knowledge is essential, however, it is important to leave adequate flexibility in order to ensure that detours can be made when obstacles of various types loom, or when new technology makes what we have planned seem suddenly obsolete.

This strategic evaluation has demonstrated that approaches to managing information and knowledge in IPEC should focus on fixing some of the current problems in accessing and reusing information that IPEC has created itself. The evaluation highlighted other priorities which include:

- consolidating information systems and identifying coherent content management methods;
- streamlining cumbersome processes;
- eliminating silos;
- ensuring that impact is achieved by the use of knowledge products by determining how the products would be used at the conceptualization stage;
- championing collaboration in order to work toward better sharing of lessons learned;
- developing an approach to capture and use lessons learned;
- adopting new working methods to support the development of innovative products and services stakeholders;
- minimizing the time spent searching for information and knowledge and improving information flows.

## **10. Managing expectations**

IPEC stakeholders and staff have indicated that they expect that the effective use of information and communication technology will lead to an improvement in the ability to analyze, synthesize, consolidate and present information. Stakeholders expect a knowledge management strategy to have an impact on access to quality information, essential for timely decision-making, while managers often expect an improvement of internal communication and the adoption of methods to make that happen. Improving the use of information technology to streamline processes is only one part of the picture. It serves to create a foundation for better access to information, however, it doesn't solve the "dissemination" problem and this was an issue that was clearly emphasized through the interviews and knowledge survey.

The core expertise of IPEC and its strategic advantage come from knowing more than its individual parts. An essential factor in launching a successful knowledge management strategy is that it integrates and forms part of the organization's strategic objectives. Staff should view any new process or approach that is developed as part of the strategy, as an improvement to their daily work, not an added duty without any obvious positive impact. Adopting a collaborative approach will increase staff's sense of commitment and involvement. They will better understand their roles and their contribution to the goals and objectives of IPEC, which in turn will result in increased effectiveness and greater accountability. The knowledge management initiative should lead to more than just a "nice to have" set of new processes or information resources. There should be real changes that all can acknowledge and welcome.

Sometimes downplaying the benefits, or at least not overselling them, is a more pragmatic approach. Staff already believes that knowledge management will lead to a significant improvement in efficiency. Taking the line that knowledge management is part of continuous improvement and innovation may be the wisest path. Inevitably changes in implementation will have to be made due to new technology innovations which could not have been foreseen. Leaving space in the strategy for the unforeseen is essential in demonstrating flexibility and adapting to new ideas.

## **11. Leading knowledge management**

Much has been written about the role of a "champion" at senior levels in organizations. While the role of senior management is crucial to the buy-in of any strategy, the bottom line is now: who is responsible and who has the authority to make knowledge management "happen" in IPEC?

Providing a vision of the big picture is essential. However, equally important is what comes next: ensuring a successful first concrete result of the strategy. Inevitably, an incremental approach or even an

evolutionary approach will be required and the first "output" will make or break the success of the initiative. Staff needs to be convinced that actual improvements are being made and they will reap the benefits in their daily work.

### 11.1 A dedicated activity: roles and responsibilities

Knowledge management now needs to be a dedicated activity within IPEC. Managing with knowledge is an activity that cuts across all thematic issues and is fundamental to the success of the programme.

Where organizationally the knowledge management work plan is developed and implemented is significant, but not as significant as **who** is leading the process. What is this person's chief role? What sort of a reputation do they have for participation and involvement of staff? Does the knowledge management champion have a record of success in delivering results? What is their relationship with other key departments in the organization and are they a good net worker? Do they have access to top management? And most important of all: do they have the appropriate expertise and capacity to manage content, ensure collaboration and create coherent methods? Can they help IPEC to **develop a synthesis** of its information and develop new approaches to tailor information to stakeholders needs?

Answering these questions is essential to moving ahead on institutionalizing knowledge management and ensuring its sustainability. The leadership of knowledge management is crucial to getting credible results. The Chief Knowledge Officer needs to be resourceful, perceived as someone who understands IPEC's goals and objectives and its main means of action, and has a good track record in one of the substantive areas of the workplace. The main challenge of the job will be to lead a process, which is fundamentally about innovation and strategy development. It is especially important not to isolate knowledge management in the organizational structure as it will hinder the access to key players at top management levels.

## 12. Starting points

Although an integrated approach for IPEC is optimal, getting all the aspects of knowledge management to work seamlessly is time consuming and will take years. Demonstrating a commitment to changing the way information and knowledge is managed through specific concrete initiatives is crucial. This means determining what aspect of improving the management of knowledge will be perceived by staff and stakeholders as benefiting them directly.

Internal communications and facilitating access to IPEC's own information would be a good starting point. Improved communications was cited in the survey results and interviews as being an essential component to knowledge management. Good internal communications will have a direct effect on improved external communications; these are intricately related. An example from the United Nations (UN) headquarters may serve as a useful case. A first step toward the implementation of knowledge management at the UN was through a redesign of the organization's intranet. In 2005, at a time when the organization was undergoing major changes, internal communication was viewed as a priority to improve relations with both staff and constituents. To address this problem, the UN's intranet, iSeek, took on new importance as management began to craft messages specifically aimed at staff concerning management reform and a range of other issues intended to share knowledge and increase transparency. The intranet provided the impetus to move toward a more collaborative environment and establish one internal communication tool for the UN worldwide, with consistent layout, standard technology, providing relevant and consistent messages to reach staff everywhere.

The new iSeek was positioned as a primary internal communication tool, one that would help inform, educate, and involve staff in other aspects of knowledge management that would be introduced incrementally, along with a range of other initiatives, policies and current news of interest to UN staff. Its



objective was to inform staff about the UN's common objectives and where they fit into the overall picture, linking headquarters with regional offices and field missions.

At the beginning of 2010, it served the role of community building and comfort for staff in their grief after losing 101 colleagues in the earthquake disaster in Haiti. Obituaries were posted on iSeek, written with the participation of colleagues who wanted to share their memories and comfort families of the victims.

Creating an intranet that provides access to essential substantive and administrative information and which facilitates collaboration, and the sharing of lessons learned would have benefits for IPEC staff and ultimately for stakeholders. The emphasis in this process should be on the management of **content** not on the technology, although a flexible, robust technological application is an essential tool.

Another visible starting point would be to establish a collection of all IPEC publications so that they could be easily located by IPEC headquarters staff, since hard copy materials are still being produced and used. The idea would not be to establish a library, but rather an area where IPEC materials are stored logically and easily accessed. IPEC staff has indicated in interviews, that the current arrangement to organize IPEC materials is inadequate. Although this is a minor issue, an improved collection of IPEC materials would be a concrete output, one which would be appreciated by staff.

### **13. Recommendations**

The Knowledge Project has succeeded in building a consensus on the need for improved access to information and knowledge, and a positive organizational culture exists for knowledge sharing. The building blocks are in place. What is required now is a roadmap to focus on concrete, visible outputs.

At this stage, it is unrealistic to expect all IPEC staff to manage their own information and knowledge systematically, and contribute this in a useable form. Firstly, this approach leads to the use of many different, non-compatible ways of managing information and knowledge. Secondly, IPEC experts are not information professionals; information work cannot be a priority for them since their chief priority relates to their technical field and the network affiliated with this area. Knowledge management needs to be seen as an institutional capacity which will have positive impact on all IPEC's work.

The following are the key recommendations for next steps for IPEC management:

1. Identify resources to ensure that knowledge management is embraced and maintained as a core activity for IPEC.
2. Develop an implementation plan/ roadmap to clarify next steps and ascertain necessary resources to undertake this work; this should focus on short-term visible outputs and long-term strategic goals.
3. Create a small dedicated unit, **Strategy and Knowledge** reporting to the Director of IPEC headed by a **Chief Knowledge Officer**. This unit which would primarily have an advisory and clearinghouse role should include initially, one professional and two general service staff. this unit should be responsible for:
  - ensuring the use of common methods for managing information and knowledge,
  - overseeing all information systems;

- establishing new approaches for enhancing internal and external information (intranet and web);
  - leading a process to ensure a coherent approach for all IPEC knowledge products (particularly in relation to “brand” and dissemination);
  - taking responsibility for the coordination of work on the preparation of IPEC strategy and work plan documents.
4. Consolidate IPEC’s information systems, in particular, give particular emphasis to the revamping of the IPEC internal communications tool – intranet – ( possibly using a name such as *iFind* which would help promote its use), which should become the “one-stop-shop” for all administrative and substantive information for staff. This would involve the redesign and use of IPEC’s current systems (including the phone), ensuring that these are integrated and that access is facilitated through improved search mechanisms and software applications, in coordination with ILO practice. Some overlap with IPEC’s web site is to be expected; however the emphasis of the intranet should be on content for collaboration.
  5. Rethinking the process of developing knowledge products (including as outputs of projects) to ensure that the use by stakeholders, and how they would serve as catalysts for action is determined at the conceptualization phase. Involving partners and donors at the beginning of the process is fundamental to facilitating impact.

## 14. Conclusions

Establishing effective knowledge management practice requires an incremental approach. There is no quick fix. The Knowledge Project enhanced and encouraged the use of information and knowledge in IPEC’s work and created a knowledge base as an essential first step. The next step is to ensure that this capacity is supported and further developed by providing dedicated expertise to this core function. Staff and stakeholders need to see real improvement in their **daily work** through the use of information and knowledge. Eventually IPEC will no longer view knowledge management as a distinct process. Ultimately, it will simply be part and parcel of how IPEC carries out its work. The foundation exists; dedicated resources and knowledge management expertise are required to move to the next step – visible concrete results.

# ANNEXES

## Annex 1- Terms of Reference for the Strategic Evaluation



International Programme on the Elimination of Child Labour

ILO/IPEC

### **Terms of Reference Strategic Evaluation of IPEC's Knowledge Assets and Knowledge Management**

including

#### **Final Evaluation of the Project GLO/05/51/USA**

*(Learning from Experience: Distilling and Disseminating Lessons on WFCL)*

*From implementation to evaluation to renewed strategy*

*January – June 2010*

Overall Terms of Reference

(Detailed evaluation instrument will provide further details)

#### **Background & Rationale**

1. This kind of strategic evaluation is called for in the ILO global evaluation of IPEC in 2004.
2. Knowledge management is central to IPEC's role as primary source of information and knowledge on child labour.
3. Past and ongoing knowledge management efforts have focused on IPEC's information systems, knowledge related capacity building and the specific efforts of the *Learning from Experience: Distilling and Disseminating Lessons on WFCL* project (the "Knowledge Project").
4. IPEC has moved from specific knowledge projects or specific knowledge building components in its field projects to using knowledge-building and sharing as an integral tool for planning and guiding IPEC activities. Specific emphasis of current and future activities is on supporting partners in using IPEC knowledge.
5. The current Knowledge Project calls for a renewed strategy of knowledge management, focusing on the above.
6. This strategy should focus on (a) sustainability and (b) diffusion of mature tools that have been developed and tested in previous knowledge work by the projects and other activities.

7. The specific evaluation instrument will provide further background information to the IPEC approach to knowledge management, past and current experiences and how the current knowledge project fits into that strategy.

### **Purpose of the Strategic Evaluation**

8. The overall purpose is:
  - a. Strategic review of IPEC work on knowledge-building, management and sharing; it would focus on the processes, tools, structures etc put in place rather than the actual knowledge itself – i.e. it is not an evaluation of a content theme but of organisational capacities and processes
  - b. Evaluation of the specific contribution of the Knowledge Project
  - c. Formulation, in a consultative and interactive way, of a renewed strategy for consolidating and continuing participatory knowledge management work
9. The detailed evaluation instrument that will serve as detailed TORs will elaborate as appropriate on the specific purposes and the list of suggested aspects or questions to address. These questions to address will be divided into questions related to overall strategic and thematic work on knowledge assets and management; and questions specifically related to the performance and contribution of the Knowledge Project.
10. A description of current and proposed approaches to knowledge management will be developed as part of completion of the Knowledge Project and will complement the strategy.
11. This description will indicate the proposed scope of the strategic evaluation which is intended to cover work on knowledge assets and management in IPEC since 1999 with focus on overall trends and strategic approach, selected key typical elements and the particular contribution of projects with a specific explicit knowledge management focus such as the “Knowledge Project”.

### **Methodological approach**

12. A knowledge management expert will be hired as the evaluator and facilitator of the process and in this capacity, will be able to support and guide IPEC through the participatory process of formulating a renewed strategy. The strategic evaluation will provide a unique opportunity for the evaluator/facilitator to become familiar with the work of IPEC on knowledge management over the years but particularly focusing on the recent Knowledge Project. This project has, in effect, been consolidating various knowledge approaches used in the past and, making these concrete.
13. A research assistant in the form of a longer intern with a suitable background will provide detailed support to the lead evaluator, particularly structured data collection such as the planned repeat knowledge survey. The repeat knowledge survey will be complemented with data collection and analysis of participation in knowledge activities and potential use of the knowledge. The research assistant may also work on other products, such as the description of past and current knowledge approaches, guidelines, etc.
14. A series of consultative discussion and planning sessions will be held with IPEC staff as appropriate. Partners and key stakeholders in the knowledge management process and for the specific knowledge project will also be consulted. This will in particular include USDOL as a key donor for knowledge activities.

15. The final report will have the following parts:
  - a. Strategic review and evaluation of past and current knowledge approaches (implicit or explicit knowledge strategies)
  - b. Evaluation of specific contributions of current Knowledge Project
  - c. Proposed renewed strategy for knowledge management work in IPEC
16. The methodology can be adjusted as part of initial discussions and preparation of evaluation and strategy instruments.
17. The evaluation should be carried out in adherence with the ILO Evaluation Framework and Strategy, the ILO Guideline, the specific ILO-IPEC Guidelines and Notes, the UN System Evaluation Standards and Norms, and the OECD/DAC Evaluation Quality Standards. For gender concerns see: "ILO Evaluation Guidance: Considering Gender in Monitoring and Evaluation of Projects", September 2007

#### **Proposed stages and timetable**

18. The following are the main stages and currently proposed timetable. The specific evaluation instrument will provide further details on this.
  - a. Desk review to get familiar with IPEC work on knowledge management and map out relevant documents, activities etc to look at (As of first week of January 2010 and ongoing)
  - b. Consultations and initial strategic discussions and planning detailed evaluation instrument (Week of 11-15 January 2010)
  - c. Data collection including knowledge survey and other detailed data collection exercises (February and March 2010)
  - d. Analysis and further strategic discussions to help inform the further analysis (Week of 15-19 March 2010)
  - e. Further analysis, preparation of draft report, presentation of draft report and strategic discussions around the draft (March-April 2010)
  - f. Comments by key stakeholders, including possible strategic discussions (May 2010)
  - g. Preparation of second draft, including the proposed renewed strategy and strategic discussions on next step (June 2010).
19. The main expected outputs (deliverables) are included in the above timetable but will be specified more fully in the evaluation instrument.

## **Resources and Management**

20. The following resources are required to be funded by funds from the Knowledge Project related to evaluation and strategy development:
  - a. Team leader/lead evaluator and knowledge management expert: 47 days with three visits to Geneva of 4 days, including a visit to Washington DC to talk to the donor for the specific knowledge project
  - b. Full-time long term intern as research assistant – January to June 2010
21. A detailed budget is available separately.
22. The team leader/lead evaluator will technically guide the work of the research assistant within these TORs and the specific evaluation instrument.
23. The evaluation team (team leader and research assistant) will report to the Head of Design, Evaluation and Documentation (DED) section of ILO-IPEC who is the assigned evaluation manager. A technical specialist involved the strategic area, project staff of the Knowledge Project and other knowledge management focussed staff will support the evaluation as appropriate.

## **Annex 2-Evaluation Instrument**

**FINAL 1/3/10**

### **IPEC Evaluation Instrument**

#### **Strategic Evaluation of IPEC's Knowledge Assets and Knowledge Management**

**including the Final Evaluation of the project:**

**“Learning from Experience: Distilling and Disseminating Lessons on WFCL”  
GLO/05/51/USA ("knowledge project")**

**P.340.05.901.051**

**January – June 2010**

### **1. Objectives of the Evaluation Instrument**

1.1 This document is intended to set out and clarify the design and methodology to be used by this evaluation. It will highlight the scope of the evaluation, overall goal, methodology and the process covering the data collection phase and other steps leading to the completion of the final report.

### **2. Background and Rationale**

2.1 Information and knowledge is the life-blood of IPEC, crucial to its role as an international knowledge centre on child labour. Over the last few years, knowledge-building and sharing have become crucial for conceptualizing projects, learning from previous experience, and undertaking specific IPEC activities. To be sustainable, the knowledge management practices and processes need to take a realistic, pragmatic approach taking into account IPEC's resources, and staff capacity and expertise and having a clear understanding of how knowledge products have influenced change.

2.2 The current Knowledge Project's intention was to promote a knowledge management strategy which emphasizes a sustainable, coherent approach. Knowledge products and services that have been tested by previous projects and in other activities will be analyzed, in order to gather evidence on whether these tools have lead to innovative approaches, and new policies and practices aimed to reducing the worst forms of child labour.

### **3. Scope of the evaluation**

3.1 This strategic evaluation will provide a systematic assessment of IPEC's approach to knowledge management, covering IPEC's knowledge management culture and practices and, review how the current Knowledge Project evolved in the light of IPEC's overall approach and in connection with the current ILO knowledge management strategy.

3.2 It will assess the operation and outcomes of the IPEC knowledge management approach and its impact for stakeholders inside and outside the ILO. It will examine IPEC's knowledge management practices, processes and products generally, examining critical success factors within the scope of specific projects

as well as for IPEC management purposes. In addition, organisational capacities and processes will be covered. Specifically the strategic evaluation will examine IPEC staff responsibilities in relation to knowledge management work, and if current practices are effective in sharing experience and knowledge.

3.3 This process will also look at the sustainability of the knowledge management strategy, from an organizational and resource perspective.

3.4 The evaluation will provide a synthesis on the state of knowledge management in IPEC and suggestions for further development of knowledge sharing practices and services, based on current trends and experience in other relevant organizations.

## 4. Methodological approach

4.1 This review will study the overall impact of IPEC's knowledge management strategy and the Knowledge Project to examine if or how it played a catalyst role for action at the national and local level. It will examine IPEC's processes and how specific products and services have influenced action by stakeholders. These will not be limited to the Knowledge Project. Interviews and surveys will be used with IPEC staff (all professional staff and selected general service staff), selected ILO officials and others in international organizations, NGOs, governments, employers and workers organizations focusing on child labour issues. IPEC project staff and constituents will assist in identifying stakeholders to be surveyed.

4.2 Examples from constituents and a variety of stakeholders will be collected to provide evidence of the impact of specific outputs, highlighting policies, practice and innovative approaches that were developed as a result of IPEC knowledge products, services and expertise. Initiatives and products generated by partners and constituents will also be reviewed.

## 5. Focus

The focus of the evaluation will be on the following within IPEC as they relate to knowledge management:

- Use of **information systems** (including the information system project funded by USDOL )
- IPEC internal **processes** relating to the collection, analysis, synthesis and dissemination of information and knowledge; how these information/ knowledge sharing processes support and facilitate the work of IPEC will also be covered.
- Design, preparation and support in the use of **knowledge products**.
- Other means of action that complement or support knowledge products and process.

The evaluation will review the **impact** of each of these components and examine if they have led to action and if so how.

## 6. Questions

6.1 Specific questions (for interviews and/or to be disseminated as a survey) will be drawn up on each of these functions. In connection with **systems**, these questions will focus on the clearing-house role of IPEC and the accessibility of information; questions on **processes** will aim to elicit the views of IPEC staff and stakeholders on their effectiveness in facilitating knowledge work within IPEC and beyond. The



external use of IPEC information systems and whether they support IPEC's role as a knowledge centre, will also be covered.

6.2 A full questionnaire will be developed to collect information from both IPEC staff and external stakeholders on generic types of knowledge **products** (and for a selection of key “pillar” products), focussing on:

- **what** methods or approaches were used to develop the products (looking at participation of stakeholders, partners and others, dissemination plan);
- **why** they were developed (their original intention);
- **for whom** the resources were developed (target groups)
- **how** they were used, examining how or if these products served to influence change.

6.3 In relation to **processes** specific questions will cover inter alia, the following:

- Is adequate time provided for staff to participate in knowledge sharing activities?
- Is there an integrated approach to information handling which is understood and used by staff? Are these practices easy and user friendly?
- Have specific staff been designated as knowledge management specialists to coordinate and facilitate this work? Do they have the capacity and adequate authority to carry out this work?
- Are the current IPEC information and knowledge processes in sync with overall ILO practice?

## 7. List of Steps

7.1 The following is a list of the steps which will be undertaken by the external evaluator in collaboration with the research assistant assigned to this review, and IPEC staff: (These steps will not necessarily be undertaken in this sequence.)

- Review of all relevant documents concerning knowledge management generally within IPEC and the Knowledge Project, including the project's internal monitoring and reports on its activities such as in the TPRs submitted to USDOL. (January – March)
- Collect data and identify strategic considerations through a series of consultative discussions and brainstorming sessions with IPEC's steering committee for the Knowledge Project. Telephone interviews will be conducted with USDOL and additional IPEC managers in the field. Contacts with focal points on child labour in a range of organizations will also be established to ascertain their awareness and views on the outputs of the Knowledge Project and specific products and if these resources have influenced action. (February – April)
- Prepare and launch of a second repeat knowledge survey of all IPEC staff. (March )
- Compile a list of generic types of knowledge products produced overall by IPEC in addition to those developed by the Knowledge Project, to review their usefulness and if and/or how they have lead to specific action at the national or local level. (February)

- Review specific knowledge outputs in relation to the point above, to ascertain how or why certain products and processes might have been more successful than others. ( March- April) Factors to be considered will include:
  - Participation or involvement of targeted stakeholders in the conception and design of the product,
  - Identification of the original objectives and intention for the products and whether a catalyst role was part of their objective.
  - Methods of dissemination and “marketing plan” for the product.
- Design a questionnaire to be used to collect information about the use and impact of specific outputs (as outlined above). A list of IPEC contacts in the field will be established; this group will act as the focal point for communication with stakeholders to collect examples of actual usage of knowledge products and how they may have served as models for action at the local and/or national level. (February)
- Establish a list of “pillar” products to be reviewed by the use of knowledge products survey. (Prepared in collaboration with IPEC staff) (February – March)
- Identify events/meetings and other opportunities to contact IPEC staff in the field and stakeholders to get their views and opinions on the catalyst role of knowledge products and services developed as a result of the “Knowledge Project” as well as through other IPEC projects. (January – February)
- Ensure that all data collection aspects of the evaluation are coordinated with IPEC management and focal points; create specific mechanisms for the collation and analysis of this information. (January – March)
- Prepare information notes providing an analysis of the outcomes of interviews and surveys, highlighting critical success factors for the development of knowledge products; circulate these within IPEC. (April)
- Visit USDOL to seek their input and perspectives on the knowledge process in IPEC (April )
- Prepare an initial draft of the strategic evaluation report; discussion of this draft with the Knowledge Project steering committee; circulate to other key stakeholders. (May)
- Complete the final strategic evaluation report (June).
- Prepare recommendations on the development of a knowledge management strategy for IPEC; give a presentation to IPEC staff on the essential elements of the knowledge strategy. (June)

## **8. Key outputs (Deliverables)**

- Interview questionnaires on IPEC systems and processes (February)
- Questionnaire on knowledge products (February)

- Information notes providing an analysis on the different components of the data collection phase of the evaluation; list of critical success factors for the development of knowledge products. (May)
- Draft strategic evaluation report (April)
- Final strategic evaluation report (June)
- Recommendations on the development of an IPEC knowledge management strategy (June)
- Presentation to staff (and others) on the conclusions of the strategic evaluation and on the development of a knowledge management strategy. (end June)

Completion of work: end June 2010

Linda Stoddart

## **Annex 3-IPEC Evaluation Questionnaire**

### **IPEC Evaluation Questionnaire**

#### **Strategic Evaluation of IPEC's Knowledge Assets and Knowledge Management**

**January – June 2010**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Official Title:** \_\_\_\_\_

**ILO/IPEC Unit:** \_\_\_\_\_

**Phone number:** \_\_\_\_\_

**Email address:** \_\_\_\_\_

**Please submit to [g1ipec@ilo.org](mailto:g1ipec@ilo.org) by March 19, 2010**

#### **1. General – Current IPEC approach to knowledge management**

1.1 What, in your view, are the **main elements** of IPEC's knowledge management

1.2 Please describe how you usually organize and access information for your own work.

1.3 Is knowledge management perceived as a **core competency** of IPEC? How is this message communicated?

1.4 Are current IPEC **information and knowledge processes** in accordance with overall ILO practice?

#### **2. Knowledge gathering and sharing processes**

2.1 How is **information and knowledge gathered** ? Are you involved in this process? Is there a systematic approach? Has this process improved, in your view over the last few years?

2.2 Are there opportunities in IPEC or externally to **share experiences and good practices** on a regular or ad hoc basis? How is this carried out?

2.3 Do you participate in a <b>network or community of practice</b> for a specific project or issue and if yes, how does this work? If no, would this approach be useful? In your view, what would it take to launch an activity of this type?
<b>3. Knowledge products and processes</b>
3.1 In planning the development of a new knowledge product (e.g. e.g. guides, training materials, publications, and other documentation) or processes (e.g. e.g. collaborations, training, communities of practice and networks) do you <b>involve stakeholders</b> in the design and methodology? If yes, how do you do this? At what stage is a dissemination plan developed? What criteria do you consider for marketing and disseminating the product or processes?
3.2 What is the <b>type of knowledge product or processes</b> you are producing? Who is your target audience? What thematic area?
<b>3.3 Describe the content of the product or processes.</b> What was its objective? Was it used? How was it used? Did it meet its goal?
3.4 As a <b>creator</b> of knowledge products or processes, what <b>criteria</b> do you consider valuable for developing a knowledge product or processes that will have an impact on the intended stakeholders?
3.5 As a <b>user</b> what <b>criteria</b> do you consider valuable for developing a knowledge product or processes that will have an impact on the intended stakeholders?
3.6 In your view, are there certain types of knowledge products or project that were more <b>successful</b> than others? Why?
3.7 What type of <b>collaboration</b> did you find useful?
3.8 What <b>follow-up</b> do you see as successful in promoting and disseminating the knowledge product or processes?
3.9 What type of IPEC <b>knowledge management</b> was <b>supportive or not</b> in fully developing the knowledge product or processes?
<b>4. Impact of Knowledge Products and Process</b>
4.1 How do you <b>ascertain the impact</b> of a knowledge product or process? How do you track its use?

4.2 Please give examples of how a knowledge product or process has been **adapted for use by constituents**. How were these used? What was the result of their dissemination and use?

4.3 Who in the **field, partners, or stakeholders** do you know have used or adapted certain products or process and could provide examples of their use? Can you provide specific contact information to contact them.

**Thank you for your time!**

## Annex 4 - IPEC Knowledge Survey 2010, Results

### IPEC knowledge survey 2010



1. 1.1 Please rate the effectiveness of the following tools used to capture knowledge.						
	very effective	effective	somewhat effective	not effective	Rating Average	Response Count
Technical progress reports (TPR)	38.2% (28)	45.6% (31)	14.7% (10)	1.5% (1)	1.79	68
Action programme summary status sheets (APSS)	11.3% (7)	50.0% (31)	32.3% (20)	6.5% (4)	2.34	62
Project summary status sheets	17.2% (10)	43.1% (25)	34.5% (20)	5.2% (3)	2.28	58
Theme-based studies and surveys	43.9% (29)	47.0% (31)	9.1% (6)	0.0% (0)	1.65	66
Workshops or meetings	30.3% (20)	59.1% (39)	7.6% (5)	3.0% (2)	1.83	66
Good practice studies	45.7% (32)	50.0% (35)	4.3% (3)	0.0% (0)	1.59	70
National child labour surveys	60.3% (41)	32.4% (22)	7.4% (5)	0.0% (0)	1.47	68
Rapid assessments	40.6% (28)	53.6% (37)	5.8% (4)	0.0% (0)	1.65	69
Baseline surveys	43.5% (27)	45.2% (28)	11.3% (7)	0.0% (0)	1.68	62
Action programme and project evaluations	42.6% (29)	42.6% (29)	14.7% (10)	0.0% (0)	1.72	68
Thematic and other strategic evaluations	33.8% (22)	58.5% (38)	6.2% (4)	1.5% (1)	1.75	65
Studies and analysis by other agencies	18.2% (12)	57.6% (38)	22.7% (15)	1.5% (1)	2.08	66
Discussions with experts	27.3% (18)	57.6% (38)	15.2% (10)	0.0% (0)	1.88	66
Phone calls and emails	22.1% (15)	54.4% (37)	23.5% (16)	0.0% (0)	2.01	68
Site visits and travel	52.9% (36)	39.7% (27)	7.4% (5)	0.0% (0)	1.54	68
News and other media	22.4% (15)	49.3% (33)	25.4% (17)	3.0% (2)	2.09	67
IPEC intranet portal	20.6% (14)	38.2% (26)	29.4% (20)	11.8% (8)	2.32	68
IPEC Programme Database	25.8% (17)	39.4% (26)	27.3% (18)	7.6% (5)	2.17	66
IPEC website	32.9% (23)	48.6% (34)	15.7% (11)	2.9% (2)	1.89	70
Search engines (google, yahoo)	38.5% (25)	41.5% (27)	20.0% (13)	0.0% (0)	1.82	65
Other*	36.4% (4)	36.4% (4)	18.2% (2)	9.1% (1)	2.00	11
Other (please specify):						7

	<i>answered question</i>	72
	<i>skipped question</i>	2

2. 1.2 Please rate the following in terms of importance.						
	most important	important	not very important	least important	Rating Average	Response Count
• Information systems at headquarters (IPEC i-Drive, intranet, website, and portal)	42.4% (28)	48.5% (32)	9.1% (6)	0.0% (0)	1.67	66
• Information systems at field regional offices (intranet, website, and portal)	34.4% (22)	51.6% (33)	12.5% (8)	1.6% (1)	1.81	64
• Knowledge products (guides, training materials, various publications, etc)	59.7% (40)	40.3% (27)	0.0% (0)	0.0% (0)	1.40	67
• Social networking and other applications for collaboration, knowledge sharing (e.g. communities of practice, portals such as 12 to 12 community portal, and networks)	29.4% (20)	47.1% (32)	20.6% (14)	2.9% (2)	1.97	68
• Informal face to face meetings etc.	38.8% (26)	53.7% (36)	6.0% (4)	1.5% (1)	1.70	67
• *Other	25.0% (1)	50.0% (2)	25.0% (1)	0.0% (0)	2.00	4
			Other (please specify):			1
			<i>answered question</i>			68
			<i>skipped question</i>			6



3. 1.3 Over the last 12 months how often have you used:						
	never	1-5 times	5-10 times	more than 10 times	Rating Average	Response Count
IPEC website	1.5% (1)	20.9% (14)	18.4% (11)	61.2% (41)	3.37	67
IPEC field regional website	23.7% (14)	30.5% (18)	22.0% (13)	23.7% (14)	2.46	59
IPEC intranet portal	15.0% (9)	28.3% (17)	23.3% (14)	33.3% (20)	2.75	60
IPEC Programme Database	17.5% (11)	36.5% (23)	22.2% (14)	23.8% (15)	2.52	63
Common system of electronic files at headquarters (e.g. I-Drive)	59.7% (37)	6.5% (4)	4.8% (3)	29.0% (18)	2.03	62
Common system of electronic files at field regional office	72.4% (42)	13.8% (8)	0.0% (0)	13.8% (8)	1.55	58
*Other information systems	15.4% (2)	38.5% (5)	0.0% (0)	46.2% (6)	2.77	13
Other (please specify):						8
answered question						68
skipped question						6

4. 1.4 Did you receive training on the use of these systems?		
	Response Percent	Response Count
Yes 	33.9%	20
No 	66.1%	39
Which one(s) ? Please specify and comment.		18
answered question		59
skipped question		15

5. 2.1 Concerning the following means of analysis, please rate their usefulness in responding to the knowledge needs of IPEC partners and staff.						
	very useful	useful	somewhat useful	not useful	Rating Average	Response Count
• Synthesis and documentation of projects by project staff	50.8% (33)	47.7% (31)	1.5% (1)	0.0% (0)	1.51	65
• Discussions on good practices and lessons learned	65.2% (43)	33.3% (22)	1.5% (1)	0.0% (0)	1.36	66
• Workshops, discussions or meetings of partners and practitioners	44.6% (29)	53.8% (35)	1.5% (1)	0.0% (0)	1.57	65
• Progress and final reports of projects	42.2% (27)	45.3% (29)	12.5% (8)	0.0% (0)	1.70	64
• Planning meetings and workshops	41.5% (27)	46.2% (30)	10.8% (7)	1.5% (1)	1.72	65
• Project reviews or stakeholder meetings	38.3% (23)	58.3% (35)	3.3% (2)	0.0% (0)	1.65	60
• Evaluation workshops	44.3% (27)	41.0% (25)	13.1% (8)	1.6% (1)	1.72	61
• Analysis and review by individual experts	25.4% (15)	52.5% (31)	22.0% (13)	0.0% (0)	1.97	59
• Workshops or technical sessions by small group of external experts	38.1% (24)	47.6% (30)	14.3% (9)	0.0% (0)	1.76	63
• Workshops or technical sessions by small group of IPEC staff	54.1% (33)	39.3% (24)	6.6% (4)	0.0% (0)	1.52	61
• Collaborative analysis by communities of practice e-groups, list servers etc	13.8% (8)	53.4% (31)	29.3% (17)	3.4% (2)	2.22	58
• Other <sup>a</sup>	25.0% (1)	75.0% (3)	0.0% (0)	0.0% (0)	1.75	4
				Other (please specify):		3
				<i>answered question</i>		66
				<i>skipped question</i>		8

6. 2.2 In your opinion, what are the three key knowledge areas and their means of analysis?



	Project fact sheets and other project documentation, including progress reports	Tool kits and guidelines	Good practices, case-studies and lessons learned	Rapid assessments, baselines and child labour surveys	Popular outreach material, including videos, CDs and other AV material	Evaluation
Child trafficking	36.1% (13)	66.7% (24)	66.7% (24)	50.0% (18)	25.0% (9)	22.2% (8)
Agriculture	28.6% (12)	76.2% (32)	71.4% (30)	57.1% (24)	21.4% (9)	16.7% (7)
Education	26.7% (12)	55.6% (25)	71.1% (32)	46.7% (21)	28.9% (13)	20.0% (9)
Social mobilization	30.0% (9)	56.7% (17)	70.0% (21)	16.7% (5)	60.0% (18)	23.3% (7)
Child domestic labour	24.2% (8)	66.7% (22)	69.7% (23)	51.5% (17)	21.2% (7)	15.2% (5)
Child soldiers	37.5% (9)	58.3% (14)	79.2% (19)	45.8% (11)	12.5% (3)	16.7% (4)
Gender mainstreaming	38.7% (12)	77.4% (24)	58.1% (18)	22.6% (7)	19.4% (6)	29.0% (9)
HIV AIDS	40.7% (11)	81.5% (22)	59.3% (16)	37.0% (10)	14.8% (4)	18.5% (5)
Urban informal sector	46.9% (15)	40.6% (13)	68.8% (22)	53.1% (17)	12.5% (4)	15.6% (5)
Export oriented manufacturing	39.1% (9)	52.2% (12)	82.6% (19)	43.5% (10)	13.0% (3)	26.1% (6)
Hazardous child labour	35.7% (15)	59.6% (25)	69.0% (29)	59.5% (25)	28.6% (12)	23.8% (10)
Indigenous/ tribal children & other vulnerable groups	45.8% (11)	37.5% (9)	62.5% (15)	50.0% (12)	8.3% (2)	25.0% (6)
Youth employment & protection	36.7% (11)	43.3% (13)	70.0% (21)	43.3% (13)	6.7% (2)	26.7% (8)

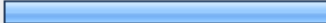
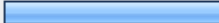
Legal aspects	37.9% (11)	62.1% (18)	58.8% (17)	24.1% (7)	13.8% (4)	37.9% (11)
Labour inspection	40.0% (12)	73.3% (22)	63.3% (19)	30.0% (9)	20.0% (6)	33.3% (10)
Mainstreaming child labour in development & social protection policy	29.7% (11)	62.2% (23)	62.2% (23)	24.3% (9)	8.1% (3)	24.3% (9)
Direct action (schools, social services)	43.3% (13)	56.7% (17)	70.0% (21)	23.3% (7)	30.0% (9)	30.0% (9)
Income generation	33.3% (10)	63.3% (19)	73.3% (22)	20.0% (6)	10.0% (3)	30.0% (9)
Vocational preparation	37.9% (11)	62.1% (18)	65.5% (19)	20.7% (6)	13.8% (4)	31.0% (9)
Methodologies for evaluations and impact assessments	25.8% (8)	54.8% (17)	38.7% (12)	25.8% (8)	12.9% (4)	41.9% (14)
Methodologies for policy analysis and research	35.7% (10)	53.6% (15)	46.4% (13)	32.1% (9)	10.7% (3)	25.0% (7)
Research methods	32.0% (8)	52.0% (13)	44.0% (11)	40.0% (10)	4.0% (1)	40.0% (10)
Other*	50.0% (2)	75.0% (3)	50.0% (2)	25.0% (1)	50.0% (2)	25.0% (1)
Other						Other
						an
						s

7. 2.2 (a) Which knowledge area above needs further strengthening?	
	Response Count
	35
<i>answered question</i>	35
<i>skipped question</i>	39

8. 3.1 To whom and with what frequency do you disseminate information?					
	always	sometimes	never	Rating Average	Response Count
Within IPEC	80.6% (50)	19.4% (12)	0.0% (0)	1.19	62
IPEC government focal point	55.0% (33)	31.7% (19)	13.3% (8)	1.58	60
NGO's and other groups	37.7% (23)	57.4% (35)	4.9% (3)	1.67	61
Workers' and Employers' organizations	45.2% (28)	48.4% (30)	6.5% (4)	1.61	62
UN partner organizations	21.0% (13)	71.0% (44)	8.1% (5)	1.87	62
	answered question				64
	skipped question				10

9. 3.2 Please rate the effectiveness of the dissemination processes (e.g. marketing plan).					
	effective	least effective	not effective	Rating Average	Response Count
Within IPEC	89.7% (52)	6.9% (4)	3.4% (2)	1.14	58
IPEC government focal points	66.0% (35)	26.4% (14)	7.5% (4)	1.42	53
NGO's and other groups	66.1% (37)	32.1% (18)	1.8% (1)	1.36	56
Workers' and Employers' organizations	65.5% (36)	32.7% (18)	1.8% (1)	1.36	55
UN partner organization	48.1% (26)	48.1% (26)	3.7% (2)	1.56	54
	answered question				59
	skipped question				15

10. 3.3 To what extent do you feel you have a clear picture regarding knowledge being produced by IPEC and where to find it?		
	Response Percent	Response Count
very clear 	7.7%	5
clear 	40.0%	26
somewhat clear 	47.7%	31
not at all 	4.6%	3
<i>answered question</i>		65
<i>skipped question</i>		9

11. 3.4 To what extent do you consider current dissemination approaches adequate?		
	Response Percent	Response Count
more than adequate	0.0%	0
adequate 	60.3%	38
inadequate 	39.7%	25
<i>answered question</i>		63
<i>skipped question</i>		11

12. 3.5 To what extent do you consider the following strategies important priority areas for future dissemination work?						
	very important	important	somewhat important	not important	Rating Average	Response Count
• Translation of existing documents	58.7% (37)	34.9% (22)	6.3% (4)	0.0% (0)	1.48	63
• Distribution of unpublished documents with initial ideas and other "gray literature"	31.1% (19)	39.3% (24)	23.0% (14)	6.6% (4)	2.05	61
• Notices or distribution of documents, news, and information produced by other agencies	25.4% (16)	60.3% (38)	14.3% (9)	0.0% (0)	1.89	63
• Internet access to IPEC data bases	57.1% (36)	38.1% (24)	3.2% (2)	1.6% (1)	1.49	63
• Posting material on the IPEC web site	59.4% (38)	40.6% (26)	0.0% (0)	0.0% (0)	1.41	64
• Posting material on regional/ project web sites	50.8% (32)	34.9% (22)	12.7% (8)	1.6% (1)	1.65	63
• Links to other non-IPEC web sites	32.8% (20)	55.7% (34)	11.5% (7)	0.0% (0)	1.79	61
• Virtual discussion fora and email lists	25.4% (16)	46.0% (29)	22.2% (14)	6.3% (4)	2.10	63
• Networks of resource people and institutions (by theme and/or region)	37.5% (24)	48.4% (31)	14.1% (9)	0.0% (0)	1.77	64
• Communities of practice	18.6% (11)	50.8% (30)	25.4% (15)	5.1% (3)	2.17	59
• Links and references to relevant non-IPEC databases and sources of information	29.0% (18)	59.7% (37)	11.3% (7)	0.0% (0)	1.82	62
• Annotated bibliographies & summaries of material on CL	38.3% (23)	45.0% (27)	13.3% (8)	3.3% (2)	1.82	60
• Use of updates/ newsletters on trends and approaches	46.0% (29)	39.7% (25)	11.1% (7)	3.2% (2)	1.71	63
• Presentation at meetings and conferences	41.3% (26)	50.8% (32)	7.9% (5)	0.0% (0)	1.67	63
• Media, i.e. press interviews with experts	41.0% (25)	44.3% (27)	14.8% (9)	0.0% (0)	1.74	61

• IPEC staff as resource persons in key training and other workshops	63.9% (39)	32.8% (20)	3.3% (2)	0.0% (0)	1.39	61
• Articles in relevant publications	28.3% (17)	68.3% (41)	3.3% (2)	0.0% (0)	1.75	60
• Interviews and other presentations in the media	38.6% (22)	50.9% (29)	10.5% (6)	0.0% (0)	1.72	57
• Popular outreach material and case studies	44.4% (28)	49.2% (31)	6.3% (4)	0.0% (0)	1.62	63
• Videos, CDs and other AV materials	44.3% (27)	45.9% (28)	9.8% (6)	0.0% (0)	1.66	61
• Training workshops	59.3% (35)	37.3% (22)	3.4% (2)	0.0% (0)	1.44	59
• Networks of social partners	48.3% (29)	40.0% (24)	11.7% (7)	0.0% (0)	1.63	60
• Other*	33.3% (1)	66.7% (2)	0.0% (0)	0.0% (0)	1.67	3
				Other (please specify)		3
				<i>answered question</i>		64
				<i>skipped question</i>		10

13. 4.1 Overall, please rank from 1 to 3 which area IPEC is strongest in? With 1 being the strongest and 3 being the least strongest. (only one tick per area)					
	1	2	3	Rating Average	Response Count
Knowledge collection	41.7% (25)	45.0% (27)	13.3% (8)	1.72	60
Knowledge production	49.2% (29)	44.1% (26)	6.8% (4)	1.58	59
Knowledge dissemination	10.3% (6)	19.0% (11)	70.7% (41)	2.60	58
				<i>answered question</i>	65
				<i>skipped question</i>	9

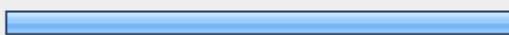
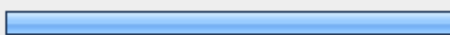
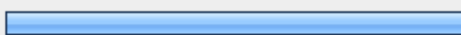


14. 4.2. Knowledge sharing (KS) can serve different purposes - be they more on an organisational level or for the individual person. We list here the most common ones. Please indicate what you think KS can and can't do.					
	I doubt KS can do this	I believe KS can do this	I have experienced KS doing this	Rating Average	Response Count
• help the ILO to drive its strategies (by intergrating KS strategies into Child Labour)	6.3% (4)	66.7% (42)	27.0% (17)	2.21	63
• help us to solve problems quickly	11.3% (7)	71.0% (44)	17.7% (11)	2.06	62
• diffuse good practices	3.3% (2)	54.1% (33)	42.6% (26)	2.39	61
• contribute to cross-fertilize ideas, increase opportunities for innovation	1.6% (1)	61.9% (39)	36.5% (23)	2.35	63
• build an institutional memory	12.7% (8)	61.9% (39)	25.4% (16)	2.13	63
• contribute to develop professional skills in our field of work	6.5% (4)	61.3% (38)	32.3% (20)	2.26	62
• help develop a common language for a working area	4.8% (3)	64.5% (40)	30.6% (19)	2.26	62
• help me to do my job & save time	9.5% (6)	54.0% (34)	36.5% (23)	2.27	63
• build a sense of community bonds within the organization	8.1% (5)	69.4% (43)	22.6% (14)	2.15	62
• help me to keep up to date	1.6% (1)	59.7% (37)	38.7% (24)	2.37	62
answered question					63
skipped question					11

15. 4.3 What is the one essential thing that IPEC could do to strengthen the analysis and structuring of knowledge?	
	Response Count
	18
answered question	18
skipped question	56

16. 5. (a) What is your position in relation to IPEC (please tick one)?		
	Response Percent	Response Count
Desk officer (HQ) <input type="checkbox"/>	10.0%	6
TPN (HQ) <input type="checkbox"/>	10.0%	6
DED (HQ) <input type="checkbox"/>	3.3%	2
Finance (HQ)	0.0%	0
ILO Programme Officer (field) <input type="checkbox"/>	15.0%	9
CTA (field) <input type="checkbox"/>	11.7%	7
National Programme Manager (field) <input type="checkbox"/>	33.3%	20
Other international project staff (field) <input type="checkbox"/>	5.0%	3
Other national staff (field) <input type="checkbox"/>	6.7%	4
Regional/sub-regional child labour specialists (field) <input type="checkbox"/>	5.0%	3
Other (please specify):		8
	<b>answered question</b>	<b>60</b>
	<b>skipped question</b>	<b>14</b>

17. 5. (b) Which language(s) do you work in?			
	preferred language	working language	Response Count
English	84.2% (48)	52.6% (30)	57
Spanish	62.5% (10)	62.5% (10)	16
French	43.8% (14)	78.1% (25)	32
Portuguese	42.9% (3)	57.1% (4)	7
Other*	40.0% (2)	60.0% (3)	5
		Other (please specify):	9
		<i>answered question</i>	68
		<i>skipped question</i>	6

18. 5. (c) Which main area(s) are you currently working in?			
		Response Percent	Response Count
Sector		94.4%	51
Area/Form of child labour		83.3%	45
Type of project		85.2%	46
		<i>answered question</i>	54
		<i>skipped question</i>	20



## Case Study 1

### Key Knowledge Product: Case Study 1

# Training manual to fight trafficking in children for labour, sexual and other forms of exploitation

**Date published:** 2009

**Project:** The Knowledge Project

**Development phase:** 2008-2009 (and 2006-2008 if including the related resource kit on child trafficking)

**Description:**

Textbook 1: Understanding child trafficking

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

Textbook 3: Matters of process

Exercise book

Facilitators' guide

**Languages:** Available in English, French and Spanish

**Number distributed:** 1,900 in English (including 300 at the request of UNICEF), 500 in French and 500 in Spanish.

**Locations promoted:** World Congress III Against Commercial Sexual Exploitation of Children and Adolescents in Rio de Janeiro (2008), The Hague Global Child Labour Conference (2010), during training courses at the ILO training centre in Turin (ITC), and during the E-launch by ILO (Geneva), UNICEF (New York) and UN.GIFT (Vienna).

**Training:** The materials were tested in draft form during trainings at the ITC, and have been used in several trainings since the official launch. A total of 11 training sessions were held covering 300+ participants from across the globe.

**References to the training manual:** Annual report by the Office of the High Commissioner for Human Rights (OHCHR), UNODC toolkit to combat trafficking (2010), International framework for action to implement the trafficking in persons protocol (UNODC 2009), *"Child Slavery Now"* (2010), IPEC Implementation Report 2008-2009.



## Case Study 1

### Background

The most recent series of publications produced on child trafficking by IPEC with the support of *The Knowledge Project* is “*Training manual to fight trafficking in children for labour, sexual and other forms of exploitation*”. This manual complements the related resource kit entitled “*Combating trafficking in children from a labour exploitation: A resource kit for policy-makers and practitioners*” which was launched a year earlier, in 2008. The training manual is unique in that it specifically focuses on children, with particular emphasis on labour issues, and is geared towards training. The manual is comprised of textbooks for self study and an exercise book with a menu of assignment options that trainers can choose from for tailor-made training courses. It also includes a facilitators’ guide for use by those facilitating training. The manual addresses the needs of governments; workers’ and employers’ organizations; and NGOs and international agencies working at the policy and outreach level, and aim at creating common understanding on child trafficking among professionals working with these organizations.

The manual puts child trafficking in a broader context of children’s rights, labour markets and migration dynamics and underlines the need for a comprehensive multi-dimensional response to the complex issue of child trafficking. It points at the overarching need to understand vulnerability – to move beyond ‘poverty’ and explore a range of vulnerability factors that have an impact on the level of risk for each child: at individual child, family, community, institutional and workplace levels; and in source communities and at destination. Discrimination (including by gender) and marginalization of socially excluded groups deserve special attention. In responding to trafficking one should be clear about which children are (most) vulnerable and who creates the demand for exploitation (and where), and target our actions accordingly. It further emphasizes that, if we bring in the ‘world of work’, then one has stronger law enforcement tools at its disposal, such as labour inspection, corporate social responsibility mechanisms, labour laws and the strong, specialized knowledge and outreach of workers’ and employers’ organizations. The world of work can also contribute to broad protection of families whose children are at risk of (re)trafficking, and thus prevent children from trafficking and re-trafficking.

### Learned lessons

The child trafficking materials were completed with the expertise of IPEC and based on inputs by a range of other organizations. The resource kit captures learning from over 10 years of work by IPEC and its partners, includes 170 downloadable resources and thus serves as a digital library on child trafficking, and makes the Programme’s experiences and knowledge available to those who design, implement and improve policy and programming to fight child trafficking.

The training manual complements the resource kit. In the development of the training manual, field staff and partners were involved from the inception through contributions to the outline of the manual, the sharing of case studies and workshop exercises, and pilot tests. The manual further benefited from a validation workshop with experts from across the globe and representing a variety of organizations, and, through close collaboration with UNICEF and the UN Global Initiative to Fight Human Trafficking (UN.GIFT), also from technical inputs covering other areas of expertise (such as child protection) and



## Case Study 1

funding for translation into French and Spanish. The ITC in Turin provided additional funding and hosted the validation workshop.

Through active involvement of relevant field staff French and Spanish versions were developed in record time. As to the Spanish version field staff initiated a task group to accomplish an appropriate translation by incorporating regional relevance in terms of cultural norms. The end product was put on-line on the IPEC web site and subsequently launched in English, French and Spanish on the ILO intranet and public web site. In collaboration with ILO's department of communications (DCOMM) a

Q&A was produced along with a note on key messages that was circulated to an E-list of 15,000 contacts. Coordinated E-launches also took place through UNICEF (New York) and UN.GIFT (Vienna).

The list server [www.childtrafficking.com](http://www.childtrafficking.com) also featured it in one of its mailings. A comprehensive mailing list of about 500+ external contacts was furthermore developed. Each one of these received a hard copy in English along with a cover letter signed by UNICEF and ILO. Hard copies were also sent to relevant ILO staff in HQs and the field. In addition, UNICEF requested 300 additional copies for distribution in their network, and the Turin Training Centre another 300 copies. All these resulted in a number of requests for extra copies to be distributed. The 300 copies that remained have been distributed during conferences and meetings, and a reprint is necessary.

### Achievements

Following broad dissemination, a range of actors have asked for approval to adapt the materials to the local context and/or use parts of the materials in their own training programmes (for instance Save the Children, Denmark). The training manual - in either draft or final form - has been used in 11 training courses on child trafficking at global level and in selected regions (i.e. regional courses on child trafficking in West and Central Africa and Asia, and country specific courses in China and India) in collaboration with the Turin training centre.

As the training manual was launched only in September 2009 it is a bit early to measure the impact of its use in changing policy by governments, workers and employers organizations, and NGOs. However, if the evaluations of trainings that used the training manual are anything to go by, it is clear that the manual helped to offer conceptual clarity, that there is a better understanding of the labour and children dimension of trafficking and ways to go about addressing it – including through multi-party collaboration under national action plans.

Trainees from Fiji that used the manual during an ITC managed training course - i.e. the Fiji Social Welfare Department (SWD) and Fiji Police Force - developed a trafficking monitoring mechanism at the district level. The design is based on an IPEC model and implemented through the Inter-Agency Committees which reports to the social welfare department. In addition, they adopted child labour and child trafficking as their working mandate under child protection. The social welfare department is also reviewing the current Fiji family assistance scheme with a view toward adopting the conditional cash transfer approach.



## Case Study 1

Following an ITC training that used the manual, participants from Cameroon developed a modified version of the training materials geared towards training community based organizations to understand trafficking, monitor it and take remedial action. Trainees from China translated parts of the manual into Chinese and adapted exercises to the local context for localized capacity building training. Following broad distribution, requests were obtained for translation into Russian (for use in Eastern Europe, Russia and Central Asia) and Portuguese (at the request of Brazilian judges who want to use it in training of their staff).

Following its work on child trafficking, the ILO was furthermore asked to contribute a chapter on child trafficking to an academic publication on child slavery (forthcoming in 2010), and therein drawing heavily from the training manual.

### Sustainability

Through engagement of many stakeholders early on in the development process of the training manual, the content was shaped to the needs of the end users, and ownership of the end product was created. This contributed to the ease of wide distribution and guaranteed use.

The involvement of not only ILO, but also UNICEF and UN.GIFT and the inclusion of all three logos on the cover allowed for broad branding and wide distribution through the networks of all three agencies. The involvement of ITC – through partial funding and through the hosting of the validation workshop – furthermore guaranteed that the training materials are used as the core resource in trainings on child trafficking.

Presentation of the materials during the World Congress III Against Commercial Sexual Exploitation of Children and Adolescents in Rio de Janeiro (in November 2008) to a group of prominent actors also led to the idea of creating an e-platform to allow stakeholders (including trainees) to stay in contact and share training experiences, knowledge and know-how on protecting children from being trafficked and helping those that have become victims. This idea has taken further shape and an E-community called WE.ACT (Worldwide E-community Against Child Trafficking) has been created and is currently being tested by a group of ‘champions’ and includes a facilitated discussion forum. The goal of this Community of Practice (CoP) is to work towards common understanding on combating child trafficking, including amongst trainees of capacity building workshops that use the training manual. In order to ensure appropriate design of it, a survey was conducted early and with a return response rate of 50%. The survey asked questions on the usability, topics of interest, and needs of stakeholders. The survey results indicated that in order to be useful to users it should be easily accessible to login, share, and receive information, in addition to branching out to collaborate with non-traditional, but potential users/networks. A matter of concern is that user’s comments suggest that they see their role as passive, with the CoP being an information provider and/or ‘clearing house’.



## Case study 2

### Key knowledge products: Case study 2

# Combating child labour through education: A resource kit for policy-makers and practitioners

**Date published:** February 2009

**Project:** The Knowledge Project

**Developed from:** March 2006-June 2008

#### Description:

1. Policy, advocacy and awareness raising
2. Technical guidelines, good practices and evaluations
3. Resources for practitioners
4. Research and working papers

\*all available on CD

**Number distributed:** 1000 produced, 515 distributed

**Locations promoted:** Sent to all IPEC offices and regional specialists, distributed at Education for All (EFA) events (attended by UN agencies, donors, national governments), used in child labour and education training course in Turin, sent to individuals in response to enquiries, featured in IPEC newsletter and on the IPEC home page.

#### Background

The connection between work on child labour and education became increasingly important to IPEC work in the period 2002-2005, when a Dutch funded project was supporting a range of work in this area. A decision was then made to bring together existing resources on the theme, into one single resource. This work however had not been progressed as some documents for inclusion in a new “Kit” were incomplete. This was the background against which the Knowledge Project took on the role of producing the resource kit *Combating child labour through education: A resource kit for policy-makers and practitioners*. The kit was targeted for policy makers and practitioners.





## Case study 2

The kit is unlike others developed by IPEC in that it is not a structured assessment of a particular theme, but it is a compendium of resources related to child labour and education which fall under the general headings of the following:

- Policy, advocacy and awareness raising
- Technical guidelines, good practices and evaluations
- Resources for practitioners
- Research and working papers

### Lessons learned

Insufficient thought was given to the distribution process when the idea for the product was originally planned.

However copies were sent to the field by integrating distribution with other distribution being undertaken by IPEC. The lack of a dissemination plan to *users* might explain the lack of its *use*. In addition, the nature of the resource was such as to place limitations on its use in non-English settings. The wide range of materials involved made it impractical to translate all materials.

The demand has been through informal feedback from field colleagues who said they appreciated its simple to manage format. There have been regular requests for the kit and many of the component materials within the kit. The kit represents a collection of resources at a particular point in time, and to that extent can soon become dated. Additional materials in this general thematic area continue to be developed.

### Achievements

The kit is one element in a broader approach by IPEC to mainstreaming consideration of child labour into issues of education planning. As such it is difficult to separate out the impact of the entire kit; rather it is parts of the kit that has been used separately for various purposes. For example, included in the kit is a collaborative brochure by the Global Task Force on Child labour and Education for All, “Reaching the unreached: our common challenge”, and IPEC’s training manual “Child labour and education policy”, and the promotional brochure “Combating child labour through education” have all been used individually alongside the kit.

In recent years IPEC has brought attention to child labour in some of the global and national discussions on education. The range of resources available such as the education resource kit, together with face-to-face advocacy, can be regarded as contributing to this through collaborations with the following partners:



## Case study 2

- The establishment and continued active role of the Global Task Force on Child Labour and Education for All
- The profile given to child labour within EFA meetings
- Recognition of child labour in key policy documents on education (eg EFA Global Monitoring Report)
- The integration of child labour concerns into broader discussions on equity and inclusion in education (see for example recently published Equity and Inclusion guidelines)
- The development of a new focus on addressing child labour in national education planning processes

Increasingly this work is moving from the global to the national level. We are seeing that participants, who have been involved in training on child labour and education conducted by Turin Training Centre (ITC), are playing an influential role in development of education sector plans and are helping to integrate child labour concerns within education planning. The Education kit has been used as a resource in a training programme on Child Labour and Education at ITC.

The course brings together representatives of Ministries of Education; Ministries of Labour and other partners to consider ways to better integrate attention to child labour in education policies and plans. Among follow up actions taken by participants on the most recent course:

- In Kenya, participants were actively involved in a similar course conducted at the national level, with a view to seeing how child labour concerns could be addressed in Kenya's national education plan. The resource kit has been the guide towards designing upstream and downstream interventions that reinforce education as the key strategy to combat child labour. Subsequently, elimination of child labour has been mainstreamed in the formal, non-formal, teacher education and Technical Vocational Education and Training (TVET) curriculum. This work has been done with the government body responsible for developing national schools and colleges (from ECD to primary, secondary and tertiary institutions but excluding universities) curriculum.

The Ministry of Education (MOE) has mainstreamed the elimination of child labour in the non-formal education (NFE) curriculum and the same is at the moment being done with the Kenya Education Sector Support Programme (KESSP II) for the period 2010-2015 and the Most Vulnerable Children Grant programme.

The free primary education programme has had a significant effect in Kenya in that many more children are able to enrol and remain in school today compared to the situation ten years ago. The fact that the MOE embraces the campaign against child labour and has come up with specific programmes such as the NFE, Most Vulnerable Children Grant, Alternative Education for



## Case study 2

children in arid and semi arid regions and other pockets of poverty among others, is creating impact in the campaign against child labour

Under the aegis of the IPEC project *Tackling child labour through education* (TACKLE), a stakeholders workshop was organized on mainstreaming the elimination of child labour in education sector plans. This was done at an opportune moment, when work on the above mentioned KESSP II preparation was being launched. In addition the TACKLE project is working with the Kenya Institute of Education to train education officers on tackling child labour through NFE and Life skills curriculum delivery. All the children targeted for withdrawal and prevention within the TACKLE project will receive educational and skills training support in line with guidelines in the resource kit.

- In Fiji, the Director of the Curriculum Advisory Services Unit attended the course and on her return, she reviewed the newly developed Education Act to include child labour as a social development goal. The local IPEC team also report that much work has been undertaken in training of constituents and other stakeholders using a number of the Turin course's presentations on child labour and education.
- In Mali, some of the participants in the course were subsequently actively involved in an inter agency group on child labour and education, which is seeking to integrate child labour concerns in education plans and programmes.

Of particular interest is that in close collaboration with UNICEF and UNESCO, the process of developing an integrated framework to support the educational needs of most vulnerable children has recently begun.

## Sustainability

The strategy of linking child labour with education planning is largely linked to sustainability concerns. Projects come and go but national education planning remains, if the resource kit and others like it can be used for education purposes, there can be a stronger and more lasting influence that can help focus or shape education plans so that they become more responsive to the challenge of child labour, which can contribute to a sustainable approach.



### Case Study 3

#### Key Knowledge Product: Case Study 3

## Tackling hazardous child labour in agriculture: Guidance on policy and practice

**Date published:** 2006

**Project:** The Knowledge Project

**Development phase:** 2005-2006

#### **Description:**

Guidebook 1: Background policy information

Guidebook 2: An overview of child labour in agriculture

Guidebook 3: Eliminating hazardous child labour in agriculture

Guidebook 4: Initiatives to tackle hazardous child labour in agriculture

Guidebook 5: Training resources for Guidebooks 1-4

Additional information is also contained on the CD-ROM.

**Languages:** Available in English

**Number distributed:** 2500

**Locations promoted:** General distribution to all major IPEC projects

**Training:** Carried out with IPEC focal points in the field and the ILO Bureau for Employers' Activities (ACT/EMP) and the Bureau for Workers' Activities (ACTRAV)

#### **Background**

*Tackling hazardous child labour in agriculture: Guidance on policy and practice* has been produced to help policy -makers ensure that agriculture is a priority sector for the elimination of child labour. The guidebooks included in this package provide policy-makers and stakeholder organisations - government officials, employers' organisations, trade unions, agricultural ministries, agencies, agricultural extension services, occupational safety and health agencies/institutions and others - with information and ideas needed to plan, formulate and implement policies and programmes to tackle hazardous child labour in agriculture. They contain comprehensive resource and reference materials intended to address the needs of a variety of key audiences, especially partner organisations.



### Case Study 3

#### Lessons learned

The development of this guideline package brought together a number of leading international agricultural agencies - Food and Agriculture Organization (FAO), International Fund for Agricultural Development (IFAD), International Agricultural Research supported by the Consultative Group on International Agricultural Research (IFPRI/CGIAR) – and the International Federation of Agricultural Producers (IFAP)-to share their expertise in agriculture and join forces to fight against child labour. This collaborative approach and awareness raising experience led to their championing this issue on a global scale; ILO offered them their first international platform to air their views on child labour abolition. This was the initial building block which led to the signing of the “Declaration of Intent on Cooperation on Child Labour in Agriculture” between ILO and these organisations, with the joining of the International Union of Food (IUF) in 2007. In addition, leading to the development of the task force, the International Partnership for Cooperation on Child Labour in Agriculture.

#### Achievements

Stakeholders have used the information in the guidance packet to develop their programmes and activities on the elimination of child labour. In collaboration with the Turin Training Centre (ITC), the training manual has been used in 11 training courses on the worst forms of child labour in agriculture at global level and in selected regions for country specific courses. In particular courses have used the Guidebook 5: *Training resources for Guidebooks 1-4*, which contains useful training material to train on policy issues plus training seminars with the ILO Bureau for Employers' Activities (ACT/EMP) Programme on Combating Child Labour. The International Federation of Agricultural Producers (IFAP) - the 600 million strong worldwide farmers' network now has child labour focal points in over 10 countries in training field and policy project staff.

IPEC field/project staff has used it in discussions with policy/decision makers in government departments and with other stakeholders in particularly the Guidebook 3 on formulating the hazardous child labour list in Malawi. The field reality in Malawi added to the reality of the worst forms of child labour in agriculture, Guidebook 3 now contains an extensive list of the main hazards in agriculture with supporting technical text and rationale on the risks arising from these hazards to children and adults. The section also indicates which agriculture commodity is at greater risk of child labour and it has also been extensively used by IPEC field staff.

#### Sustainability

It was discovered that cooperatives were doing very little to tackle child labour and it was difficult to find any concrete examples of what they were doing. Identifying this gap galvanised the International Co-operative Alliance (ICA - the umbrella body for coops worldwide), the ILO COOP Programme and IPEC into action and led to the writing and production of the ICA - ILO COOP Programme - IPEC policy document “Cooperating out of child labour and production”, complementary to this work other related training resource packs were produced for cooperatives on tackling child labour in agriculture. This led to



International  
Labour  
Organization

### **Case Study 3**

the first joint ICA-ILO-IPEC training for cooperatives in Uganda, Kenya, Tanzania and Zambia that took place in 2008, in cooperation with ILO Coop Africa, this work is currently ongoing.

## **Annex 6-Workshop report, November 2009**

### **Workshop: Making knowledge sharing sustainable within IPEC**

#### **Workshop Summary**

1. The purpose of the Workshop which was held on 2 November 2009, was to review the effectiveness of IPEC's key knowledge sharing activities, processes and services; determine resource requirements, responsibilities and intended impact as well as next steps for the development of a knowledge management strategy. Following a presentation on the status of the Knowledge Project by Meg Mottaz and one on current knowledge management approaches by Linda Stoddart, the workshop participants examined specific requirements for information and knowledge on child labour by examining different stakeholder groups. The aim was to determine how certain types of information and knowledge were used for better decision making and other purposes.

2. Participants used a grid to identify what information and knowledge is required; action to be taken (products and services) and next steps. A summary chart of this discussion is attached. The following condensed list gives the key priorities for **content**:

- Guidelines for new staff on administrative procedures - a kind of "how to" that would facilitate the orientation of new staff and interns.
- Basic up-to-date information on child labour. Comparative synthesized data and other forms of "outreach" information.
- Advocacy materials to be used by different audiences to help influence changes in policy, legislation and national and local action.
- Up-to-date information on experts leading to the establishment of a network of expertise - a kind of social networking application like *LinkedIn*.

3. In studying the question: "what **products or services** are required?", the following were seen as priorities:

- an orientation guide for new staff;
- project status briefs;
- a revamped IPEC intranet and innovative web site, linked to the ILO sites, both using a consistent brand and approach;
- stories from the field to demonstrate new approaches that work, recognizing innovation and creativity (these could be posted on the intranet and web).

4. **Determining who would take responsibility** to move this forward and ensuring funding was essential. Although each IPEC staff member has an information role to play, it would be unrealistic to have a decentralized approach for the coordination of the collection, storage and dissemination of information. A small core information/knowledge sharing unit should take on this responsibility.

5. As per the Workshop plan, three groups were formed: Group I, IPEC Regions (desk officers); Group II, technical specialists and Group III, support, technical and administrative staff, with a view to breaking

down the issues on stakeholder requirements for information. Although each group had slightly different concerns, the following **key issues emerged** requiring attention:

- Currently there are five discrete systems (including the I-drive, intranet, database of bibliographic information, web site, portal) several requiring a different password to access key information sources and data. Although there is technological support for these systems, there are virtually no standards for the management of the content, creating confusion, and hindering the access to information. Some participants did not understand the difference between these systems and how to use them.
- There is no clear overall responsibility for the development of systematic ways of managing **content**.
- Methods for encouraging *ad hoc* initiatives for sharing knowledge were equally as important as standards to ensure the codification of information.

6. **Next steps** included:

- Exploring the establishment of a unit to develop information/knowledge sharing as a core competency of IPEC . It would act as a kind of clearinghouse providing guidance and backup.
- Determining new roles and competences in information handling and knowledge sharing in connection with the previous point;
- Identifying ways to merge/connect/link the different information systems in order to create one entry point to access information. In this connection, initiate, in coordination with selected ILO departments, a technical review of the requirement for more coherent and innovative information applications which will facilitate the management of content and the access to information as well as encouraging more participation and involvement in the collection of data.

7. In order to ensure follow up, the results of this workshop should be linked to the evaluation of the Knowledge Project, and included in the development of a knowledge sharing strategy.



## Annex 7-Assessing the effectiveness of knowledge collection

Assessing the effectiveness of knowledge collection: 2010			
Technical progress reports (TPR)		Thematic & other strategic evaluations	
very effective	38.2%	very effective	33.8%
effective	45.6%	effective	38.0%
somewhat effective	14.7%	somewhat effective	6.2%
not effective	1.5%	not effective	0.0%
Action programme summary status sheets (APSS)		Studies & analysis by other agencies	
very effective	11.3%	very effective	18.2%
effective	50.0%	effective	57.6%
somewhat effective	32.3%	somewhat effective	22.7%
not effective	6.5%	not effective	1.5%
Project summary status sheets		Discussions with experts	
very effective	10.0%	very effective	27.3%
effective	43.1%	effective	57.6%
somewhat effective	34.5%	somewhat effective	15.2%
not effective	6.5%	not effective	0.0%
Theme-based studies & surveys		Phone calls & emails	
very effective	43.9%	very effective	22.1%
effective	47.0%	effective	54.4%
somewhat effective	9.1%	somewhat effective	23.5%
not effective	0.0%	not effective	0.0%
Workshops or meetings		Site visits & travel	
very effective	30.3%	very effective	53.0%
Effective	59.1%	effective	39.7%
Somewhat effective	7.6%	somewhat effective	7.4%
not effective	0.0%	not effective	0.0%
Good practice studies		News & other media	
very effective	45.7%	very effective	22.4%
effective	50.0%	effective	49.3%
somewhat effective	4.3%	somewhat effective	25.4%
not effective	60.3%	not effective	3.0%
National child labour surveys		IPEC intranet portal	
very effective	60.3%	very effective	20.6%
effective	32.4%	effective	38.2%
somewhat effective	7.4%	somewhat effective	29.4%
not effective	0.0%	not effective	11.8%
Rapid assessments		IPEC Programme Database	
very effective	40.6%	very effective	25.8%
effective	53.6%	effective	39.4%
somewhat effective	5.8%	somewhat effective	27.3%
not effective	0.0%	not effective	7.6%
Baseline surveys		IPEC website	
very effective	43.5%	very effective	32.9%
effective	45.2%	effective	48.6%
somewhat effective	11.3%	somewhat effective	15.7%
not effective	0.0%	not effective	2.9%
Action programme & project evaluations		Search engines (google, yahoo)	
very effective	42.6%	very effective	38.5%
effective	42.6%	effective	41.5%

somewhat effective	14.7%	somewhat effective	20.0%
not effective	0.0%	not effective	0.0%

Assessing the effectiveness of knowledge collection: 2006			
<b>Technical Progress Reports</b>		<b>Baseline surveys</b>	
Very effective	10.2 %	Very effective	38.9 %
Effective	42.9 %	Effective	50.5 %
Somewhat effective	28.6 %	Somewhat effective	9.5 %
Not effective	4.1 %	Not effective	1.1 %
<b>AP summary status sheet</b>		<b>AP and project evaluations</b>	
Very effective	15.1 %	Very effective	20.4 %
Effective	32.3 %	Effective	57.0 %
Somewhat effective	36.6 %	Somewhat effective	19.4 %
Not effective	16.1 %	Not effective	3.2 %
<b>Project status sheets</b>		<b>Thematic &amp; other strategic evaluations</b>	
Very effective	12.2 %	Very effective	25.0 %
Effective	26.8 %	Effective	56.5 %
Somewhat effective	45.1 %	Somewhat effective	17.4 %
Not effective	15.9 %	Not effective	1.1 %
<b>Theme-based studies and surveys</b>		<b>Studies and Analysis by other agencies</b>	
Very effective	42.9 %	Very effective	15.2 %
Effective	49.5 %	Effective	53.3 %
Somewhat effective	7.7 %	Somewhat effective	31.5 %
Not effective	0.0 %	Not effective	0.0 %
<b>Workshops and meetings</b>		<b>Discussions with experts</b>	
Very effective	34.0 %	Very effective	25.8 %
Effective	47.9 %	Effective	60.2 %
Somewhat effective	17.0 %	Somewhat effective	14.0 %
Not effective	1.1 %	Not effective	0.0 %
<b>Good practice studies</b>		<b>Phone calls and e-mails</b>	
Very effective	44.1 %	Very effective	17.6 %
Effective	38.7 %	Effective	45.1 %
Somewhat effective	16.1 %	Somewhat effective	31.9 %
Not effective	1.1 %	Not effective	5.5 %
<b>National child labour surveys</b>		<b>Site visits and travels</b>	
Very effective	58.5 %	Very effective	52.6 %
Effective	33.0 %	Effective	42.1 %
Somewhat effective	7.4 %	Somewhat effective	5.3 %
Not effective	1.1 %	Not effective	0.0 %
<b>Rapid assessments</b>		<b>News and other media</b>	
Very effective	33.7 %	Very effective	19.4 %
Effective	54.7 %	Effective	49.5 %
Somewhat effective	11.6 %	Somewhat effective	31.2 %
Not effective	0.0 %	Not effective	0.0 %

## Annex 8- Knowledge Project Output Table 2005-2010

KNOWLEDGE PROJECT (LEARNING FROM EXPERIENCE) GLO/05/51/USA					
OUTPUT TABLE - Final Version, June 2010					
Outputs	Description of planned activities		Date	Form	Status/comments
Strategic stocktaking and planning process (1.1.)					
	Strategic planning	Strategic planning sessions throughout IPEC; global strategic planning and knowledge sharing workshop Turin October 2005; regional meeting in Americas May 2006 and Africa Nov. 2007; Turin meeting produced an initial inventory of existing tools	Dec-06	Presentations on knowledge project and reports on workshop	The project continued to take advantage of regional meetings and other events to refine strategy.
1	Inventory of material produced and regularly updated	Inventory of all existing, ongoing and planned "knowledge products" throughout IPEC based on review of TPN inventory, review of project document and other sources; to be sent to projects etc for verification; to be updated annually	First version Q1 2007	Electronic inventory	Updates are continuous on the IPEC database; the initial inventory was completed in 2007.
2	Internal Working Group on knowledge (internal project steering committee)	Group of IPEC staff and selected other ILO staff working on knowledge and child labour related	Early 2007	Internal minutes of meeting	Steering committee met regularly. Most recently, March 2010.
3	Independent assessment of knowledge products produced by the project	Prior to final evaluation	September 2008	Assessment Report	Review of the use of knowledge products undertaken in the last quarter of 2010.
Monitoring System for knowledge application (3.4)					
4	Baseline consultation questionnaire issued and analysed (knowledge survey)	Regular survey to be administered at mid-term of project and end of project to verify any changes; consultant will provide initial analysis and framework for this	December 2006; results end of January	Strategic evaluation	Survey was completed, revised and disseminated in 2007. A repeat undertaken in May 2010
5	Feedback mechanisms established and evaluated	Project monitoring questionnaire will be developed and serve as the basis of establishing feedback mechanisms; it has to attempt to cover use of knowledge products and activities by partners and non-IPEC	December 2006 and quarterly thereafter. September 2008	Strategic evaluation	Interview questionnaire was developed and used in 2010 and used particularly to review outcomes of knowledge products.
Workflows and organisational process for capture and documenting knowledge (1.2) (systems, processes, platforms and protocols for knowledge sharing)					
6	IPEC Guidelines on procedures, tools and process to capture information and knowledge and the production and dissemination of knowledge products.	Draft guidelines will be produced, circulated and validated by the project; these will define the type and nature of knowledge products used in IPEC and some consistent structure	First version Q1 2007; final version	Internal Guidelines	Knowledge sharing - How we do it: guidelines drafted (08/09). Information systems "quick review" updated and disseminated USDOL CTA mtg. <b>03.08</b> Manual for product module of database manual written translated into Spanish. Publications and editorial guidelines incorporating new ILO standards completed and dissemination begun IPEC Portal manual completed and translated into Spanish. Guidelines for information systems content were also drafted. Guidelines on data management (June 2008)
7	Guidelines to field and to partners on how to capture information and knowledge			Internal Guidelines	Information systems guides were developed for staff coordinating systems work and content management
8	Updated Programme Operations Manual posted	The POM contains key guidelines for programme implementation	Jan-09	Updated prohead Programme Operations Manual	Work was done in collaboration with the Programme Support Unit (PSU)

9	Templates	Templates and prototypes of knowledge products	Aug-09	Templates for working papers and reports drafted (as part of Editorial Guidelines)	Knowledge sharing notes template created
10	Guidelines to partners on how to incorporate child labour into their research	Draft guidelines will be produced, circulated and validated by the project under the guidance of the internal IPEC task force on research;	NA	Discussion in communities of practice	While no guidelines were created, ongoing discussion on how to use the results of research
11	Knowledge capture and dissemination strategy for Africa designed	Africa knowledge gathering and dissemination to be given priority in line with Global Action Plan and require special attention	September 2007	Country pages for the web were produced	New pages were produced for the regional office web site.
12	Review of classification and keywords used across IPEC	Consistent and simple keywords and categories used for classifying knowledge (to be in line with ILO thesaurus)	Ongoing	Table in guidelines; database	A glossary of keywords produced
<b>Statistical product and programme database updated and refined (output 1.3.)</b>					
13	Products from the field (Americas, Asia and Europe) regularly entered in the IPEC Information Resource Centre (IPEC Programme database)	Staff in the field will be trained and follow up procedures established. Particular attention will be given to colleagues in Africa as part of knowledge base for GAP focus on Africa	June 2007	Staff training; guidelines and online training material	Continuous: HQ and visiting field staff trained on regular basis. Consultants were trained in Lima to migrate SIRT documents to IPRC DB and in South Africa
		Support to the process through proof-reading and updating	Ongoing	Proofread documents	Ongoing work on proofreading and updating
14	African regional web pages available	Materials produced in Africa will be collected and made available in a Regional Web site similar to those in Americas and Asia	December 2007	Africa web pages in the IPEC global web pages	New web pages were added on the web site
		Elements of IPEC Portal for Francophone Africa is in testing and initial use; work ongoing on making it universal	May-07	IPEC portal	Elements of the portal for Francophone Africa have been integrated in the IPEC Portal
15	Legislation database	Global output of IPEC in P&B	Dec-07	Updated database (LEPORD) accessible through IPEC web	Consultant made technical revisions to the database in Dec-07
16	IPEC staff in Geneva and the field training to use IPEC database, virtual fora and procedures for knowledge gathering	Individual and group training	Ongoing	Use of IPEC Portal/databases /forums	Ongoing: New CTAs trained regularly. IPEC CTAs introduced & trained on info systems at IPEC Global meeting in Turin 2/08 and USDOL CTA training in 7/08. IPEC Portal was rebuilt and launched by project staff (end August) among HQ staff and some field staff. Training begun.
17	Expand data categories and expand cross reference, access by remote users	Other programming work for expansion of web	Ongoing	Regular maintenance	Ongoing development of web site
		Converting specific elements of the Francophone Africa part of the IPEC Portal into elements used for all of IPEC	May-07	IPEC Portal	Elements in portal

18	<b>Sectoral and Thematic Web Pages systematically updated(output 3.1)</b>		June 2007 and quarterly thereafter		
	IPEC Public Web site	New Web site launched with new or updated pages and translations in French and Spanish	Jun-07	Web site statistics	Web site launched in 08.06.07. Several hundred pages added, edited and translated by Project staff. Steady and impressive rise in documents being downloaded
a	Domestic Work	Web content pages and links	Ongoing	New and updated web pages	Web pages added and updated in English, French and Spanish
b	Trafficking	Web content pages and links	Ongoing	New and updated web pages	Web pages added and updated in English, French and Spanish. Additional information added in run up to World Congress III on CSEC
c	Agriculture	Web content pages and links	Ongoing	New and updated web pages	Web pages added and updated in English, French and Spanish. Numerous pages created for WDACL on Agriculture.
d	Development	Web content pages and links	Ongoing	New and updated web pages	Part of using the new IPEC web site
e	Education	Web content pages and links	Ongoing	New and updated web pages	Web pages added and updated in English, French and Spanish. Numerous pages created for WDACL on Education
f	Mining	Web content pages and links	Ongoing	New and updated web pages	Web pages added and updated in English, French and Spanish
g	CSEC	Web content pages and links	Ongoing	New and updated web pages	Web pages added and updated. Additional information added in run up to World Congress III on CSEC
h	SIMPOC	Web content pages and links	Ongoing	New and updated web pages	Web pages added and updated in English, French and Spanish
	SCREAM	Web content pages and links	Ongoing	New and updated web pages	Web pages added and updated in English, French and Spanish
	World Day 2008	Web content pages and links	Ongoing	New and updated web pages	Numerous pages created for WDACL on Education in English, French and Spanish
	World Day 2009 - Give girls a chance: End child labour	Web content pages and links	Ongoing	New and updated web pages	Web pages added and updated in English, French and Spanish
	<b>Popular outreach materials researched, produced and disseminated (2.2)</b>		These materials will focus on the theme of the World Day on Child Labour in 2007, 2008, 2009 and include videos, materials for the media and short brochures; for each set of materials a costed dissemination plan will be prepared.		
19	WDACL Agriculture	Digest of projects in agriculture, draft policies, plans of action etc. (total allocation 15000)	June 2007	WDACL material /tbd	Ongoing work as part of planning for WDACL
				WDACL material /tbd	Ongoing work as part of planning for WDACL
				Mission report	Ongoing work as part of planning for WDACL
20	World Day 2008 - Education: the right response to child labour	Project staff time for updating the web site, reviewing materials and participation in steering group	June 2008	Outreach material	Project set up public Web pages and edited and reviewed texts. Workspaces, photos in the intranet portal
	World Day 2009 - Give girls a chance: End child labour	Project staff time for updating the web site, reviewing materials and participation in steering group	Jun-09	Outreach material	Project set up public Web pages and edited and reviewed texts. Workspaces, photos in the intranet portal
	<b>Working papers written and produced(can also include other research studies) (2.1)</b>		The working paper series will focus on policy issues related to the ILO's research priorities for IPEC. At least three working papers will be produced; for each set of materials a costed dissemination plan will be prepared.		
21	Research working group set up	Steering group for research	Dec 2006	List of priority research	Group was formed and met to develop first list of priority research within context of new ILO research and publication guidelines

22	Child Labour and Conditional Cash Transfer	Working paper	December 2006	Working paper available in English, French and Spanish	Working paper as well as a thematic section in IPEC Implementation report
23	Child labour monitoring policy paper	Guideline produced	tbd	Working Paper produced	Guideline produced and disseminated.
24	Working paper on OSH policy and young workers	Potential for journal article	tbd	publication	1. chapter published in book
25	Research Studies	Project staff time was used to develop, support and oversee research studies on the situation of girls in mining in Niger, Tanzania, Peru and Ghana (actual studies funded separately)	Nov-06	Report	Studies completed; synthesis report completed
	Working paper on child labour and education: Evidence from SIMPOC surveys	Working papers on theme of World Day Against Child Labour	Jun-08	Working paper available in English only	Prepared in conjunction with WDACL - inputs from project coordinator and assistant
	Working paper: Assessing the gender gap: Evidence from SIMPOC surveys		Jun-08	Working paper available in English only	Prepared in conjunction with WDACL - inputs from project coordinator and assistant
	Article for ILO Global Jobs Crisis Observatory	Article on the global jobs crisis and child labour in Zambia commissioned from Zambia CTA	Aug-09	Web article	Published on ILO Job Crisis Observatory web site in August 2009
<b>Essentials written and written and produced (2.1.)</b>					
26	Essentials written, produced and disseminated in three languages (specifics still to be determined)	Production of the "Essentials on Child Labour" - 5-7 page briefing notes on important topics	February 2007, July 2007, February 2008 and July 2008	Brochure published in 3 languages	Child Domestic Work (briefing sheet) Jan 2007
				Brochure published in 3 languages	Child trafficking (2007)
				Brochure published in 3 languages	CSEC (2008)
<b>Resource kits for practitioners researched, written, produced and disseminated (2.3.)</b>					
18	Agriculture	A compendium of knowledge on child labour in agriculture from IPEC's work and the work of partners and constituents	September 2006	Resource kit in CD & print	Available in English with a companion training guide
19	Trafficking	A resource kit in five booklets collecting and synthesizing current state of knowledge on child trafficking from IPEC's work and the work of many global partner organizations.	December 2007	Resource kit on web, CD-ROM and print in three languages	English completed and disseminated; French completed and disseminated; and Spanish adaptation completed and disseminated
20	Education	A publication of annotated resources on child labour and education -- representing a companion piece to an earlier publication.	June 2008	Resource kit on web, CD-ROM and print	Available in English only
21	Resource Guide on Steps to prepare list of hazardous work	Packet of informational materials on (a) the process countries (governments, workers' and employers' organizations) must use in preparing the list of hazardous child labour, (b) examples of how four countries have approached the matter, and (c) the lists of hazardous child labour for over 100 countries, including their enacting legislation.	Oct-06	Package in web and printed form	Funding and staff time under this project was used to update the kit and to prepare a Training Guide
21a	Programme Guidelines	"How to scale up a Child Labour Monitoring System" to national level (a Documentary)+C128	Feb-08	Programme Guidelines	Brochure on the Brazil model for upscaling CLM systems produced.
	Safe work for youth pack	Templates for adaptation by ILO constituents	Aug-08	Package in web and printed form	published

	Scavenging resource kit	Pointers for Action, thematic evaluation, background materials produced in the form of a kit (electronic & hard copy)	Aug-09	Package in web and printed form	produced
	Mining resource kit	Pointers for Action, thematic evaluation, background materials produced in the form of a kit (electronic & hard copy)	Mar-10	Package in web and printed form	produced, including analytical pieces
<b>Annotated bibliography researched, written, produced and disseminated new related to 2.3.)</b>					
22	CCTs	Staff time to oversee production of Annotated bibliography of material in English	July 2006 and updated regularly	Hardcopy	Staff time was completed
23a	Child Domestic Work	Virtual Library (also printing of Hazardous Child Domestic Labour: A briefing sheet; and Guidelines on the design of direct action strategies to combat CDL	December 2006	Printed version of "virtual library"	COMPLETED
23c		Printing of Guidelines on the design of direct action strategies to combat CDL	January 2007	Hardcopy	COMPLETED
	CSEC	Printing of Guidelines on the design of direct action strategies to combat CSEC	2007	Hardcopy and electronic version	COMPLETED
	New publications bulletin	e-mail bulletin	Jun-08	PDF	Was superseded by the IPEC newsletter, which presented new publications
<b>Networks established and other targeted outreach(3.3.)</b>			Key partner agencies identified, links established to agencies, web sites. Child Labour included in key partner agendas and		
24	Network activities in selected areas, including a review of existing networks and identification of key partners and links	Identification and development of networks	Mid-2007	Plan on networks in different areas (guide to the network)	See communities of practice below
25	Networks activities (to be determined)	In the context of communities of practice	2007	Project staff support to networks	See communities of practice below
26	CCT network	Support to network activities on CCT based on communities of practice Seminar of De. Escobedo on Oportunidades	2008	Project staff support to networks	Ongoing: CoP set up using ILO-S TEP platform CIARIS
	CoP on safe work for youth	Support to network activities on Safe work for youth based on communities of practice	2008	Project staff support to networks	CoP setup on PLONE. Unsuccessful in attracting adherents. Re-organized and setup on listserv. Now a moderated global CoP.
27	Electronic newsletter published in three languages	Quarterly newsletter on activities IPEC and its partners	February 2007, July 2007, February 2008	Newsletter	Volumes 1,2 & 3 written and disseminated by listserv 03.09, 07.09, 11.09
	GTF newsletter	Quarterly newsletter on activities of the Global Task Force on Child Labour and Education for All	2007	Newsletter Sep 07, Dec 07, March 08	Produced with Education specialist in three languages
	Mailing list for news on IPEC	Electronic mailing list or listserv to keep interested individuals informed about work of ILO-IPEC through for instance circulation of newsletter	2007	Electronic mailing list	1st list over 1500 names created for e-bulletin, updated regularly since



	<b>Translation, publication and dissemination (3.1)</b>		For products listed elsewhere, this is indicated under the specific product. This is a list of products developed through other funds that have been modified for global use and/or translated and therefore becomes an output of this project in the modified form		
	Products produced by other projects for specific use in those project and then modified for more general application		Ongoing		Analysis of inventory of knowledge products will identify such opportunities
		CDL Good Practices in Africa - management of translation and printing of French and Spanish versions	Feb-07	Hardcopy and electronic version of translated documents	COMPLETED
		CDL Good Practices in Africa - management of translation and printing of French and Spanish versions	Feb-07		COMPLETED
	Products from other sources translated for strategic purposes	Translation of non-ILO material for key strategic purposes	Ongoing	NA	Not pursued due to lack of resources
	Evaluation of the integration of PETI in the Bolsa Familia (Brazil)		Sep-07	Translation into English from Portuguese	COMPLETED
<b>Technical meetings, workshops and other opportunities for sharing knowledge(3.2)</b>					
26	Meeting with key agriculture agencies	Knowledge sharing opportunity on action against CL in agriculture as a follow-up to WDACL	Sep-07	Video material	Video material for Sep 2006 IPEC International Agricultural organisations meeting in Rome
			Feb-07	Mission report	Meeting in Rome Feb 07
	Trafficking	UNGIFT global meeting on trafficking in human beings (1000+) participants	Feb-08	Documentation and report of meeting	Organization of session on child trafficking with UNICEF
	Trafficking	Validation workshop - Training guide (24 participants)	Jul-08	Workshop report	Cancelled
28	IPEC participation in meetings for USDOL grantees	Participation of IPEC project staff and technical specialists for the purpose of knowledge sharing; Washington DC: IPEC CTAs and HQ focal point for USDOL projects	Africa	Mission report	
			Jun-07	Mission report	
			Apr-09	Mission report	
29	Workshop for USDOL staff on forced labour and trafficking in humans	Washington DC; IPEC staff part of organisation and acted as resource person, funds covered workshop including travel of IPEC resource person	Jan-07	Workshop report	IPEC staff part of organisation and acted as resource person
	CLM Workshop	Knowledge sharing and training workshop to advance IPEC work on child labour monitoring	May-09	Workshop report	IPEC INTRANET portal used to share materials and outputs
30	Knowledge sharing by technical specialists	Participation of IPEC staff made possible directly, indirectly or as result of the knowledge project	Ongoing	Mission report	Mechanism to identify and monitor these to be developed
		Elimination of child labour and promotion of youth employment in the informal sector (Dar Es Salaam)	Sep-07	Presentation	
		Participation in USDOL meeting on impact assessment	Jan-08	Presentation	
	World Congress III CSEC	support for IPEC and partner participation in three regional planning meetings; Support for IPEC participation in Congress and side events	July 2008- November 2008	staff time	Project staff support to networks

<b>Courses for practitioners developed and carried out (3.2)</b>					
31	Strategic alliance with Turin Centre	Development of concept and action plan for working with ILO Turin Centre on number of courses to share knowledge from IPEC	Dec-06	Brochures of courses development	Initial identification of courses
32	Trafficking	In cooperation with the ILO Gender Bureau and the ILO ITC in Turin: Bilingual (French/English) course on gender and child trafficking	Mar-07	CD-ROM with collected material; workshop report	
		In cooperation with ILO ITC in Turin: Bilingual (French/English) on child trafficking	Oct-07	CD-ROM with collected material; workshop report	
		In cooperation with ILO ITC in Turin: child trafficking for Indian regional government officials	Jan-08	Agenda/participants list	
		In cooperation with ILO ITC in Turin and in the context of UNGIFT: child trafficking course materials	Jan-08	Course documentation	
33	Education	Participation of IPEC technical specialist as resource person to disseminate knowledge of IPEC	Nov-06	Workshop report	
<b>Virtual Forums Established (communities of practice) (3.3)</b>			With general support from Project manager and Liliana Castillo		
32	Model Communities of Practice template for easy customisation	Template in Plone available and used for communities of practice on CCTs and CDL	December 2006	Template	2 approaches for Community of Practice developed tested; guidelines developed
33	CCTs	Moderated virtual forum of initially IPEC and ILO colleagues	Feb-08	Project staff support to networks	CIARIS
34	Domestic Work	Moderated virtual forum of initially IPEC and ILO colleagues	March 2007	Project staff support to networks	Initial use for review of draft guidelines
37	Trafficking	External CoP bringing together experts and policy-maker worldwide	Feb	Project staff support to networks	Consultant hired and work begun
	Safe Work for Youth	CoP of international experts on IPEC Portal	Jul-08	Project staff support to networks	Set up, numerous materials added, Forums started.
39	World Day Against Child Labour	Internal ILO - Workspace for WDACL	Mar-08	Project staff support to networks	
<b>Support to Production of relevant knowledge products (3.1)</b>					
40	Revision of guidelines on Good Practices compendium	Original guidelines produced by Consultant in 2005	Jun-10	publication	Not revised
<b>Other areas of output</b>					
	Inventory of good practices	Added to project during revision	Jun-10	report	Inventory of Good Practices produced
	Global evaluations	Two added to project during revision: CLM, Global Campaign	Jun-10	reports	2 Thematic evaluations completed: a) Child Labour Monitoring, b) advocacy

## Annex 9- Interview List

### Interview List

#### Strategic Evaluation of IPEC's Knowledge Assets and Knowledge Management

#### Including Final Evaluation of the Project GLO/05/51/USA

*(Learning from Experience: Distilling and Disseminating Lessons on WFCL)*

HEADQUARTERS STAFF-GENEVA	
Name	Title
1. Alawa, Ms. Badra	Programme Officer Tackling child labour through education (TACKLE)
2. Arana Tagle, Patricia	Programme Assistant Design, Evaluation and Documentation (DED)
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4. Blanco, Federico	Statistician Statistical Information and Monitoring Programme on Child Labour (SIMPOC) Latin & Central America, Portugal
5. Castillo-Rubio, Liliana	Web and Programme Database Coordinator
6. Chave-Fahrni, Yolande	Documentation Resources Specialist
7. Colombini, Jane	Programme Coordinator Supporting Children's Rights through Education, the Arts and the Media (SCREAM)
8. De Coninck, Sophie	Children in Conflict Specialist
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10. Gunn, Susan	Child Labour Specialist & Knowledge Project Manager
11. Hageman, Frank	Head of Policy and Research
12. Hausen, Anton	Direct Beneficiary Monitoring Officer (DBMR)
13. Ibarguen Tinley, Claudia	Impact Assessment Officer Design, Evaluation and Documentation (DED)
14. Johansen, Lars	Desk Officer Latin America
15. Kooijmans, Mr. Joost	Legal Officer

16. Lay, Maria-Gabriela	Advocacy Specialists Supporting Children's Rights through Education, the Arts and the Media (SCREAM)
17. Noguchi, Ms. Yoshie	Legal Officer
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20. Quinn, Patrick	Head of Advocacy and Partnership
21. Ramirez, Jose Maria	Desk Officer Latin America
22. Rahman, Mr. Wahidur	Desk Officer South Asia
23. Raychaudhuri, Bijoy	Statistician Statistical Information and Monitoring Programme on Child Labour (SIMPOC) South & Southeast Asia
24. Read, Mary	Head of Management
25. Smith, Ben	Corporate Social Responsibility Specialist
26. Soho, Alex	Desk Officer Africa-Francophone
27. Steyne, Simon	Head of Operations Unit
28. Tabatabai, Hamid	Senior Economist Statistical Information and Monitoring Programme on Child Labour (SIMPOC)
29. Thomas, Constance	Director of International Programme on the Elimination of Child Labour (IPEC)
30. Van de Glind, Hans	Child Trafficking Specialist
31. Wichmand, Peter	Head of Design, Evaluation and Documentation (DED)
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33. Coyne-Jensen, Astrid	Chief Technical Advisor (CTA) Human Trafficking Pretoria, South Africa
34. Cruz, Victoria	Chief Technical Advisor (CTA) Mexico City, Mexico
35. Danobeitia, Goretti	Information System Manager San Jose, Costa Rica
36. de Kort, Akky	Chief Technical Advisor (CTA)

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37. de la Peña, Jesus	Chief Technical Advisor (CTA) Youth Employment Specialist San Jose, Costa Rica
38. Dema, Guillermo	Child Labour Specialist Lima, Peru
39. d'Ovidio, Francesco	Chief Technical Advisor (CTA) Accra, Ghana
40. Garcia, Manolo	Child Labour Specialist Lima, Peru
41. Guo, Jia	National Programme Officer China Project to Prevent Trafficking for Labour Exploitation (CP-TING) Beijing, China
42. Hassan, Khalid	Project Manager of Education Skills Training Islamabad, Pakistan
43. Hidalgo, Adriana	Nacional Consultant San Jose, Costa Rica
44. Khan, Sherin	Senior Child Labour Specialist Dedhi, India
45. Mangahas, Thetis	Senior Regional Migration Specialist Bangkok, Thailand
46. Menacherry, Joseph	SRO Cambodia
47. Mongolmaa, Norjinkham	Chief Technical Advisor (CTA) Mongolia
48. Mouléro Omer, Adeye	Conseiller Technique Principal BIT/IPEC Projet CECLET USDOL) Bureau Contiguë au Ministère du Travail Togo
49. Nunez, Pilar	Information System Manager Lima, Peru
50. Ofosu, Yaw	Child Labour Specialist Addis Ababa, Ethiopia
51. Perdigao-Paquete, Vera	Child Labour Specialist Dakar, Senegal
52. Poulsen, Brigitte Krogh	Chief Technical Advisor (CTA)

	Lusaka, Zambia
53. Poutainen, Tuomo	Chief Technical Advisor (CTA) Better Factories Cambodia
54. Ratnawati, Arum	National Project Director - IPEC/TBP II Jakarta
55. Salgado, Shyama	National Programme Officer Youth Employment Project Colombo, Sri Lanka
56. Simwaka, Chimwenje	Programme Officer DBMR (Direct Beneficiary Monitoring Reports) Malawi
57. Singh, Simrin	Senior Specialist on Child Labour Bangkok, Thailand
<b>NON-IPEC STAFF</b>	
<b>Name</b>	<b>Title</b>
58. Arteta, Maria	Senior Officer INTEGRATION
59. Buchholtz, Mike	Head of ED/MAS
60. Dryden, Laurel	Head of the ILO Library
61. Germans, Esther	Former-PARDEV Better Work
62. Henry, Carla	Senior Evaluation Officer EVAL
63. Hurst, Peter	Former-IPEC Agriculture Specialist
64. Lang, Oliver	Senior Technical Cooperation Officer PARDEV
65. Mitton, Gisselle	Child Labour Specialist and Trainer TURIN Training Centre
66. Mottaz, Meg	Head of Management INTEGRATION
67. Netter, Tom	Head of DCOMM
68. Neubecker, Janet	Evaluation Officer EVAL
69. Torres, Raymond	Head of the INSTITUTE
70. Thijs, Guy	ILO Area Office Director

	Bangkok
<b>USDOL</b>	
71. Jaffe, Maureen	U.S. Department of Labor Office of Child Labor, Forced Labor, and Human Trafficking
72. McCarter, Tina	U.S. Department of Labor Office of Child Labor, Forced Labor, and Human Trafficking
73. Ritualo, Amy	U.S. Department of Labor Office of Child Labor, Forced Labor, and Human Trafficking
<b>OTHER OUTSIDE STAKEHOLDERS AND PARTNERS</b>	
74. Ironside, Pernille	Child Protection Specialist in Emergencies Unicef HQ/New York
75. Ofir, Zenda	Evaluation Specialist
76. Kane, June	Knowledge Management Consultant for Community of Practice- Child Trafficking IPEC
77. Steccazzini, Mara	Methodology, Education and Training Section Office of the High Commissioner for Human Rights (OHCHR)
78. Thatun, Susu	Child Protection Specialist Migration and Trafficking Unicef HQ/New York

<b>INFORMAL KNOWLEDGE SHARING GROUP-ILO</b>	
Arana Tagle, Patricia	IPEC
Begby, Line	Gender
Bel, Sarah	Social Finance
Martin, Jim	Dialogue/Better Work
Mottaz, Meg	Integration
Schut, Annette	Employment
Suministrado, Jasmin	Social Finance
Tonstol, Geir	Gender
Van Klaveren, Annie	Employment/Enterprise
Walter, Dagmar	Statistics

## Annex 10- Schedule of meetings

Geneva visit 1: January 8- 15					
Friday - January 8	Monday - January 11	Tuesday - January 12	Wednesday - January 13	Thursday - January 14	Friday - January 15
AM	AM	AM	AM	AM	AM
First briefing w/Evaluation team and Design, Evaluation and Documentation (DED) Management Interview w/IPEC HQ Staff	Interviews w/IPEC HQ Staff	Interviews w/IPEC HQ Staff	Interviews w/IPEC HQ Staff Desk review	Evaluation Team time for preparation of initial draft of the evaluation instrument Discussion w/IPEC on the initial draft of the evaluation instrument	Submission of first draft of evaluation instrument and de-briefing w/DED
PM	PM	PM	PM	PM	PM
	CONT... Desk review	Interviews w/IPEC HQ Staff Conference call w/USDOL Desk review	Participation in “expanded steering committee meeting for <i>The Knowledge Project</i> ” for all of IPEC Briefing w/ internal steering committee for <i>The Knowledge Project</i>	Interviews w/IPEC HQ Staff Desk review	Interviews w/IPEC HQ Staff Desk review
Geneva visit 2: March 12-19					
Friday - March 12	Monday - March 15	Tuesday - March 16	Wednesday - March 17	Thursday - March 18	Friday - March 19
AM	AM	AM	AM	AM	AM
Interviews w/IPEC Field Staff and IPEC HQ Staff	Interviews w/IPEC Field Staff and IPEC HQ Staff	Interviews w/IPEC Field Staff and IPEC HQ Staff	Interviews w/IPEC Field Staff and IPEC HQ Staff	Interviews w/IPEC Field Staff and IPEC HQ Staff	Interviews w/IPEC Field Staff and IPEC HQ Staff
PM	PM	PM	PM	PM	PM
CONT...	CONT...	CONT...	CONT...	CONT...	CONT... Debriefing of evaluation interviews and next steps w/DED Management
Geneva visit 3: May 31-July 20					
Monday - May 31	Tuesday - June 1	Wednesday - June 2	Thursday - June 3	Friday - June 4	-----
AM	AM	AM	AM	AM	
Briefing w/Evaluation team and Design, Evaluation and Documentation (DED) Management Interviews	Interviews w/IPEC HQ Staff Preparation of evaluation report and consultation with IPEC and DED	Preparation of evaluation report and consultation with IPEC and DED	Preparation of evaluation report and consultation with IPEC and DED	Preparation of evaluation report and consultation with IPEC and DED	



w/IPEC HQ Staff					
PM	PM	PM	PM	PM	
Preparation of evaluation report and consultation with IPEC and DED	Preparation of evaluation report and consultation with IPEC and DED	Preparation of evaluation report and consultation with IPEC and DED	Preparation of evaluation report and consultation with IPEC and DED	Preparation of evaluation report and consultation with IPEC and DED	
<b>Monday - June 7</b>	<b>Tuesday - June 8</b>	<b>Wednesday - June 9</b>	<b>Thursday - June 10</b>	<b>Friday - June 11</b>	-----
AM	AM	AM	AM	AM	
Preparation of evaluation report and consultation with IPEC and DED	Lunch meeting w/Zenda Ofir, Evaluation Specialist and DED	Preparation of evaluation report and consultation with IPEC and DED	Preparation of evaluation report and consultation with IPEC and DED	Preparation of evaluation report and consultation with IPEC and DED	
PM	PM	PM	PM	PM	
Preparation of evaluation report and consultation with IPEC and DED	Preparation of evaluation report and consultation with IPEC and DED	Preparation of evaluation report and consultation with IPEC and DED	Preparation of evaluation report and consultation with IPEC and DED	Preparation of evaluation report and consultation with IPEC and DED	
<b>Monday - June 14</b>	<b>Tuesday - June 15</b>	<b>Wednesday - June 16</b>	<b>Thursday - June 17</b>	<b>Friday - June 18</b>	-----
AM	AM	AM	AM	AM	
Preparation of evaluation report and consultation with IPEC and DED	Preparation of evaluation report and consultation with IPEC and DED	Preparation of evaluation report and consultation with IPEC and DED	Preparation of evaluation report and consultation with IPEC and DED	Preparation of evaluation report and consultation with IPEC and DED	
PM	PM	PM	PM	PM	
Preparation of evaluation report and consultation with IPEC and DED	Preparation of evaluation report and consultation with IPEC and DED	Preparation of evaluation report and consultation with IPEC and DED	Preparation of evaluation report and consultation with IPEC and DED	Preparation of evaluation report and consultation with IPEC and DED	
<b>Monday - June 21</b>	<b>Tuesday - June 22</b>	<b>Wednesday - June 23</b>	<b>Thursday - June 24</b>	<b>Friday - June 25</b>	<b>Tuesday - July 20</b>
AM	AM	AM	AM	AM	AM
Briefing w/IPEC Management	Consolidation of evaluation report	Consolidation of evaluation report	Consolidation of evaluation report	Consolidation of evaluation report	<b>Next steps for IPEC Knowledge Management</b>
PM	PM	PM	PM	PM	
Consolidation of evaluation report	Consolidation of evaluation report	Consolidation of evaluation report	Consolidation of evaluation report	Consolidation of evaluation report	
<b>Mission visits to stakeholder sites</b>					
<b>Monday - February 22</b>	<b>Thursday - April 1</b>				
Meeting w/stakeholders: USDOL	Meeting w/stakeholders: UNICEF HQ New York				

## ***Annex 11- List of Documents Consulted***

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