



IOM X C4D TOOLKIT

A step-by-step guide to applying Communication for Development (C4D) to counter-trafficking activities



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What is the purpose of this toolkit?

The purpose of this toolkit is to provide practical guidance for strengthening ongoing awareness-raising information campaigns and related outreach through the application of Communication for Development (C4D). While this toolkit features guidance specific to researching, designing and implementing a strategic C4D campaign for the prevention of human trafficking and exploitation, it has been informed by best practices in the C4D domain broadly.

This toolkit will help you:

- Understand C4D and Behaviour Change Communication (BCC)
- Develop a C4D strategy for counter-trafficking initiatives

Who is this toolkit for?

This is a step-by-step toolkit for programme managers and officers, research officers and communication specialists working on information, awareness-raising and/or behaviour change communication campaigns in the counter-trafficking sector. It is a capacity-building resource to strengthen research, analysis, conceptualization, implementation and impact assessment.

IOM X

IOM X is the International Organization for Migration's (IOM) innovative campaign to encourage safe migration and public action to stop exploitation and human trafficking. The campaign leverages the power and popularity of media and technology to inspire young people and their communities to act against human trafficking. IOM X moves beyond raising awareness to effecting behaviour change by applying a Communication for Development (C4D), evidenced-based and participatory framework to tailor messaging for its activities. The campaign is produced in partnership with the United States Agency for International Development (USAID).

This toolkit is provided free-of-charge. Please direct questions to IOMX@iom.int

Learn more at IOMX.org

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DEFINITION: What is Human Trafficking?

For the purpose of best understanding the examples and case studies included in this toolkit, human trafficking is defined by the UN Protocol to prevent, suppress and punish Trafficking in Persons as:

“ ...The recruitment, transportation, transfer, harbouring or receipt of persons, by means of threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. ”

Exploitation as defined by IOM is:

“ ...The taking advantage of something or someone, in particular taking unjust advantage of another for one’s own benefit (e.g. sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs). ”

Human trafficking is a process where three elements need to be present: 1) Act; 2) Means; and 3) Purpose (exploitation). In the case of a child (under 18 years old), only the Act and Purpose is required. Human trafficking prevention in source areas focuses on reducing vulnerability and encouraging safe migration. These efforts mostly address the ACT and MEANS of the human trafficking process. In demand areas, prevention efforts tend to focus on the PURPOSE element of the human trafficking process. This includes campaigns targeting consumers, migrant workers, etc.

THE HUMAN TRAFFICKING PROCESS



What is C4D?

Communication for Development (C4D) is a people-centred concept. It is about using communication tools and activities to support social and behaviour change in a meaningful and sustained way. C4D follows a participatory process that is used to understand people's knowledge, attitudes and practices around a certain issue to be able to work with them to develop empowering messages and tools.

The ultimate goal of C4D is to achieve positive social and behaviour change, unlike other forms of organizational communication, which create communication materials to promote what an organization is doing or has achieved.

Why use C4D?

Development initiatives have shown that it is not enough to come up with solutions and expect people to adopt them, no matter how well intentioned the solution. Behaviour change is a long and complex process, and it goes beyond providing information to inspire an individual to change the way they act.



A participatory process, such as C4D where targeted audiences lie at the heart of the solution, allows for a deeper understanding of the problem and related factors that can be leveraged to motivate and promote change.

What is BCC?

A commonly used approach within C4D is Behaviour Change Communication (BCC). This is the strategic use of communication to promote positive behaviours. BCC involves face-to-face dialogue with individuals or groups to inform, motivate, problem solve or plan, with the objective of promoting and sustaining behavioural change.¹

How does C4D work for human trafficking prevention?

Human trafficking is a complex issue. It is often confused with human smuggling and other crimes. A lack of awareness increases one's vulnerability to being trafficked. A lack of awareness and understanding of how trafficking happens can also lead to people contributing to the exploitation of others through their demand for cheap goods and services.

A C4D approach is necessary to strengthen messages and their dissemination about the risks of human trafficking in order to achieve the desired preventative/protective behaviour change – such as aspirant migrants pursuing safe migration, seeking advice from migrant resource centres and calling helplines, or employers respecting employees' rights, practicing responsible consumerism, etc.

Behaviour change requires participation where people are empowered by using communication tools and activities to identify problems and develop their own solutions.

¹ UNICEF Bangladesh. 2008. Writing a Communication Strategy for Development Programmes: A guideline for programme managers and communication officers. Available from: www.unicef.org/cbsc/files/writing_a_comms_strategy_for_dev_progs.pdf.

C4D within the context of a counter-trafficking campaign can:



CONSIDERATIONS: Challenges with participatory approaches

A C4D approach emphasizes the use of participatory activities to develop effective and impactful content and/or activities. Employing a participatory approach doesn't come without its own challenges. This toolkit will equip counter-trafficking prevention practitioners with the necessary knowledge to address the following challenges:

- ➔ **Voice:** Does everyone have equal voice in the community meeting? For example, are some people not speaking because of others in the group, such as an imbalance of men and women, and/or intimidating government officials? It is very important to carefully consider who is invited to participate in particular activities.
- ➔ **Timeframe:** Participatory approaches can be time consuming.
- ➔ **Power:** Inclusion of targeted audiences in all steps of development is a necessary element of C4D. Consider how you are inviting targeted audiences to be part of the process. Be sure that they are being positioned as speakers rather than listeners.
- ➔ **Funding:** Funders usually have a preference for quantitative data, but C4D monitoring and evaluation needs to have an appropriate combination of both qualitative and quantitative research.
- ➔ **Impact:** Behaviour change is a long and complex process and challenging to prove in short funded timeframes.
- ➔ **Change:** C4D is an approach developed to fit the situational context. The situation is constantly changing due to a variety of factors, thus a programme and its objectives need to be flexible enough to change with the moving baseline.

Evidence from C4D entertainment-based interventions that use a BCC approach suggests that consistent high-quality messaging and information (informed by effective research and learning structures) delivered through a mix of media channels increases impact exponentially and can lead to positive shifts in knowledge, attitudes and, ultimately, behaviours (please see CASE STUDY below).² For C4D approaches to be effective they need to be adopted into development initiatives as early as possible.



CASE STUDY: MTV EXIT Battambang Roadshow

Information campaigns that promote available and accessible resources can result in positive behaviour adoption. An example of this is MTV EXIT's Battambang Roadshow Concert on December 12, 2013. The event took place on the National Anti-Trafficking Day in Cambodia and featured an educational drama performance by youth ambassadors alongside the screening of educational video content.

Over 4,000 people attended this event to learn more about safe migration and associated resources including the Childline Cambodia helpline. In the month following this event, Childline reported a 55 per cent increase in call volume from Battambang. The number of callers to Childline to request information from Battambang also went up from 17 to 66 during the same time period, approximately a 50 per cent increase.

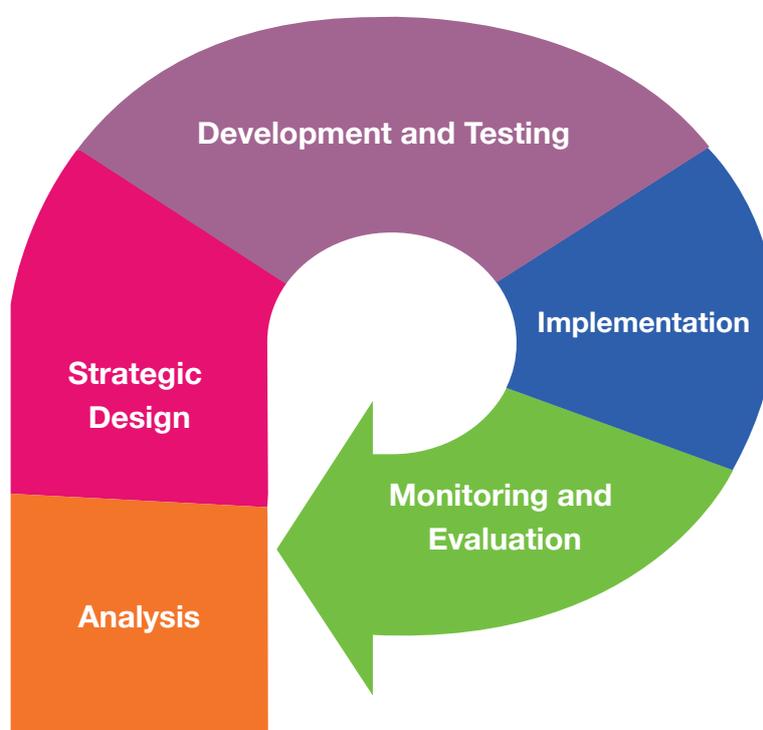
The most effective information campaigns are those conducted in close collaboration with resource and service providers. This is to ensure that the promoted resource has the capacity to meet increased demand to feedback impact data to monitor that the information being relayed is relevant to the target audience.



Source: MTV EXIT. 2004. End of Project Final Report October 2006 – June 2014 p 49.
Photo Credit: MTV EXIT Battambang Roadshow Concert 2013

² Yoder, P. Stanley, Robert Hornik, and Ben C. Chirwa. 1996. "Evaluating the Program Effects of a Radio Drama About AIDS in Zambia". *Studies in Family Planning* 27 (4). [Population Council, Wiley]: 188–203. Available from: http://www.jstor.org/stable/2137953?seq=1#page_scan_tab_contents.

IOM X uses a framework³ with five inter-dependent stages to develop its evidence-based communication activities.



- 1 Analysis
- 2 Strategic Design
- 3 Development and Testing
- 4 Implementation
- 5 Monitoring and Evaluation

³ The framework that IOM X uses is a tailored version of John Hopkins' P-Process Framework. This framework was designed to guide communication professionals as they develop strategic communication activities.

STEP 1 – ANALYSIS: *KNOW YOUR AUDIENCE*

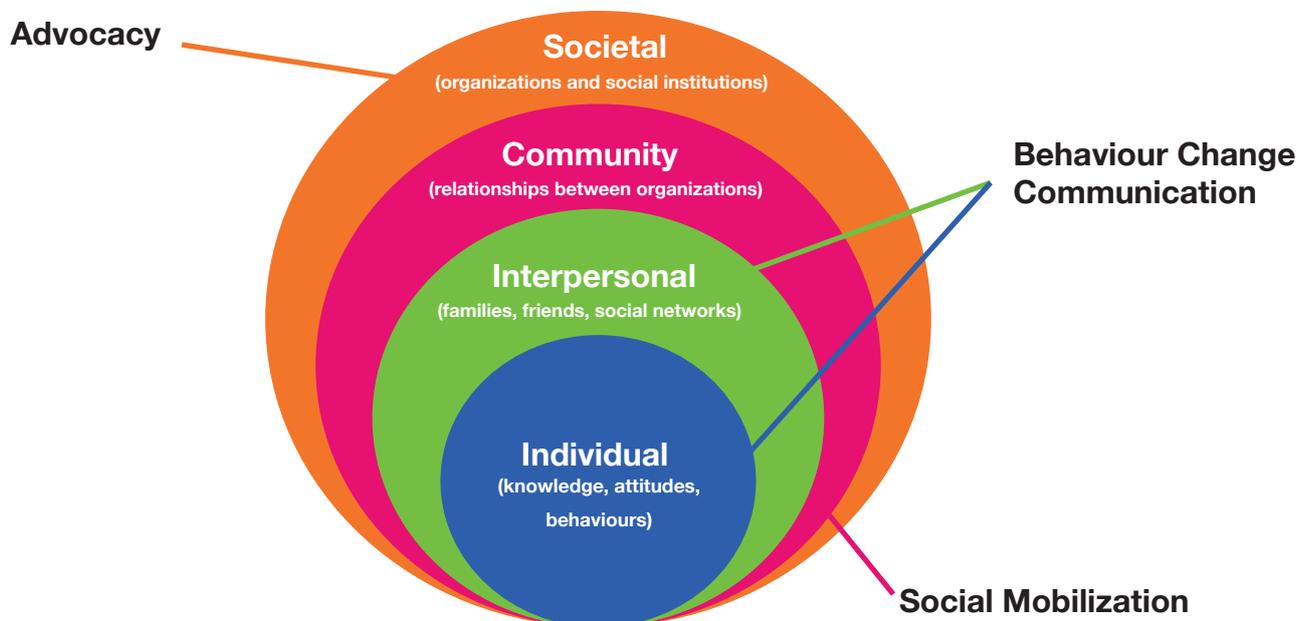
C4D activities require research into the following:

1. Understanding the context and potential target audiences
2. Audience analysis
3. Behavioural analysis
4. Communication analysis

1 UNDERSTANDING THE CONTEXT AND POTENTIAL TARGET AUDIENCES

Often counter-trafficking activities target potential migrants to help them make informed decisions about migration.⁴ While migrants are often disproportionately affected by human trafficking, it is important to understand that the issue these counter-trafficking activities are trying to address is not migration per se. The aim is to address exploitation, taking advantage of someone's vulnerability for one's own benefit or profit.

It is important to look at the factors behind the exploitation of migrants and other vulnerable populations. The Social Ecological Model (SEM)⁵ is a framework to understand the various personal and environmental factors that determine one's behaviour. This framework looks at the complex relationships between individual, interpersonal, community and societal factors. The overlapping circles in the model below illustrate how factors at one level influence factors at another level. An effective approach to human trafficking prevention would use a combination of interventions at all levels of the model.



⁴ Center for Social and Psychological Support to Children and Youth. 6-8 June 2001. *Conference: Trafficking in Persons: Information as Prevention*. Available from: <http://www.osce.org/odihr/23778?download=true>.

⁵ Centers for Disease Control and Prevention (CDC). *The Social-Ecological Model: A Framework for Prevention*. Available from: <http://www.cdc.gov/violenceprevention/overview/social-ecologicalmodel.html>.

Within C4D, there are a number of approaches used to target different audiences, such as Behaviour Change Communication (BCC), Social Mobilization, Advocacy and more. BCC focuses on individual knowledge, attitudes, motivations, self-efficacy, skills building and behaviour change.⁶ Social mobilization focuses on uniting partners at the national and community levels for a common purpose. Advocacy focuses on the policy environment and seeks to develop or change laws, policies and administrative practices. Multi-level approaches help shift community and organization norms to ensure that behaviour changes are sustained over time.⁷ This toolkit focuses on the use of a BCC approach.



CONSIDERATIONS: Factors behind exploitation

The factors behind the exploitation of migrants and other vulnerable populations are often crosscutting, such as corruption and lack of and/or inconsistent application of protective policies and practices. Lack of information is also very important, because without the right information...

- ...*Aspirant and current migrants do not know*: how to migrate safely; what their rights are; what to expect once they arrive at their destination; what is exploitative or that exploitation is criminal; what recourse is available to them should they end up in a situation of exploitation and more. For example, IOM X conducted interviews with aspirant migrants in Cambodia and they all indicated minimal planning for their departure. None had visited a local resource centre and most were planning to travel irregularly (without a passport, visa or work permit).⁸

...*Employers and those living in more affluent host communities lack information about*: the benefits of migrant labour to their economies; what rights are afforded to migrant workers; how they should be treated; and how to practice responsible consumerism to ensure that the goods and services bought are not provided by exploited labourers. For example, in a recent IOM X study, employers of domestic workers in Indonesia and Thailand expressed attitudes similar to apathy; such as not caring about exploitation of domestic workers and their labour rights.⁹

- ...*The broader public (general public) lack information about*: their role in contributing to environmental and societal change when it comes to advocating for change on a local, national and regional level.

Negative attitudes can create environments ripe for deception and exploitation. In demand areas, negative attitudes like xenophobia and discrimination toward migrants and minority populations perpetuate unfair treatment including, in the extreme, outright exploitation and abuse of labourers, and more commonly, apathy amongst the general public in reporting suspected exploitation of others. In source areas, there are often positive attitudes towards migration and its potential benefits, and negative ones for returned trafficking victims. Stigma and discrimination towards returned trafficking victims make it hard for these individuals to re-integrate into society and because of this social exclusion they are often at risk of being re-trafficked.

⁶ UNICEF. Module 1: What are the Social Ecological Model (SEM), Communication for Development (C4D)? Available from: www.unicef.org/cbsc/files/Module_1_SEM-C4D.docx.

⁷ Ibid.

⁸ IOM X. April 2015. IOM X Interviews with male aspirant migrants in Cambodia. Unpublished.

⁹ IOM X, June 2015. Rapid Asia & IOM X, Knowledge, Attitude and Practice Pre-Evaluation in Indonesia. Unpublished.

2 AUDIENCE ANALYSIS

Audience analysis identifies the various potential audiences including the target audience whose behaviour the activity(ies) are trying to change.

a. Identify the target audience:

There are many potential target audiences for counter-trafficking activities, such as:

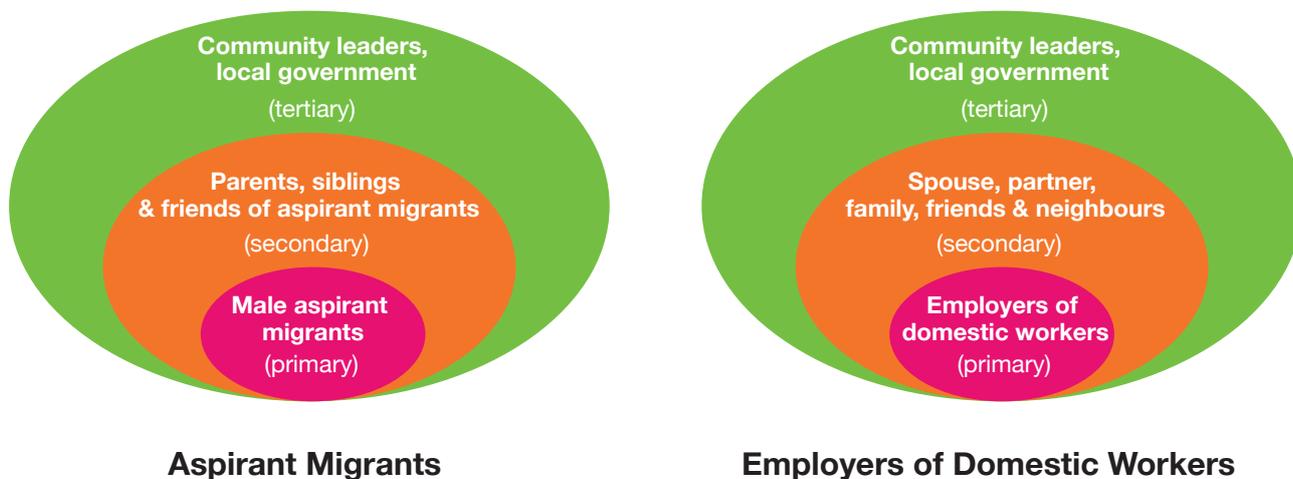
- Populations vulnerable to human trafficking and exploitation:
 - o Current migrants in destination communities
 - o Aspirant migrants in origin communities
 - o Ethnic/religious minority populations
 - o Stateless persons
 - o Children (under the age of 18)
- Women and girls
- Populations who may be complicit in human trafficking and exploitation:
 - o Migration facilitators (e.g. border officials, bus drivers, etc.)
 - o Consumers of goods and services
 - o Employers
- Key influencers:
 - o Families of vulnerable individuals
 - o Community leaders such as villages chiefs, elders, religious leaders
 - o Celebrities
 - o Political leaders

b. Determine who is the primary, secondary and tertiary audience:

Referring back to the SEM framework, think about who influences the *'individual'* and from there determine who the primary, secondary and tertiary audiences are.

- The **primary audience** (also referred to as the target audience) is the group of people to address directly with specific messages so that they change or modify their 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, co-workers and religious networks. However, when it comes to naming who the secondary audience is, be as specific as possible and avoid using general terms such as "stakeholders", "community members" and "religious leaders". Instead, be specific and identify audiences like "parents of aspirant migrants", "staff at Migrant Resource Centres" or "teachers".
- The **tertiary audiences** are those whose actions indirectly help or hinder the behaviours of other participants. The tertiary audience's actions reflect the broader social, cultural and policy factors that create an enabling environment to sustain the desired behaviour change. These might include local government representatives, law enforcement officials, media, etc.

Here is an example of primary, secondary and tertiary audiences for a source (aspirant migrants) and a demand (employers of domestic workers) audience.



Specificity is important to be able to design effective activities later on. Messages for a primary audience are not necessarily going to be drafted and disseminated the same way as messages for a tertiary audience. Sustained behaviour change is more likely to happen in a supportive environment, which consists of family and community, social and cultural norms, national policy, etc.¹⁰ A common weakness is targeting the primary audience without thinking about the secondary and tertiary audiences. This consideration becomes increasingly important when the primary audience may have less agency and/or free will to make decisions for themselves. A good example of this is considering the role of parents with regard to the decisions of their children.

c. Define the target audience:

Once the target audience is selected find out as much information as possible about them, such as:

The infographic lists several factors for defining a target audience, each with an icon and a label:

- Location:** Represented by a map icon.
- Age:** Represented by icons of a baby, a child, a young person, a man, a woman, and an elderly person with a cane.
- Sex:** Represented by male and female gender symbols.
- Language:** Represented by a globe icon.
- Education and literacy levels:** Represented by a graduation cap and a rolled-up diploma.
- Socioeconomic status:** Represented by icons of a woman in a headscarf, a man in a suit, a person in a uniform, and a person in a uniform with a star.
- Ethnicity and religion:** Represented by a row of diverse human figures in various colors and traditional attire.

TIP: The more specific the information about your target audience, the easier it is to develop targeted messages and activities.

¹⁰ UNICEF Bangladesh. 2008. Writing a Communication Strategy for Development Programmes: A guideline for programme managers and communication officers. Available from: www.unicef.org/cbsc/files/writing_a_comms_strategy_for_dev_progs.pdf.

d. Determine the audience's KAP (Knowledge, Attitude and Practice):

Finally, what does the primary, secondary and tertiary audience know about the issue? What are their attitudes towards the issue? What are their current or intended practices (behaviours)?

Here are some sample research questions:

Source Audience (E.g. aspirant or current migrants)	Demand Audience (E.g. employers)
<ul style="list-style-type: none"> • Knowledge: What is the process most people in your community use to migrate? • Attitude: How do you feel about migrating abroad? • Knowledge: What kind of positive and negative experiences have you heard of other migrants having? • Practice (behaviour): Have you migrated before? If so, what process did you follow? • Practice (behaviour): If you intended to migrate abroad, what process would you follow? Why? 	<ul style="list-style-type: none"> • Knowledge: What does the recruitment process for migrants look like? • Knowledge: Are migrant workers entitled to the same minimum wage as national workers? • Knowledge/Attitudes: What are some challenges with hiring migrant workers? • Attitude: How do people in your community feel towards migrant workers? • Practice (behaviour): Do you hire migrants at your workplace?



TIP: Topic ideas for counter-trafficking activities

- Safe migration
- Purchasing ethically made products
- Shifting negative attitudes towards migrants

Information about the target audience's knowledge, attitudes and practice comes from desk reviews, online or face-to-face surveys, focus group discussions, interviews, consultations, etc.

e. Begin to fill out the C4D Strategic Planning Tool:

Knowing the target audience, their characteristics, their influencers, and their knowledge, attitudes and practices will paint a clear picture of their motivations and understanding of the issue. With all this information, it is time to fill out the C4D Strategic Planning Tool (see table on the following page and Annex II). The C4D Strategic Planning Tool enables development programmes to plan an evidence-based, relevant and contextual activity that will target the primary, secondary and tertiary audience.

Table 1: IOM X C4D Strategic Planning Tool (also see Annex II)

Questions for analysis	Primary (target) audience	Secondary audience	Tertiary audience
Who is/are the main target group(s)? (age, gender)			
What are their current levels of knowledge, attitudes and practices?			
What is the desired behaviour change?			
What are the barriers to the recommended behaviour change?			
What are the main existing positive factors for adopting the recommended behaviour?			
Who/what is (are) the most trusted and accessible interpersonal sources of information?			
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?			

In the table below, the first part of the C4D Strategic Planning Tool is filled in with research conducted by IOM X, which includes desk review research and surveys conducted by Rapid Asia on behalf of IOM X activities in 2015 in urban areas in Thailand:

Table 2: C4D Strategic Planning Tool - Part 1

	Primary (target) audience (Individual level)	Secondary audience	Tertiary audience
Who is/are the main target audience(s)? (Age, sex, language, etc.)	<i>Employers of foreign domestic workers in Bangkok, aged 20-39, Thai national, employed outside the home, university educated, more likely to deal with domestic worker on a daily basis.</i>	<i>Spouse, neighbour, family members, Thai national, aged 20-39, and university educated, employed outside of the home.</i>	<i>Recruitment agency, trade unions, domestic worker organizations.</i>
What are their current levels of knowledge, attitudes and intended practice (KAP)?	<p><u>Knowledge about domestic worker (DW) rights:</u> High awareness of DW rights such as day off, fair wages, working hours, etc.</p> <p><u>Attitude:</u> 54% believed in the importance of DW rights. Negative attitudes towards domestic workers were prominent such as ignorance, denial and prejudice. Positive attitudes were reported by less than 35%.</p> <p><u>Intended Practice:</u> 79% indicated they would seek information on DW rights before hiring a DW. 58% would report if their neighbour were exploiting a DW.</p>	<p><u>Knowledge about (DW) rights:</u> High awareness of DW rights such as day off, fair wages, working hours, etc.</p> <p><u>Attitude:</u> Negative attitudes towards domestic workers were prominent such as ignorance, denial and prejudice.</p> <p><u>Intended Practice:</u> Similar to primary audience likely to report neighbour who exploits their DW.</p>	<p><u>Knowledge:</u> They should be (and usually are) fully aware of DW rights.</p> <p><u>Attitude:</u> They believe in the importance of DW rights, but also equally as preoccupied in making a profit for their agency.</p> <p><u>Intended Practice:</u> They focus their energies on educating the domestic workers about their rights, and little focus on the employers.</p>

3 BEHAVIOURAL ANALYSIS

a. List of desired behaviour changes:



Through consultations, focus groups discussions and interviews, and community meetings with representatives from the target audience, come up with a list of desired behaviour changes (such as memorizing a hotline number, providing a weekly day off to their employees, visiting a Migrant Resource Centre, reporting suspected exploitation, applying for a passport, etc.) and consider the following questions:

- What makes the behaviour feasible?
- What are the benefits of adopting the behaviour?
- Does the target audience have knowledge or capacity to practice the desired behaviour?
- Do they have the motivation to practice the behaviour?

b. Barriers and positive factors:

Once a desired behaviour change has been selected¹¹ to promote, it is important to understand what factors can make practicing this behaviour easy (positive factors) and/or hard (barriers). Barriers and positive factors need to be assessed and considered when planning an intervention to enable the desired behaviour change.

What are the barriers/positive factors (facilitators) to the recommended behaviour change? (Think of PESTLE!)



DEFINITION: PESTLE

PESTLE stands for **P**olitical, **E**conomic, **S**ocial, **T**echnological, **L**egal and **E**nvironmental considerations. Strong local leadership for social causes and particularly for counter-trafficking is a positive **political** factor in reducing incidences of human trafficking. A strong education system in that community and employment schemes for young people are positive **economic** and **social** factors. The presence of Migrant Resource Centres, counselling centres and helpline numbers can be **technological** positive factors. Existing counter-trafficking laws are **legal** positive factors. As for **environmental** factors (which can be positive or a barrier), they can include natural disasters or lack of natural resources that can cause people to migrate.

Far too often in message design, the focus is on the barriers to desired behaviour and less attention is paid to the strengths and positive factors. A focus on barriers, while very important, also naturally leads to message design that says "don't do X or Y". Conveying positive messages and existing strengths of a community (such as services and resources) enables the target audience to attach personal value to the issue.



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 harder to convince the target audience to adopt it.



TIP

People are more likely to adopt behaviours if they know that there is already a movement within their community towards adopting that behaviour or if they perceive that it is the norm.

¹¹ Selection of the behaviour should be based on whether it is feasible, beneficial, and people are motivated to practice the behaviour.

Now fill out the following table, *C4D Strategic Planning Tool - Part 2*. Refer to the example below targeting aspirant male migrants to adopt safe migration practices:

Table 3: C4D Strategic Planning Tool - Part 2

	Primary audience <i>(aspirant male migrants in rural Cambodia)</i>	Secondary audience <i>(immediate family of aspirant migrants, especially parents)</i>	Tertiary audience <i>(Migrant Resource Centres in rural Cambodia)</i>
What is the desired behaviour?	<i>Ability to recall the number of a Migrant Resource Centre hotline number in their province.</i>	<i>Ability to recall and recommend the number of a Migrant Resource Centre hotline number in their province.</i>	<i>Disseminate materials in areas where aspirant migrants frequent that promote their hotline number.</i>
What are the benefits of adopting of the recommended change?	<i>Migrants can inform themselves of safe migration practices to avoid the risk of being exploited by criminals. Taking the proper measures to migrate safely can also enable to save more money.</i>	<i>Families will be aware of the services available to help their family members practice safe migration. By being able to recall the number, they can also call and find out important migration information.</i>	<i>More visitors to the Migrant Resource Centre.</i>
What are the barriers to the recommended behaviour change?	<i>They might not have a cell phone or a phone at home.</i> <i>This is the first they've heard of a service like this, they are used to trusting the information their friends tell them.</i> <i>Misinformation from their friends.</i>	<i>They might not have a cell phone or a phone at home.</i> <i>They trust community members' information over government sources.</i> <i>Lack of information about safe migration.</i>	<i>Do not have the staff or resources to create creative posters promoting the services of the Migrant Resource Centre.</i>
What are the factors that make this behaviour easy to adopt?	<i>A hotline number is easy to remember.</i> <i>Calling a hotline number doesn't require someone to be literate.</i> <i>Family and community leaders are a strong influence in their lives.</i> <i>Someone in the community may have a phone that can be borrowed.</i>	<i>They want their family members to be safe, so they give good advice when it comes to migrating to a new country.</i> <i>There is a shop in town where community members can go to use telephones.</i> <i>They trust community leaders' advice.</i>	<i>Migrant Resource Centres are usually located in border towns and can easily intercept migrants as they pass through the border and informally chat to them about their migration plans.</i>

4 COMMUNICATION ANALYSIS

The last step of the analysis is to understand how the target audiences access information and what their preferences are for different media platforms. Some key questions are:

- Do they have access to media outlets like television, Internet, radio, mobile phones and/or print materials?
- Is it mass media or community media, or a mix?
- What or who do they listen to?
- What do they watch?
- What TV/music/movie genre (drama, action, mystery, comedy, etc.) is popular with the target audience?
- How often are they accessing their most popular type of media?
- At what time of day?



TIP

Mass media is any means of communication that reaches a very large number of people, such as television, newspapers, radio, etc.

Community media is any form of media that is created and controlled by a community.

It is not only important to understand which media platform the target audience turns to for information and entertainment, but also what are the most trusted and accessible interpersonal sources of information. For example, do they turn to local NGOs, the village chief, their teacher or their friends at school for information? Having a clear understanding of interpersonal sources will be important especially if community-based outreach activities are being planned.

Once different sources of information have been assessed, fill out the following table. Please see the example provided below, which is filled out with the findings of a KAP baseline study conducted in Cambodia in December 2013 by Rapid Asia and MTV EXIT.

Table 4: C4D Strategic Planning Tool - Part 3

	Primary audience	Secondary audience	Tertiary audience
What are the most trusted and accessible interpersonal sources of information?	<p><i>Friends and family (this network can be encouraged and utilized to also reach audiences with little media penetration)</i></p> <p><i>Local government officer or NGOs</i></p> <p><i>About 30% indicated that recruitment agencies are the most reliable source of information.</i></p> <p><i>Friends and family</i></p> <p><i>(Note: This information is not always consistent over the three target groups)</i></p>		
What are the most trusted and accessible mass and traditional media sources of information? (Television, radio, community radio, community theatre, etc.)	<p><i>Media penetration:</i></p> <ul style="list-style-type: none"> • <i>Television: 65%</i> <ul style="list-style-type: none"> o <i>Most popular genres: Drama</i> o <i>Time of day: High viewership in the evenings</i> • <i>Mobile phone: 66%</i> • <i>Radio: 51%</i> <ul style="list-style-type: none"> o <i>Most popular genres: Comedy</i> o <i>Time of day: High listenership in the mornings</i> <p><i>Most trusted media sources for migration information:</i></p> <ul style="list-style-type: none"> • <i>News and media reports</i> • <i>TV programmes</i> <p><i>(Note: Media consumption research is often limited to the media penetration of the different mediums in broader geographic areas. Thus, it is important to do further qualitative research to find out the specifics of the target audiences' media habits such as what TV/radio genre they listen to, what time of day, what channel, etc.)</i></p>		



ENGAGE YOUR AUDIENCE



During **Step 1: Analysis**, involve individuals who are representatives of the target audience. Participatory techniques can include in-depth interviews, focus group discussions, small group meetings and community dialogue meetings with representatives of the target audience and relevant stakeholders.

Other participatory research activities include community mapping, transect walks, drawing a problem tree, card sorting, mapping problems, body mapping, network analysis, story telling, role playing and reflecting. Learn more about these activities by researching “Participatory Learning and Action” online.

After the analysis in the table above is done, it is time to bring it all together and start planning the communication strategy.

KEY TAKEAWAYS

Have you:

- Identified the primary, secondary and tertiary audiences
- Selected what the desired behaviour change for the primary audience?
(What are the positive factors and barriers to practicing the desired behaviour change?)
- Determined how the primary, secondary and tertiary audiences get their information?

STEP 2 - STRATEGIC DESIGN: *KNOW HOW TO BEST REACH YOUR AUDIENCE*

During the STRATEGIC DESIGN phase, the following are planned and developed:

1. SMART objectives
2. Communication channel analysis
3. Communication strategy
4. Creative brief
5. Monitoring and evaluation plans

1 SETTING SMART ACTIVITY OBJECTIVES

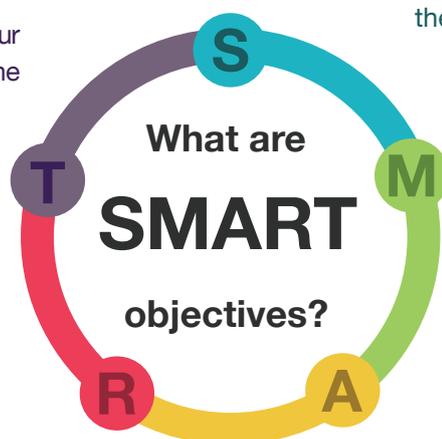
A SMART¹² objective is the expectation of how each activity will contribute to the changing or developing of behaviours.

Time-bound:

Is it clear that the desired behaviour change will be achieved within the timeframe available for project implementation?

Relevant:

Is it plausibly associated with the desired behaviour change?



Specific:

Does it capture the essence of the desired behaviour change?

Measurable:

Are changes objectively verifiable? Is it a reliable and clear measurement of the desired behaviour change?

Achievable:

Will it require no more than a reasonable amount of time, effort and money to gather and analyze the necessary data? Are targets realistic?

SMART objectives inform when they have been achieved because there is a way to measure completion. Pay close attention to whether an objective is achievable and relevant. An achievable objective is one that requires no more than a reasonable amount of time, effort and money to gather and analyze the necessary data.

Example of SMART objectives:

- After watching this animation on safe migration, 10% of surveyed aspirant migrant Cambodian and Myanmar men and boys (aged 15 to 30) from rural areas can recall the counter-trafficking hotline number in Thailand.
- After viewing this programme about domestic worker rights, 30% of surveyed viewers who employ live-in domestic workers in their home will be able to recall three rights to which domestic workers are entitled.



TIP: What is awareness?

If your objective is about 'raising awareness' it is important to define what 'awareness' means in the context of your intervention. This term, like others such as 'understanding' are vague and can lead to miscomprehension. Therefore, it is important to be as precise as possible when stating objectives.

In counter-trafficking campaigns, a clear definition of 'awareness' could be: ability to recall the rights entitled to workers in a specific sector, ability to recall a hotline number to report suspected exploitation, etc.

¹² International Organization for Migration (IOM). 2011. *IOM Project Handbook*. p. 153.

2 COMMUNICATION CHANNEL ANALYSIS & DISSEMINATION STRATEGIES

Now it is time to start designing the activity and determining how messaging will be disseminated. The table below outlines communication channels by their reach, suitable message type, cost and how it can be used to facilitate two-way dialogue. Each channel is also described as 'mass media' or 'community media'. Community media is usually well suited for a narrow target audience, whereas mass media is suited for large-scale audiences. It is best to select the channels that match the target audience's media consumption preferences to ensure effectiveness.

Table 5: Communication Channel Characteristics¹³

Channel type (mass media vs. community media?)	Reach	Type of message (simple/complex)	Cost	Is it interactive?
Television (mass media)	Can reach large audiences, although some people might not have access to television. If power outages are common, consider a different channel.	More general messages often used as television reaches a broad scope of targets. General information, news or entertainment. Public service announcements can be used for short simple messages. Dramas and soap operas better for complex messages. Engaging and influential.	Production and airtime costs can be very high. Buying TVs for target audience can be costly in low-income communities. \$\$\$	Community-based shows, live call-in shows, debates/discussion between a cross sector of the audience are some of the possibilities.
Radio (mass media or community media)	Large reach, both urban and rural. Can reach illiterate audience.	As above, general information/news or entertainment ideal for radio. Radio dramas convey complex messages.	Lower prices for radios. Listeners' club can lower costs. Lower production costs than TV. \$\$	Call-in shows, answering listener questions on air and community outreach shows.
Film (mass media or community media)	Depends upon the popularity of cinemas and availability of film facilities (e.g. cinema halls, community screenings).	Films are good for complex messages due to time available to work through messages with audience.	Production very costly with long production time. \$\$ ↔ \$\$\$	Discussions and question and answer sessions following screening can be interactive.
Online video (mass media)	Reach can be large for online audiences.	Can be made for general or specialized audiences. Complex messages and scenarios can be depicted.	Dependent on the quality of production desired. \$ ↔ \$\$\$	Generate immediate discussion in online forums.
Newspaper/magazine (mass media or community media)	Large reach for literate audiences. Depends on circulation levels.	Specific announcements, technical information, short clear messages.	Reasonably priced. Advertisements are expensive, but news can be printed for free. \$ ↔ \$\$	May stimulate local discussions.

¹³ Adapted from: UNICEF Bangladesh. 2008. *Writing a Communication Strategy for Development Programmes: A guideline for programme managers and communication officers* p. 33-34.

Channel type (mass media vs. community media?)	Reach	Type of message (simple/complex)	Cost	Is it interactive?
Posters/billboards (mass media)	Can have a wide reach depending on effective placement.	Suitable for short and focused messages. Do not convey complex messages effectively.	Reasonably priced. Design and distribution may be costly. \$\$	May stimulate discussions among viewers.
Interpersonal communication (community media)	Can reach small groups or individuals.	Good for specific, complex, intimate information exchange. Engaging and influential. Good for motivating specific behavioural practices. Encourages listening skills, ability to empathize and be supportive.	Cost factors include training, equipment, transportation, etc. \$	Highly interactive as it allows sharing of information, responding to questions and doubts, convincing or motivating the listener to adopt certain behaviours or use certain services.
Community outreach (local theatre, concerts, etc.) (community media)	Small to medium sized groups, depending on the scale of the event.	Localised messages, emotive, interactive and effective.	Low to medium cost, although staffing, transport and props all need to be considered. \$ ↔ \$\$	Highly interactive. Community discussions.
Social media (mass media)	Can reach young people with targeted messages. It lends itself to using multiple kinds of content: video, photos, etc.	Simple, easily understood messages. Can also be used for simple or complex messages for targeted audience.	Cost for dedicated staff to run and maintain social media. High cost of computers and smartphones of target audience. \$\$	Very interactive (Twitter, town hall, live Facebook chats, Google hangouts, interactive surveys, etc.)
Mobile applications (mass media)	Can reach young people with targeted messages.	Suitable for specific and focused messages.	Cost for dedicated staff to run and maintain app. Cost of smartphones for intended audience to be considered. \$\$ ↔ \$\$\$	Very interactive.



TIP: Lowering the cost \$

When your budget for dissemination is limited think about what community radio/TV channels, local organizations, youth networks, etc. you can work with to disseminate to the target audience. You are more likely to secure distribution partners for little to no cost when you make high quality programming and engage with potential partners for distribution early in the production process.

3 DESIGNING THE COMMUNICATION STRATEGY

When planning the communication strategy, identify where the audience sits along the behaviour journey (image below). Are they totally unaware or do they have some knowledge about the desired behaviour? Do they know the risks and benefits of their behaviour(s)? How long have they been practicing it? Do they encourage other people to adopt the behaviour?

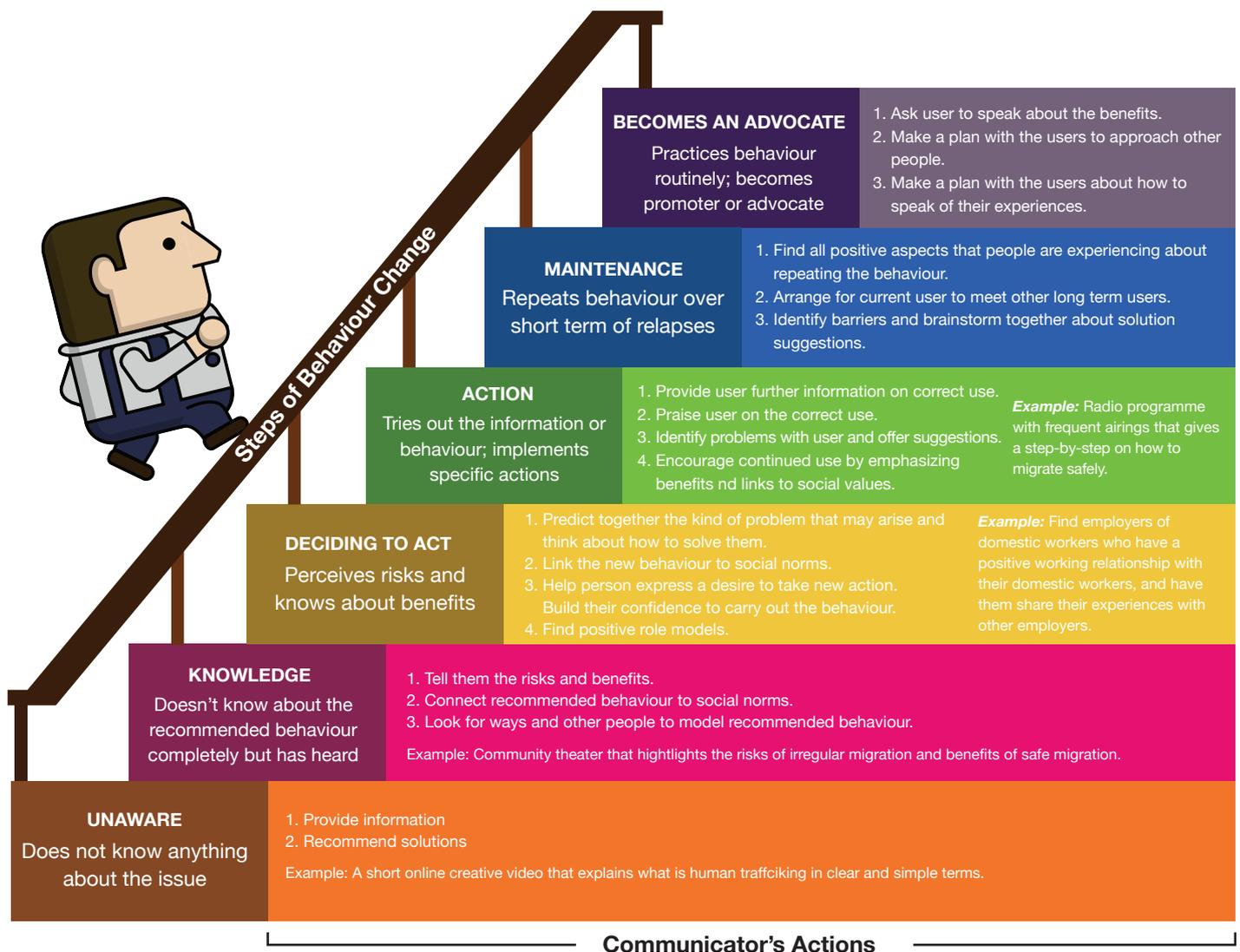
As shown below, there are six steps in behaviour change:

- 1 Unaware
- 2 Knowledge
- 3 Deciding to act
- 4 Action
- 5 Maintenance
- 6 Becomes an advocate

TIP

It is important to have ongoing monitoring and evaluation (M&E) to assess where the target audience sits along the behaviour change journey to design relevant messages and activities. M&E also helps to identify if the target audience is moving down instead of up the behaviour change journey which signals that messages and activities need to be adjusted.

To move the target audience along the journey, to the right of each level of behaviour there are suggestions for communication actions (as well as examples of what these communication actions look like in practice).



4 DEVELOP A CREATIVE BRIEF

By now, a lot of research has been done and it is time to turn that research into accessible information. It has to be informative, attractive, relevant, involving and persuasive.

In order to get the creative team (whether they are internal or external) on the same page, it is important to develop a creative brief that sets out the target audience, communication objectives, key messages and content, call(s) to action, guidelines, tone, genre and other creative considerations (as outlined in the table below).

Creative Brief Component	Contents (questions to answer)
 Audience	<ul style="list-style-type: none"> For whom is the activity intended?
 Changes, barriers and communication objectives	<ul style="list-style-type: none"> Desired change: What change is the activity asking for? Barriers: Why is the change not happening? What barriers is the activity addressing? Communication objectives: What is the aim of the activity?
 Message brief	<ul style="list-style-type: none"> Key benefit: If the audience does the behaviour, what is the benefit? Support statement: What convinces the audience they will experience a benefit? Call to action: What is the activity asking the person to do?
 Key content and tone	<ul style="list-style-type: none"> What key information needs to be in the activity? What is the tone?
 Other considerations	<ul style="list-style-type: none"> Are there any other creative considerations such as literacy levels, graphics, gender and language? How is this activity complemented or supported by other activities? What is the distribution strategy?

See Annex III for an example of an IOM X Creative Brief.



ENGAGE YOUR AUDIENCE

In **Step 2: Strategic design**, it is important to work with stakeholders and representatives of your target audience. One idea is to hold a strategic design workshop where a mix of stakeholders and target audience representatives are invited to give input. Ensure fair representation of women, men, youth and marginalized groups.

KEY TAKEAWAYS

Have you:

- Identified SMART behaviours?
- Selected communication channel(s) to disseminate activities and messages that best fit the targeted audiences?
- Identified where the audience sits along the behaviour change journey and how the activities will move them along the journey?
- Developed a creative brief?

STEP 3 - DEVELOPMENT & TESTING: DOES IT WORK?

Within this phase, concepts, materials and messages are developed, tested, revised and retested before final production to ensure that an activity will not only be understood and relevant to its audience but will also evoke emotion that can motivate positive behaviour change and/or social action for human trafficking prevention. The development of behaviour change messages and strategies is a continuous process.

1 DEVELOP CONTENT

Creating communication activities combines science and art! Science is creating materials based on the evidence of the analysis (*Refer to: STEP 1 – ANALYSIS*). Art is creating materials that evoke emotion, motivate the audience and fit the communication strategy.



TIP

Remember, materials do not stand alone; they support the communication strategy and are supported by other activities.

BEFORE DESIGNING CREATIVE MATERIALS

Consider:



HOW MUCH TIME? FOR THE PRODUCTION FOR THE MATERIALS

Production timelines can vary depending on the production quality, length (if video), complexity and scale of the communication activity. Remember to allow time to pre-test draft materials with samples of the target audience. Also allow time for consultations with key stakeholders in order to best garner their support for the promotion and dissemination of the final campaign content.



IS THERE in-house capacity to develop and produce the materials? *(The more the team can contribute, the better for the budget!)*



IF NOT, is there budget to hire a creative agency and in-house capacity to manage the hired creative team?

HOW MUCH

budget is there for content creation?



Here are the pros and cons of designing content in-house versus hiring a creative agency:

	In-house \$	External \$\$\$ (e.g. creative agency, production company consultant)
Pros	<ul style="list-style-type: none"> • Builds in-house capacity to create content and increased ability to make additional versions of content at low cost. • More ownership over content. • Greater opportunities to implement changes and manage creative direction. • Lower costs. • Greater familiarity with the issue, organization, branding and style considerations (reduced need for introductions/orientation time and materials for external partner) 	<ul style="list-style-type: none"> • Provide specialized skills and equipment (video equipment, video or design software, etc.) • They can provide a new perspective on the Creative Brief, and help to further refine and expand concepts as well as offer suggestions not yet considered. • They can help in conceptualizing a whole intervention with a set of mutually supportive activities and materials rather than stand-alone materials. • Professional creative and/or production agencies often have a greater understanding of current communication trends and associated distribution specifications.
Cons	<ul style="list-style-type: none"> • Usually not as high quality. • Time consuming if staff need to build their capacity to learn new technical skills. • Lack of contacts with distribution outlets. • Lack of awareness of the most up-to-date trends and influencers. • Likely lack of technical expertise for producing diverse formats (such as animation). • The donor and/or organizational management has to support investing in fixed assets (such as video editing software, equipment, etc.). 	<ul style="list-style-type: none"> • Expensive • Time consuming finding an affordable and high-quality service. • Capacity necessary to oversee the creative agency can vary largely depending on the relevant experience levels and agency understanding of the creative brief for the desired content. • Availability of creative agency is out of one's control, so it might be difficult to meet sometimes. • Creative agencies are often managing multiple projects at one time so any delay from either party can incur greater delays. • Contracts with creative agencies usually include a finite number of opportunities for receiving inputs and revisions.

Here are some recommended steps in selecting and working with a creative agency:

1. Identify creative agencies that have experience with the kind of content that is desired.
2. Develop a detailed request for proposal which includes: description of work, timeline and deliverables, request for creative submission, budget and selection/evaluation criteria.
3. Meet potential agencies and discuss scope of work.
4. Select creative agency and have initial kick-off meeting to discuss material and activity. Provide background knowledge on the issue the campaign wishes to address and highlight the desired behaviour change for the target audience.
5. Designate a team member who will be the point of contact, and ensure the creative team understands the scope of work and expectations.



TIP: If hiring a creative agency...

...It is good to work with a local creative agency as they are the best equipped to produce locally relevant and entertaining content for your audience.

Many creative agencies lack awareness or understanding of human trafficking and other related issues therefore it is important to invest in the time for them to not only understand the issue but to also appreciate its relevancy to their own lives. Like all of us, the more they care, the more they will invest their time and energy in the project at hand.

Don't forget, most creative agencies are not familiar with C4D or BCC processes so it is important to ensure they understand the value of allowing ample time for participatory processes.

Remember to set up regular meetings for check-ins to ensure everyone is on the same page and direction.

2 DEVELOP EFFECTIVE BEHAVIOUR CHANGE MESSAGES



These messages are already created in rough form in the creative brief, but the final messages should be further refined with representatives of the target audience.

A slogan (typical message) can be useful for rallying support, but ultimately action messages have a greater impact because they tell people what they can do.



Action messages should be...

- Direct
- Short
- Positive
- Relevant
- Do-able



Stop human trafficking!

Typical Message



We are not for sale!

Action Message



Be informed! Ask questions and take your time before accepting a job offer. Anyone can be a trafficker.



If you see someone being abused or exploited, report it immediately by calling this hotline number

Negative messages (such as information about risks and/or consequences) can be used, but they need to be balanced with positives (such as alternative services). Overly negative campaigns will erode trust from your target audience;¹⁴ it can leave them feeling alienated or discouraged, rather than motivated.¹⁵ Positive messaging can contribute to:

- Supporting the target audience in believing they can make a difference/do something;
- Encouraging the target audience to model and reinforce positive/safe behaviours; and
- Facilitating community ownership of the positive change being promoted.

¹⁴ Governance and Social Development Resource Center (GSDRC). 2008. *Helpdesk Research Report: Information Campaigns and Migration*. Available from: <http://www.gsdrc.org/docs/open/hd529.pdf>.

¹⁵ International Labour Organization (ILO). Family Health International (FHI). 2008. *HIV/AIDS Behaviour change communication: a toolkit for the workplace*. Available from: http://www.ilo.org/wcmsp5/groups/public/@ed_protect/@protrav/@ilo_aids/documents/publication/wcms_115460.pdf.

Images matter too. Consider the impact of images of people in shackles and chains versus a picture of a smiling migrant worker. For example, some counter-trafficking campaigns use images of abused women as a way to warn female migrants about the dangers of migration and sexual exploitation, but also as a way to encourage them to make informed choices about working and travelling abroad. However, research shows that the use of negative images like these could have contradictory effects and contribute to the objectification of women, which can limit women in imagining themselves as active agents.¹⁶ Similarly with demand audiences (such as employers of domestic workers), using images that cast a negative light on their current behaviours will make them feel as though they are being vilified, which is less likely to result in positive behaviour change. Image content needs to strike an emotional chord with the audience for them to care and share.

NEGATIVE



Photo credit: Voices of Youth



Photo credit: The Citizen Daily

POSITIVE



Photo credit: Asia Foundation



Photo credit: H.O.M.E. Singapore

Human trafficking is a terrible crime but people should feel empowered to be able to do something about it – not hopeless. Balanced messages (positive and negative) and positive images are more effective to inspire feelings of empowerment.



TIP

To appeal to an audience, they need to be able to identify in some way with the key characters of the story. The more similar a character (including physical and emotional characteristics) the easier it is for your target audience to relate.

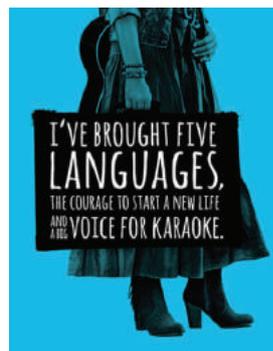
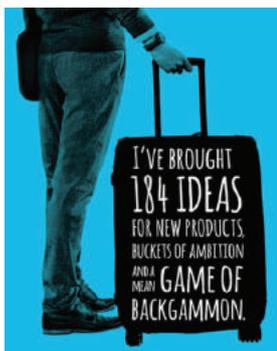
¹⁶ Andrijasevic, Rutvica. 2007. Feminist Review. *Beautiful dead bodies: gender, migration and representation in antitrafficking campaigns*. Available from: <http://www.palgrave-journals.com/fr/journal/v86/n1/pdf/9400355a.pdf>.



EXAMPLES

Storytelling is a powerful way to communicate important information. A story can activate parts of the brain so that a listener can turn the story into their own idea and experiences. Be creative! Use testimonials, animated images, stories and more.

IOM had a campaign where they used positive testimonials and an image of a suitcase to highlight the positive contributions that migrants are bringing to their destination country. See images from the campaign below:



3 PRE-TEST

Materials used for pre-testing can include scripts, storyboards, short animations, print content drafts, live drama performance and a rough cut of the media content (depending on the budget). Pre-testing should be carried out through consultations, focus group discussions, semi-structured interviews and/or other qualitative methods. As often as possible, partners (such as local media and production partners) and targeted audiences should be involved in this testing process to ensure ownership. Results from the pre-testing will inform any necessary revisions. If budget allows, a second test can be conducted of the revised materials to ensure revisions were properly done before final production.



TIP: Pre-testing

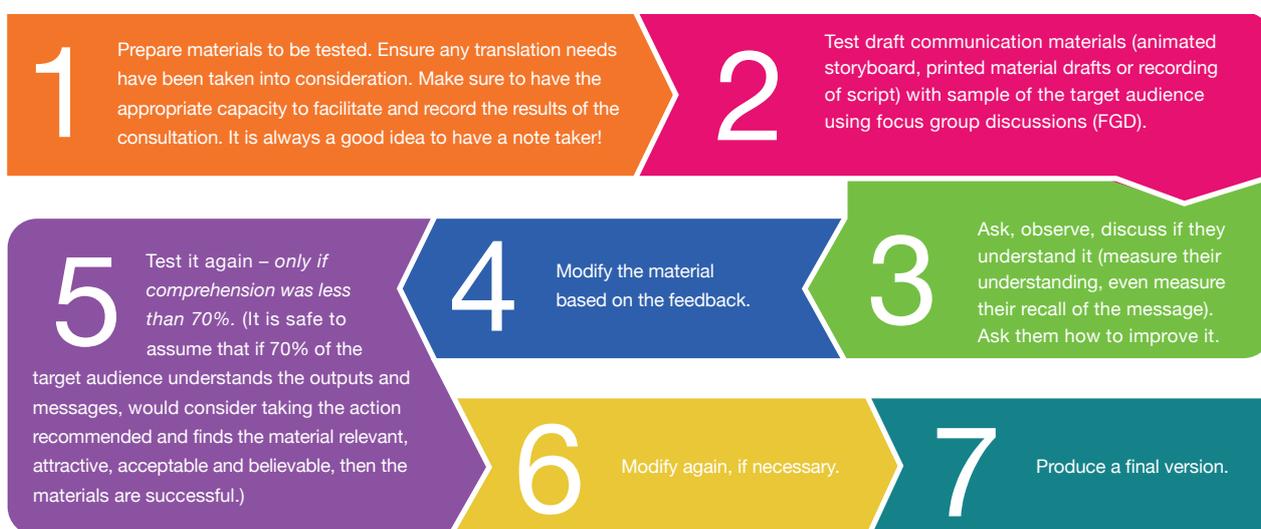
Pre-testing can be done through focus group discussions with a suggested maximum of 12 people per group.

Mixed groups might not be conducive for pre-testing, as some individuals are likely to feel constrained in airing their views. Therefore, to the extent possible, the facilitator should organize groups around shared characteristics (such as migrant domestic workers of the same nationality, community leaders, employers of the same sex and nationality, etc.). If needed, follow-up interviews can also be conducted with specific individuals to gain deeper insight into a specific issue.

Why pre-test? To ensure that communication materials achieve their objectives. It is best to develop the materials working with members of the relevant target audience. However, whether materials are developed with the target audience or not, it's still important to test with them to make sure the materials are achieving their objectives. Pre-tests ensure that messages and materials have the five elements of effectiveness:

1. *Comprehension* – is the message clearly explained and easy to understand?
2. *Attractive* – is the message attractive enough to hold attention and be remembered?
3. *Acceptable* – does the message contain anything that is culturally offensive, annoying or false?
4. *Involving* – does the audience feel that the message/material speaks to them and is about them?
5. *Persuasive* – does the message convince the audience to take the recommended action?

THE GENERAL PRE-TESTING PROCESS



Pre-testing helps to enhance relevance, test messaging and identify any mistakes, errors or miscommunication. For an example of a facilitation guide for pre-testing activities, please see Annex IV.



ENGAGE YOUR AUDIENCE

Once draft materials are developed, ask representatives of the target audience for their input on messages and materials. This can be done in a number of ways such as inviting them to creative brainstorm meetings, focus group discussions, community meetings, role plays, screening rough cuts of videos or radio programmes followed by feedback sessions, etc.

KEY TAKEAWAYS

Have you:

- Developed evidence-based content?
- Developed actionable and relevant messages?
- Pre-tested draft materials and messages with the primary target audience?

STEP 4 - IMPLEMENTATION: GETTING YOUR MESSAGE OUT THERE

This phase includes the implementation of the activity. Mobilizing key stakeholders who were involved in the development of the communication activity should also be part of dissemination. By virtue of having applied participatory processes, there should be an established strong network of partners (such as trade unions, migrant workers organizations, counter-trafficking NGOs, youth groups, etc.) who are pushing out the materials through their unique networks. This is one of the benefits of employing a highly consultative, participatory approach when developing materials, as it creates greater opportunities for dissemination.

Refer back to the Communication Channel Characteristics table and the media consumption data. What is the target audience watching/listening to/attending/etc. and where? Using a mix of traditional communication channels combined with interpersonal communication through informal networks is ideal for stimulating and promoting behaviour change. Interpersonal or two-way communication can strengthen the engagement with the audience especially if trying to communicate more complex issues or behaviours. Mass media is also useful for reinforcing messages that may be discussed through less formal outreach methods.

If the dissemination channels are limited (due to expertise or cost), think about working with partners. Local partners can help increase the impact of activities by providing expertise and resources, and are usually respected by the community because of their involvement in social issues.

Some of these local partners can include:



Government agencies and NGOs that work on trafficking and other associated forms of exploitation



Creative groups with skills in music, art and theatre



Businesses that are active in the community



Schools



Youth volunteer groups



Community leaders and public figures



Transportation companies (e.g. bus lines)



Broadcasters



TIP: Mix of communication channels

Think about a mix of communication channels such as a print media campaign followed by targeted workshops with audio-visual materials and a facilitator to lead discussions on these materials. This approach will give the audience the most exposure to the key messages.

The audience has time to consider the messages through interpersonal communication, and the print materials act as message reinforcements.

When selecting a mix of communication channels, be sure to consider the following questions:

- Does the activity and channel it's being distributed on directly target the audience? If so, how?
- Will the audience be motivated by the activity?
- Is the channel and activity timely and efficient?



ENGAGE YOUR AUDIENCE

Be sure to mobilize a large number of partners and stakeholders to help implement activities and develop a broad sense of ownership. Offer different ways partners and stakeholders can be involved, such as for a radio program, invite the audience to participate in listening groups, or have them suggest questions for the programme. Organizing panels at media events can also be a good way to include diverse partners.

KEY TAKEAWAYS

Have you:

- Selected communication channels that are appropriate for the messages needed to communicate to the primary, secondary and/or tertiary audience?
- Identified partners that can help in the dissemination of the materials?
- Considered using a mix of dissemination channels?

STEP 5: MONITORING AND EVALUATION (M&E)

○ HOW IS IT GOING?

○ WILL WE DO THIS AGAIN IN THE SAME WAY?

This section will outline ideas on M&E activities specific to the C4D activities. M&E attempts to measure results. Monitoring tracks outputs and outcomes so that adjustments can be made to the activity during implementation. Evaluation measures how well a programme achieves its outcomes. It is important to evaluate the result of activities at the behaviour level. It is very important to allow time and budget for implementation research and monitoring.

A lot of resources are put into producing high-quality media content. If insufficient resources are put towards M&E then it will be very difficult to assess whether the activity achieved the desired impact. However, conversely, if a small amount of funding was spent to produce a video, strategically consider how much to spend on evaluating the impact. Be mindful of relative costs. The below table distinguishes between monitoring and evaluation:

Table 6: Distinguishing between monitoring and evaluation¹⁷

Monitoring	Evaluation
<p>Purpose:</p> <ul style="list-style-type: none"> • To correct, re-orient or redesign • To readjust communication activities and messages 	<p>Purpose:</p> <ul style="list-style-type: none"> • To demonstrate the impact of the communication activities • To determine the level of behaviour change, adoption or discontinuation
<p>Answers these questions:</p> <ul style="list-style-type: none"> • What is happening to the target audience? • Why is it happening? • What early signs of progress can we detect? • What are the short-term effects? (In the target audience group, in the Migrant Resource Centres, etc.) • To what extent are planned activities actually being realised? 	<p>Answers these questions:</p> <ul style="list-style-type: none"> • What happened as a result of the communication activities? • What behaviour change(s) have taken place? • What portion of the target audience adopted the new behaviour or continued and/or expanded a currently practiced one? • Why did they adopt it or continue/expand it; and did they influence others to practice it? • What was the impact on the target audience?



Monitoring is designed to capture data on the day-to-day activities to gain insights about its effectiveness (such as likeability and comprehension) and make necessary changes (based on feedback and recommendations), if required.

Let's say, for example, a radio talk show is produced for the purpose of increasing awareness of safe migration practices and resources available in the community. The qualitative monitoring activities of this talk show should involve two-way communication processes to be able to answer the monitoring questions in **Table 6** above.

¹⁷ Adapted from: Academy for Educational Development. 1995. *A Tool Box for Building Health Communications Capacity*. Washington, D.C.

These monitoring activities can include radio listening clubs, two-way SMS communication, focus group discussions, in-depth interviews, etc. Quantitative monitoring tends to involve record-keeping and numerical counts, such as numbers reached, number of radio channels airing the talk show and number of public and private sector organizations engaged, etc.



Evaluation is designed to capture the activity's impacts and whether they are contributing to the achievement of its higher-level objective and outcomes.

Behaviour change tends to occur over the long-term and is typically beyond the scope of time-bound programmes. However, within the field of C4D it has been long recognized that interim social and behavioural change indicators can act as useful 'predictors' of longer-term change.



CASE STUDY: Unintended Consequences



"The human rights of trafficked persons shall be at the centre of all efforts to prevent and combat trafficking to protect, assist and provide redress to victims." - S.O.A.P.

It is important to have processes (often in the form of qualitative research) in place to capture unintentional or negative impacts on your target audience. For example, information cards with hotline number can be dangerous for potential victims of trafficking for sexual exploitation to hold because if their traffickers/pimps find this card on them they might be penalized for trying to escape. During large sporting events in the United States, trafficked women allegedly spend a significant amount of time hidden in hotel rooms, completely controlled by their pimps/traffickers and often the only moments they have alone are in the bathroom. Thus, one counter-trafficking organization distributed bars of soap with an imprinted human trafficking hotline number to hotels in those areas to provide a lifeline for these trafficked women and children.

Source: *Save Our Adolescents from Prostitution (S.O.A.P)*
<http://www.stopenslavement.org/studymodules/USCSAHT-05.pdf>.

Examples of how to evaluate the success of a radio talk show to answer the evaluation questions in **Table 6** include the monitoring activities above, as well as: Impact assessments testing the community's knowledge, attitude and practice (KAP) before and after the communication activities have been conducted.

All information, especially about learnings, collected throughout the monitoring and evaluation processes should help to inform future activities.



TIP: Remember...



"Innovation implies doing something new and different. It means change. 'New', 'different', 'change'; three scary words in any organization. These words imply risk, potential failure and blame. But without risk and failure, we would not have innovations that make a positive difference."

- Anthony Lake, UNICEF Director

Depending on what information is required as well as the time, budget and expertise available, there are different methods to gather information, such as questionnaires, most significant change stories, outcome mapping, etc. To learn more about these different (qualitative and quantitative) methods, please refer to Annex V.



ENGAGE YOUR AUDIENCE

Participatory M&E is a great way to generate local level ownership of communication strategies, content development and processes. Some principles include:

- Local people are active participants, not just sources of information.
- Stakeholders evaluate, outsiders facilitate.
- Focus on building stakeholder capacity for analysis and problem solving.

Source: Sustainable Sanitation and Water Management (SSWM). Participatory Monitoring and Evaluation. Available from: <http://www.sswm.info/content/participatory-monitoring-and-evaluation>.

KEY TAKEAWAYS

Have you:

- Decided what is to be monitored? How?
- Identified what will be evaluated? How?
- Determined how information will be collected?
- Established the lessons learned for future activities?

IOM X C4D TOOLKIT ANNEXES

ANNEX

- Annex I: Glossary of Terms
- Annex II: C4D Strategic Planning Tool
- Annex III: IOM X Creative Brief — Example
- Annex IV: Pre-Testing Facilitation Guide
- Annex V: List of C4D Research Methods

ANNEX I: GLOSSARY OF TERMS

Behaviour Change Communication (BCC)	An approach commonly used within C4D. It is the strategic use of communication to promote positive and safe behaviours. BCC uses practices such as face-to-face dialogue with individuals to inform, motivate, plan and solve problems to promote and sustain behavioural change.
Behaviour change journey	A six-step process that leads to behaviour change. The six steps are unawareness, knowledge, deciding to act, action, maintenance and becoming an advocate.
Behavioural analysis	Desired behaviour change should be informed by a behavioural analysis, which considers the underlying social, cultural and economic causes of current behaviour. A behaviour analysis also considers what makes the desired behaviour change feasible, the benefits upon adoption, the capacity of the individual to practice the behaviour and if they are motivated to practice the behaviour. This can be assessed through consultations, focus group discussions, interviews and community meetings.
Communication for Development (C4D)	A people centred concept that uses communication tools and activities to support social and behaviour change in a meaningful and sustained way. C4D is used to understand the context and people's knowledge, attitudes and practices surrounding an issue. C4D helps tackle issues by developing empowering messaging tools.
Communication analysis	An analysis of media consumption of the target audience that helps inform the platforms and specific messaging to best reach that audience.
Community media	Refers to all types of media that are created and controlled by a community. This community can be tied together geographically or by social, cultural, ethnic or religious factors. Community media is suited for narrow target audiences.
Creative brief	Usually a document created after initial research. This document serves as the basic guide for the project at hand. It should include details such as the target audience, communication objectives, key messages and content, call(s) to action, guidelines, tone and genre.
Empowerment	A process that aims to develop the capacity of individuals or groups to make choices, which lead to a desired outcome.
Evaluation	Measures how well an activity achieves its desired outcome. Evaluation uses a wide variety of both quantitative and qualitative methods, providing comprehensive information about what is taking place, why, and whether it is appropriate or not, and to provide guidance for future directions.

Exploitation	The act of taking advantage of something or someone, in particular the act of taking unjust advantage of another for one's own benefit (e.g. sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs).
Focus group discussion (FGD)	A qualitative research method whereby a group of people that share similar characteristics are brought together and asked questions about a specific topic.
Human trafficking	According to the Palermo protocol, human trafficking is the “recruitment, transportation, transfer, harbouring or receipt of persons, by means of threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation” ¹ .
Influencers	Those who have the ability to impact the behaviours of others. This may include family members, friends, teachers, government officials, community and religious leaders.
Irregular migration	Entering, remaining or working in a country without possessing the legal documents (such as a passport, visa or work permit) required under the local immigration regulations or entering a country with fake documents.
Mass media	Any means of communication, such as television, newspaper, radio, etc., that reaches a large-scale or mass audience.
Monitoring	Generally involves tracking progress with respect to previously identified plans or objectives, using data easily captured and measured on an ongoing basis. Monitoring tracks key elements of an activity on a regular basis so that adjustments can be made to the activity during implementation.
Monitoring and Evaluation (M&E)	The process of overseeing and assessing the progress (or lack thereof) of a project and if it is achieving the desired results both on a financial and operational basis.
Migration facilitators	The people who help enable (regular or irregular) migration. This may include brokers, recruitment agencies, resource centre staff, border officials and transportation operators.
Most significant change stories	This is a structured process for generating and selecting stories of change that identify what different individuals and groups see as the most important outcomes or impacts. Ask people in a community in which an intervention has been introduced: “What has changed in this community within the last XX months?” The purpose is to judge how people perceive the intervention in comparison to all the other events in their lives. These stories of most significant change are then revealed in in-depth discussion groups to determine the value of the changes reported. This technique helps to capture the effectiveness of a project.
Non-Governmental Organization (NGO)	Also sometimes referred to as Non-profit Organization, is usually associated with organizations from the public sector, not private.

¹UNODC. *Human Trafficking*.

Available from: <https://www.unodc.org/unodc/en/human-trafficking/what-is-human-trafficking.html>.

Outcome mapping	This is a tool for planning the monitoring and evaluation of development projects. Trying to predict the outcomes from a project helps assess the results of a project's activities downstream. Mapping also helps identify the intended target, the intended changes and the strategies that should be used to accomplish the goal.
Participatory M&E	A form of M&E that involves the stakeholders by integrating them into the monitoring and evaluation of a project's content, implementation and outcome. Stakeholders are invited to help identify corrective measures for any potential problems recognized in the project.
PESTLE	Political, Economic, Social, Technological, Legal and Environmental (PESTLE) factors (positive factors and barriers related to the desired behaviour change) that are taken into account when carrying out a project.
Primary audience	Also referred to as a target audience, this is the group of people whose behaviour the project aims to change.
Regular migration	As opposed to irregular migration, regular migration involves entering, remaining or working in a country with all the legal documents (such as a passport, visa or work permit) required under the local immigration regulations.
Safe migration	This involves regular migration to another country with all the proper documentation (including passports and necessary visas). Safe migration also means being informed about a new job, new area, checking recruitment agencies for proper licensing and having a legal contract before migrating. Preparing for emergencies and holding copies of legal documents are also considered practices of safe migration.
Secondary audience	The formal (and informal) social networks and social support systems that can most influence the primary audience's behaviour, including family, friends, peers and co-workers.
SMART	Specific, Measurable, Achievable, Relevant, Time-bound (SMART) is a criteria applied to activities or outcomes of development projects. The objective of applying SMART criteria is to best ensure that each activity contributes to the changing or developing of behaviours.
Social Ecological Model (SEM)	A theory-based framework used for understanding the various personal and environmental factors that determine one's behaviour. SEM focuses on the complex interplay between individual, interpersonal, community and societal factors, and how these factors influence each other.
Stakeholder	Any individual, group, agency, or organization that has a real or potential interest in a project, and who could negatively or positively influence or be affected by the project directly or indirectly.
Target audience	A particular group whose behaviour a project wants to change; also referred to as primary audience.
Tertiary audience	The groups whose actions indirectly help or hinder the behaviours of the primary and secondary audiences. The actions of tertiary participants reflect the broader social, cultural and political factors that create an enabling environment to sustain desired behaviour change. These might include politicians and government representatives.
Trafficking in Persons (TIP)	<i>See human trafficking for definition</i>

ANNEX II: IOM X C4D STRATEGIC PLANNING TOOL

Objective: This tool aims to facilitate the application of C4D/BCC to prioritizing the primary, secondary and tertiary audiences for an intervention. This tool also aims to build awareness and capacity among stakeholders about the Communication for Development (C4D) process in message development for behaviour change.

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

How to use: In a group discussion(s), fill in the blank boxes below using the group's local knowledge. Note that the Behaviour Change Communication approach only targets the primary and secondary audience, however it is also important to look at the tertiary audience to see what partnerships can be formed.

Questions for analysis	Primary (target) audience (individual level)	Secondary audience (family, friends, peers, etc.)	Tertiary audience (community leaders, local government representatives, etc.)
Who is/are the main target group(s)? (age, sex, location, etc.)			
What are their current levels of knowledge, attitudes and practices?			
What is the desired behaviour change?			
What are the barriers to the recommended behaviour change?			
What are the main existing positive factors for adopting the recommended behaviour?			
Who/what is (are) the most trusted and accessible interpersonal sources of information?			
What are the most trusted and accessible mass media?			
Based on the above analysis, what are the key messages?			

ANNEX III: IOM X CREATIVE BRIEF – EXAMPLE

VIDEO CONCEPT

Safe Migration Video (working title)

IOM X is seeking a production company to produce a video that meets the criteria outlined in the table below.

Target audience	Young men aged 18-35 from rural towns in Cambodia and Lao PDR who aspire to migrate through irregular channels to another country for work.
Length	Around six minutes
Languages	Versioned in Khmer (priority); second priority Laotian
Quality	Suitable for screening at events, trainings and online platforms
Genre	Animation
Desired change the video will have	<ul style="list-style-type: none"> • Viewers can recall the steps for how to migrate safely. • Viewers understand the risks of migrating irregularly. • Viewers can recall promoted resources.
Call-to-action	<p>Know before you go.</p> <p>Visit or call your local Migrant Resource Centre (MRC) before you migrate to find out how to migrate safely:</p> <ul style="list-style-type: none"> • Ministry of Labour and Vocational Training, Migrant Resource Centre Phnom Penh, Tel: 023 0880 474, 023 881 291 • Department of Labour, Migrant Resource Centre, Poi Pet City, Banteay Meanchey Province, Tel: 097 7515 541, 087 793 055 • Phnom Srey Organization for Development, Migrant Resource Centre, Kampong Cham Province, Tel: 088 711 5590 • Cambodian Labour Confederation (CLC), Migration Resource Centre, Prey Veng Province, Tel: 097 776 5858, 012 267 302 • Battambang Job Centre, Polytechnic Institute of Battambang Province, Hotline: +855 (0) 97 369 7779, Toll free Job Centre number: +855 (0) 16 926 555
Tone	<ul style="list-style-type: none"> • Messages should be conveyed in a simple, easy-to-understand, friendly and clear format. NOT academic, not intimidating to someone who doesn't know the subject. • Content with emotive storytelling about human trafficking is effective and can be achieved by featuring characters that the audience can relate to. • At the end, the viewer should feel empowered and knowledgeable about migrating safely and NOT feel as though they are being talked down to.
Avoid	<ul style="list-style-type: none"> • Heavy print/text GFX because it's very difficult when re-versioning the video in another language. • Shocking imagery (i.e. guns, chains, drugs). • Violence. • Scaring people away from migration. • Images or references to specific countries (should be generic so it can be used for other countries). • Complicated explanations.

Suggested talent	Open. No celebrity/influencer required.
Information and messages that must be in the video	<p>General Messaging:</p> <ul style="list-style-type: none"> • Human trafficking can happen to anyone, anywhere. There is no fail-safe way to avoid exploitation but taking the below precautions greatly minimizes your risk. No matter what, it is always important to stay aware! • Traffickers can be people you know, such as relatives or even private recruitment agencies. If someone offers you a job, check to make sure the job is real before you say yes, even if the offer comes from a person that you know. <p>Steps to Safe Migration:</p> <p>1. Secure a job before migrating.</p> <ul style="list-style-type: none"> • By securing a job before moving, the employing company will usually help you apply for a passport and work permit so that you are able to work legally and save more money. Make sure you understand the contract before signing it. If you are caught in your destination country without proper working documents, you risk being deported without receiving any of the wages that you may have earned. <ul style="list-style-type: none"> o Justification: <i>Being a legal worker in your destination country ensures that you are legally allowed to be working there, and increases your likelihood of earning a higher income, gives you greater access to health care, increases your ability to save money to send home and reduces your likelihood of arrest.</i> <p>2. Check to make sure the job is real.</p> <ul style="list-style-type: none"> • Contact your closest Migrant Resource Centre or Labour Exchange Office to check if your broker or recruitment agency is legally registered and has a license with the Ministry of Labour. Check to make sure the job is real. <ul style="list-style-type: none"> o Justification: <i>If your recruitment agency or broker is not registered with the Ministry of Labour, they are probably not offering you a real job, which means your risk of being exploited in the destination country is much higher.</i> <p>3. Ask your broker/recruitment agency questions and share this information with someone you trust!</p> <ul style="list-style-type: none"> • If you use a broker, get information such as their name, address, phone number, as well as information about the job you are being offered like location, pay and work tasks. <ul style="list-style-type: none"> o Justification: <i>Asking lots of questions can make illegal brokers nervous. They prey on those who have limited knowledge about finding a job overseas. If a broker or recruitment agency does not answer all your questions, they are not safe.</i> • Share the above information of the person you are going with independently with at least one person, such as a relative, friend, community leader or village chief. <ul style="list-style-type: none"> o Justification: <i>By being aware of who arranged your migration and recruitment, your contact at home will be more likely to be able to help you from a distance if something goes wrong.</i>

	<p>4. Before moving make contacts in your destination country and MEMORIZE at least ONE phone number</p> <ul style="list-style-type: none"> • Before moving, make sure you have trusted contacts, such as friends, relatives, your embassy or NGOs in the destination country that you can connect with so they can help you adjust to your new home. <ul style="list-style-type: none"> o Justification: <i>Knowing someone in your destination country can help you become familiar with the area, learn about the culture and customs, learn key phrases and orient yourself in the new community.</i> • Memorize the phone number of a family member, friend or trusted organization in case you need help in the destination country. <ul style="list-style-type: none"> o Justification: <i>If your phone is ever taken away from you, a memorized phone number can help you contact someone you trust.</i> • Keep in regular contact with someone you trust back home. <ul style="list-style-type: none"> o Justification: <i>Stay in contact with someone you trust, and agree that if they do not hear from you within a certain amount of time, they should seek help.</i> <p>5. Keep identification on you and leave copies at home!</p> <ul style="list-style-type: none"> • Keep identification with you at all times and leave copies at home with your family or a trusted friend. It is your right to keep your passport or ID card and no one (not even your employer) is allowed to take this document from you. <ul style="list-style-type: none"> o Justification: <i>It is your right to keep your documents. Do not give originals even if your employer or recruitment agent say it is for safekeeping. Giving up your documents leaves you vulnerable because you need these documents in order to move around.</i>
Distribution of the video	The video will be distributed on the ground (at local Migrants Resource Centres, NGO outreach events, schools, etc.) and online.
Delivery of final video	1 February 2016

ANNEX IV: PRE-TESTING FACILITATION GUIDE FOR FOCUS GROUP DISCUSSIONS – EXAMPLE

IOM X Pre-testing Facilitation Guide

Domestic Worker Programme – September 2015

Summary: Pre-test draft IOM X script for domestic worker TV programme to ensure there is a 70 per cent agreement on message comprehension and relevancy by the target audience through the use of focus group discussions (FGD). A pre-test will ensure targeted, localized and relevant pieces of communication materials before final production and dissemination.

Participant profiles:

- 6-8 Thai employers of domestic workers, female, between the ages of 18-50
- 1 discussion facilitator
- 1 notetaker
- 1 IOM X staff (quality assurance)

Materials needed:

- 1 copy of the script for each FGD participant

INSTRUCTIONS:

- Thank everyone for coming
- Introduce IOM and IOM X
- Explain why they are here: This focus group discussion is to help inform the key messaging for IOM X's programme being produced about domestic workers. Since the target audience is employers of domestic workers, it is important that they are involved in the development of the messages.
- Ice breaker activity
- Ask if anyone has any questions before we start.
- Agenda for the meeting: First I will walk you through the concept of the video, and then we will do a script reading², which will be followed by a discussion about the script. The FGD should take about two hours.
- Ground Rules: Let's make sure we don't speak over each other and that only one person is speaking at a time. There are no right or wrong answers. If you are not comfortable with a question that is asked, then you don't have to answer it. This focus group discussion is completely voluntary, and we greatly appreciate that you have all given time to help us. If at any point you'd like to stop the FGD, please just let me know.
- Talk about confidentiality: This focus group discussion is for research purposes only, and will not be shared publicly. No personal information will be shared either.
- Consent and Confidentiality Form: Ask everyone to sign the attendance sheet, which has the consent and confidentiality form. Please ask everyone to put down their phone number and email so that we can follow up with them and let them know when the video is finished. If some do not want to share their contact information, they are not required to provide it. Their contact information will not be used for any other purpose.
- Explain the concept of the TV programme
- Live-script reading which entails identifying participants in the focus group to read aloud for the characters in the script (the script read can be done sitting down or standing up).

² For the script reading, assign the main reading parts to those facilitating the focus group discussion, such as facilitator, note taker, etc. They have more time to become familiar with the script and so can read it with emphasis and energy. If there are more roles to read, ask for volunteers from the focus group participants.

DISCUSSION QUESTIONS:

1. **What was this story about?**
2. **What do you think the message was?** (What do you think the story is trying to tell the audience to do?) Note: It is important to see how many people understand the message. After one person offers their interpretation, ask if anyone has any different interpretations. It is important to note whether more or less than 70 per cent understand. The message to be understood in the Thai story is the importance of having a day off. If they did not understand the main message, please inform them and ask for recommendations on what we can do to get that message across.
3. **What specific elements made you think that this was the message?**
4. **Did the story feel realistic or plausible?** (Does the employer's transformation/behaviour change seem realistic? Do the conversations between the employer and employee seem realistic? If not, why not? How can that be changed?)
5. **What did you like about this script?**
6. **Was there anything you didn't like or found inappropriate about the story? If yes, what and why?**
7. **Who do you think this story is for?** (If no responses, follow up with: Is it for someone like you? Or other people?)
8. **Do you think this script will make employers want to adopt better practices with the domestic workers they hire? If yes, how?**
9. **What information could be added to this script to make the messaging stronger?** Where would you include this information (such as at the top of the video, during the video, at the end of the video)?
10. **In general, do you think this story should be shown to other groups (employers or domestic workers)? Why or why not?**

End of Focus Group Discussion

- Explain next steps in the process of creating the programme and how they will receive updates.
- Thank everyone for coming and provide contact information for anyone who wants it.

ANNEX V: LIST OF C4D RESEARCH METHODS

Research Method	What is it?
Surveys	Surveys are a great tool to gather data from the target audience about their Knowledge, Attitude, and current (or intended) Practice (KAP) toward an issue or an activity to inform baseline data. Surveys can then be conducted again after the intervention to assess any potential shifts in levels of KAP. Surveys can be used to collect qualitative or quantitative data. Survey modes include: online, paper, phone surveys, mobile phone/SMS surveys. Surveys can be relatively inexpensive, especially online (e.g. Survey Monkey) or mobile surveys.
In-depth interviews	Interviews are conducted one-on-one for the purpose of gaining in-depth, or detailed, information of the interviewee and how they think and feel about a certain topic.
Positive deviance approach	Positive deviance is based on the observation that in every community there are certain individuals or groups whose uncommon behaviours and strategies enable them to find better solutions to problems than their peers, while having the same resources and facing similar or worse challenges. ³ In counter-trafficking, a positive deviance approach would look at those who had chosen not to undertake risky migration, or who had migrated successfully when their peers had not been successful, and seek to understand the determining factors. ⁴ Positive deviants can be identified through interviews, focus group discussions, recommendations from stakeholders or community members.
Focus group discussion	Focus group discussions are vital for acquiring feedback about activities, campaigns, etc. A focus group is a type of qualitative research in which groups of people who have a shared connection to the issue (such as employers of domestic workers or domestic workers for a project about domestic worker rights) discuss their perceptions, opinions, beliefs and attitudes.
Role play	This can be used to give people experience in practicing recommended behaviour and/or to strengthen the self-confidence of a group in practicing the new behaviour. Take note of all arguments for and against, and the actual language people use. Conducting a role play activity in a focus group discussion requires: 1) creating a role play scenario that reflects the situation that is being focused on; 2) a facilitator to model a role play scenario; 3) volunteers to play out the scenario; and 4) a group discussion about the scenario following the role play (Was it realistic? Is this how you would react in the situation?).

³ See <http://www.positivedeviance.org/>.

⁴ Marshall, Phil. Research Communications Group. 2011. *Re-thinking Trafficking Prevention: A Guide to Applying Behaviour Theory*. P.12. Available from: <http://www.adb.org/sites/default/files/publication/29907/rethinking-trafficking-prevention.pdf>.

ANNEX V: LIST OF C4D RESEARCH METHODS (CONTINUED)

Research Method	What is it?
Expert or peer review	Talk to experts about a particular issue, people who are practicing the recommended behaviour or people who are against the recommended behaviour and ask them their reasons for why it is 'good' or 'bad'. This will yield information to be used in the content of all communications.
Testimonials	Ask people who have adopted the 'positive behaviour' why they decided to practice this new behaviour and what they would say to people just like themselves about it. Ask them if they would be willing to speak on radio or television about it, if these are relevant platforms for your project.
Most significant change technique	This is a structured process for generating and selecting stories of change that identify what different individuals and groups see as the most important outcomes or impacts. Ask people in a community in which an intervention has been introduced: "What has changed in this community within the last XX months?" The purpose is to judge how people perceive the intervention in comparison to all the other events in their lives. If they don't mention the intervention, you may prompt by asking, "How do you feel about ____?". See if they will remember when it was introduced.
Sticky dot voting	This is a decision-making tool to help group members give their immediate feedback on lists of ideas or various scenarios or outcomes that will help them to identify priorities. This technique gives equal voice to all participants and provides a visual representation of how the group feels about their options by giving everyone a certain number of votes equal to a number of stickers/post-it notes that they can place on the options they prefer. ⁵
Outcome mapping	This method focuses on identifying the "boundary partners" – organizations or groups whose actions are beyond the control of the intervention, but are essential for the impact to be achieved – and then articulating what these partners need to do and how the intervention can seek to influence them. ⁶ This is usually an internal process that can be strengthened by consultations or meetings with representatives of the target audience.

⁵ See: <http://centerforchildwelfare.fmhi.usf.edu/kb/bpam/NRCOI-StickyDotTechnique.pdf>.

⁶ Rogers, Patricia J. InterAction and The Rockefeller Foundation. 2012. *Introduction Impact Evaluation* p. 7.



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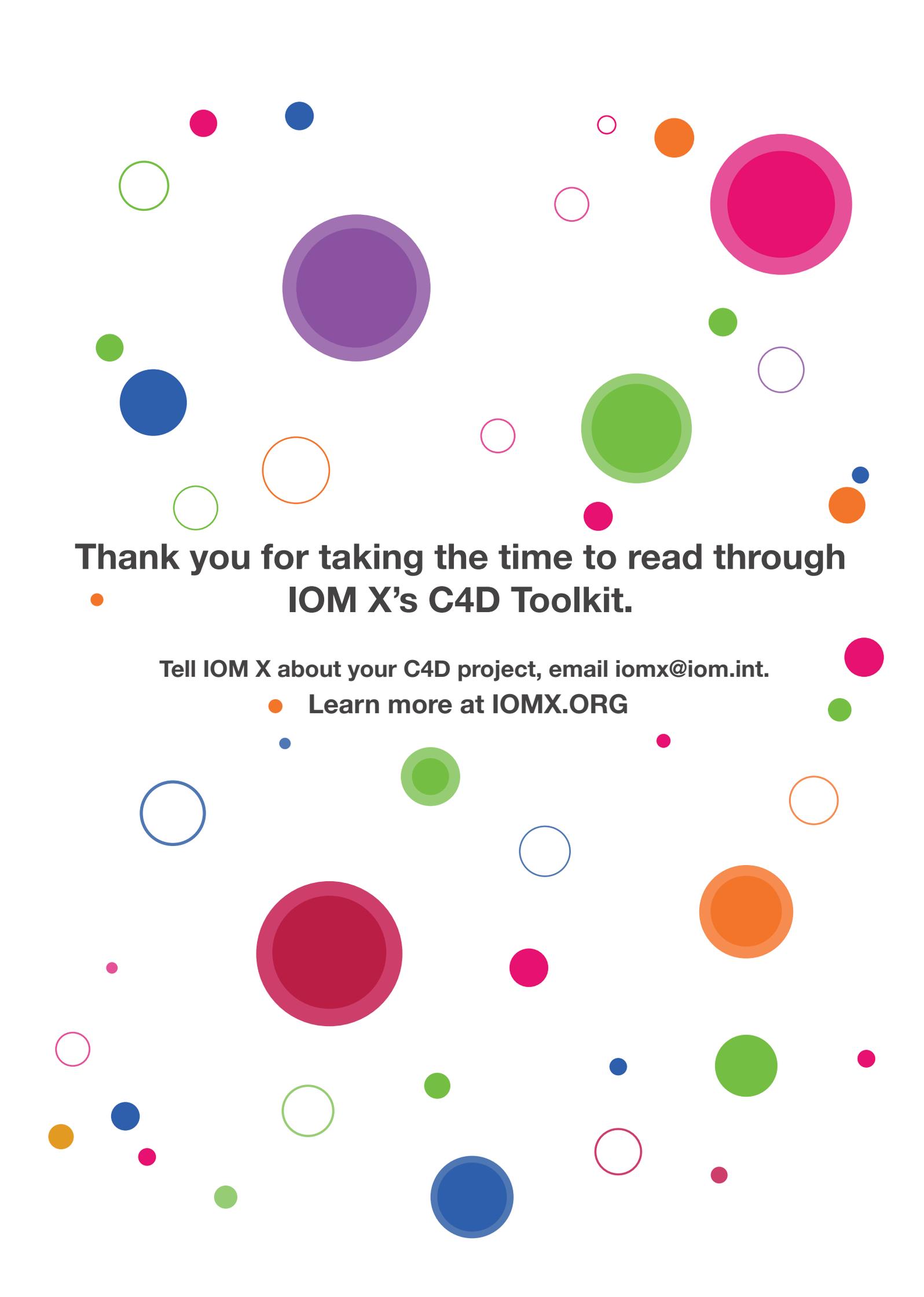
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**Thank you for taking the time to read through
IOM X's C4D Toolkit.**

Tell IOM X about your C4D project, email iomx@iom.int.

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