**COMMUNICATION FOR DEVELOPMENT (C4D) FACILITATION GUIDE AND TRAINING MATERIALS**

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# Communication for Development (C4D) – Facilitation Guide

**Facilitating a C4D Process for Safe Migration & Human Trafficking**

**Training of Trainers (Facilitators)**

**Equipment and materials needed throughout workshop:**

* Semi-circle of chairs in the middle of the room with small tables for group work around the edge of the room
* Screen
* Projector
* Speakers for video audio and music
* Flipchart paper and stands
* Markers
* Tape
* Sticky notes or small pieces of paper
* PowerPoint presentation
* Videos:
* ***Embrace Life:*** <https://www.youtube.com/watch?v=h-8PBx7isoM>
* ***IOM X What is C4D?*** 
  + English version: <https://www.youtube.com/watch?v=jOeRG1pGGoo>
* ***IOM X Know Before You Go***
  + Laotian with English Subtitles: <https://www.youtube.com/watch?v=kHPSU8a9Gyg>
* Annex 1: Pre-survey
* Annex 2: C4D Strategic Planning Tool
* Annex 3: Case Study *(if needed)*
* Annex 4: Traffic Light Reflections
* Annex 5: Personal Sources of Information
* Annex 6: Communication Channel Characteristics Table
* Annex 7: Post-survey

*Note: If possible, play music at the beginning and end of each day and during breaks and small group work to help everyone feel energized.*

**DAY 1**

**SESSION 1: Welcome and expectations**

**Facilitator:** 1-2 people

**Time:** 30 min

**Learning Outcomes:** Establish an inclusive learning environment where participants and facilitators know one another, feel comfortable and are clear on how they will work together over the course of the workshop.

**Materials required:**

* Flipchart paper
* Markers

**Activity Description**

|  |  |  |
| --- | --- | --- |
| **Step** | **Activity** | **Time** |
| **1** | **Welcome remarks**  Ask everyone sit together in centre semi-circle. Explain to everyone why we’ve all come together for this workshop: to help build capacity to prepare facilitators for key stakeholder engagement at the national level where shared priority messages will be developed. | 5 min |
| **2** | **Ice Breaker - Introductions**  Form a circle with everyone facing in. Go around the room and ask everyone to say their name and something they like to do with an action.  Share an example through demonstration. For example, ‘I’m Lindsey and I like to swim’.  The next person says the name of person before him/her and does that person’s action and then adds their own name and action. This continues around the circle with everyone trying to remember the names and actions that came before them.  Finish when you get back to the person who started. | 10 min |
| **3** | **Logistics**  Share information about:   * Washrooms * Breaks and meals * Parking lot - flipchart paper where participants can post their questions that were not answered. The Parking Lot should be revisited at the end of each day.   Come up with some guidelines for working well together over the course of the workshop:   * What can we all do to help make this workshop as smooth and productive as possible? * How can we make sure everyone feels included?   Write guidelines on a flipchart and post it on the wall for everyone to see throughout the workshop. | 10 min |
| **4** | **Expectations**  Explain that to help make sure the workshop is as useful as possible, we want to understand what the participants’ expectations are for this workshop.  Ask:   * What are your expectations? * Are there any specific topics or areas you’d like the workshop to provide support in?   Write down what the participants say and keep the list to refer to it at the end of the workshop. | 5 min |

**SESSION 2: Introduction to C4D & Reflections on communication and information approaches for counter-trafficking in COUNTRY X**

**Facilitator:** 1 person

**Time:** 1hr

**Learning Outcomes:** At the end of this session participants will agree on shared understanding of C4D and discuss some common challenges and successes.

**Materials required:**

* Pre-survey - copies for all participants
* Flipchart paper
* Two sets of the C4D Cards (Annex 2)
* What is C4D? video
* Markers

**Activity Description**

|  |  |  |
| --- | --- | --- |
| **Step** | **Activity** | **Time** |
| **1** | Distribute pre-workshop evaluation form for the participants to complete. Collect the forms. | 10 min |
| **2** | Energizer led by IOM X | 5 min |
| **3** | Before we dive into what is C4D – I want to know what everyone’s experience has been with this approach so far.    Divide the participants into three groups. Give each group a flipchart. Each flipchart should have one of the following at the top:  Communication Campaign/ Intervention/ Activity/ Strategy Challenges  Communication Campaign/ Intervention/ Activity/ Strategy Successes  Communication Campaign/ Intervention/ Activity/ Strategy Opportunities    Give each group 3 minutes to write down everything that comes to mind from their experience with communication activities for counter-trafficking in COUNTRY X (or specific community).    After 3 minutes, ask the groups to switch to another flipchart so everyone gets a chance to add to the ‘Challenges’, ‘Successes’ and ‘Opportunities’ lists. Continue switching until every group has had a chance to write on every flipchart.  Discuss what was written on the flipcharts.  We can address some of these challenges and leverage opportunities as well as successes by applying a Communication for Development (C4D) approach. | 15 min |
| **4** | **Introduction to C4D**  Ask everyone to sit together in centre semi-circle. Explain that you are going to show a video to help get us started with thinking about C4D. Show seat belt video - <https://www.youtube.com/watch?v=h-8PBx7isoM>  Ask:   * Did you like this video? What did you like about it? * Who is the target audience? * What is this video asking you to do?   Explain that although this video has nothing to do with human trafficking it is a video that encourages behaviour change (wear a seat belt). It is a good example of BCC, because it has a clear target audience, clear desired behaviour, and there is motivation (emotions) to practice the behaviour. In this workshop, we are going to learn more about what process is needed to get to a final product like this. | 10 min |
| **5** | **What is C4D?**  It is a PARTICIPATORY PROCESS where organizations work **WITH** communities to come up with solutions to local problems.  The PROCESS is guided by the understanding of people’s knowledge, attitudes and practices around an issue for more informed and strategic communication interventions.    C4D uses strategic communication tools and activities to help people create social and behaviour change and influence the larger society in a meaningful and sustained way.  ASK THE GROUP: So, with any kind of communication – what makes it work?   * Prompts (if no one answers): listening, sharing, two-way communication, safe space, different voices, etc. * This is the same thing when it comes to C4D, it is ensuring that the people who we are trying to target are involved in a meaningful way in the planning and implementation of activities.   C4D is built on the understanding that all the levels of influence in a society need to be address for individual level behaviour change to take place. Even if the target individual is motivated to adopt a new behaviour, it might not be possible or likely due to peer pressure, social norms or cultural practices, long + expensive distances to points of service, poor quality services, etc. If these surrounding levels of influence are also addressed, it will help create an enabling environment for the individual to ultimately change behaviours.  The Social Ecological Model (SEM) provides a tool for assessing the levels of influence in a society, around a given topic.  In C4D, the different levels of influence require different kind of strategic communication approaches and messaging. The main approaches include:   * behaviour change communication (BCC) * social mobilization * advocacy   Behavior change: The behaviour change process occurs at the individual level. Behaviour change (or behaviour maintenance) can be prompted with the help of approaches/communication channels such as two-way face-to-face dialogue/ interpersonal communication that informs, motivates, helps problem solve and promote desired behaviours or messaging.  Social mobilization creates support by addressing social norms, traditions, shared customs and beliefs and local barriers.  Advocacy creates support among influencers and decision-makers, for example, by increasing funding, creating media attention and introducing safe migration onto meeting agendas.  It aims to influence, create awareness and increase attention and public discussion.   In ALL of these C4D approaches, communication tools and products can be used for more impact (awareness creation and information-sharing, reinforcement of recall of messages, motivating and prompting action, rewarding positive behaviours, etc.)  Slide 16: This is a poster from South Asia with information about human trafficking and the importance of checking to make sure a job offer is real before you go. Ask the group if they think it is an example of IEC or BCC? *It could be both!*  BCC is a process, IEC is a product. Both are about promoting positive behaviour change but IEC materials can be developed without a community-driven participatory approach.  If implemented properly, using a C4D approach for counter trafficking campaigns can:   * Raise awareness of human trafficking; * Increase understanding of the risks and consequences * Facilitate access to counter-trafficking resources and services; * Aid messaging and effectiveness through gender analysis and participation; * Reduce negative attitudes of stigma and discrimination; * Support advocacy to stimulate public dialogue; * Promote social action and empowerment; and * Create an environment where positive behaviours can take place. * Create demand for quality services * Create an enabling environment at all levels of society | 15 mins |
| **6** | **Watch ‘What is C4D?’ video**   * English version: <https://www.youtube.com/watch?v=jOeRG1pGGoo>   After the video, emphasize that this is a general overview of how C4D is applied to development programs and that we are going to talk more in depth about these steps over the course of this training. | 6 min |

**SESSION 3: What makes a good facilitator?**

**Facilitator:** 1 person

**Time:** 30min

**Learning Outcomes:** At the end of this session participants will agree what makes a good facilitator.

**Materials required:**

* Flipchart paper
* Markers

**Activity Description**

|  |  |  |
| --- | --- | --- |
| **Step** | **Activity** | **Time** |
| **1** | **What makes a good facilitator?**  Explain that workshop isn’t only about sharing knowledge. It’s all about preparing the participants to facilitate the C4D Strategic Planning Tool with other groups.  Divide the participants into three groups and ask each group to draw what a good facilitator looks like and to write a team name at the top of their drawing.  Come together and each group presents their ideal facilitator. Post the drawings on the wall. | 25 min |
| **2** | **Energizers**  Explain that each team will be responsible for leading an energizer over the course of the workshop. Create a schedule that is posted on the wall.   * Day 1 after lunch * Day 1 after afternoon break * Day 2 after morning break * Day 2 after lunch | 5 min |

**SESSION 4: Introduction to the C4D Strategic Planning Tool**

**Facilitator:** 1-3 people

**Time:** 45 min

**Learning Outcomes:** Participants understand the importance of the C4D Strategic Planning Tool, and why it covers primary, secondary and tertiary audiences.

**Materials required:**

* C4D Strategic Planning Tool - copies for all participants
* Case study - copies of all participants
* Yes, No, Don’t Know signs

**Activity Description**

|  |  |  |
| --- | --- | --- |
| **Step** | **Activity** | **Time** |
| **1** | **Introduction to the C4D Strategic Planning Tool**  Distribute the C4D Strategic Planning Tool and ask everyone to sit together in centre semi-circle.  Introduce the C4D Planning Tool and why it is important to go through the process of filling it out and the questions that need to be answered  Start by clarifying your objective: the reason for your activities; what are you trying to achieve, based on your (technical or thematic) problem or situation analysis.  Then, begin to fill in the tool against this objective by looking at:   * Who is/are the target audience(s)? * What are their current levels of knowledge, attitude and practices? * What is the recommended key behavior? * What are the barriers? * What are the positive factors? * Who/what are the most trusted interpersonal sources of information? * What are the most trusted and accessible forms of media here?   Ask:   * Do you have a similar tool? * Are these questions that you are already used to asking as part of your counter-trafficking activities? Yes/No?   + If yes, which ones?   + If no, do you use different guiding questions instead? | 10 min |
| **2** | **Introduction to the case study**  Hand out copies of the case study and explain that we will be using this case study to apply the C4D Strategic Planning Tool together over the course of the workshop.  Ask the participants to return to their three small groups and read through it in small groups out loud for 10 mins. One facilitator should sit with each group.  *Facilitators can read the case study aloud (fastest option) or participants can take turns or read it silently themselves.*  After they have read it ask them to put it down where they can’t see it and come back to the semi-circle. Explain that you want to see what they remember from the case study since it will be the basis for the rest of the sessions.  Identify one corner of the room to be ‘Yes’, another to be ‘No’ and a third to be ‘Don’t know’.  Explain that you will read a statement based on the case study. If they think it is accurate, go to ‘Yes’ corner, if they think the statement is not accurate, go to ‘No’ corner and if they’re aren’t sure, go to ‘Don’t know’  Read these 5 statements about the case study one at a time:   * Santi wants to earn money to support his family. (True) * The villagers where Santi lives trust the local NGOs (True) * The broker tells Santi that he needs to get a passport before he can work in another country. (False) * Santi is exploited in a factory that makes clothing. (False) * The locals in the town are very supportive of the migrant workers. (False)   Bring the group back together and explain that having the right information is key when using the C4D Strategic Planning Tool. For the rest of the sessions, we will be using this case study as the basis of our information to complete the Planning Tool. | 20 min |
| **3** | **Problem analysis**: Ask everyone to sit in the semi-circle.  Ask:   * What are the problems highlighted in this case study?   Write the problems that participants suggest on flipchart paper. Identify where problems connect and overlap to condense the list.  Give everyone one vote to determine the priority problem. Explain that this is the problem that we will consider as we start to fill out the C4D Strategic Planning Tool. | 15 min |

**SESSION 5: Identifying primary and secondary target groups**

**C4D Strategic Planning Tool Step 1**

**Facilitator: 1-**3 people

**Time:** 45mins

**Learning Outcomes:** Participants should understand primary, secondary and tertiary audiences and how they influence each other's behaviours.

**Materials required:**

* C4D Strategic Planning Tool
* Case Study

**Activity Description**

|  |  |  |
| --- | --- | --- |
| **Step** | **Activity** | **Time** |
| **1** | **Primary, Secondary and Tertiary Target Audiences**  Explain that during an analysis the first thing to do is figure out who your target audiences are. You will divide them between PRIMARY, SECONDARY and TERTIARY. Many of the causes of exploitation and human trafficking stem from social, cultural and traditional norms so it is not only important to target those whose behaviour you want to change but also those who influence that person.  Your *primary audience* is the group of people you want to address directly with specific messages so that they change or modify their individual behaviour.  The *secondary audience* is the formal (and informal) social networks and social support systems that can influence the primary audience’s behaviour, including family, friends, peers, etc.  The *tertiary audiences* are those whose actions indirectly help or hinder the behaviours of other participants. Tertiary participants' actions reflect the broader social, cultural and policy factors that create an enabling environment to sustain desired behaviour change. These might include politicians, government representatives, the media, etc. An effective approach to human trafficking prevention would use a combination of interventions at all levels of the model.  The more specifically you can define your target audiences, the more targeted your messages and activities can be.  The one and the same message or approach does not work with everyone: When activities are based on audience segmentation and tailor-made (evidence-based) messaging, it allows for effective communication –and change- to take place. | 10 min |
| **2** | **Group work**  Divide into the same three groups and ask each group to decide who the primary, secondary and tertiary audiences are in the case study. Give everyone 10 minutes in their small groups. A facilitator should sit with each group. If this is not possible, the facilitator should rotate and visit each group periodically during the exercise. | 10 min |
| **3** | Each group shares what they came up for target audiences and facilitator identifies similarities and differences and helps whole group agree on target audiences based on case study. | 20 min |
| **4** | **Ask**   * What has been your experience identifying target audiences in your own work? How did that process go? * Was this step in the C4D Strategic Planning Tool clear and easy to follow? If not, what would you change? | 5 min |

**SESSION 6: Target audiences’ current knowledge, attitudes and practice**

**C4D Strategic Planning Tool Step 2**

**Facilitator:** 3 people

**Time:** 1 hour

**Learning Outcomes:**Understand the importance of knowledge, attitudes and practice for behaviour change communication activities.

**Materials required:**

* Flipchart paper
* Markers
* C4D Strategic Planning Tool
* Case Study

**Activity Description**

|  |  |  |
| --- | --- | --- |
| **Step** | **Activity** | **Time** |
| 1 | **Energizer** | 5 min |
| **2** | **Knowledge, Attitudes and Practices (KAP)**  Ask everyone to sit in the semi-circle. Explain that just because we know something doesn’t mean that we act in a way that matches what we know.  Ask everyone who **knows** that exercise is good for them to stand up. Ask them to stay standing if they exercise every day. Most of the time there are not many people left standing! You could do this same activity for other things like smoking or drinking but the point is that we can know something is true but we don’t act or behave like we know this.  Our attitudes often come between what we know and how we act. Some common attitudes that you may see with the issue of human trafficking are:  •The risk is not personal – *it cannot happen to me.*  •Willingness to take the risk – *potential benefit from taking the risk bigger than the potential harm involved.*  •Circumstances mean we cannot practice safe behavior – lack of *access to information, poverty, lack of agency based on gender/ ethnicity.*  •Negative attitudes serving as obstacle – *it’s none of my business; they (victims) deserve what they get.*  *Also: Lack of interest due to competing priorities and interests, etc.*  Explain that you will be reading and displaying different statements on the screen. Then you will ask everyone to close their eyes and stand up if they think the statement is about Attitude and sit down if they think it is a statement about knowledge.   * + Human trafficking is happening everywhere in the world. (Knowledge)   + No one I know is at risk of human trafficking. (Attitude)   + Only uneducated people get trafficked. (Attitude)   + Men, women and children can all be victims of human trafficking. (Knowledge)   + You need a passport to migrate regularly (legally) across borders. (Knowledge)   + Victims of human trafficking are just unlucky; it cannot be prevented. (Attitude)   If your participants disagree on some these statements, give them a chance to explain why and emphasize that knowledge is about facts. Even if you do not know that fact, it is still a fact. Attitudes are based on values and beliefs and can be different from person to person. | 15 min |
| **3** | **Group Work**  Divide into the same three groups from the previous activity to discuss KAP for the primary target audience using the case study for 15 minutes. A facilitator should sit with each group, if possible. | 15 min |
| **4** | Come back together to share what each group wrote. Ask one group to share what they wrote for Knowledge and then see if the other groups have anything to add. Repeat this process for Attitudes and Practices (behaviour). | 20 min |
| **5** | **Ask:**   * When you were doing this, did you have all the information you needed? (Emphasize that KAP information is something that needs to be gathered through research, most typically at baseline setting stage following problem/ situation analysis) * How have you collected information about KAP in your own work? * Was this step in the C4D Strategic Planning Tool clear and easy to follow? If not, what would you change? *(ASK IF TIME)* | 5 min |

**SESSION 7: Behaviour Change**

**C4D Strategic Planning Tool Step 3**

**Facilitator:** 1-3 people

**Time:** 1hr

**Learning Outcomes:** Behaviour change is a journey. To select a desired behaviour change for a target audience, their current location in the behaviour change journey must be understood in order to plan for targeted, impactful messages, materials and activities.

**Materials required:**

* Paper
* Markers/pens
* C4D Strategic Planning Tool
* Case Study

**Activity Description**

|  |  |  |
| --- | --- | --- |
| **Step** | **Activity** | **Time** |
| **1** | **Behaviour Change**  Ask everyone to sit in the semi-circle. Explain that small changes to behaviour are easier to adopt than major ones. If a desired behaviour takes large amounts of time, resources and skills, it will be hard to convince your target audience to adopt it. Behaviour change is a journey and small movements along this journey are easier than big ones.  Go through the steps on the behaviour change journey with actions and then get the participants to do the actions too to help them remember the different steps. | 10 min |
| **2** | **Group Work**  Before breaking into groups tell them groups that in their groups, they are to map out the steps (behaviour) the primary audience has to do to achieve the desired outcome.  Break into groups, and explain that each group is to do something similar in their group. First, they need to decide what ‘desired outcome’ they’d like for their PRIMARY target audience, such as: Migrate safely. And underneath the desired outcome, they are to list the different steps needs to achieve the desired outcome. | 20 min |
| **3** | Come back together and ask each group to present their mapping exercise.  The facilitator should ask each group: Which step (behaviour) from your mapping do you think is the most realistic for your primary audience to do? (Whichever one they chose is the behaviour change for their campaign) What is your justification (evidence) for this? | 20 min |
| **4** | Explain that when coming up with a desired behaviour to promote, it is important to make sure that the behavioural objective (target or goal) is developed in a SMART way:  **SPECIFIC:** Has the behaviour been specified so that it is clear to everyone? Does it capture the essence of the desired result?    **MEASURABLE:** Are the changes objectively verifiable?    **ACHIEVABLE:** Is the behaviour realistic?    **RELEVANT:** Is the behavioural objective directly associated with the overall objective for the strategy/ campaign/ project?    **TIME-BOUND:** Is it clear from the set behavioural objective that the result will be achieved within the set time frame? | 5 min |
| **5** | **Ask:**   * How was the process of working with your group to do a behaviour mapping exercise? Is there anything that would have made that activity easier? * Was this step in the C4D Strategic Planning Tool clear and easy to follow? If not, what would you change? *(ASK IF TIME)* | 5 min |

**SESSION 8: Barriers and positive factors for the desired behaviour change**

**C4D Strategic Planning Tool Step 4 & 5**

**Facilitator:** 1-3 people

**Time:** 45 min

**Learning Outcomes:** Understand and identify barriers and facilitators related to the chosen behaviour change

**Materials required:**

* Flipchart paper
* Markers
* C4D Strategic Planning Tool
* Case Study

**Activity Description**

|  |  |  |
| --- | --- | --- |
| **Step** | **Activity** | **Time** |
| 1 | Energizer | 5 min |
| **1** | **Barriers and positive factors**  Explain that now that we know our desired behaviour and have a SMART objective for it, we need to think about the factors in our case study that can help our primary target audience practice the desired behaviour. And also consider the issues that would make it harder for them to practice the behaviour.  We call these barriers and positive factors or facilitators. To help you think of all possible barriers and positive factors, think of PEST.   * Policy/political - laws, policies * Economic - costs * Social- family, friends, values, beliefs * Technical & Services – technology, resource centres, outreach activities | 10 min |
| **2** | **Group Work**  Explain that everyone will work in their same three groups for 10 minutes to come up with a list of barriers and positive factors based on the case study for the primary target audience only. A facilitator should sit with each group. | 10 min |
| **3** | Ask one group to share the barriers they came up with. Then ask if any other groups have other barriers to add.  Ask another group to share the positive factors they came up with. Then ask if any other groups have other positive factors to add.  After you have gotten feedback on barriers and positive factors, ask the whole group:   * Which was easier to think of - barriers or positive factors.   Explain that barriers are often the easiest to identify and that can lead us to focus on barriers in our communication activities but it’s important to think of what positive factors can be leveraged and promote for our activities to be more effective. | 15 min |
| **4** | **Connecting barriers and positive factors with decisions**  *Note: The activity below is useful if there seems to be confusion about barriers and positive factors for the desired behaviour change, which is very specific and the broader overall problem. The decisions that you write on the signs will depend on overall problem and specific desired behaviour change that your group has identified.*  Ask for two volunteers to come up to the front of the room. Give one a sign that says ‘Decision to migrate’. Give the other person a sign that says ‘Decision to consult an NGO’. Ask these people to stand with some distance between.  Ask:   * Are these two decisions made at the same time?   Explain that they are two separate decisions. There are factors that influence the decision to migrate and factors that influence the decision to consult an NGO.  Ask:   * What big factors can influence the decision to migrate?   + Examples: poverty, lack of job opportunities, need to support family * Can we fix these things through our campaign activities?   + No, these are big issues that cannot be fixed quickly. * What about the decision to consult an NGO? What can influence that decision?   + Examples: Whether you know about any NGOs to contact, whether you are able to contact them, whether family and friends encourage you to contact them. * Can we influence these factors through our campaign activities?   + Yes, we can make sure people know about the NGO and how to contact them and help shift attitudes so people see consulting an NGO as important.   Explain that when we are thinking about barriers and positive factors we need to be specific and connect them to our desired behaviour change. | 10 min |
| **5** | **EXERCISE: DILO - Day in the Life of**   * DILO Gives a quick, detailed snapshot of the typical hour-by-hour daily life of an audience group for improved understanding * Helps to empathize with audience and identify barriers (e.g. gender-influenced access to info, household roles & responsibilities, time use, decision-making power) to desired behaviours * Offers information to identify opportunities to strategically engage with the target group (e.g. at the best possible times and places)   As a joint activity, facilitate the snapshot analysis of your primary audience group’s typical day, hour by hour. List down these main activities, then compare the daily lives of these two persons to identify any important information and differences.  For example:  What is a typical day like for   * A 25-year old, primary school educated mother of two females in a village in rural area x * A 25-year-old vocational school educated male in capital city/urban center x   MILO – Moment in the Life of is a similar exercise, but puts the analysis right in the middle of a situation. For example, the exact moment when a dodgy broker approaches a potential migrant to lure him/her into illegal migration activity. It helps in imagining why the migrant-to-be might be choosing this over that choice. This then helps in identifying ways in how that decision-making could be influenced by the project and its supporting C4D interventions. | 10 min |
| **6** | **Ask if there is time:**   * Was this step in the C4D Strategic Planning Tool clear and easy to follow? If not, what would you change? | 5 min |

**SESSION 9: Reflections and wrap-up**

**Facilitator:**  1 person

**Time:** 15 min

**Learning Outcomes:** Be able to summarize identify learnings and clarifications needed after Day 1.

**Materials required:**

* Traffic light print outs OR sticky notes

**Activity Description:**

|  |  |  |
| --- | --- | --- |
| **Step** | **Activity** | **Time** |
| **1** | **Liked, Learned Lost reflections**  Ask everyone to sit in the semi-circle. Explain that we have reached the end of Day 1.  Make note of anything that has been added to the Parking Lot and address it immediately if possible or prepare to address it the next day.  Give each person a print out of the traffic light image or three different post its. Explain that on one post-it, write something they liked about DAY 1, on another post-it, write something new they learned and the third post it, write something they didn’t understand (aka lost).  If people don’t have their own individual traffic light picture printed out, print out one and put it in the front of the room and ask participants to stick their post-its on the appropriate field.  Or, participants hand in their copies of the traffic before leaving. | 15 min |

**DAY 2**

**SESSION 10: Recap of Day 1 and overview of Day 2**

**Facilitator:** 1 person

**Time:** 1 hour

**Learning Outcomes:** Address the issues that the participants identified as not understanding from Day 1 and provide an overview of Day 2

**Materials required:**

* Flipchart paper
* Markers

**Activity Description**

|  |  |  |
| --- | --- | --- |
| **Step** | **Activity** | **Time** |
| **1** | **Welcome back**  Welcome everyone back and ask another team to lead the energizer they prepared. | 5 min |
| **2** | **Energizer** | 10 min |
| **3** | **Day 1 Review**  Ask everyone to sit in the centre semi-circle. Explain that based on the responses to the Traffic Light activity at the end of Day 1, you want to address some topics that were not well understood. | 40 min |
| **4** | **Day 2**  Explain that today we will continue with the steps in the C4D Strategic Planning Tool and as with Day 1, we want everyone to not only understand the tool themselves but feel able to lead others through it. | 5 min |

**SESSION 11: Trusted personal sources of information**

**C4D Strategic Planning Tool Step 6**

**Facilitator:** 1 person

**Time:** 1hr

**Learning Outcomes:**

**Materials required:**

* Images of trusted personal sources
* Questions on written out on sticky notes
* Flipchart paper
* Markers
* C4D Strategic Planning Tool
* Case Study

**Activity Description**

|  |  |  |
| --- | --- | --- |
| **Step** | **Activity** | **Time** |
| **1** | **Personal sources of information**  Stick up the images of trusted personal sources. Ask everyone to sit in the centre semi-circle. Explain that now that we have selected our desired behavioural objective and we understand what the barriers and positive factors we need to think about how we can overcome the barriers and leverage the positive factors through trusted sources of information. The first source of trusted information we are going to consider is personal sources.  Personal sources are the people we can connect with face-to-face in our daily lives. | 5 min |
| **2** | Hand out the questions. Make sure everyone gets 2-3.  Explain that each person should stick their questions on the image of the person they would go to for the answer. | 15 min |
| **3** | When everyone is done placing their questions on different trusted personal sources, ask for one volunteer to come up and read the questions that were posted on one of the images.  After the questions have been read out ask:   * Do you agree that these are all good questions for this person? * Would anyone ask any of the questions to a different person?   Repeat the process of having a volunteer read out the questions on each image and then asking the above questions.  If people disagree with where some of these questions have been placed that is ok! It shows that we all have different people in our lives that we trust with different kinds of questions. | 30 min |
| **4** | **Ask:**   * Do you think there are some trusted sources of information missing? Who * What do you think are the benefits of working with trusted personal sources of information to help change behaviour? * What do you think are the challenges?   Explain that trusted personal sources of information can be very powerful but there are also challenges. Our trusted sources of information do not always give us the right information and even if we train personal sources of information we will not be there every time they talk to others so we cannot guarantee that they are saying the right things every time.  Ask:   * Who are the trusted sources of information for our primary target audience in the case study? * What personal sources of information are the most trusted in country X? * Do you have experience working with trusted personal sources of information in your own counter-trafficking activities? | 20 min |

**SESSION 12: Trusted and accessible mass media**

**C4D Strategic Planning Tool Step 7**

**Facilitator:** 1-3 people

**Time:** 45 min

**Learning Outcomes:** Understand the advantages and disadvantages of different kinds of mass media.

**Materials required:**

* Communication Channel Table (from the IOM X C4D Toolkit)
* Flipchart paper
* Markers
* C4D Strategic Planning Tool
* Case Study

**Activity Description:**

|  |  |  |
| --- | --- | --- |
| **Step** | **Activity** | **Time** |
| **1** | **Energizer** | 5 min |
| **2** | **Mass media and comparing communication channels**  Ask everyone to sit in the semi-circle. Explain that mass media includes the types of media that can reach many people, like TV, radio, social media, newspaper, magazines etc.  To find out more about our target audiences’ use of mass media, we should ask questions like:   * Do they have access to media outlets like television, Internet, radio, mobile phones and print materials? * Mass media or community media? * What or who do they listen to? * What do they watch? * What TV/music/movie genre (drama, action, mystery, comedy, etc.) is popular with your target audience? * How often are they accessing their most popular type of media?   + At what time of day?   Distribute the Communication Channel Table and explain that this table provides an overview of different types of communication channels and their advantages and disadvantages.   * How big is the reach? * How complex can the message be? * How much does it cost? * Can it be interactive? | 10 min |
| **2** | **Group Work**  Divide into the same three groups. Ask the groups to come up with three different communication activities (mix of interpersonal and mass media) that they could use based on the case study and how they would make sure each activity uses two-way communication (interactive). Give them 20 minutes to prepare. A facilitator should sit with each group. | 20 min |
| **3** | Bring everyone back together and ask each group to present the three communication activities they came up with. The facilitator should make note of similarities and differences and ask for feedback on each group’s presentation. | 10 min |
| **4** | **Ask (if time)**   * What forms of mass media are most relevant here in country X? What are the challenges with mass media? * Was this step in the C4D Strategic Planning Tool clear and easy to follow? If not, what would you change? | 5 min |

**SESSION 13: Developing an action message**

**C4D Strategic Planning Tool Step 8**

**Facilitator:** 3 people

**Time:** 1 hr

**Learning Outcomes:** Understand what a key message is and how to create one with an associated image.

**Materials required:**

* Flipchart paper
* Markers
* C4D Strategic Planning Tool
* Case Study

**Activity Description**

|  |  |  |
| --- | --- | --- |
| **Step** | **Activity** | **Time** |
| **1** | **Action messages**  Explain that to inspire behaviour change messages should be:   * Direct - Is it clearly for my target audience? * Concise - Is it as short as it can be? * Positive - Is it empowering the target audience? Sometimes there is a need for negative messages too but then they should be balanced with positive. * Relevant - Is it relevant to the needs of the target audience? * Doable - Can the target audience do this?   There is a difference between slogans and action messages. Slogans might grab people’s attention but they don’t give them anything to do.  Action messages give people something to do and the best action messages or developed and or tested with your target audience to make sure they are direct, concise, positive, relevant and doable.  Images matter too. We usually see dark images of people who are trapped or hurt on human trafficking materials but how do images like this make you feel? Images like this can make people feel sad and hopeless.  Since we are trying to create a positive action message, our images need to match the message! | 15 min |
| **2** | **Group Work**  Divide into the same three groups. Ask each group to develop 1 action message based on the case study for the primary target audience. Then, each group should create a poster with the action message and an image.  You may use the Message House template as an exercise tool by asking participants to fill in this template as they develop the messages. | 20 min |
| **3** | Come back together and ask each group to present their poster.  After each group’s presentation ask:   * Is the message clear? * Is the action do-able? * Is it linked to a SMART behavioural objective? * In what kind of material could this message be effectively used? Where this material could be placed/ distributed/ broadcasted etc. (Along a road? In a government office?) –What are you basing your selection on?   Explain that asking these kinds of questions is a way of testing your message and image and testing is important! | 15 min |
| **4** | **Ask:**   * What kind of C4D material pre-testing have you done previously in your counter-trafficking work? What kind of pre-testing worked well in your experience?   *If there is time, ask:*   * Was this activity helpful for understanding action messages? * Was this step in the C4D Strategic Planning Tool clear and easy to follow? If not, what would you change? | 10 min |

**BREAK**

**SESSION 14: Sharing the action message**

**Facilitator:** 2 people

**Time:** 30 min

**Learning Outcomes:** Understand how varied partnerships with different stakeholders increase the reach and impact of your message.

**Materials required:**

* Flipchart paper
* Markers
* Ball of string

**Activity Description:**

|  |  |  |
| --- | --- | --- |
| **Step** | **Activity** | **Time** |
| **1** | Energizer | 5 min |
| **2** | **Thinking about stakeholders and partners**  Form a circle with everyone facing in. Explain that you will be throwing this ball of string to someone else in the circle. When you catch it you need to say one stakeholder that could be involved in disseminating the action message. Hang on to the string when you throw the ball to someone else.  Another facilitator should list what is being said in the circle on flipchart paper.  Try to have everyone in the circle contribute one idea for a partner or stakeholders who could help share the action message. At the end of the activity ask:   * What does the string look like now?   + Answer: A web. This is a web of connections. | 15 min |
| **3** | Ask everyone to sit down in the semi-circle. Look at the list of what was said by the participants in the circle activity.  Ask:   * How can we cluster these potential partners? What about by sector?   + Who on this list is public sector?   + What about private sector? * What kind of partnerships have you found to be helpful in your own work? * What are the challenges with diverse partnerships? * Was this activity helpful for understanding the importance of varied communication channels and involving different stakeholders? Why or why not? * Was this step in the C4D Strategic Planning Tool clear and easy to follow? If not, what would you change? | 10 min |

**SESSION 15: Assessing impact**

**Facilitator:** 1 person

**Time:** 1 hr

**Learning Outcomes:** Understand monitoring and evaluation with C4D principles.

**Materials required:**

* IOM X video ‘Know before you Go’ (Laotian with English subtitles)

<https://www.youtube.com/watch?v=kHPSU8a9Gyg>

**Activity Description**

|  |  |  |
| --- | --- | --- |
| **Step** | **Activity** | **Time** |
| **1** | **Monitoring & Evaluation**  Ask everyone to sit in the semi-circle. Explain that monitoring and evaluation are different. Monitoring is about looking a day-to-day data about how activities are going. Evaluation looks at the impact of a project after it is done.   * Purpose for monitoring: to correct, re-orient, readjust communication strategy and messages.   + Monitoring activities can include but are not limited to: interviews with samples of target audience, two-way SMS activities, radio listening clubs, etc. * Purpose for evaluation: to demonstrate the impact of a communication intervention, to determine of behaviour change, adoption or discontinuation, influence on others.   + Evaluation activities can include but are not limited to: Pre & Post KAP (Knowledge, Attitude and Practice) Surveys, Interviews, Focus Group Discussions, Most Significant Change Technique, etc. * Consider participatory M&E to foster more community involvement and possibly lower costs. Participatory M&E is a process through which representatives of your target audience participate in monitoring or evaluating a particular project, share control over the content, the process and the results of the M&E activity and engage in taking or identifying corrective actions.   Explain that IOM X creates video content using a C4D process and we are going to look at two of those videos now.  OR Share the IOM X video ‘Know before you go’   * Who is the target audience for this video? * How do you think this video should be disseminated? * How could this video be monitored and evaluated?’ | 55 min |
| **2** | **Ask:**   * How have you made your M&E participatory? What has worked well? What was challenging? * Do you think it’s easy or difficult to integrate C4D principles into M&E? Why? | 5 min |

**BREAK**

**SESSION 16: Review of C4D terms and concepts and what it means to be a good facilitator**

**Facilitator:** 1 person

**Time:** 90 minutes

**Learning Outcomes:** Review terms and concepts associated with C4D and tips for good facilitation practices

**Materials required:**

* Copies of the C4D terms
* Timer (phone timer will work)
* Flipchart paper
* Markers

**Activity Description**

|  |  |  |
| --- | --- | --- |
| **Step** | **Activity** | **Time** |
| **1** | **Energizer** | 5 min |
| **2** | **Review of C4D terms**  Divide participants into groups of three. Inform them that each pair will select a card that has a term or concept from the training on it. They will then have 10 minutes to prepare a short presentation of maximum 5 minutes to explain the term or concept to the rest of the group. They can use flipchart paper, markers or other visual aids. Remind them that facilitators are available to answer any questions.  Suggested terms/ concepts to use include:   1. C4D 2. Primary, secondary, tertiary audiences 3. KAP 4. Personal sources of information 5. Action message 6. Behaviour Change Journey 7. Barriers & Positive Factors (PESTS) 8. SMART Objectives 9. Why is M&E important? | 10 min |
| **2** | After 10 minutes, bring participants back together and ask everyone to sit in the semi-circle. Invite the first group up to present and time them to make sure they don’t go over 5 minutes. Once the group has finished their presentation ask the rest of the participants:   * Do you have any questions?   Once questions have all been asked, see if they have any feedback to share with the presenters about their style of presenting. | 60 minutes |
| **3** | **Tips for Good Facilitators**  Once all of the groups have presented, remind participants that on Day 1 they talked about the qualities of a good facilitator (e.g. big ears for good listening, holding documents because they are prepared).  Now we want to reflect on the past few days of seeing the facilitators as well as our peers in action and share tips for good facilitation. Write the tips from the participants on the flipchart paper as they share them.  Good ideas for tips to try to elicit from the group include:   * Demonstrate/ model the activity * Be a good listener - allow for participants to speak * Foster participatory engagement through applying mixed methods * Provide positive encouragement * Tailor your activities to the group and be aware of considerations such as those related to culture, gender, age * Provide constructive feedback (don’t judge) * Conduct regular check-ins and monitor for comprehension * Seek feedback and be sure to respond to it * Practice good time management | 15 min |

**SESSION 17: Reflections and wrap-up**

**Facilitator:** 1 person

**Time:** 15minutes

**Learning Outcomes:** Identify what participants have liked/found useful and disliked/didn’t find useful from the past two days.

**Materials required:**

**Activity Description:**

**Materials required:**

* Drawing of a rose on flipchart paper
* Markers
* Small pieces of paper or sticky notes

**Activity Description**

|  |  |  |
| --- | --- | --- |
| **Step** | **Activity** | **Time** |
| **1** | **Roses & Thorns**  Ask everyone to sit in the semi-circle. Explain that we have reached the end of Day 2.  Make note of anything that has been added to the Parking Lot and address it immediately if possible or prepare to address it the next day.  Post the image of the rose on flipchart paper and hand out small pieces of paper or sticky notes. Explain that every workshop has things you like and things you don’t.  Ask everyone to write 1 thing they liked or found useful from today or yesterday on one piece of paper and stick it on the rose part of the image.  Ask everyone to write 1 thing they disliked or did not find useful on another piece of paper and stick it on the thorns part of the image.  Everyone should stick their two pieces of feedback on the rose image before leaving. | 15 min |

**SESSION 18: Closing remarks and wrap-up**

**Facilitator:** 1 person

**Time:** 15minutes

**Learning Outcomes:**

**Materials required:**

* Copies of the post-survey for all participants
* Flipchart paper
* Markers

**Activity Description**

|  |  |  |
| --- | --- | --- |
| **Step** | **Activity** | **Time** |
| **1** | Closing remarks  Participant Group Photo  Hand out the post-survey. Ask participants to complete it and hand it in to the facilitators before they leave. | 15 min |

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

# **Annex 1: Pre-Survey Sample for C4D Training of Trainers Workshop**

**IOM X C4D Workshop: Training of Trainers**

*DATE – CITY, COUNTRY*

*PRE-EVALUATION*

1. **I identify as** *(Please circle one)*
   * Male
   * Female
   * Other
2. **Please indicate your organization: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
3. **What is your position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
4. **Have you ever attended a C4D training before?** *(Please circle one)*
   * Yes
   * No
5. **Please evaluate your familiarity with the following by checking the appropriate boxes below:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Totally Agree** | **Slightly Agree** | **Neither Agree Nor disagree** | **Slightly Disagree** | **Totally Disagree** |
| I can define Communication for Development |  |  |  |  |  |
| I can define Behaviour Change Communication |  |  |  |  |  |
| I understand the difference between knowledge, attitude and behaviour |  |  |  |  |  |
| I can apply C4D concepts and approaches to counter-trafficking activities |  |  |  |  |  |
| I am familiar with the different stages of the behaviour change journey |  |  |  |  |  |
| I understand that C4D is a participatory process involving the target audience |  |  |  |  |  |
| I know how to create positive and action-based messages |  |  |  |  |  |
| I know how to monitor C4D interventions and their impact |  |  |  |  |  |
| I see value in applying C4D for the development of trafficking prevention activities |  |  |  |  |  |

**Annex 2: IOM X C4D Strategic Planning Tool IOM X C4D Strategic Planning Tool**

**Objective**: This tool aims to build awareness and capacity among stakeholders about the Communication for Development (C4D) process in message development.

**Where:** This tool is meant to encourage participation and should be facilitated in a workshop setting where message development is being discussed.

**How to Use:** In a big small group discussion(s), fill in the blank boxes below using the groups local knowledge. Once completed, share your findings with other workshop participants to assess and consider their results.

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions for analysis** | **Primary Target Audience**  (Individual level) | **Secondary Target Audience**  (Family and relative’s level: husband, mother-in-law, friends, peers) | **Tertiary Target Audience**  (Community leaders, local government representatives, etc.) |
| Who is/are the main target group(s)? (age, gender) |  |  |  |
| What are their current levels of knowledge, attitudes and practices? |  |  |  |
| What is the desired behavior change? |  |  |  |
| What are the barriers to the recommended behavior change?  *Think about the following issues:* ***Policy, Economy, Social, Technological*** *(incl. access to services, supplies and communication channels)* |  |  |  |
| What are the main existing positive factors for adopting the recommended behavior?  *Think about the following issues:* ***Policy*** *(such as local leadership for social causes for anti-human trafficking),* ***Economy*** *(such as employment schemes for young people),* ***Social*** *(such as strong education system),* ***Technological*** *(incl. access to services like migrant resource centers, supplies and communication channels)* |  |  |  |
| Who/What is (are) the most trusted and accessible interpersonal sources of information (Community Based Organisations, health centers, schools, the hairdresser, community leader, gossip etc.)? |  |  |  |
| What are the most trusted and accessible mass media (television, radio, community radio, community theatre, etc.)? |  |  |  |
| Based on the above analysis, what are the key messages? |  |  |  |

# **Annex 3: Case Study**

**Case Study**

Santi, aged 20, lives in a rural village in the southern part of country A. He is the oldest of five children and dropped out of school at the age of 14 to help his parents care for this younger brothers and sisters. Santi helps on the small farm his family owns and sells vegetables at the local market.

Every Saturday, he talks with his friend, Nan, who also sells vegetables. Often, they talk about how the lack of decent jobs has pushed a large number of villagers to look for opportunities outside of country A.

Residents see migration as a pathway to a better future, although this view is especially held by elders and community leaders who are highly trusted by people in the village. Migration is also seen as a rite of passage to adulthood by young men. But because legal migration channels are difficult to access, most migrants use irregular channels and brokers to find employment outside country A.

Santi and his friend heard stories from some of the returned migrants about having to repay high recruitment or transportation fees. Others talked about wages being withheld or large deductions being made. Some were forced to work excessive and unpaid overtime.

Local NGOs visit the village from time to time to talk about trafficking in persons through theatre and drama plays. Villagers trust this information more than the information broadcast over the radio by the government. Despite the stories from returned migrants and the awareness raising activities, neither Santi nor his friend believe that this could ever happen to them.

Moreover, Nan’s older sister left the village over two years ago. Employed as a domestic worker, she regularly sends home money with which Nan’s parents built a bigger house, started a business, and bought a television, which is rare in the village.

One afternoon, Santi is listening to a local cultural program on the radio while his two younger sisters practice reading. There is a large gap in the literacy rates between women (26%) and men (60%) in the village.

A migration broker walking down the road approaches him. He tells Santi that he can find him a job as a factory worker in country B where he can make 10 times what he earns selling vegetables. The broker promises to make all the arrangements and pay for the trip. Santi just has to pay him back once he starts the new job. Santi thinks hard about the offer. His father recently became ill so he is worried about how his family will pay for his treatment.

Santi talks to his mother and she agrees to let him go. She is worried that Santi has no passport, but he assures her that the broker has friends at the border. Santi and the broker travel together until they are about five kilometers from the border. They wait at a roadside café for a truck driver called Lim. The broker pays Lim a large sum of money. Lim and Santi get into the truck and continue their journey to the border.

They cross without any problems as the broker promised. It is a dark, hot, and uncomfortable ride in the back of the truck, but Santi has no choice since he has no passport and can only rely on the advice and trust of the broker. Eventually they arrive and are greeted by two men who introduce themselves as factory managers.

The men show him to the small room he has to share with five other factory workers. Although it's late, Santi is told that work starts tomorrow morning at 7:00 am. Over the next several weeks, Santi learns that the working conditions are far from ideal. He has to work 14 hour days, six days a week, without extra pay for overtime. The health and safety conditions are poor.

Santi, and a number of the other workers, have developed deep coughs due to the dust and fumes. Just last week, a worker severely burnt her hand but was made to keep working until the end of her shift. A labour inspector visits the factory regularly but never finds any violations. Although this seems odd to Santi, he does not know if he has any labour rights due to his irregular status.

Each month, Santi notices that different deductions are made from his pay, that is, if he gets paid at all. Santi and his co-workers want to complain, but they are afraid of the management and police. They have heard stories of deportation and imprisonment and know that the factory owner’s brother is the chief of police.

The factory, located 8 km from a large town, elicits mixed feelings from its residents. Although they know that the factory is owned by a local and is a core part of the economy, residents dislike that it employs hundreds of migrants from country A; they feel that migrant workers are taking away jobs from the community. They do, however, like the metal jewelry that the factory produces and the that they can buy these products for a cheap price.

At times, rumors have circulated about serious health and safety violations at the factory, but most residents think that the stories are made up. Some residents are concerned about what might be going on at the factory, but no one has ever taken any action.

The big international company in country C that subcontracts the factory is unaware of the health, safety, and labour violations, although the company has made statements in the past about how it opposes slavery and trafficking in persons. Much like the town residents in country B, most consumers in country C are unaware that the cheap products they buy may have been made by people trafficked for exploited labour.

# **Annex 4: Traffic Light Reflections**

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# **Annex 5: Personal Sources of Information**

**Personal Sources of Information**

Write these questions on individual cards, sticky notes or pieces of paper. You can also add your own questions!

* How can I keep my children safe?
* Where is my shoe?
* How do you make the perfect fried egg?
* Should I get married?
* How do I know if a job offer is real?
* How can I get to Bangkok?
* How do I report a suspect broker?
* How can I be more organized?
* Where can I learn computer skills?
* How can I earn more money?
* Why can’t I dance?
* How can I plant a garden?
* How do I know if a broker is licensed?
* Where can I apply for a small loan?
* Should I drive my car or my moto?
* Should I get a tattoo?
* Why doesn’t she/he love me?
* How can I stop smoking?
* How do I stop the hiccups?
* How many beers are too many?
* How does someone get cancer?
* How do I know if I am pregnant?
* How can I lose weight?
* Where can I meet a girlfriend/boyfriend?
* Who is the coolest band?
* What song should I sing a karaoke?
* Where is the best place to eat?
* How can I get more muscles?
* What kind of car should I buy?
* How can I send money to another country
* Where is the best place to buy a phone?
* Do you believe in aliens?
* How can I get a copy of my birth registration?
* What kind of business should I start?
* Where are there job opportunities?
* How do I settle a land dispute?
* How much does a passport cost?
* How do I vote?
* How can I open a savings account?
* How can I learn to drive?
* What is the closest planet to earth?
* How can I learn Chinese?
* What book should I read?
* How can I learn to swim?
* What should I study at university?

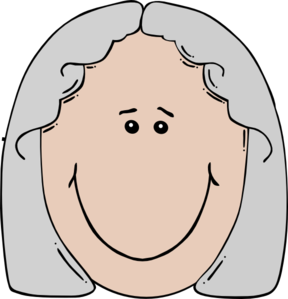
FRIEND

­­

FATHER



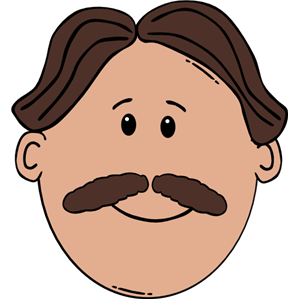
MOTHER



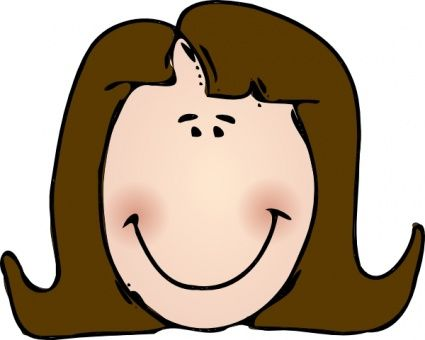
TEACHER



NGO WORKER



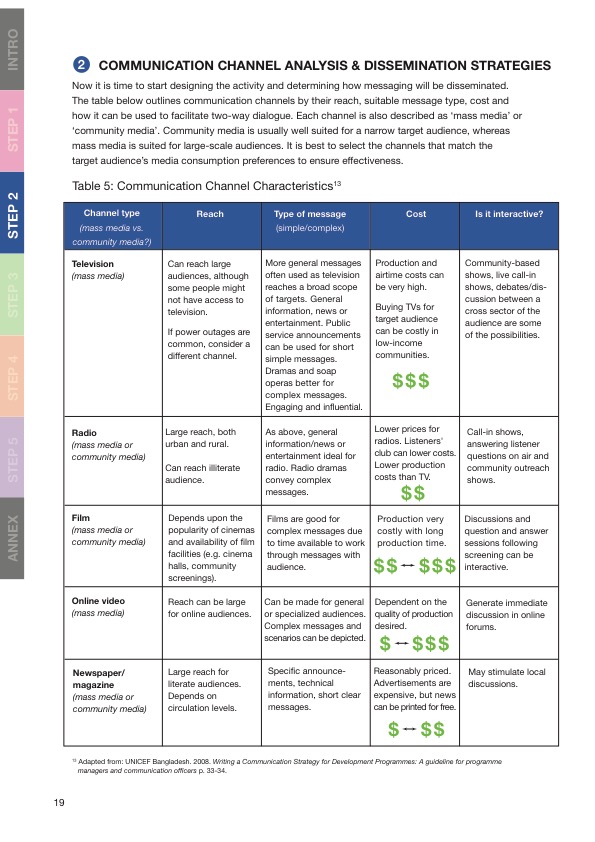
DOCTOR



VILLAGE LEADER



# **Annex 6: Communication Channel Characteristics Table**



# **Annex 7: Post-Survey Sample for C4D Training of Trainers Workshop**

**IOM X C4D Workshop: Training of Trainers**

*DATE – CITY, COUNTRY*

*PRE-EVALUATION*

1. **I identify as** *(Please circle one)*
   * Male
   * Female
   * Other
2. **What is your overall rating of this workshop?** (Please check the appropriate box)

|  |  |  |  |
| --- | --- | --- | --- |
| **Excellent** | **Very Good** | **Good** | **Fair** |
|  |  |  |  |

1. **Please share any comments related to your overall rating of the workshop.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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1. **Please evaluate your familiarity with the following by checking the appropriate boxes below:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Totally Agree** | **Slightly Agree** | **Neither Agree Nor disagree** | **Slightly Disagree** | **Totally Disagree** |
| I can define Communication for Development (C4D) |  |  |  |  |  |
| I can define Behaviour Change Communication (BCC) |  |  |  |  |  |
| I understand the difference between knowledge, attitude and behaviour |  |  |  |  |  |
| I can apply C4D concepts and approaches to counter trafficking activities |  |  |  |  |  |
| I am familiar with the different stages of the behaviour change journey |  |  |  |  |  |
| I understand that C4D is a participatory process involving the target audience |  |  |  |  |  |
| I know how to create positive and action-based messages |  |  |  |  |  |
| I see value in applying C4D for the development of trafficking prevention activities |  |  |  |  |  |
| I know how to monitor C4D interventions and their impact |  |  |  |  |  |

1. **What did you find most useful in this workshop and why?**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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1. **What did you find least useful in this workshop and why?**

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1. **What are your suggestions to improve future C4D workshops?**

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1. **Are there any additional resources you require from IOM X?**

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**THANK YOU!**