Northwest University

Guided Thesis

Follow-Up Program for Potential Victims of Human Trafficking

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Thesis II

24 April 2022

Submitted to the College of Social and Behavior Sciences in Partial Fulfilment of the

Requirement of the Degree of Master of Arts in International Community Development.

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Essay One: Contextualization

Introduction

Every development worker has a variety of tools in their development toolbox that guide their decisions as they serve their specific community. Tools such as empathy and passion are gifts given by God to help us care. But we can also learn new tools to improve our work. One of the best tools available for community development workers is contextualization. Contextualization is the active process of modifying a development project, intervention, or idea to apply to a specific problem, culture, or other immovable aspect of a group's situation. As Bryant Myers states "we need a holistic view of human beings… God's redeeming work does not separate individuals from the families, communities and larger social systems of which they are a part" (99). Using my fieldwork, thesis project, and a variety of class readings as examples, this essay displays the importance of contextualization for community development, the requirement of creativity, and the benefits contextualization will have to my future work.

Contextualization and Community Development

Contextualization makes changes to a project to fit a certain context. The purpose of this process is to improve the application and results of the development work. This process of contextualization is based on the idea that "local knowledge may add to Western knowledge, providing we have the humility to believe that our knowledge system is not complete" (Myers 213). The point is to modify a program to fit the people it serves, not to modify the people to fit the program. As Robert Zdenek and Dee Walsh state about community development, "[t]here is no single solution. Each situation must be navigated based on its specific economic, political, and social conditions" (1). Without contextualization, development solutions are applied poorly or ineffectively.

The benefits of contextualization are manifold. First, contextualization helps the project serve the actual needs of the community, as opposed to the imagined ones by the development workers. The process of contextualization makes sure that the community's desires are being met. Second, contextualization often makes a program more effective, as manpower, time, and dollars are not lost as much on forcing the community to fit an ineffective project. The process of contextualization hopefully roots out ineffective or inappropriate solutions. Next, contextualization builds rapport with the community when the development worker takes the time to listen to the community's concerns and implement their ideas. The community and the development worker take the time to learn from each other and hopefully learn to trust each other. Finally, contextualization allows the beneficiaries to be active participants in the development project, as opposed to passive recipients. Participation hopefully further encourages more determinative choices. These benefits of contextualization are for both the community and the development worker.

Utilizing Contextualization in Practice

In practice, contextualization can take many forms. There are five steps I would take to practically modify a development project to a specific context. First, I would research and learn about the culture and issue. Parker Palmer instructs us to "acknowledge and embrace our own liabilities and limits" (29). I must realize I do not know everything about the culture and issue I am seeking to serve. I may not be able to gather everything there is to know, but even a short amount of research will start telling me some broad stroke information.

Second, I would go to the site of the project and talk with the people facing the issue. I would like to get their perspective on what is currently happening and what might help mitigate it. I would use my previous research to begin using cultural indicators of politeness, and if I do

not speak their language, I would bring a qualified interpreter. I am aiming to both get their perspective and establish some rapport. I would be sure to include a variety of people in my perspective gathering trip. This step allows for mutual learning from each other and allows for realistic expectations to be established on both sides. Even this will have to be contextualized, based on the appropriate way to talk to people in the context and how they feel most comfortable providing their feedback. Wayne Gordon and John Perkins state, "more often than not, those who are the most deeply rooted in their community understand their community and its nuances and complexities most completely. Thus, even though they may lack the resources required to put their proposals in place, they generally have the best ideas for solving their problems" (103). I must default to a local person's expertise. An example of failure to do this is in David Damberger's Ted Talk, he states that his organization failed to talk to local people before building a water pump, and only found out later that they were the second organization to build a pump in the area and have it break down quickly after installation. The step of talking to the people facing the problem is vitally important.

Third, I would collect all the feedback, my research, and applicable laws to examine for trends, possible problems that could hinder the project, and possible solutions that could benefit the project. This examination would help me eliminate unhelpful project ideas and bolster the project beneficiaries' thoughts. I would be particularly on the lookout for where my ideas would probably not work and would need to be changed, and beneficiary suggestions that are important and impactful. The purpose of this step is to evaluate and condense the information down to the most vital items.

Fourth, I would use the examination to make modifications to the project. An example of this is my fieldwork site, FEA[1], made it clear in interviews that they change their "red flags" of human trafficking based on the area they are monitoring in. This is an important step that could be difficult for individuals taking pride in their "perfect" development solution. Contextualization is not about who is right and who is wrong; it is about making a project work for a certain population.

Finally, I would solicit feedback on the specifically modified project from the beneficiaries one last time, to double check for miscommunication and errors. This could take some time if significant changes need to be made. Again, this is another opportunity for rapport and trust building. This five-step process will help the practical implementation of contextualization of an intervention.

Creativity in Contextualization

The amazing aspect of contextualization is that creativity and outside the box thinking are highly encouraged and in fact, necessary. Without creativity, solutions may not be as effective or meaningful. Creativity brings in more efficient, cost effective, or holistic ideas that help a community more than historic methods. Creativity can come in many forms, from twists on old approaches to completely new solutions. Combining the desires and assets of a community with the backing and resources of a development project requires innovation! Zdenek and Walsh state "every community has assets, and the key is to recognize and build upon these assets with bold solutions" (2). Creative and clever thinking are welcome in community development.

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[1] Pseudonym for anti-trafficking agency

An example of creativity in contextualization that I am quite proud of is my own Post-Intercept Follow-Up Program I created for my thesis project. If I were to make a PIFU Program as a general idea, I could have made it whatever I wanted. But with this project, I wanted it to fit within FEA's already existing processes and framework. Instead of seeing this as a constraint, I looked at it as an opportunity for creativity to make the Program work for FEA's existing structure and the interceptees (clients) of the program. Therefore, I thought creatively about how the Program could be beneficial for both FEA and the interceptees. For FEA, I made follow-up questions that would inform FEA about their services from the interceptee's perspective. I also made the Program so that it would fit within FEA's existing structures quite easily, because FEA is a context as well. For interceptees, I added an educational component for the benefit of the interceptees because most interceptees are in poverty and need further education. This brief training gives new information to interceptees without creating a massive new program. Creating this PIFU Program allowed me to practice creative contextualization.

Contextualization in my Project and Fieldwork

A huge part of my learning during fieldwork was about contextualization. I learned a lot about contextualization just from studying FEA, their services, and their process of adapting transit monitoring to a new country. They are masters at contextualization, as their services are specifically contextualized for each country they work in, and often even each area within a country. The same core service, transit monitoring, stays the same, but with modifications to make it legal, culturally appropriate, and viable in the country. Every individual I interviewed during fieldwork talked about how the red flags indicating potential trafficking in each country

are different. Andrew[2] shared that FEA continues to debate and modify their "red flags" to have the most important and impactful ones weighted heavily and the less impactful flags emphasized less. FEA is a master of the contextualization process.

An example of macrocultural contextualization in my fieldwork interviews is that I started asking the individuals working in Asia about the cultural differences between implementing victim care in Asia versus the West. This allowed me to see some broad stroke differences between Asia and the West both culturally and regarding victim care implementation. Ella[3] shared with me several insights of differences, including the occurrence of victim drug use, the type of bondage that keeps women and girls in trafficking, and aftercare.

I learned about many examples localized contextualization during my fieldwork, but for the sake of this paper, I will share two. The first example of localized contextualization is how the transit monitoring looks at each location. During the fieldwork interview, Lily[4] shared that while intercepting potential victims of human trafficking remains the result of the work, transit monitoring across Africa looks different in every country, such as educating interceptees for two to three weeks, working in an airport with immigration, moving monitoring sites around, and monitoring at borders. Based on how traffickers operate and the country's culture, transit monitoring can be modified to fit the context. Another example of localized contextualization is how interceptees are returned home. During a fieldwork interview, Andrew shared with me that one country in Africa assists with repatriation costs, whereas another can secure a police letter as a ticket for bus fare. In Asia, Borris[5] shared that most interceptees in his area are minors so their parents or guardians come get them and bring them home. While the vast majority of

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[2] Pseudonym
[3] Pseudonym
[4] Pseudonym
[5] Pseudonym

interceptees are safely returned home, they are returned home in different ways based on their personal situation and country infrastructure.

An example of unique, local assets that I engaged were my fieldwork interviewees. I was fortunate enough to interview individuals working to fight human trafficking in Africa, Asia, and the United States. Each of my interviewees is an expert in the field of anti-trafficking work. Twelve of my interviewees work (or worked) in their own country or a neighboring country, meaning they are cultural experts of the location they work in. Six of my interviewees work cross-culturally, meaning they are flexible and lifelong learners. All eighteen of my interviewees understand the importance of contextualization. They all provided me with a wealth of information and opened my eyes to the complex work of NGO's fighting human trafficking around the world.

One interesting challenge that I faced while creating my project was that mini pilot projects had already been created for two teams in Asia, but they were already composed of highly contextualized questions and processes. For the follow-up questions to apply to other countries where FEA works, I actually needed to de-contextualize them to find the heart of what we would be looking for with that type of question. I undid their contextualization to seek the real motivation behind each question. Now that the heart of the question is located with my de-contextualized questions, they can be re-contextualized for every situation and country where FEA works.

Contextualization in My Future Work

Contextualization will be highly important in my future work. All community development workers must learn about contextualization so that they can further listen to the community or group they are serving. Sometimes community development workers can get stuck

in the mindset that they are "saving" or "fixing" the community. We should have a more hands-open mindset than this. Community development workers must focus on how they can come alongside a community to serve them and work together, and contextualization is one of the tools to make sure that happens. As Palmer says "[t]rue vocation joins self and service" (16). In the future I seek to use contextualization to partner with a community.

I would like to work on hearing more from the community we are serving. This is a very important step to contextualization. As Tom Wolff states, "[c]ommunity solutions demand community collaboration" (3). It benefits organizations to have a combination of an advisory board from the general culture, solicit feedback from project beneficiaries throughout and after the project, and an advisory board of project beneficiaries. An advisory board from the community means people who know the culture of the project beneficiaries. Feedback from the project beneficiaries means asking survey questions and learning about the usefulness and effectiveness of the project from their perspective. An advisory board of project beneficiaries is people who have benefitted from the project and care about its continued success formally coming together to advise the community development worker implementing the project. Sometimes the two advisory boards I suggested may overlap. Unfortunately, community development workers often have general community development knowledge and much passion, but they do not have the cultural or experiential knowledge if they are working in any capacity besides the culture or experiences they are extremely familiar with. Cultural experts providing information to improve contextualization are vital.

In the future, I would like to work for an organization that implements these ideas, or help the organization implement them. I am most interested in helping an organization create an advisory board of previous beneficiaries/clients. As Wolff states "[w]hen a problem arises, we

tend to turn for answers to the "usual suspects," in most cases to professionals designated as experts on the topic of our concern. We should instead turn first to the people who are living with the problem" (11-12). These are the people who have seen the organization's real work and know the process well. They have seen the things that work well and the things that are clunky. Often, community development workers only know how the process should work in theory; project beneficiaries know how the process works in practice. They can provide real insights into improvements and contextualization opportunities. Additionally, project beneficiaries who have completed the project or graduated have a special connection with other project beneficiaries who have also experienced a similar situation. A project beneficiary advisory board provides insights and benefits to a non-profit organization.

Conclusion

Development workers must use the tool of contextualization in their work to make their services the best and most relevant to their beneficiaries. Contextualization modifies a development project to apply to a specific situation. Without contextualization, development solutions will be less effective. Community development needs contextualization and relies on creativity for innovation. I learned a great deal about contextualization from my interviews with FEA and other NGOs. The process of contextualization has many benefits to community development workers and my own future work.

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Essay Two: Qualitative Inquiry

Introduction

When I first started the International Community Development (ICD) Program, I did not know very much about qualitative research. I was familiar with quantitative research, meaning research that "relies heavily on linear attributes, measurements, and statistical analysis" (Stake 11). But this program has offered me a new way of seeing and researching phenomenon worldwide. According to Sharan Merriam and Elizabeth Tisdell, "[q]ualitative researchers are interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences" (5-6). This meaning teaches the researcher about how other people experience life.

For my qualitative research, I interviewed 18 individuals compromising FEA, my original fieldwork site, and five other non-profits. For staff at FEA, I asked them about their discharge process. For the other agencies, I asked them about their services and discharge. Now that I have taken several classes, read several books, and actively participated in qualitative research myself, I find myself quite impressed and excited by this new tool. In this essay, I will discuss qualitative research as I have come to know it through the ICD program: the values, uniqueness, usefulness to my own research, and finally how I will utilize it in the future.

Qualitative Values and ICD Values

Qualitative inquiry as a research method has many values, but I will address four: experiences, relationships, full description, and the researcher themselves, and then discuss their correlation to ICD core values. The first and most important value of qualitative research is understanding experiences and their meanings for the respondents. As Merriam and Tisdell state, "qualitative researchers are interested in understanding the meaning people have constructed;

that is, how people make sense of their world and the experiences they have in the world" (15).

Qualitative research does not value counting the number of people who have experienced a

certain phenomenon; it values understanding the experience itself for the respondents.

Understanding the meaning of an experience resonates with the ICD core value of

contextualization because both are trying to understand the world from the respondent's point of

view.

Second, qualitative research values relationships. The researcher is interviewing and

observing people, so there must be a relationship between them. Without relationships, the

researcher will not be able to build trust and rapport, meaning the responses will be more

superficial. This means that "[b]eing in relationships, negotiating these relationships, and

acknowledging how we and others are or might be feeling, are essential parts of the research

process. Often it is relationships that researchers are seeking to both understand and transform:

relationships with each other and the world with/in which we live" (Higgs et al., editors 53). This

clearly resonates with the ICD core value of collaboration, as working together in relationships

and collaboration go hand in hand.

Third, qualitative research values rich description. Bringing the reader(s) of the research

into the story is only achievable by description. According to Merriam and Tisdell, "[w]ords and

pictures rather than numbers are used to convey what the researcher has learned about a

phenomenon" (17). This description is not only the researcher's sharing of their learning, but

also full descriptions from the respondents themselves that help the researcher learn. Description

brings the reader into the researcher's displayed knowledge. This most aligns with the ICD core

value of contextualization as the rich description integrates the reader into the context.

The final value of qualitative research is an emphasis on the importance of the researcher themselves. Bonnie Stone Sunstein and Elizabeth Chiseri-Strater emphasize this by stating "[f]ar more important than the skills you develop or the equipment you use for controlling your data, however, is the understanding that you are the main tools for your research. As a researcher, you'll need to look out at others and back at yourself" (23). The researcher is an active participant in the research, not detached. Sunstein and Chiseri-Strater emphasize that listening and questioning our feelings and beliefs during fieldwork will uncover new insights (7). This aligns with the ICD core value of contextualization, as the researcher uses their own self to uncover more about the research area.

Uniqueness & Usefulness of Qualitative Methods

Qualitative research provides unique opportunities where quantitative research cannot. The four traits of emphasizing listening, creating theory, allowing for multiple perspectives, and encouraging creativity, make qualitative research unique and particularly useful for development work. First, qualitative research emphasizes listening and observing. Interviewing, observing, and examining artifacts are the three primary sources of data for qualitative research (Merriam and Grenier, editors 14). Listening and observing means allowing someone else to be the expert and taking their experience as their truth. The words that the interviewee does and does not use are important to note. This makes qualitative research methods particularly useful for development work because we must be excellent at observing and listening to our clients. When we do not listen to them, we miss what they want and need, and instead impose our own beliefs on them. Listening and observing the world removes oneself from a me-focused mindset.

A second unique factor about qualitative research is that it "does not set out to rest theory, rather it generates theory" (Higgs et al., editors 3). This means that the researcher finds

the theory at the end instead of starting with one. Merriam and Tisdell state, "qualitative design is emergent… Hunches, working hypotheses, and educated guesses direct the investigator's attention to certain data and then to refining or verifying hunches. The process of data collection and analysis is recursive and dynamic" (195). Qualitative researchers are free to explore the path they are led down by their interviews. This makes qualitative research particularly useful for development work because development workers are constantly learning as they go and finding the result in the process. The process of generating theory helps development workers create increasingly improved projects.

Third, qualitative research allows for and encourages multiple, even opposing, perspectives. Sunstein and Chiseri-Strater state that "[f]ieldworkers always try to disconfirm and complicate the theories that they are trying out" (38). This research method allows for individuals to not fit into the group choice, opinion, idea, belief, etc. and displays this as an equally valid experience. This makes qualitative research particularly useful for development work because we need the client's perspective and truth for our development initiatives to be most effective. We should know when clients have differing opinions and desires. Just because someone belongs to a particular group does not mean that everyone in the group will have the same perspectives and values all the time.

Finally, qualitative research encourages creativity. For example, in *Creative Spaces for Qualitative Research*, the entirety of chapter ten is written as a dinner conversation where the various individuals explain and discuss qualitative research topics with each other (Higgs et al., editors 97-103). It's a compelling and different way to read the information. It helps the reader see concepts in a new way. Creativity makes qualitative research particularly useful for development work because creativity is vital to coming up with new development initiatives.

Seth Holmes provides one of the most compelling qualitative research projects in *Fresh Fruit, Broken Bodies*. His research displays all the values and unique traits of qualitative research. The act of traveling with the migrants, living the same life as them, and recording their words for a broad audience to read shows us the real struggle of their experience. His research deeply humanizes his study group, migrants to the United States, who are often politicized and demonized in public discourse. Holmes richly describes the experiences he went through as an American citizen traveling and working with undocumented migrants. One of his most haunting passages is in the beginning when he and other migrants are caught crossing the United States-Mexico border (18-25). Holmes describes his horrible treatment by the agents and the appalling conditions of the detention center, and therefore one can infer the worse treatment the undocumented migrants received. Quantitative research cannot give this human element that forces the reader to see and reckon with the plight of the migrants.

My Qualitative Research

Qualitative methods proved to be extremely useful to me during my fieldwork. After a few interviews, I realized some of my questions were not helpful, so I was able to add questions for subsequent interviews. Because my questions did not rely on quantity, I could change them as needed. My fieldwork questions evolved as I learned more from my interviewees, and I learned what kind of questions to ask. My second interviewee, Alisha[6], brought up post-intercept follow-up calls, and I did not even know what this service was! I continued to ask other interviewees about this service and found it needed some help, so I made this my project topic. After my fifth interview, I started asking questions about language. Only for my last few

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[6] Pseudonym

interviews did I start asking about the unique aspects of implementing victim services in Asia. These questions that I added later gave me new areas to explore and think about.

Second, open-ended questions provide a depth of experience that multiple-choice questions cannot provide. My interviewees had the opportunity to let their experience and knowledge shine instead of being limited to certain choices or answers. This led to some extremely valuable insights and emotional stories being shared. Consider the following from Lily[7]:

> Often people, especially in this COVID climate, lives and livelihoods have really been destroyed, so people are extremely desperate and are willing to risk a lot for an opportunity to put food on the table. And so he [the transit monitor] often has to council people through that process of grappling with the stress and everything that comes with extreme poverty. He has to really work with someone for awhile for them to understand that trafficking is also so awful that you wouldn't want to be trafficked for a day. It's not worth risking your life for even if the alternative is starvation.

Lily captured a moving reality of her employee's daily work. She was able to share this with me because of an open-ended question I asked. I would never have been able to capture something like this in a multiple-choice question!

Finally, it allowed me to build relationships with the individuals at FEA and other non-profit agencies. We had some wonderful conversations and I am thankful that I was able to build some rapport with these individuals and learn more about them. Because of this project, I was

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[7] Pseudonym

able to speak with a personal hero of mine, Johnny[8], who shared with me about Asian victims of human trafficking facing intense shame and prayed for me.

One day my proposed project in Appendix 1 could be implemented by FEA. For my proposed project, I would have three outcomes in a hypothetical future evaluation.

I.   50% of post-intercept follow-up calls successfully result in FEA staff speaking with an interceptee.

II.   90% of successful post-intercept follow-up calls are fully completed and missing no responses to the questionnaire.

III.   100% of PIFU forms are entered into the FEA Database.

These three outcomes would show that my proposed follow-up program is working appropriately.

To measure the impact of my proposed project with qualitative methods, I would discuss its implementation with the Implementation Director first. I would ask open-ended questions about their experience with implementing this program. Then I would interview various National Field Partners such as Project Managers and Transit Monitors in various countries. It would be best to go country by country as each site may have different feedback or issues. The staff would be free to provide feedback, suggestions, and positive stories. Additionally, I would observe a few follow-up calls with Transit Monitors to see how the proposed guidelines play out in real life. Lastly, I would have some non-English calls recorded and translated for me to read. This would help me to see how more calls are going. The qualitative methods of interview, observation, and artifacts would all benefit an evaluation of my proposed project.

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[8] Pseudonym

Community developers should use qualitative elements in effectiveness evaluations because multiple-choice questions, though helpful for gathering quantifiable data, cannot provide the full implementation story. Perhaps the project went well but the staff have some suggestions for improving efficiency. Or perhaps the team went above and beyond to serve some clients, and the outcomes do not reflect this incredible work. Qualitative questions include the human experience in project evaluation.

Qualitative Research in My Future Work

I will certainly be using qualitative research methods in my future work. I find that feedback from staff and the project's beneficiaries is helpful during all stages of a project. During the initial stages of a project, I would conduct qualitative research to learn about the problem we are seeking to address and the culture of the beneficiaries. In the middle of a project, I would solicit feedback from staff and beneficiaries about the project's strengths and weaknesses. At the end of a project, qualitative questions to staff and beneficiaries would inform program improvements.

One aspect of qualitative methods that I'm particularly interested in is Appreciative Inquiry. Sometimes I worry that I can get too negative when seeking to make improvements and changes for an organization. According to Sue Hammond, "[t]he major assumption of AI is that in every organization something works and change can be managed through the identification of what works, and the analysis of how to do more of what works" (3). This helps me stay out of a negative mindset and appreciate the good I am seeing around me. When I am interviewing staff or project beneficiaries in the future, I would like to use some appreciative questions such as "What aspect of this project is working the best?" or "What strengths do you see in this team?"

These questions show us that there is always something good to be highlighted, and that's the aspect that I should emphasize more as I make improvements to the project.

Conclusion

Qualitative research methods have developed in my mind from an unknown theory to a vital tool. Qualitative research values an experience's meaning, relationship, rich description, and the researcher themselves. Qualitative research is unique in that it consists mainly of observation and listening, generates theory instead of starting with it, encourages varying perspectives, and emphasizes creativity. I utilized qualitative research during my fieldwork this summer, and it would benefit a future hypothetical evaluation of my project to also include qualitative elements. I will utilize qualitative methods such as interviewing and Appreciative Inquiry in my future work.

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Essay Three: ICD Values

Introduction

Living internationally has shown me that our values are strongly ingrained into every part of our lives, but sometimes we are not aware of it. By living in a place where people do things differently, we learn about what we value most. Sometimes those values are good, like dignity and human rights, and sometimes those values are trivial but oddly impactful, like shoes off inside the house. Our culture and upbringing deeply inform our values.

My values have evolved over my life. I have changed as a person as I have learned more. I am guided by my faith in Jesus and being sanctified by Him. I have seen Him work in my heart, changing me from selfish to compassionate. Additionally, I am particularly grateful to the International Community Development (ICD) Program for helping me find words, ideas, and resources to better express my values. As I have grown, I have found John Cobb's statement to be increasingly true: "[i]f our eyes are opened by faith, we see Christ wherever we look" (119). In this essay, I will discuss my personal transformation, social justice, copowerment, and above all, how my theology affects my future work.

My Personal Transformation

I grew up in the suburbs of Chicago, mostly with just my mom. My home life fluctuated a lot between the ages of eight and eighteen: my parents divorced, my sister moved out, my dad remarried, stepsiblings moved in, and both my parents (separately) moved houses several times. I loved reading and found my identity in being smart, doing well in school, and following my friends. As school got harder and my life more busy and demanding, I struggled to find my place among my family and friends.

A friend invited me to youth group in my junior year of high school. I found a group of people who had incredible fun without tearing anyone down. I laughed so much I cried, but without the cruelty I had usually found in high school. God was showing me the kindness of His Church. From there I was baptized, but this was more of a launching spot than a finish line. I went to college, intending to study biology and become a veterinarian. Instead, I found myself uninterested in my classes and deeply frustrated by my continued identity struggles. In the summer after my freshman year of college, I returned to my old youth group to volunteer as a youth leader, and God gave me an incredible and undeserved veterinary technician position. Though the technician position should have been everything I wanted and needed to continue towards my veterinary goal, I found myself enjoying the volunteer position more. It was God telling me to lay down my plans and follow Him. At the end of the summer, I realized that where God led, I wanted to follow, and I committed my life to Him. In tandem with this, I found myself wanting to serve and contribute to helping others. I was asking Petra Kuenkel's question: "What is my contribution to a more sustainable world?" (128). I did not know where I was going, but I was going wherever God led me.

The next year, God gave me my current career focus. I changed my major to have a more global focus with an emphasis on sustainability. I met a fellow student who was also a Christian and deeply devoted to fighting human trafficking. She shared with me the evils that people face due to a trafficker. She also shared with me the movie *Nefarious: Merchant of Souls*. After watching it, I was hooked. I wanted to be a modern-day abolitionist too. I agree with Parker Palmer stating, "[t]oday I understand vocation quite differently – not as a goal to be achieved but as a gift to be received" (10). My abolition work is a gift from God because it is what He designed me to do. Here were the people I was designed to serve.

My sophomore, junior, and senior year of university were a lot of work, as I was learning a lot in classes, balancing increasing responsibilities, and God was working in my heart. I found some good friends. I traveled as much as I could domestically and internationally, as I had been learning the value of differing perspectives. I can really resonate with Palmer stating, "[w]hen I flip the coin of identity I held to so tightly in high school, I find the paradoxical 'opposite' that emerged as the years went by" (14). Instead of finding my identity in good grades and my friends' opinions, committing my life to Jesus and serving others has sanctified me, so that my identity is now found in God. I graduated in May 2015, eager to enter the non-profit world and work my way towards anti-trafficking positions.

I have worked in several different capacities as I have made my way towards anti-trafficking work. First, I worked two AmeriCorps positions, one three-month term and one year-long term. Then I worked as a Victim Advocate for refugees and immigrants in the USA who had experienced a crime. I learned a lot about case management, the US justice system, and life for immigrants. After taking a year off for my daughter's birth, I briefly worked as a Program Manager for a refugee case management program. Then, as I looked at jobs online that I truly wanted, I realized that many of them asked for several years of experience and a master's degree. I had some experience, but I did not have the degree. I investigated potential options, a bit desperate and fearful that I would always be stuck only hoping for an anti-trafficking job because I picked the wrong program. I admired several but always kept coming back to the ICD Program because of its classes and benefits over other programs.

Now I am in my final semester of the ICD Program, deeply grateful for all I have learned throughout these courses. The ICD Program has given me the words and resources to express my opinions about justice better. Before the program, I just had pieces of ideas scattered in my mind.

Now I have formed a theology of justice. Additionally, the ICD Program has given me the valuable tools of copowerment, contextualization, and collaboration. They provide groundwork for an effective development program. I am eager to use the words, resources, and tools I have discovered in this program.

Social Justice

Social justice is a hot topic these days. However, I struggle with the term social justice. I find that Christians care about justice, but the term social justice is a huge barrier for many. I oscillate between trying to explain the term to my fellow Christians, and then just throwing it out and not using it at all. I appreciate the readings in the ICD Program, as it has given me words and concepts to use in my discussions of justice that I struggled to articulate before this program. I had ideas in my head but now I have resources. I continue to use the term social justice because it is the term people use today.

Social justice is discovering a person or group crying out for justice and coming alongside them for their relief. Social justice is about believing and serving those who say they have been wronged. Julie Clawson states, "biblical justice involves healing the brokenness that marred our relationships with each other in the first place. Justice, in this sense, involves restoring broken relationships between people, and putting right all the ways sin and injustice harm ourselves, each other and the world" (23). We are putting the world back together. The Bible is full of God's commitment to the poor and needy. That's exactly where I want to be too. Clawson also states:

> By setting people free from the oppression of sin within us, Jesus enables us to live
>
> differently from the oppressive and unjust systems of the world around us as well. His
>
> life, death and resurrection inaugurated a new kingdom, and he taught his disciples to live

according to the revolutionary values of this kingdom of God: to care for the needy, to

treat one's enemies with love, to feed the hungry, to work for justice. (18)

Our example is Jesus and what is so beautiful about Jesus is His embrace of the other or the

outsider. Richard Beck states, referring to the miracle recorded in Matthew 8, "[b]y first touching

the leper, Jesus intentionally and willfully seeks contamination, standing in solidarity with the

unclean" (76). This is the example I want to follow: finding and restoring the outcasts and

vulnerable of society. I especially love the poem from Miller and Light that Charles Vogl quotes:

Draw the circle wide.

Draw it wider still.

Let this be our song.

No one stands alone. (ix)

This is what social justice is. Drawing the circle wider so that former outsiders become insiders.

Beck states that "people inside the moral circle are treated as ends in themselves while people on

the outside of the moral circle are treated as means to our ends" (101). Increasingly drawing the

circle wider means that people become human. Drawing the circle wider so those people become

mine and I fight for them because I am invested in their flourishing.

At my current state in life, I feel that I can be a gentle advocate to my fellow American

Christians to look past their preconceived notions of social justice and consider what the Bible

says about serving the poor and needy. I find many excuses in the United States, such as 'they're

lazy' or 'they need to pull themselves up by their bootstraps.' But I can remind them that Jesus

never said that, and in fact, "if Jesus had said that to you, you'd be in hell" (Keller 00:19:41-

00:19:43). Many times, throughout the Old and New Testaments, God extols and praises helping

the needy. I hope to use my authority to advocate for good. I can also be an example for my

fellow American Christians. Beck states, "[d]isgust motivates us to avoid and push away reminders of vulnerability and death, in both others and ourselves. What is needed to combat this illusion is a church willing to embrace need, decay, and vulnerability" (10). I hope that I can be willing to embrace the other and draw my circle wider. Talking about and showing the Biblical concepts of seeking the good of my neighbor hopefully will be a faithful witness to my American Christians.

Copowerment

I understand copowerment as a process of mutual empowerment between development worker and client in a development project. This is a mindset that is not just the development worker giving everything to the client. The client has something to offer as well, because they are intelligent, autonomous individuals with experiences the development worker is lacking. Kuenkel states, "[a]ppreciating the dignity of another person or acknowledging a different worldview or an opposing opinion without necessarily agreeing fosters trust and unleashes a dynamic of contribution… Sharing ideas, building on one another's competency, and moving things forward jointly opens gateways to innovation" (166). Copowerment is mutually supporting each other in partnership, not handouts.

In my future work, I will be able to use copowerment with coworkers and clients. I will exercise copowerment by valuing discussion and actively listening to my coworkers as I work cross-culturally with national staff. I will seek to provide them with good information and tools to empower them to do their jobs well. They will then be able to provide me with cultural insights and feedback for program improvement. I will also exercise copowerment with my work's clients. I can provide services and they can provide valuable insights into the client experience.

Theology Influence on my Future Work

My theology of justice is incredibly important to me. It has pushed me to find work in fighting human trafficking. I want to fight this evil that plagues our world. In the future, I can see myself growing more knowledgeable about international trafficking trends and anti-trafficking strategies. I want to use my God-given passion for the good of the most vulnerable. As John Perkins states about his work, "the love of Christ… compelled us to give our lives to serving them" (50). I am compelled by my awe for Christ to serve people and fight human trafficking.

My theology of justice has also pushed me to make personal choices. My husband and I have committed to increasingly researching the brands we buy products from to buy from more sustainable and fair companies. I talk to white Christians about their hesitation to support police reform or acknowledge systemic racism. I gently remind Christians, "[t]he gospel, rightly understood, is holistic— it responds to man as a whole person; it doesn't single out just spiritual or just physical needs and speak only to those" (Perkins 21). I am not doing these things with my money and time because an employer pays me; I do these things because my heart for justice makes me do so. Cobb reminds us:

> We are called to celebrate all life, including our own, not to repress it. But the celebration of life does not involve participation in the luxury and waste of a throwaway society that exists in the midst of world poverty… We are all called to swim against the stream, at personal cost, and without expectation of understanding and appreciation. That is a serious and authentic way of bearing a cross. (121)

Christ calls us to bear our crosses. He does not call us to comfort and luxury in the face of worldwide human suffering. I'm following Jesus and "Jesus wants us to become communities of believers who give ourselves in service to one another as a new family in the world… Each of us

has to be willing to take up our cross and follow Jesus across the dividing lines of our world"

(Marsh & Perkins 59). My theology of justice that pushes me to serve will be highly influential

on my future work.

Conclusion

In my life, God has both increasingly convicted me of my own selfishness and revealed

His heart for the people suffering in the world. He cares about the poor and vulnerable, and He

sends His Church to act out that care. As Gary Haugen states, "[t]he great miracle and mystery of

God is that he calls me and you to be a part of what he is doing in history… God has chosen us…

to be his hands in doing those things in the world that are important to him" (53). I remember

that I used to joke in college that I wish I could just be a professional volunteer for the rest of my

life. I have linked that calling to serve with my theology of justice. The ICD Program has

improved my ability to discuss social justice with my fellow Christians. I will use social justice,

copowerment, and my theology of justice in my future work. I am grateful for the ways God has

shaped and continues to shape me.

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Appendix 1: Guided Thesis Project

Project Proposal to the Implementation Director of FEA

Follow-Up Program for Potential Victims of Human Trafficking

Rachel Wells

12 December 2021

Table of Contents

Introduction

Traffickers seeking to profit off the human body are on the prowl for the vulnerable. Victims can be anyone and come from anywhere. Traffickers use a variety of tactics based on their country of origin and the victim profile they are looking for. As one example, traffickers in Malawi, Africa, "exploit most Malawian victims within the country, generally lured… for forced labor in agriculture…, goat and cattle herding, and brickmaking" (Office to Monitor 369). Traffickers all over the world take advantage of a victim's vulnerabilities, secure a victim, and ultimately exploit the victims for money.

FEA[9], an anti-trafficking non-governmental organization operating in Asia, Africa, and North America, recognizes the dangerous path a trafficker takes their victims on. FEA places local staff, called Transit Monitors, in strategic locations such as bus stations, border crossings, and airports to look for red flags indicating a potential victim of human trafficking (*Annual Report 2020*). Any individual with a red flag will be stopped, questioned, and offered assistance. Some people are traveling with a trafficker because of the promise of work, some are traveling to meet a trafficker because of the promise of love, and others are traveling so unsafely that their chances of falling into the hands of traffickers are extremely high. Individuals who are identified as needing intervention due to risk of human trafficking are called "interceptees" and are "intercepted" or assisted with going back home or to another safe place (see Appendix A for full definitions of FEA-specific terms used in this document). FEA prevents human trafficking all around the world with their transit monitoring model.

For FEA to provide a full continuum of care to interceptees, it must establish a thoughtful and manageable post-service follow-up program for all the countries it operates in. Following-up

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[9] Pseudonym for anti-trafficking agency

by phone will enable FEA staff to confirm the interceptees are safe, check on the interceptee's wellbeing and needs, and offer further services or referrals. Drawing on interviews with staff from FEA and four other anti-trafficking agencies operating in Asia, current literature, and FEA's processes, this proposal demonstrates a Post-Intercept Follow-Up Program for FEA to implement.

Human Trafficking

Many countries, and then many organizations within each country, define human trafficking differently. This document will operate under the United States' definition. The Trafficking Victims Protection Act of 2000 defines trafficking as:

- "sex trafficking in which a commercial sex act in induced by force, fraud, or coercion, or in which the person induced to perform such as act has not attained 18 years of age; or

- the recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud, or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery" (Office to Monitor and Combat Trafficking in Persons 9).

This definition gives a framework for what is occurring to the victims of human trafficking. Sex trafficking victims are being forcibly raped for the pleasure of others and labor trafficking victims are forced to work for their overseer. They are trapped and often cannot escape, because "coercion is not just physical but can also be psychological, social, familial and economic" (*Finding Our Way* 279). Traffickers use every trick they can think of to keep their victims under control and captive. The evil of human trafficking is not limited to any country, economic status, or group, but pervasive throughout the entire world.

Victim Care

The most common way non-profit agencies fight human trafficking is to care for victims of trafficking after they have been rescued from the brothel, farm, house, or other trafficking location. For victims, this is a lengthy process of recovery from severe trauma. For example, according to Johnny[10], a published author and founder of a victim shelter in South Korea, sex trafficking victims stay in a shelter for one or two years, receiving a multitude of services, and he does not believe that this is long enough. Ella[11], an advisor for a victim shelter in Nepal aiming to start hosting victims next year, stated that they will offer services to victims for two years. The time in the shelter is intended to assist the victims with reintegration into society and is a valuable service to the current victims of human trafficking around the world.

Each individual is worth the cost of rehabilitation and it is a necessary service to people who have already been exploited. But FEA hopes to avoid the trauma of exploitation with a different anti-trafficking model. FEA's model of interception ensures that people who might have been trafficked never reach their destination. In fiscal year 2020, FEA Transit Monitors intercepted 3,118 individuals (*Annual Report 2020*). Where they would have likely fallen into sex or labor trafficking, FEA Transit Monitors step in and catch them before they arrive. FEA then counsels the individual on the dangers of trafficking and assists them with repatriation. In situations where returning home is dangerous or impossible, FEA staff refer the individual to an appropriate partner organization. Due to the interception model, minimal care is needed for the trauma of trafficking because the intercepted interceptees have mostly not been trafficked yet.

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[10] Pseudonym
[11] Pseudonym

Service Gap

After interviewing 13 FEA staff at different levels of the organization, it is clear there is a service gap after the interceptees return home. Currently within FEA, every team of Transit Monitors follows-up with their interceptees differently. All the FEA teams I spoke to had different answers about follow-up. Borris[12], the Director of a large team in Asia, stated that his staff will follow-up with interceptees after a week, a month, and two to six months. Andrew[13], a Project Manager in Africa, explained that his teams usually only call interceptees they're really concerned about and want to make sure they got home and did not reenter a dangerous situation. Bridgett, a Project Manager in Africa, stated "There's no particular way of doing it at the moment." Everyone's monitoring team is doing follow-up differently, if they are even doing it at all. Due to this issue, Lily[14], a Director at FEA, expressed concern of revictimization, explaining that individuals could have potentially taken another way to a trafficking location and that "follow-up and victim care is so critical for mitigating revictimization". There is potential that an interceptee could arrive back at home and, without the follow-up from FEA staff, could decide to try a risky job proposition again and end up victimized even after having accessed FEA's services. Due to the follow-up not being required, no team is doing it the same way which causes inconsistent data collection by Monitors.

Why Address the Gap?

There are four primary reasons this gap must be addressed. For victims of human trafficking, "[i]t is not always simple to walk away from exploitation, and it takes a lot of support for a person to keep walking in the right direction." (*Finding Our Way* 278). Many of FEA's

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[12] Pseudonym
[13] Pseudonym
[14] Pseudonym

interceptees were probably going to become trafficking victims. In some ways, considering them to be un-exploited victims helps us see the interceptees need help not just during but after the interception too. They may need continued support to continue walking in the right direction. Next, following-up with interceptees has many benefits for FEA, including collecting data about the interceptee's choices after they learn about human trafficking and checking interceptees for revictimization. FEA can use the data from the calls to make more informed decisions in the future. For example, the question "How would you rate the FEA staff you interacted with?" provides data on an interceptee's satisfaction level with FEA staff and if scores are low, indicates a need for retraining.

Third, FEA needs to further understand the moment of interception from their interceptees' point of view. Follow-up allows dive further into the interceptee's choices, such as if they plan to migrate in the future or what about the interception caused them to turn around. Finally, follow-up is another opportunity to offer additional services, such as assistance with filing a legal case against the interceptee's trafficker or further education on a topic relevant to the interceptee. Alisha[15], a national Victim Care Coordinator in Asia who is assisting with the one of two pilot follow-up programs stated, "sometimes what happens at the interception and for few days at the first they don't want to file a case against the trafficker because sometimes they're their own relatives… but later on when our staff follow-up with them sometimes they change their mind and file the case." Her experience shows that follow-up calls increase case filings. Follow-up also adds an opportunity for education, where the interceptee can ask questions or the Transit Monitor can provide some basic topical education that would help the interceptee. This quote summarizes the heart of adding this Follow-Up Program to FEA's services: "true freedom

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[15] Pseudonym

is not an immediate destination but a journey that must be traveled over time and with much grace" (*Finding Our Way* 270). Following up with interceptees is another step in the direction of freedom.

Proposition: Follow-Up Program

To provide a comprehensive interception system, FEA will implement a Post-Intercept Follow-Up Program, which entails calling interceptees after their interception. The documents associated with the Post-Intercept Follow-Up Program are the Record (Appendix B), the Management Implementation Instructions (Appendix C), the National Implementation Instructions (Appendix D), the Logical Framework (Appendix E), and the Risk Register (Appendix F). The Post-Intercept Follow-Up Record exists for "gathering information to promote decision making" (*Strategies for Work with Involuntary Clients* 168). The questions are designed to gather information about the interceptee and FEA's services, so that the interceptee can decide if they need further help and FEA can decide if they can help. The following two sections will describe the Management Implementation Plan, for the management staff who will champion this program and train national staff, and the National Implementation Plan, for the national staff who will implement the program with their interceptees.

Management Implementation Plan

To incorporate the follow-up program fully into FEA's services, the Implementation Director will follow the Management Implementation Instructions (Appendix C). These steps will ensure that FEA Management staff are ready to train national staff. The first step will be to build the Post-Intercept Follow-Up Record (Appendix B) into FEA's Anti-Trafficking Database. This will be the responsibility of a Programmer Analyst. This will make the Follow-Up Program available for all FEA's monitoring locations. After the Implementation Director and the

Programmer Analyst have a working product, the Implementation Director will start with training on the Follow-Up Program in one of FEA's more established countries.

FEA works in 22 countries, and thusly takes a step-by-step approach to training all the staff on the procedures for Post-Intercept Follow-Up. Starting in one of the more established countries, which will therefore be more experienced and used to new trainings, the Implementation Director will contact the Project Manager and send the Implementation Instructions for National Field Partners (Appendix D). Next the Project Manager and the Implementation Director will select the appropriate staff to call interceptees and select who will manage the call schedule. Most teams will likely find it appropriate for each Transit Monitor to call their own interceptees, but minor modifications could be made for varying situations, such as assigning the calls to a specific person. The Implementation Director will then train the Project Manager and a few selected key staff. This training will actually be for both parties. The Implementation Director will inform the Project Manager of the program's requirements and then Project Manager will assist the Implementation Director with contextualizing the Post-Intercept Follow-Up Record, an educational training topic for the call, and the procedure for when an interceptee requests additional services for each team within the country. These three items must be contextualized to each country because interceptees in South Asia will have different needs and polite language than in East Africa. Additionally, "[i]n a world filled with so much creative potential, it is dangerous to assume that all the good ideas are found at the top" (Kelley and Kelley 208). The Transit Monitors and Project Managers will have vital ideas that improve the implementation. After the contextualization discussion has finished, the Implementation Director and Programmer Analyst will implement the changes to the FEA Database and the country's specific procedures. Finally, the Implementation Director and Project

Manager will complete a hands-on training with all appropriate staff. Some of FEA's countries may take several trainings at teams are spread across the country. Then the Implementation Director will share a quiz to test understand and provide correct answers for any questions missed. All these steps are laid out in Appendix C, which will be put into FEA's current management implementation manual.

National Implementation Plan

After the Implementation Director has provided the training to FEA's national partners, the national partners will be the individuals implementing the Post-Intercept Follow-Up Program by following the Implementation Instructions (Appendix D).

The Post-Intercept Follow-Up Program will adhere to the subsequent procedure in the ideal situation. The staff will contact the interceptee over the phone with the number provided one week after intercept. The staff will use friendly, professional, and easily understood words with the interceptee (Kimball). The point is to establish further rapport. The staff will actively seek to be gentle and non-aggressive, since the interceptee was recently nearly trafficked, and "[t]rauma at the hands of another person (as opposed to an act of nature) makes a survivor less trusting of people" (Rich 46). The staff will seek the answer to the questions on the Post-Intercept Follow-Up Record. Due to the trauma-informed care core principle of choice (Menschner & Maul 3), the interceptee is free to answer or not answer the questions that they wish. The staff will reiterate training information about trafficking to ensure the interceptee's maximum understanding. Then the staff will also share country-specific educational information. The staff will thank the interceptee and end the call.

Following this exchange, the staff will complete the Post-Intercept Follow-Up Record. Because, in this example, the interceptee was successfully contacted, the staff would complete

Sections A, B, and D of the form. Then the staff will email the completed Record to the FEA reporting email account and the information will be entered into FEA's Database by the Data Entry Staff. Staff who contact interceptees over the phone should always follow the best practices for speaking and calls laid out in the Implementation Instructions (Appendix D).

Unfortunately, some calls may not turn out in the ideal way. Thus, staff will adhere to the following procedures. If the staff is not able to reach the interceptee, the staff will try a total of six times: two times at one week, three weeks, and two months after intercept. There will be more than twenty-four hours between the calls at each point. If the staff speak with the interceptee's guardian or another individual that is not the interceptee, the staff should attempt to schedule a good time to call back. If the phone is not working or turned off, check the intercept record for an alternative number. After six calls, the process is complete. All these steps are laid out in Appendix D, which will be put into FEA's current national implementation manual.

Program Location and Beneficiaries

The Post-Intercept Follow-Up Program is intended to eventually be a part of the core services offered by FEA in every country it operates. As with all of FEA's core services, it will not happen immediately. This program will be implemented in one country, adjusted with feedback, and then implemented in the next. New countries that come on in the future will have a different timeline. New countries will begin implementing the Post-Intercept Follow-Up Program after training and implementing transit monitoring for three months.

The beneficiaries of this program are FEA's interceptees. They live all over the world, in 22 countries and counting. They have been intercepted by FEA's national Transit Monitors and either returned home or went to another safe place due to a high risk of human trafficking. They were intercepted and educated about the evils of human trafficking. They returned home or

another place safely, most without ever being exploited. These interceptees are male, female, adults, children. They will benefit from this program because they are able to connect with a Transit Monitor again to either ask questions or ask for help, plus they will receive further education about trafficking and another topic. Hopefully, they will never get trafficked!

Required Resources

To successfully run this program, FEA will need to invest the time of a Programmer Analyst to build the Record into FEA's Database. Building the Record into the Database will be the responsibility of the one of the Programmer Analysts but may take some time to implement due to other projects and priorities. The next required resource will be phones, which most Transit Monitors already have. The final required resource will be time, which will need to be planned appropriately. Some teams will find it best to reallocate time for calls and some will find it best to hire another person, depending on the team's context and abilities.

Outcomes

I. Increase in information about interceptees after their intercept

II. Increase in safe migration practices among interceptees

III. Increase in feedback from interceptees

IV. Increase in further education provided to interceptees

Short and Long-term Impact

The Post-Intercept Follow-Up Program is built around Myers' idea that "[e]very moment and every action is potentially transforming" (220). These calls can achieve four goals for short-term impact. First, with successful calls to interceptees, FEA national staff will gather data about interceptee's situation and choices. FEA will be able to further evaluate its own services. This

will also provide further data on the viability of transit monitoring. Second, FEA staff will, through the questions on the Record and the following discussions, assess for risk of revictimization. They will be able to see how the intercept and subsequent trafficking training changed the mind of the interceptee. Next, the program provides an opportunity for the interceptee to provide valuable feedback about FEA and its staff. Finally, Transit Monitors have an opportunity to reiterate trafficking education and cover other helpful topics. These four goals show how the Post-Intercept Follow-Up Program can benefit both interceptee and FEA.

There are also long-term impacts for both interceptee and FEA. The interceptees have an opportunity to reinforce their knowledge about trafficking, learn about another topic that will be beneficial to their situation, and ask clarifying questions. This knowledge could benefit the interceptee for years to come. Perhaps he will be able to educate a neighbor about the dangers of trafficking when traveling across the border. Perhaps she will put the education topic to good use for her family. Lives could be greatly impacted by the education received. Adding on to education, the call is enables the interceptee to seek additional services and referrals. An interceptee could ask for a referral to an employment program that eventually helps them escape poverty. Additionally, this follow-up call gives the interceptee another opportunity to decide to file a case against their trafficker. For FEA, the long-term benefits include more data about an interceptee and their decisions, feedback on their services and staff, and confirmation that their transit monitoring model works. This information will give vital data that will inform future decisions. These long-term impacts on both interceptees and FEA show that this Post-Intercept Follow-Up Program is worth the work.

Monitoring and Evaluation of the Program

FEA is heavily invested in making sure its services are helpful to its clients and clear to its staff. The Follow-Up Program will be monitored on an ongoing basis with the following activities:

Activity	Responsible Individual
Quiz of trained staff	Implementation Director
Collecting feedback from Transit Monitors, Project Managers, and stakeholders	Implementation Director
Monthly data checks for completion	Project Managers
Monthly team compliance score	Team Managers

Table 1. Monitoring activities and responsible individual.

The purpose of monitoring is "[t]racking inputs, activities and progress toward achievement of agreed outcomes and impacts" (Culligan & Sherriff 3). These four monitoring strategies will also ensure short-term adherence to implementation standards. These activities will allow the Implementation Director to make minor changes to the Program for improvement. The Follow-Up Program will be evaluated yearly with the following activities:

Activity	Responsible Individual
Solicit feedback from Transit Monitors and other associated staff	Implementation Director
Meetings with key staff and stakeholders to discuss the Program	Implementation Director
Data examinations for results	Implementation Director and stakeholders

Table 2. Evaluation activities and responsible individual.

The purpose of evaluation is "[a] systematic and objective assessment of the merit, value or worth of an ongoing or completed project" (Culligan & Sherriff 3). These three evaluation strategies will ensure long-term adherence to standards and usefulness of the program. These activities will allow the Implementation Director and stakeholders to make major changes to the Program for its improvement. Monitoring and evaluation are key to ensuring a successful and helpful program.

FEA's Current Progress

As previously indicated, follow-up calls after interception are implemented in varying degrees across the countries where FEA works. FEA has done some work to close this service gap, including some national teams building their own mini tools. Two teams currently running this program in a significant capacity are Team A[16] and Team B[17], both located in Asia. Team A calls interceptees and enters the information into a spreadsheet. Appendix B is based on Team A's questions, but with modifications that make the data more useable and the questions more appropriate for other countries and interceptee situations. Team B calls a week after intercept, after a month, and two to six months after (Borris). Both Implementation Instructions (Appendix C and Appendix D) are based on FEA's current documentation, but significantly more built out. These mini pilots have given valuable insights into what's reasonable to expect for a follow-up program.

There have been two meetings since early September when this topic was proposed to Abigail[18], a FEA Management staff person and my fieldwork site supervisor. Key staff held a meeting on September 23, 2021, to discuss ideas and the mini tools already in place. Then the

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[16] Team pseudonym
[17] Team pseudonym
[18] Pseudonym

stakeholders met on September 29 to further discuss the purpose of the follow-up, brainstorm more potential ideas, and consider the needs to improve this program. A valuable idea from this meeting was to learn strategies from call centers ("Post Intercept Follow Up Calls"). This concludes the progress within FEA on this project.

Challenges and Rebuttal to Addressing this Gap

There are four main challenges heard when considering a potential follow-up program. The first is a "is it worth it?" mindset. In July, after an interview, I wrote down in my fieldwork notes that Transit Monitors are likely thinking: "why should I spend time brushing soot off this person's clothes when there are other people to snatch from the fire?" They have difficult jobs: they are the last barrier before an individual falls into trafficking. In the interview with Borris, we discussed how Monitors want to be out in the field because they know every person they miss while they're doing something else is probably now a victim of trafficking. It's a weighty and valid challenge for the follow-up program. Unfortunately, this mindset is short-term focused. This is not focused on the long-term wellbeing of the interceptee, only their life at the moment of intercept. To have lasting impact, FEA must consider long-term.

The second rebuttal often heard is that Transit Monitors are already extremely busy, so they may not be able to handle another aspect to their workload. They are already juggling so many cases and out in the elements all day. But the follow-up program must be implemented because it provides so many benefits for both the interceptees and FEA. Plus, this is an emotionally taxing job and staff need some rest! Vicky[19], a FEA Victim Coordinator in Africa, stated that everyone on her monitoring team has a "coordinator role" for them to take a break in

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[19] Pseudonym

the office. Calmer, less stressful aspects of work will allow for Transit Monitors to bring their best to the field.

Third is implementation. This is a challenging program to implement due to high dependance on Transit Monitor availability for calls. Making the decisions for this program costs peoples' time. But this time is worth the cost. This program has the potential to provide further data on FEA's services and the interceptee. The time taken to implement this program will be worth it due to the potential for impact.

Finally, this follow-up program is challenging because the technology must be built to support it for the program to provide helpful data. This is an understandable concern because the software development team has many projects and is quite small. But another Programmer Analyst was recently hired, essentially doubling the potential of the team. Additionally, this technology will be small as compared to other projects.

Further Needs

There is an opportunity for further learning and improvements to this program based on similar processes in the corporate world. The Follow-Up Program can learn from medical follow-up programs for babies released from the NICU or for cancer treatments. This learning opportunity could provide FEA with further insights and solidify confidence in the implementation of the Follow-Up Program.

The Risk Register (Appendix G) shows two risk responses that need to be part of interception, which is beyond the scope of this project. The first risk is that the Transit Monitor does not have the correct phone number, so the Transit Monitor will need to verify the phone number during the intercept. This has already been built into FEA's interception forms. The second risk is that interceptees will not answer calls. Therefore, Transit Monitors should inform

interceptees at the end of the interception of their intention to call in one week. This still needs to be built into the process of interception.

Conclusion

Every organization seeking to help people starts out with a program or two, and as they implement that program, realize there are gaps that need to be filled. FEA, though they have a valuable and impactful interception program, must fill a service gap with the proposed Post-Intercept Follow-Up Program. Though the idea of follow-up is somewhat being implemented in some of FEA's countries, it is not strategic, planned, or uniform. The proposed Follow-Up Program benefits both interceptees and FEA: offering additional services to interceptees and providing valuable data to FEA. Implementing this program will close the service gap in FEA's transit monitoring model.

Appendix A. Defining Terms

Implementation Director – the individual responsible for the Post-Intercept Follow-Up Program

Intercept – the process of stopping and assisting a migrant or unsafe traveler who may be a victim of human trafficking

Interceptee – a potential victim of human trafficking that FEA has stopped during their migration and assisted with returning home or another safe place

Management staff – individuals who train national staff on FEA policies and procedures and do not actually provide any services to interceptees, mostly comprised of Americans living abroad

Post-Intercept Follow-Up (PIFU) – the proposed process to contacting interceptees after their intercept to gather data and provide them with further education

Project Manager – a national staff person who runs all the staff in a specific country

Team – A group of people working together to monitor a specific area for potential human trafficking; a country may have more than one team

Transit Monitor – a national staff person who looks for people who could be being trafficked at borders, bus stations, airports, etc.

Appendix B. Post-Intercept Follow-Up Record

A. CASE INFORMATION

Case number	
Intercept date	
Full name	
Age at intercept	
Home district	
Intercept team	
Phone number(s)	
Guardian name(s)	
Guardian phone number(s)	

B. CALL LOG (OVERVIEW)

Action required	*CALL* *COMPLETE* *DO NOT CALL*
First call date	(DD/MM/YYYY)
Initials	
Outcome of call (CIRCLE ONE)	• Spoke with interceptee • Spoke with interceptee's guardian/relative • Spoke with friend/acquaintance • Spoke with someone who said it was the wrong number • Phone rang but no answer • Phone is turned off • Phone number is not valid • Interceptee refused to talk
Action required	
Second call date	
Initials	
Outcome of call	
Action required	
Third call date	
Initials	
Outcome of call	
Action required	
Fourth call date	
Initials	
Outcome of call	
Action required	
Fifth call date	
Initials	
Outcome of call	
Action required	
Sixth call date	
Initials	
Outcome of call	
Action required	*COMPLETE*

C. QUESTIONS FOR NON-INTERCEPTEE (OTHER PERSON) ANSWERING

Who am I speaking with?	- Interceptee's guardian - Interceptee's relative - Interceptee's friend or acquaintance - Other
Where is the interceptee living now?	- At home - Away from home within own country with spouse - Away from home within own country with family - Away from home within own country on his/her own - Outside own country with spouse - Outside own country with family - Outside own country on his/her own - Other - I don't know - FEA staff was unable to ask this question or caller did not answer (No response)
If the interceptee went abroad for work any time after being intercepted, did s/he travel by the same means (or go with the same person) as when s/he was intercepted?	- Interceptee has not gone abroad for work any time since interception - Yes, interceptee went abroad after interception and traveled by the same means - No, interceptee went abroad after interception but traveled by different means - Interceptee went abroad after interception BUT the original interception was not related to traveling for work - I don't know - No response
Is there a time I can call back to talk with the interceptee? (note time)	
Is there a different phone number I can reach the interceptee?	- No, call this number - Yes, call a different number - I don't know - No response
If there is a new number, what is it?	

D. QUESTIONS FOR INTERCEPTEE

Where are you living now?	- At home - Away from home within own country with spouse - Away from home within own country with family - Away from home within own country on his/her own - Outside own country with spouse - Outside own country with family - Outside own country on his/her own - Other - I don't know - No response

Have you had any problems with family, friends, or acquaintances (non-traffickers) since you returned home? (treating you different, blaming you, etc.)	• No problems • A few problems • Some problems • A lot of problems • Too many problems • No response
What is your plan for the future?	• Planning to stay home • Planning to migrate within my own country • Planning to migrate internationally • I don't know • No response
If planning to migrate, will you change how you migrate this time?	• No, I will travel the same way as last time when FEA intercepted me • Yes, I will change the way I migrate • Not planning to migrate • I don't know • No response
Do you think you would have been trafficked if FEA staff had not intercepted you?	• Yes • No • I don't know • No response
Would you be willing to file a case against your trafficker?	• I already filed with the help of FEA • Yes, I am willing to file a case • No, I am not willing to file a case • Interception not eligible for case filing • No response
After your interception until now, have you been threatened in any way or offered a bribe?	• Yes, threatened • Yes, bribed • Yes, both threatened and bribed • No, neither threatened nor bribed • No response
At your intercept, what caused you to return home or not continue on to your destination?	• Convinced by FEA staff to not continue on • Convinced by guardian, family member, or friend to not continue on • Stopped from continuing on by police or immigration • Forcefully stopped by FEA staff • No response
How would you rate the work FEA is doing?	• Very good – it is very good FEA is doing this work • Good – it is good FEA is doing this work • Mixed – it may be good or bad that FEA is doing this work • Bad – FEA's work does more harm than good • Very bad – FEA's work only creates problems or harm • No response
How would you rate the FEA staff you interacted with?	• Very good – FEA staff always acted very kindly, friendly, and professionally • Good – FEA staff were mostly kind and friendly • Mixed – FEA staff were not good or bad

	• Bad – FEA staff were mostly rude and unkind • Very bad – FEA staff were always rude and unkind • No response
Did FEA staff share "Top Jobs for Women" with you?	• Yes, I was given a paper copy • Yes, staff shared about job options • No, they did not even though it's relevant to me • I don't know • Not applicable, interceptee is a child or a man • No response
Did FEA staff share information about how to migrate safely in the future (safe foreign employment)?	• Yes, they shared information • No, they did not share information even though it's relevant to me • I don't know • Not applicable, interceptee is a child • No response
Do you have any additional needs at this time? (requests from interceptee)	• Yes • No • No response
List requests from interceptee	
During the call – Transit Monitor and interceptee discussed trafficking education again	• Yes • No
During the call – Transit Monitor provided further education on [topic]	• Yes • No
Notes	
Staff Signature	

Appendix C. Post-Intercept Follow-Up: Implementation Instructions for FEA Management Staff

1. Overview

Why is Post-Intercept Follow-Up necessary? Post-Intercept Follow-Up calls are opportunities for:

1. Gathering data about the interceptee's situation, thoughts, and choices
2. FEA to understand the interception from the interceptee's point of view; opportunity to ask about interceptee's satisfaction level and decisions
3. Assess for revictimization and risk
4. Offering assistance with filing case against trafficker or other additional services
5. Providing further education on topics relevant to the interceptee's situation

2. Implementation of this Program

The following steps must be achieved by FEA Management Staff for this program to be implemented within a country:

1. Programmer Analyst will build the Post-Intercept Follow-Up tab into the FEA Database.
2. Implementation Director (management staff) will send documentation to Project Manager (national staff).
3. Implementation Director and Project Manager will establish who will be the staff to call interceptees and who will be the staff to manage the call schedule.
4. Initial overview training with Project Manager and a few key staff.
5. With feedback from Project Manager, finalize contextualization of:
   a. Post-Intercept Follow-Up Record
   b. Educational training information
   c. Procedure when interceptee requests additional services
6. Implement the contextualization changes into FEA Database and team procedures.
7. Hands on training with designated staff, including completing calls and sending the forms.
8. Quiz to test understanding
9. Review the quiz results and answer remaining questions

3. National Compliance

Compliance with this program is measured by building it into the Team Compliance Score.

Appendix D. Post-Intercept Follow-Up Calls: Implementation Instructions for National Field

Partners

1. Overview

Post-Intercept Follow-Up Calls have the following purposes:

1. Check in with interceptees to learn how they're doing, if they would like to file a case against their trafficker, and what has happened since they were intercepted
2. Gather data about the interceptees
3. Gather feedback about their interception and their interactions with FEA staff
4. Answer the interceptee's questions and provide further education

Every Post-Intercept Follow-Up Call will follow the same process:

1. Call the number provided
2. Talk with the interceptee to build further rapport
3. Ask the questions on the PIFU Record
4. Answer any questions the interceptee has
5. Reiterate information about trafficking
6. Share educational information about specific topic that will benefit this interceptee

2. How the Call and Form Works

Calls – Transit Monitors are expected to call each of their interceptees at the following times until they reach the interceptee:

1. One week after intercept
2. Three weeks after intercept
3. Two months after intercept

At each of these points, if the interceptee is not reached with the first call, the Transit Monitor will call again after waiting more than twenty-four hours between the calls. This could result in up to six calls, but if the phone is off or no one answers, each call will be less than one minute. Once the Transit Monitor has called six times (twice at each point) then there are no more required calls. Once the Transit Monitor has reached and spoken with the interceptee and completed the appropriate sections on the Record, the process is complete.

The Transit Monitor's next action should be based on the outcome of the previous call:

Outcome of call	Next action
Spoke with interceptee	Process complete
Spoke with interceptee's guardian or relative	If fifth call or less, attempt to schedule a good time and call again

Spoke with friend or acquaintance	If fifth call or less, attempt to schedule a good time and call again
Spoke with someone who said it was the wrong number	If fifth call or less, attempt to secure correct number and check intercept record for alternate number
Phone rang but no answer	If fifth call or less, attempt to call again and check intercept record for alternate number
Phone is turned off	If fifth call or less, attempt to call again and check intercept record for alternate number
Phone number is not valid	If fifth call or less, check intercept record for alternate number
Interceptee refused to talk	Process complete

Post-Intercept Follow-Up (PIFU) Record – The PIFU Record documents all information about the post-intercept follow-up calls with interceptees, guardians, and others. The PIFU Record provides the most critical questions for the monitor to ask.

A. Case information – This section is basic information about the case in order to keep the form attached to the right case.

B. Call log – Each call will be recorded on the interceptee's call log. The call log will be completed with the date, initials of staff calling, the outcome of the call, and the new action required.

Action required	*CALL*
First call date	02/15/2021
Initials	XX
Outcome of call	Phone rang but no answer
Action required	*CALL*
Second call date	02/16/2021
Initials	XX
Outcome of call	Phone rang but no answer
Action required	*CALL*
Third call date	03/01/2021
Initials	XX
Outcome of call	Spoke with interceptee
Action required	*COMPLETE*

Pictured above: Example Call Log.

The above example Call Log shows that the Transit Monitor with the initials "XX" first called on February 15, 2021, one week after the intercept. The phone rang but no one answered, so XX attempted to call again on February 16th with the same result. Therefore, for both the first and second call, the action required after the call remained "CALL." On March 1, 2021, three weeks after the intercept, XX called again and was able to speak with the interceptee. XX also

completed Section D. Questions for Interceptee on the Record. The action required changes from "CALL" to "COMPLETE."

C. Questions for non-interceptee (other person) answering – Transit Monitors will complete Part C of the PIFU Record when they speak with a non-interceptee (other person) who knows the interceptee. Transit Monitors will ask all the questions in Part C. The goal is to secure a time to call back and talk to the interceptee or find out if there is another phone number to call.

D. Questions for interceptee – Transit Monitors will complete Part D of the PIFU Record when they speak directly with the interceptee. Transit Monitors will ask all the questions in Part D. The goal is to learn more about the interceptee since interception.

Filling out the Record – If Parts C or D are completed, every question is expected to be completed. Blank boxes indicate an unfinished section. There are options for "I don't know" or "No response."

Entering the data – The forms will be collected and emailed to the FEA reporting email account and entered into FEA's Database by the Data Entry Staff.

3. Best Practices for Speaking with Interceptee or Other Person

Imagine the difference between speaking to your closest friend on the phone versus a stranger from the bank. One call is probably more comfortable than the other. Take the time to establish rapport by explaining why you're calling and asking the interceptee how their doing. Utilize the following best practices when speaking to an interceptee or another person:

1. Use a friendly and polite tone (Kimball)
2. Keep professional mannerisms throughout the call (Kimball)
3. Do not interrupt the person speaking (Kimball)
4. Avoid technical or complicated terms; speak in words the interceptee understand (Kimball)
5. Adapt to the interceptee's needs (Kimball)
6. Utilize an interpreter if you do not speak the same language as the other person
7. Use polite and respectful words such as please and thank you
8. Do not force the person to give information they do not want to give, since their answers and time are voluntary

Additionally, using the following active listening skills will improve your conversations with people over the phone:

1. Listen to gain understanding from the person's point of view (Grande)
2. Let the person finish speaking before you speak (Grande)
3. Give cues that you are focused (Grande)
4. Paraphrase back what you heard to make sure your understanding is accurate (Grande)
5. Ask follow-up questions to understand their point (Grande)
6. Summarize your understanding (Grande)

4. Best Practices for Calls

Calls can be completed quickly and efficiently with some discipline. Calling interceptees takes practice. Some tips to keep in mind (especially if calling multiple interceptees in a row):

1. Double check the interceptee's name before you dial.
2. Use polite language and thank the person for speaking with you. Remember you may be their only interaction with FEA, and you want them to have a good impression of the organization.
3. After the call is over, move on to the next call immediately.
4. Work hard to keep the person's information private by calling in a quiet room with few or no people and distractions.
5. Don't do other things while on a call. Focus on what the person is saying.

Training – Arrange with three to four staff a practice opportunity. This group should include at least your direct supervisor, the Victim Care Coordinator, and another Transit Monitor who has been monitoring for longer than you. Take their phone numbers and ask them to pretend to be interceptees. Among the national staff pretending to be interceptees, one should not answer and one should pretend to be a guardian, but they should decide who among themselves and not tell you. Call each person and work through the questions on the Post-Intercept Follow-Up Record. The pretend "interceptees" will give helpful and constructive feedback.

5. Educational Training

Every interaction with an interceptee (or his/her guardian) is an opportunity for education. A call with an interceptee should include two topics:

1. Briefly reiterating trafficking education shared with interceptee at interception to check for comprehension and questions
2. Another education topic relevant to the interceptee's life or culture. This topic will need to be contextualized for each country, or perhaps even each team. Interceptees often have common struggles, though, so some topics could include: nearby skill training opportunities, safe traveling, financial coaching, or something else entirely.

6. Additional Needs (Filing case or other requests)

It's certainly possible that an interceptee may not want to file a case against their trafficker when they are first intercepted, but after thinking about it at home for a few days they change their mind. Transit Monitors should be prepared to offer this service during follow-up calls.

For interceptees that decide to file a case, you should refer them to the Legal Case Specialist within the National Office team.

For interceptees that request additional services outside filing a case, each team will establish contextualized procedures for the three following situations:

Situation	Interceptee request that FEA can fulfill	Interceptee request that a partner agency can fulfill	Interceptee request that neither FEA nor a partner agency can fulfill
FEA's response	- FEA fulfills the request	- Referral to partner agency	- Search for potential solution (perhaps FEA needs to learn something new!) - Explain the reasons why FEA cannot help
Example	Interceptee requests FEA talk to her friend who is considering traveling to another country unsafely	Interceptee requests employment training and FEA has a partner that provides it	Interceptee requests a job in Canada

7. National Compliance

This process is built into each team's compliance score.

8. National Contextualization

FEA recognizes this process will need to be contextualized for each country and team based on culturally acceptable practices, the technological abilities of the Transit Monitors, and an interceptee's preferences. Some of the wording of the questions may need to be modified to be appropriate. National staff should defer to the polite way of asking questions in their culture but keep the heart or intent of the question the same.

Appendix E. Logical Framework

	Description	Indicators	Means of Verification	Assumptions
Goal	**To find the interceptees well, gather data, and offer them education, referral, or case filing**	90% of interceptees are called less than three months after their interception 90% of Post-Intercept Follow-Up Records are completed and entered into FEA Database	FEA Database	*Not needed*
Outcomes	Increase in information about interceptees post-intercept Increase in safe migration practices among interceptees Increase in feedback from interceptees Increase in further education provided to interceptees	% of interceptees called % of interceptees not planning to migrate or will change their migration strategy after the interception % of interceptees who believe they would have been trafficked without FEA's help % of interceptees who express "good" or "very good" in reaction to FEA's work and staff % of interceptees who received further education	FEA Database	Interceptees answer honestly Transit Monitors collect data accurately
Outputs	1.1 National Partners are appropriately trained and follow-up procedures are implemented 2.1 All interceptees are called 2.1 All Records are entered into FEA Database	1.1 All trained staff achieve a score of 80% or more on their post-training quiz 2.1 Number of interceptees called 2.2 Number of Records in Database	1.1 Quiz data 2.1 & 2.2 FEA Database data	1.1 One training is adequate for this program 1.1 Follow-up program is implemented after training 2.1 Transit Monitors are able to call interceptees 2.2 This new program will not back up Data Entry Staff too much
Activities	FEA Management: 1.1 Set up technology 1.2 Engage Project Manager 1.3 Train key staff 1.4 Contextualize 1.5 Train all staff National Partners: 2.1 Call interceptee	Inputs: Staff time and effort, phones, interceptee time and effort, email		

	2.2 Complete Post-Intercept Follow-Up Record 2.3 Email completed Record 2.4 Enter Record into Database	

Appendix G. Risk Register

Risk	Description of Risk	Probability	Impact	Risk Score	Risk Response	Risk Owner
Phone numbers don't work	The Transit Monitor has the wrong phone number (perhaps Transit Monitor heard incorrectly, interceptee purposefully deceptive, etc.)	Medium (2)	Very High (4)	8	Transit Monitors verify phone numbers while still with interceptee during intercept	Transit Monitors
Interceptees do not answer	Interceptees do not answer the phone calls	Medium (2)	Very High (4)	8	Transit Monitors will inform interceptees about their plan to call in one week while still with interceptee during intercept	Transit Monitors
Contextualization	Contextualization information given to Implementation Director is not relevant to interceptees	Low (1)	High (3)	3	Implementation Director will ask at least three national staff for contextualization input	Implementation Director
Irrelevant or unhelpful education	Education information given to interceptees during phone calls is not relevant or helpful	Low (1)	Medium (2)	2	Implementation Director and Project Manager will continue to evaluate; Transit Monitor will consider interceptee's situation before providing education	Project Manager

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