



ULAB

UNIVERSITY OF LIBERAL ARTS
BANGLADESH

Department of Media Studies and Journalism

Internship Report

Name: Tasmia Sristi

ID: 213012028

Term: Fall 2025

Course Code: MSJ4298

Host Organization: Center for Development Communications (DEVCOM)



Submission Date: 17 December 2025, Wednesday.

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Student Details

Name: Tasmia Sristi

ID: 213012028

Department: Media Studies and Journalism

Major Concentration: Digital Journalism

Minor Concentration: Sustainable Development Studies (SDS)

Career Goal: As a Digital Journalism major with a minor in Sustainable Development Studies, I aim to build a future career in the development sector. I am trained in journalistic writing, practical reporting skills, communication strategies, and project planning. My goal is to apply my academic knowledge, strengthen my practical abilities, and gain meaningful experience in a professional environment.

Host Organization: Center for Development Communications (DEVCOM)

Address: 3rd floor, 15/10, Block C, Tajmahal Road, Mohammadpur, Dhaka 1207, Bangladesh.

Email: devcom.bangladesh@gmail.com

Website: <https://www.devcombd.com/>

Supervisor: Rehana Yesmin (Senior Coordinator)

Section: Program Office

Internship Starting Date: 23rd September 2025

Internship Ending Date: 23rd December, 2025 (Ongoing)

Total Weeks: 14

Hours Per Week: 42

Acknowledgement

I would like to begin by thanking the Almighty, whose blessings have shaped the life I cherish today. I am deeply grateful to my parents for their unwavering support, encouragement, and guidance throughout this journey. They motivated me during challenging times and helped me regain confidence whenever I felt unsure of myself. I am also thankful to my friends and seniors, who offered advice, encouragement, and guidance during critical moments of my internship. Last but not least, I would like to thank myself for persevering through the journey, staying focused, and learning to be patient and resilient.

I am sincerely grateful to my internship faculty, **Nibras Bin Sayed Sir**, whose constant guidance and flexibility made this experience smooth and manageable. He clarified my doubts, guided me at every step, and provided valuable advice throughout the internship. I am also thankful to our internship coordinator, **Muhammad Aminuzzaman Sir**, for his support before and during the internship period. His guidance regarding report writing, communication, and navigating the internship process was invaluable.

I am deeply grateful to everyone at **DEVCOM**, who proved to be an encouraging and supportive environment for my internship. The team maintained a cooperative and patient approach, helping me whenever I faced challenges. I am especially thankful to my supervisor for guiding me at every stage, providing examples, sharing experiences, and helping me understand tasks clearly. My colleagues, as well as the managing director and manager, were always supportive and motivating, which made my journey productive and enjoyable.

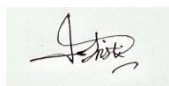
Reflecting on this opportunity, I feel truly fortunate to have begun my professional journey in such a positive and nurturing environment. The hands-on experience, combined with the guidance and encouragement I received, has given me a strong foundation in professional work and a deeper understanding of the development sector. This internship has been an inspiring and invaluable start to my career, and I will always cherish the lessons and experiences gained here.

PLAGIARISM DECLARATION

1. I know that plagiarism means taking and using the ideas, writings, works or inventions of another as if they were one's own. I know that plagiarism not only includes verbatim copying, but also the extensive use of another person's ideas without proper acknowledgement (which includes the proper use of quotation marks). I know that plagiarism covers this sort of use of material found in textual sources and from the Internet.
2. I acknowledge and understand that plagiarism is wrong.
3. I understand that my research must be accurately referenced.
4. This assignment is my own work, or my group's own unique group assignment. I acknowledge that copying someone else's assignment, or part of it, is wrong, and that submitting identical work to others constitutes a form of plagiarism.
5. I have not allowed, nor will I in the future allow, anyone to copy my work with the intention of passing it off as their own work.

Name: Tasmia Sristi
ULAB ID: 213012028

Signature



INTERNSHIP REPORT APPROVAL FORM

Student Name: Tasmia Sristi ID No. 213012028
Major: Digital Journalism Year: 2025
Local Phone: 01912919251 Email: tasmia.sristi.msaj@ulab.edu.bd

INTERNSHIP/PROJECT INFORMATION

Internship

Organization/Project: Center for Development Communications (DEVCOM)

Internship /Project Report

Designation: Associate Program Officer

Semester (Tick one): ☐ Spring 2025 ☐ Summer 2025 ☒ Fall 2025

Advisor APPROVAL

(Please place a Tick)

☐ Approved ☐ Not Approved ☐ Partial Re-write ☐ Full Re-write

Remarks (If Not Approved/Pretrial/Full Rewrite):

Signature: _____ Date: _____

Name: Nibras Bin Sayed

Title: Lecturer

E-mail: nibras.sayed@ulab.edu.bd

Phone: 01781978108

Introduction

I decided to pursue my internship at DEVCOM during the first week of September, at the beginning of my final semester. The primary influence behind my decision was the academic requirement, alongside my growing interest in research-related activities through courses such as SSC4142 Methods of Social Research (one of my minor courses). I chose the development sector over other options because I enjoy research, have a strong understanding of it, and am motivated by the opportunity to work for people and contribute to meaningful projects.

My first week at DEVCOM was very encouraging. The entire team was positive and welcoming, creating a supportive environment for me as an intern. They helped me settle in by providing a workspace, clarifying my responsibilities, giving me a job description, and encouraging me to create my own work plan. Their guidance made it easier to understand the field and get acquainted with the organizational workflow.

During my internship, I was gradually introduced to a variety of tasks, including coding, communication with stakeholders, report writing, data interpretation, and field visits. I learned to balance these responsibilities with patience, practice, and perseverance. I was also encouraged to contribute my ideas, particularly in creating content for social media and the organization's website, which helped me feel involved and valued.

Several moments during the internship were particularly memorable. When I first identified important information for a project, the team praised my initiative and quick response. Additionally, my first presentation was met with appreciation for my time management, organization, and presenting skills. These experiences motivated me, boosted my confidence, and made me feel included in the team.

Overall, this internship has strengthened my skills, enhanced my confidence, and expanded my understanding of development work. The variety of tasks and responsibilities allowed me to gain practical experience in multiple areas, preparing me for future professional challenges. This experience has inspired me to continue pursuing a career in the development sector, combining my research interests with meaningful contributions to society.

Objectives/Expectations

During my internship at DEVCOM, my primary objective was to gain comprehensive exposure to the development sector while building professional experience in research and communication. I aimed to strengthen my research skills, enhance my ability to communicate effectively, and learn to manage tasks independently while receiving professional guidance. This internship provided me with opportunities to practice, explore, and learn from a variety of tasks, which significantly strengthened my overall skillset.

Expectations

- To understand the office culture of a development organization and follow professional protocols.
- To work collaboratively with my supervisor and colleagues, learning from their guidance and correcting mistakes.
- To manage time and meet deadlines efficiently, as expected in a professional environment.
- To gain insights into partner organizations and ongoing projects, understanding their objectives and workflow.
- To handle work-related pressure smoothly and maintain composure.
- To acquire practical experience that integrates academic knowledge with real-world tasks.

Objectives

- To apply academic knowledge relevant to the development sector in practical tasks.
- To gain hands-on experience in research activities, including FGDs, KIIs, coding, and data analysis.
- To develop skills in content creation for multiple platforms, including social media, websites, and posters.
- To refine writing, editing, and presentation skills in a professional setting.
- To actively participate in collaboration, brainstorming, and ideation sessions.
- To understand target audiences and adapt communication strategies accordingly.
- To learn how to adjust style and tone for different projects, ensuring clear and effective messaging.



Host Organization

Center for Development Communications (DEVCOM) was established in 2017 and is a client-centric organization, dedicated to strengthening the development sector through high-quality technical, methodological, strategic, programmatic, and innovative support. The organization works across all development-focused sectors. It aims to bridge communication and operational gaps through services of the highest professional standards. The organization is led by experienced development practitioners, industry professionals, and organizational experts who are committed to promoting positive social change.

Their **key thematic strengths** include: migration and trafficking, gender and human rights, economic growth and skill development, peace, justice and governance, and climate change and environmental sustainability. They position themselves as a progressive, collaborative entity, emphasizing unity, innovation, and effective communication.

Guided by a **vision** of peace, equality, and dignity, their mission is to connect development actors and communities through evidence-based research, capacity building, and strategic communication. DEVCOM's **core service areas** include: organizational development and capacity building, program development and innovation, development communications, and organizational research and evaluation.

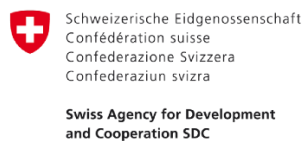
DEVCOM **works closely with** the government agencies, UN agencies, INGOs, NGOs, media, and corporate sectors. Over the years, they have delivered a variety of impactful projects, such as designing and revising Pre-Departure Orientation (PDO) and Pre-Decision-Making Orientation (PDMO) modules, conducting Trainings of Trainers (ToT), documenting lessons for the SIMS project, training grievance management committees, and developing a housekeeping training curriculum for women migrants, etc. Additionally, their other initiatives include formative research for FSTIP's SBCC strategy, studies on debt and reintegration, development of the National Reintegration Policy, and leadership and facilitation skills training.

Address: 3rd floor, 15/10, Block C, Tajmahal Road, Mohammadpur, Dhaka 1207, Bangladesh.

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Partners



Organogram

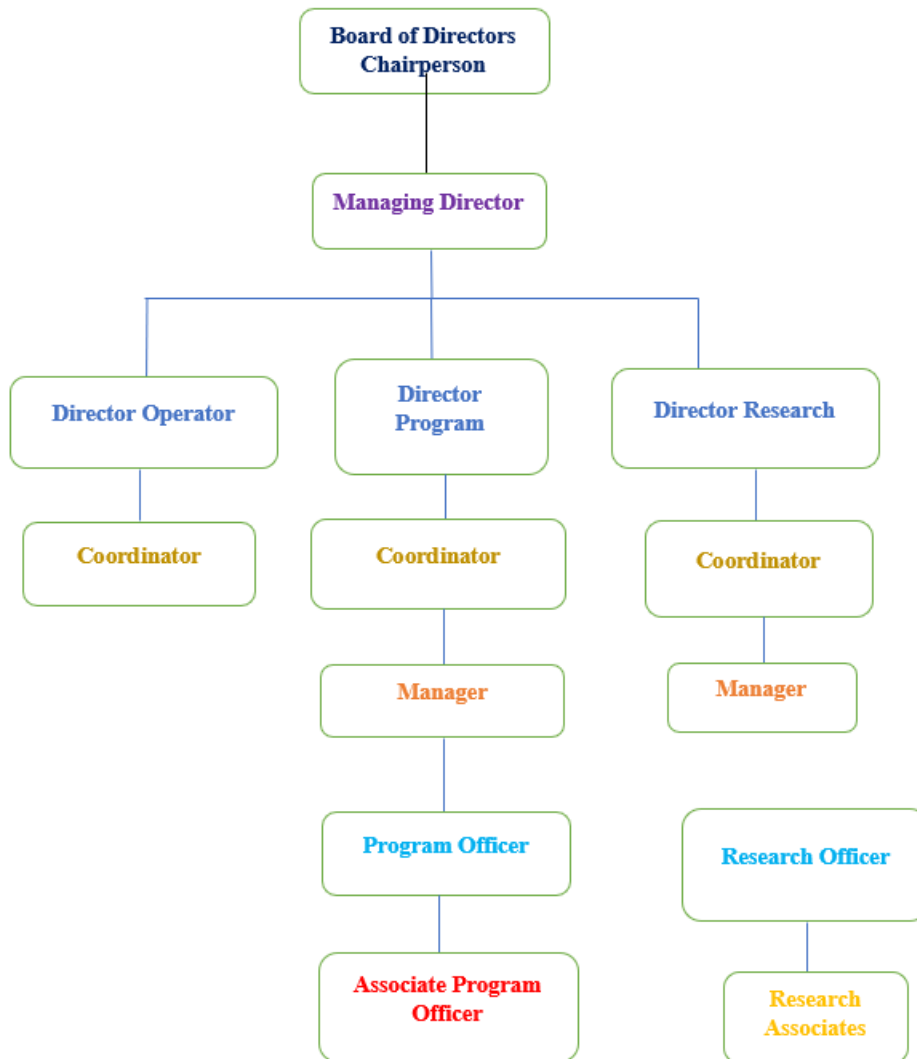


Figure 1: DEVCOM's Organogram, my position is written in red.

Tasks: Responsibilities

Tasks: Responsibilities

As part of the **Program Office**, I work as an **Associate Program Officer** under the **supervision** of **Ms. Rehana Yesmin**. I take instructions primarily from my supervisor, while also receiving guidance from other senior members of the office, including the Manager and Managing Director. The overall working environment is supportive, and the team communicates with me openly regarding any challenges or work needs. Although my role is based in the Program Office, collaboration across different teams is encouraged. Especially during field activities, research tasks, and communication-related work. I work across multiple thematic areas, mainly focusing on **migration** and **trafficking**, with additional exposure to **gender** and **public health** issues. My responsibilities span communication, research, social media management, and field-level activities, allowing me to gain a diverse set of experiences within DEVCOM.

Core Responsibilities

- Conducting transcriptions of KIIs and FGDs, ensuring accuracy and maintaining research standards.
- Coding and organizing qualitative data to support research analysis.
- Creating LinkedIn content using Canva, including posters, videos, and illustrations.
- Writing captions, selecting appropriate hashtags, and regularly updating DEVCOM's social media platforms.
- Designing icons and writing portfolio content for DEVCOM's website.
- Writing op-eds on migration-related issues as part of the communication work.
- Conducting communication follow-ups with participants and stakeholders before meetings and trainings.
- Sending meeting links for online sessions, sharing reminders, and maintaining coordination.
- Participating in field visits for KII, FGD, and migration-related events to support ongoing projects.
- Assisting in trainings by organizing materials, taking notes, recording discussions, and presenting recap sessions on previously covered content.

- Covering events, documenting discussions, and summarizing key insights for program records.

Additional Responsibilities

Beyond my core tasks, I have had the opportunity to engage in significant program activities, including:

- Multiple field visits for KII, FGD, and project-related updates.
- Helping with giving project progress to partner organizations, such as during Winrock's FSTIP project briefings.
- Assisting with website content and layout improvements when needed.
- Supporting colleagues by reviewing documents, identifying errors, and suggesting additional points to strengthen content.

Voluntary Contributions

Although I am not assigned voluntary tasks formally, I take initiative in supporting the team wherever possible. This includes identifying mistakes in documents, suggesting improvements, and helping enhance content when I notice gaps, even when these tasks are outside my assigned responsibilities.

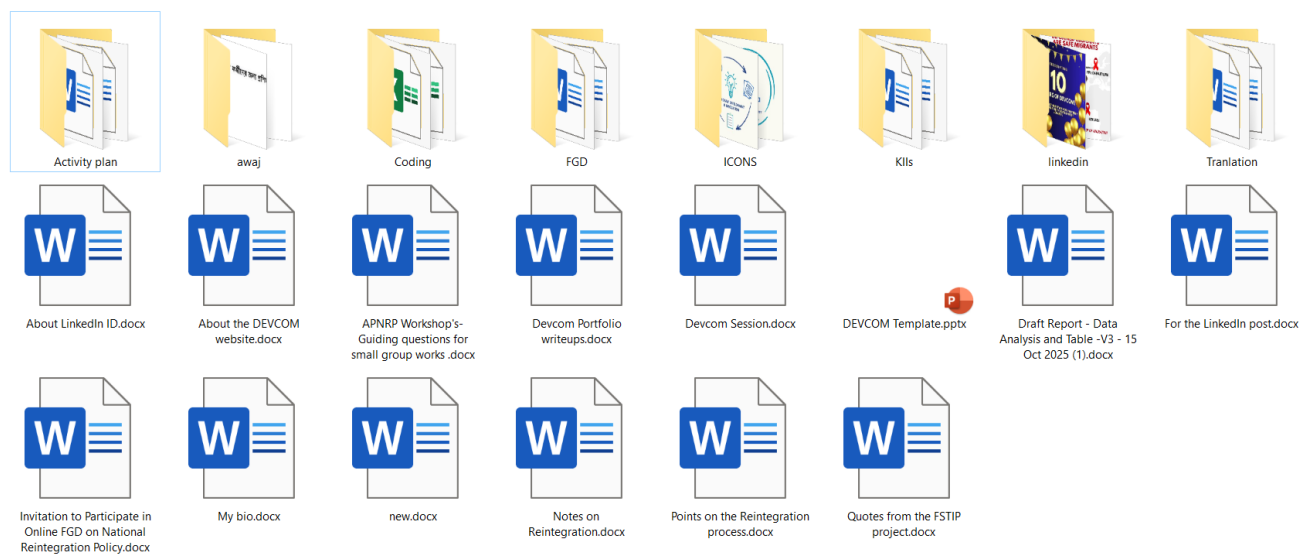


Figure 2: My Office Folder

Projects

Project 1

Coding for FSTIP Project- Winrock International

Project Brief:

The project was to do a thematic coding for the research of the *Conducting FY2024 and FY2025 Combined Annual Study for the U.S. Department of State Fight Slavery and Trafficking-In-Persons (FSTIP) Program*, a project of Winrock International. This was my first official task provided by the office. I was involved with the qualitative part because by the time I joined, the qualitative part was ongoing, and this task was given to me. From the collected data, I needed to organize those under the given sub-themes, which will be used for the main report.

My Responsibilities:

Under this task, first, I needed to organize the data collection papers. There were several districts' papers, and my part was to do coding for Rangpur and part of the Rajshahi district. As there were different Learning Questions of the KII (Key Informant Interview), I first distributed the data collection papers by the learning questions.

For example, all of the papers under *LQ 1: Which success factors are influential in building capacity and commitment of actors at different levels of the CTIP community?* I divided all the papers under LQ1, then the other LQs as well.

FSTIP-RFP-0022

| Learning Questions

To generate actionable insights, the study will address the following learning questions:

- **LQ1:** Which success factors are influential in building capacity and commitment of actors at different levels of the CTIP community?
- **LQ2:** What has been the most significant change for ANIRBAN Chapters' members who have participated in the FSTIP project?
- **LQ3:** What types of messages are effective for aspirant migrant workers to make the right decision about migration?
- **LQ4:** What factor would influence parents to delay child marriage, especially for girls?
- **LQ5:** What triggers the decision to migrate despite knowing the risks associated with it?
- **LQ6:** What are the hindrances for women and youth to reap benefits from the FSTIP project?
- **LQ7:** How are youth and women contributing to the policy-making process?

Moreover, the study will generate critical data to inform the implementation and refinement of FSTIP strategies and strengthen its overall impact and will provide necessary recommendations so that the project can determine the next steps in the intervention.

Figure 3: List of Learning Questions for KII

After that, I had to see the Fiscal Years, as the whole research was based on FY2024 and FY2025. Then distribute those accordingly.

F48

Also, let me know about protection and the 13 steps"

	A	B	C	D	E	F
1	LQ.5 Thematic Coding Matrix for KII with Potential Migrants (I) – Triggers of Migration Decisions					
2						
3	SL.	KII Question	Theme	Sub Theme	Code	To be Filled from Data
4	I	Migration history & destination choice	Migration Aspirations & Destinations	First-time vs. returnee	FR	"Never been to abroad. But now I am preparing to go" "No, I have never been abroad. This is the first time that I am planning" "Information giver Nazmul Hasan have never been abroad. This is the first time he is planning"
5				Preferred country (KSA, UAE, Malaysia, Europe)	PC	"Want to go to Russia" "Want to go to Saudi Arabia"
				Reasons (salary, demand, relatives abroad)	RS	"The money I income at country, I cannot maintain family with it. I need to work very hard, always do not get work" "Want to go abroad to update my family" "Everyone tells me Saudi will be good idea, there are always job there" "There are more opportunities" "Can go there in lower cost" "The person who will send me is a close reletive" "In his area there are lack of work so he want to go" "While asking why he want to go to Saudi, he said his shumondi lives there are more opportunities so he is inspired. His own people so he is trusting him and preparing accordingly. Passport and medical together he arranged 2 lakhs and the other money he cannot collect anymore"
6						
7				Financial loss	FL	

Figure 4: A sheet of LQ.5 and the sections- 'KII Question', 'Theme', 'Sub-theme', 'Code', 'To be Filled from Data'.

Then, after all of the organization was done, I started doing the coding part. The instructor told the formula for input in the Excel sheet. It should be included as whole sentences, exactly how the respondent in the data collection paper said. And each of the lines does not need a full stop, but the quotation mark (" ").

"Correct and trustworthy agency" "For going abroad safely, there is a need for a safe way of going" "Need for trustworthy people and organization" "After going abroad, giving the information about how will be the real picture"

Figure 5: The example of how I wrote each sentence under the Excel sheet.

Then, according to the instructions, I started giving the sentence input in the subsections. The task was quite tricky because I actually needed to understand which sentence should go under which sub-themes.

For example-

SL.	KII Question	Theme	Sub Theme	Code	To be Filled from Data
I	Duration & destination countries	Broker Background & Work Scope	Years of experience	YE	"I am working with a recruiting agency since 5 years"
			Main destinations (Malaysia, KSA, UAE, Qatar, etc.)	MD	"I have sent people to Malaysia, Saudi Arab, Morisash, Singapore, etc, countries"
			Sector focus (domestic work, construction, factory)	SF	

Figure 6: Under the theme of 'Broker Background & Work Scope', there are three sub-themes. I needed to put the respondents' "I am working with a recruiting agency since 5 years" under the sub-section of 'Years of experience'.

Like this, I had to code about 40 respondents' data entry into the given Excel files.

For my own help, I organized each theme and sub-theme first in a Word file, then typed all the data from the data collection sheets, and then just copy-pasted in the Excel sheet under sub-themes. Because there was always a risk when directly entering data into the Excel files.

I. Roles & Responsibilities

Awareness campaigns-

Reporting cases-

Referrals- "I refer victims if they come to get help from Safe Society, where they take steps for them"

Identification-

Community mobilization- "On human trafficking resistance and safe migration, there are a lot of meetings done, and I work on those places" "For child marriage, there are various meetings on yard done. I also work on those"

Monitoring child marriage-

Advocacy-

2. Capacity Building

Training usefulness- "Yes, where they give training, there people can learn many things" "My area is across the border, and here many human trafficking cases could occur. In training, these things are taught. Many people get trapped by the lure of getting a job, and many children have been trafficked. Many migrants are also being trapped"

Figure 7: How I organized the Word file before data entry.

LQ.I Thematic Coding Matrix for KII with CTC Members (FSTIP Project)					
SL.	KII Question	Theme	Sub Theme	Code	To be Filled from Data
I	Responsibilities as CTC member	Roles & Responsibilities	Awareness campaigns	AC	
			Reporting cases	RC	
			Referrals	RF	"I refer victims if they come to get help from Safe Society, where they take steps for them"
			Identification	IDF	
			Community mobilization	CM	"On human trafficking resistance and safe migration, there are a lot of meetings done, and I work on those places" "For child marriage, there are various meetings on yard done. I also work on those"
			Monitoring child marriage	MMC	
			Advocacy	AD	
			Training usefulness	TU	"Yes, where they give training, there people can learn many things" "My area is across the border, and here many human trafficking cases could occur. In training, these things are taught. Many people get trapped by the lure of getting a job, and many children have been trafficked. Many migrants are also being trapped"
			New knowledge of TIP/CM	NK	

Figure 8: How it looked after the data entry in the Excel sheet.

So, this was the task: to enter the respondents' data into the Excel file yearly, for FY2024 and FY2025.

My Mistakes and Learnings:

As this was my first project, I made some *mistakes* at first. I did not recognize the fact that I needed to organize the respondents' data into two Excel files under Fiscal Years- FY2024 and FY2025. So, I combined all the data into a single Excel sheet.

Another mistake I made was that I accidentally deleted the entered data under a sub-section while putting the data directly into the Excel file. This happened several times. and I need to come up with a solution, which I managed by putting data first in the Word file. Also, I was putting a full stop while closing the sentences with a quotation mark. I had to fix a lot of lines later by removing the full stops. Because the coding rules were there, there cannot be any full stop, as it will hamper interpretation and usage for the main report.

I actually learned a lot from this project. I did various research courses and projects before, but never the coding part. So, I *learned-*

Research and Data Management

- I have learned how to organize large volumes of qualitative data systematically.
- I understood how to categorize data using *learning questions (LQs)*.
- Also practiced separating and managing data, based on different fiscal years (FY2024 and FY2025).

Qualitative Coding

- I have gained hands-on experience in thematic coding of qualitative interview data.
- And learned how to identify appropriate themes and sub-themes for each respondent's statement.
- Also, improved ability to interpret respondent quotes and place them under the correct sub-category.

Technical & Software

- Could practice structured data entry by using Excel files according to predefined coding rules.
- I have understood formatting requirements, such as using quotation marks and avoiding full stops.

- Developed my personal workflow (typing in Word first to pasting into Excel) for avoiding data loss.

Problem Solving and Adaptability

- I have corrected mistakes through trial and error (for example, mixing fiscal year data and accidental deletions).
- Also learned how to create backup steps to prevent errors and ensure accuracy.
- I have become more attentive to detail and coding rules.

Professional Growth

- I have completed the first official office task with increasing accuracy and confidence.
- The understanding of real-world development research processes has improved.
- I learned to take feedback, adjust quickly, and produce cleaner, organized work.

Project 2

Limitations, Quotes of Coding; Inputs on the Quantitative Report of FSTIP

Project Brief:

This project was related to my first project. I worked with the team on this project. After the coding project was done, there were several meetings on the report writing. During those meetings, a few needs occurred, such as finding the direct quotes from the participant, discussing the limitations while doing the coding, and a few inputs on the quantitative part from us. These were the tasks for the next few days. I worked with my supervisor to find the inputs that can be added to the report, and wrote a few limitations of the coding, and found different participants' interesting quotes that can be added to the report to enrich it.

My Responsibilities:

My first responsibility was to talk about the limitations. And I thought about what I faced while doing the entire coding project, what things I found hard to do or had to overcome barriers. The limitations I raised were,

- Some of the KII responses were difficult to read due to the handwriting, leading to possible errors in translation or interpretation.
- Certain responses did not align with any sub-theme or were unrelated to the questions. Categorizing them was a bit challenging.
- Occasional data loss occurred in Excel due to accidental deletion, requiring re-entry of information.

Figure 9: The limitations to include in the report's 'Limitations' section by me.

My next responsibility was to find various quotes from the data sheets of the respondents, which will be added to several parts of the main report. For this, I go through all of the sheets again, read and highlight the interesting quotes. Also, I had to highlight the respondent's details for adding after including their quote in the report.

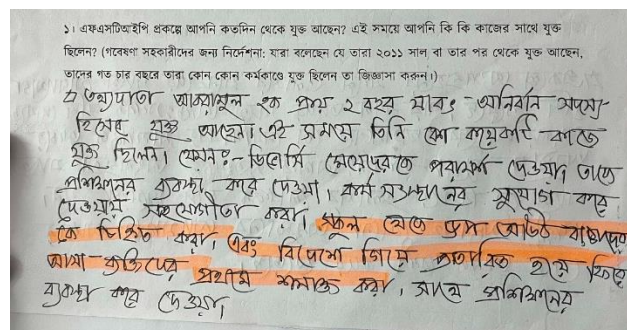
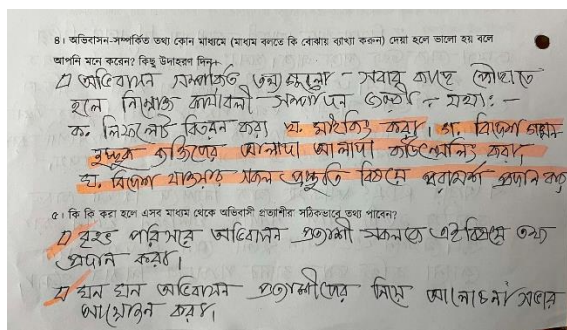


Figure 10, 11: The example of the highlighted parts in the collected data sheets.

The quotes to be added needed to be something that could tell a specific respondent's story, experience, or something catchy.

Here are the quotes I found, which I wrote according to the LQ, year, name, gender, and their location.

Quotes from the FSTIP project's participants

- ❖ LQ 1, 2025, CTC member, Nishu Ali, Male, [Chapai, Bhalohaat](#)

At the 10th question- "One of the girls from our village was a victim of child marriage. She got divorced after having one child. We are working to get her rehabilitation legally."

- ❖ LQ 1, 2025, CTC member, Mohammad Kamal, Male, [Rajshahi, Shibganj](#)

At the 10th question- "One of the people was human trafficked and sent to Kyrgyzstan. After 1.5 months, he got back. We provided him with training through Youth Development. Then he started a grocery store. Now he runs a shop which is very proud of us. We need to continue doing this work."

- ❖ LQ 1, 2025, Mohammad Abdul Baki, Male, [Rajshahi, Godagari](#)

At the 3rd question- "The motivation increased. I, myself, got into trouble while trying to prevent child marriage, and also served time in prison. Still, I didn't lose hope. And my experience made me stronger. Through this project, the motivation for knowing and working has increased."

From question 10- "After getting training from the project, I started my own business, and I see many people starting small businesses and trying to be self-reliant. These make me inspired, and give me the strength to go forward."

- ❖ LQ 5, Migrants who want to go abroad, Mohammad Nazmul Islam, Male, [Rangpur, Kauniya](#)

From question 1- "By trusting his close people, he started taking preparation. The passport and medical are done. About 2 lakhs have been managed, but the rest can't be managed. He said, 'My relatives pulled me up a tree and pulled a ladder.'"

From question 4- "Also, the respondent saw people who came back empty from abroad, by selling all the land. But he said, 'I have left everything in God's hands.'"

From question 6- "The surrounding people and the society's people do not want to give me any more work. Because they say, 'You are going abroad by working. What else will happen in the country?'"

- ❖ LQ 3, 2025, Returnee Migrants, Roksana Begum, Female, [Gaibandha, Fulchari](#)

From question 2- "If the information is taken by a broker, for example, I went through a broker. I was there in good condition at first, but after COVID came, I needed to come back. The work has stopped."

has increased."

- ❖ LQ 1, 2024, CTC member, Abdul Khalek, Male, [Rajshahi, Shibganj](#)

At the 8th question- "There was not that much trouble, but one time, there was a child marriage happening. From the upazilla, there was a phone call to us, telling us that we had signed the birth certificate card. We said we would do the birth certificate by seeing evidence, but this can't be happening. For things like this, we get into trouble."

About 4-5 years ago, there was a child marriage happening. While trying to prevent it, the entire pandal was demolished and the groom's party was evacuated."

- ❖ LQ 5, Migrants who want to go abroad, Mohammad Rashidul Islam, Male, [Rangpur, Kauniya](#)

At the 7th question, "Doing government work is very costly. If there were more income and a better job, I would not go abroad. Would do farming."

- ❖ LQ 2, Anirban Members, Akramul Hapque, Male, [Lalmonirhat, Aditdari](#)

From question 2- "I came back from abroad with empty hands. Through the project, I started doing business by taking training. I do not get dependent on anyone. Also, the people of the society respect me, and a trust has been created."

has stopped."

- ❖ LQ 5, 2025, Migrants who want to go abroad, Mohammad Ariful Islam, male, [Rangpur, Kauniya](#)

From question 4- "The place where there is risk, there is also benefit. But I think there are more benefits than risks. Think like, if there are about 10 people who go abroad, about 2-1 people will get into trouble, but most of them will get benefits."

- ❖ LQ 5, 2025, Migrants who want to go abroad, Hannan Miya, male, [Rangpur, Kauniya](#)

From question 3- "There is more income abroad. If the fortune is good, then the forehead is good!"

From question 7- "If there are good jobs in the country, will there be anyone who leaves their close people and leaves the country? Abroad, if it's good, then it's very good to happen. But when it's bad, there is no end of suffering. So, no one wants to take risks by knowing. If there were enough money or a good connection in business, I would do business in the country."

- ❖ LQ 1, 2024, CTC member, Nurtaj Alam, male, [Rajshahi, Shibganj](#)

From question 8- "People talk threateningly when the people who are related to trafficking know that the information about trafficking is being made known to the authority. So, there are risks then. And because I am a journalist, they tried to attack me, but couldn't. For example, 'Do these, and we will see!'"

Figures 12, 13, 14, 15: The quotes from the respondents.

Then another relevant work was to give a few inputs according to the coding I did. I had to find the section from the report in which I can give input through the coding data. So, first, I go through the whole report, noting in which of the sections I can add my input based on the coding information. Then I organized those into the bullet points in a Word file, and added to the doc file where others were giving their inputs as well.

Awareness Raising and Community Mobilization

This is, by far, the most dominant function the committee members see themselves performing. To do this, as a medium of these awareness-raising activities, courtyard meetings, community sessions and seminars, school sessions, door-to-door visits, awareness campaigns, and using religious gatherings. In these sessions, the major topics they discussed are general trafficking risks, child marriage prevention, safe and legal migration, and verifying travel agents/agencies.

- Acceptance and social reintegration of survivors can be included as respondents were told about awareness creation through various ways, so that the aggrieved people get acceptance in society. These reflect on reducing stigma or promoting acceptance of survivors, which is important for community mobilization outcomes.
- Training or advisory role can be included. Respondents said about advising on the safe migration training. So, including awareness, advisory, or facilitative involvement in training sessions can be added.
- Neighborhood-based informal awareness- as the respondents said, they tell and educate those in their neighborhoods about human trafficking and child marriage. So, the informal, interpersonal neighborhood education aspect, including structured meetings, can be included.
- Awareness in village contexts- including general community meetings, rural or village-level campaigns- is also a focus.

Figure 16: Inputs I gave in the Awareness Raising and Community Mobilization section of the report.

As there were several parts in the coding section about ‘*awareness raising*’ and ‘*community mobilization*’, such as *awareness campaigns*, *awareness materials used*, *awareness sessions*, etc., in the coding, I took the details from the respondents from those sections to organize and give as input.

Coordination and Network Building

A significant number of respondents highlighted efforts to create formal and informal linkages between Local administration (UP Chairmen, UP Members, Police), government bodies, and non-governmental organizations (NGOs) to improve coordination, avail legal support, and implement policies like the National Strategic Plan.

- Involvement of multiple departments and levels of administration. Mentioning- Upazila and district-level offices, for example Youth Development, Social Welfare, Women Affairs, Health Division, TTC, Manpower Office, Expatriate Welfare Bank. So, including the local administration, also the multi-tiered coordinations.

Figure 17: The inputs I gave in the Coordination and Network Building section of the report.

There were sections on the coding about ‘coordination gaps’, ‘coordination issues’, networking, etc, I found the inputs from those parts included in the report.

Direct Support and Guidance for Potential Migrants:

Many members reported of providing proactive support to prevent exploitation at the source country and community. Counseling aspirant migrants, guiding them on legal documentation (passports, visas, and or other necessary documents), verifying travel agencies, and sharing both positive and negative aspects of migration.

- Information about good agencies and financial requirements. Including travel agencies, the guidance on choosing reliable ones and understanding costs or financial preparation can be added.
- Knowledge of rules and procedures- along with the general guidance, the members can educate migrants about the step-by-step rules and procedures of legal migration can be included.
- Information on protection mechanisms- teaching about protection and safety mechanisms abroad and during the migration process.

Figure 18, 19: The inputs I gave in the Direct Support and Guidance for the Potential Migrants section of the report.

There was a whole section for the ‘Potential Migrants’ under LQ5 in the coding. I took the support and guidance parts from the section and organized them accordingly to give as inputs.

"Anirban has actively identified trafficking survivors and referred them for financial and psychosocial assistance. The team provided support for legal aid, counseling through referral, and facilitating survivors' reintegration into society. Survivors were also connected with livelihood programs through Anirban's to help rebuild their lives with dignity and independence."

- Increased self-reliance and independence- a specific feeling of independence, especially financial and emotional.
- Emotional well-being and overcoming disappointment. The psychological benefits- improved mental state, self-worth, happiness, and renewed purpose in life after starting own business, etc.
- Serving as trusted community advisors. Including awareness raisers, they are now being recognized as community problem-solvers and trusted sources of advice. People of the society take their advice, come to them about any problem-solving issues.
- Community trust and social influence- including recognition, trust, and inspiration are core community impacts. For example, people respect the members, are inspired by them.

Figure 20: The inputs I gave in the part where the Anirban Members were mentioned.

In the coding, another part was *LQ2*, where *KII with Anirban members* occurred. I found a lot of information about them to include in the report as well.

- Low initial community trust- community distrust at the start made the committee's work difficult.
- Economic vulnerability of members- though budget limits are mentioned, the paragraph could also highlight members' personal financial struggles.
- Low family or household support- family opposition or lack of encouragement could be mentioned as it is a motivational barrier for members.
- Impact of project interruptions on member networks- members added about suddenly stopped projects, they got issues such as detached members' connection and sufferings.

Figure 21: The included inputs on the limitations.

From the overall coding, there were various limitations as well of the committee. I found those limitations they face and included them as inputs.

My Mistakes and Learnings:

I made a few *mistakes* while participating in this. While finding the quotes, I forgot to take the details of the respondents. Without the details, there can be no way to identify who said what. So, after writing a few of the quotes, I needed to go back again to find their details. I noted those down and included them in the Word file later. I also added the LQ number later on.

And while giving input, I forgot to be precise about the findings. So, after the huge sentences I wrote, I fixed them into a shorter and more precise version to make it professional.

There were a lot of *learnings* from this.

- I have learned the importance of recording respondent details immediately while extracting quotes (*LQ number, name, year, gender, location*).
- I understood that the missing details can confuse later, so maintaining accuracy from the start is essential.
- Also, I have improved my ability to summarize findings clearly and precisely instead of writing long explanations.
- And gained experience in identifying relevant insights from large coded datasets and later linking them to the correct sections of the report.
- I learned how to organize inputs related to awareness activities, community mobilization, coordination gaps, committee limitations, and support for potential migrants.
- I have become more skilled at structuring information into professional bullet points for report writing.
- Also, I have strengthened my overall attention to detail and my ability to present qualitative findings in a clean, concise, and professional format.

Project 3

Icons for the 'Our Offers' section of the DEVCOM Website

Project Brief: This was a creative project. I needed to create about four icons for the DEVCOM website's 'Our Offers' section. Four of the offers are-

1. Organizational Development & Capacity Building
2. Program Development & Evaluation
3. Development Communications
4. Organizational Research & Evaluation

I had to think about what type of icon I should create according to the details of each offer. And make those with an editing app.

My Responsibilities: My responsibilities were to generate some eye-catching icons for the website. As they will be on the homepage, they needed to look beautiful so the viewers will be more interested. So, I read the details from each of the offers, and with the help of ChatGPT, I generated the ideas in my head on how I will create each icon. Then, according to the ideas, I created the icons in *Canva*.

I am giving each of the Icons I created, including the details below-

Organizational Development & Capacity Building



Figure 22, 23: Before and after of the icon of Organizational Development & Capacity Building

The icon has,

Blocks/foundation: The blocks are at the bottom, which show the foundation of an organization, policies, structures, people, and systems.

Gears: They represent the internal systems, workflows, structures, and team capacity working together efficiently.

Leaves: The leaves symbolize organizational growth, sustainability, and long-term development.

The overall meaning for this is that this icon represents strengthening an organization through better skills, structure, governance, teamwork, and long-term capacity.

Program Development & Evaluation



Figure 24: The icon for Program Development & Evaluation

The icon has,

Magnifying glass: Which symbolizes the investigation, analysis, and evidence-based understanding before developing a program.

A lightbulb: This represents creative solutions, new approaches, and problem-solving.

The documents: Which show writing proposals, frameworks, and project design.

The checklist: This reflects structured planning, monitoring, and ensuring quality.

The arrows: They illustrate that program development is a repeated cycle of research, innovation, planning, and evaluation.

So, this icon overall represents developing effective, evidence-based, creative programs and continuously improving them.

Development Communications



Figure 25: The icon for Development Communication

This icon has,

The megaphone: It symbolizes the campaigns, public engagement, and outreach.

The speech bubble: Which represents community engagement, two-way communication, and listening to people's stories.

The documents: The documents are for illustrating writing reports, stories, IEC materials, and communication content.

The arrows: They are showing that development communication is a cycle of creating, sharing, receiving feedback, and improving messages.

So, the overall meaning of this icon is communicating for social change, awareness raising, storytelling, advocacy, and community-centered communication.

Organizational Research & Evaluation



Figure 26: The icon for Organizational Research & Evaluation

The Icon has,

People focus: This means understanding stakeholders or staff.

Clear goals: Which means aiming for specific objectives and hitting targets.

Tracking progress: This explains the use of metrics to measure performance over time.

Structured evaluation: Which means employing tools and processes for data collection and analysis.

Data analysis & insights: This means finding trends and concluding evidence.

So, the overall meaning is valuing and improving an organization's performance through people-centered, data-driven research and measurement.

My Mistakes and Learnings:

I made a tiny *mistake* in this project. I did not realize the color should reflect the theme of the Center for Development Communications (DEVCOM). So, I used the colors by my choice at first, but the icon I first made looked too clumsy. Then they told me the icons should represent the DEVCOM color theme, which is all shades of light and deep blue, with white. After realizing this, I solved the problem by changing the color to light blue, deep blue, and white.

I *learned* a lot from making the icons.

- I have learned how to turn complex development concepts into meaningful, simple, visual icons.
- I also have improved my ability to analyze organizational themes (Organizational Development & Capacity Building, program development, Development Communications, Research & Evaluation) and reflect them visually.
- Also, it has strengthened my creative design skills by developing homepage-ready icons in Canva.
- I have learned to use visual elements (gears, blocks, arrows, megaphones, etc.) to represent systems, growth, communication, research, and evaluation.
- By this, I have enhanced my skills in idea generation, combining reading, interpretation, and AI-assisted brainstorming.
- Also, I have understood the importance of maintaining brand consistency, especially color themes, for organizational identity.
- I have gained problem-solving experience by correcting color choices to match DEVCOM's official theme.

Project 4

Writeups for DEVCOM Website's Portfolio Section

Project Brief:

DEVCOM has a '*Portfolio*' section on its website. And there are various projects they worked on, including the details. About the project, the partner, the services they gave, and the duration of the work. Also, there are other details later on, about the partner and the main project. As well as what exactly DEVCOM worked on, such as what they have conducted, submitted, revised, redesigned, developed, interviewed, documented, etc. And my task was to write their latest project's portfolio. And not only writing them but making them more enriched, how they can be written differently and more in a modern style of writing portfolio. So, I wrote their two latest project portfolios by seeing a few other portfolio sections of other websites.

My Responsibilities:

My responsibility was to provide the two latest portfolio write-ups, including the photo. They have provided me with all the details of each project, such as the ToR (Terms of Reference), Request for Proposal, the details of what the project is about, partner, services, duration, and also the photos from where I can choose and add them to the portfolio. These were very helpful for understanding the project as well as how I can organize it differently.

What I did was first read the details of the project's ToRs and the Request for Proposal, then relate them to the other details. After making a plan in my mind, I started writing them.

Two of the **projects** were

- Skills Profiling, Assessment of Challenges, and Development of Economic Reintegration Framework for Return Migrant Workers
- Development of IEC/BCC material, Training manual, SOP

I am providing the **write-ups-**

Title of the program: Skills Profiling, Assessment of Challenges, and Development of Economic Reintegration Framework for Return Migrant Workers

Partner: International Labour Organization (ILO)

Duration: 1 April 2025 - 30 November 2025

Services:

- ✓ Skills profiling of 5,000 returnee migrants
- ✓ Identification of migrants interested in employment or small enterprises
- ✓ Development of a labor market reintegration framework
- ✓ Assessment of bottlenecks in reintegration services



Figure 27, 28: From the provided picture, I chose these two; one will be added to the portfolio section.

International labor migration contributes greatly to Bangladesh's economy, but many returnees face challenges restarting their lives at home. To address this, WEWB and the RAISE project, with support from ILO and the Government of Switzerland, are strengthening reintegration systems under MoEWOE by improving institutional capacity, service delivery, and reforming policy.

As part of this initiative, ILO has engaged DEVCOM to support the economic reintegration of return migrant workers through the following key activities:

- **Skills profiling:** Conducting skills profiling of 5,000 returnee migrants to understand their qualifications, employment history, and capabilities.
- **Interest Identification:** Identifying returnees who are interested in securing employment or establishing small enterprises.

- **Reintegration Framework Development:** Designing a structured and strategic labor market reintegration framework, including recommendations on employment pathways and entrepreneurship opportunities.
- **Bottleneck Assessment:** Examining existing reintegration services and programs to identify bottlenecks and supporting returnee migrants and providing actionable, strategic solutions to overcome these challenges.

Title of the program: Development of IEC/BCC material, Training manual, SOP

Partner: Save the Children International in Bangladesh

Duration: 1 April 2025 - 30 June 2025

Services:

- ✓ **Training Module:** A comprehensive module for ViiV project staff delivering HIV prevention services among Women Who Use Drugs (WWUD).
- ✓ **IEC/BCC Materials:** Informational, educational, and behavior change communication materials, including leaflets, focused on drug use, HIV issues, and stress-management strategies tailored for WWUD.
- ✓ **Standard Operating Procedure (SOP):** A guideline on Gender Transformative Essential Services for WWUD, supporting a structured and inclusive service delivery.



Figure 29: From the given picture, I selected this one because it looks more interactive and focused.

Bangladesh faces a rising public health challenge with 1.1 million female drug users, including 100,000 in Dhaka. Women now account for 16% of the country's drug-using population, many of whom have limited access to harm reduction services due to mobility, informal livelihoods, and involvement in sex work. To address this, the ViiV Healthcare Positive Action program has established a gender-sensitive, community-led harm-reduction model. The initiative focuses on peer networks and mental health support, ensuring inclusive and effective service delivery.

DEVCOM contributed to this initiative through the following activities:

Training Module Development: Designing a comprehensive module for ViiV project staff to provide effective HIV prevention services for WWUD.

IEC/BCC Materials: Creating informational and behavioral change communication resources on drug use, HIV prevention, and stress management tailored for WWUD.

SOP Development: Formulating guidelines on Gender Transformative Essential Services to ensure structured and inclusive service delivery.

The write-ups are included with the usual details on the project name, partner, services, and duration. But I have changed the pattern in the later section of the details. Previous write-ups of their portfolio were just elaborating about the partner and the services DEVCOM provided. But I have included details from their ToRs and Request for Proposal as well. For example- *'1.1 million female drug users, including 100,000 in Dhaka. Women now account for 16% of the country's drug-using population, many of whom have limited access to harm reduction services due to mobility, informal livelihoods, and involvement in sex work.'* - This sentence was organized from the ToRs details. I thought this might be information that is directly related to the project and might enrich it more because it is more than the usual details or the partner's information. In this type of line, it captures a lot about the project itself.

My Mistakes and Learnings:

I have faced a challenge while doing this task, so I have made a few *mistakes* at first as well. I did not realize I needed to add information from the ToRs or the Request for Proposal to make it unique. What I first did was just rewrite the details they provided me. So, after they told me again about how I actually should write it, I fixed the mistake by taking time and reading the details more. And organizing those into different ways by seeing other websites' designs.

My *learnings* from this project were

- I have learned to interpret ToRs and RFPs and to extract project-relevant facts to enrich portfolio write-ups.
- I have also improved my ability to combine provided project details with contextual background (for example, sector statistics) for stronger narratives.
- Also, I have practiced how to structure portfolio entries- project name, partner, duration, services, key activities, and impact.
- I have gained skill in writing concise, modern-style portfolio copy suitable for a website homepage.
- Additionally, I have learned to select and justify images that enhance the project's story and visual appeal.
- Also, strengthened research and comparison skills by reviewing other websites' portfolio styles.
- I have improved editing and organization, planning the write-up before drafting to avoid repetition.
- I have also learned to incorporate technical project terminology (ToR/RFP language) clearly for non-technical readers.
- And corrected an initial mistake (only rewriting supplied text) by revising content to include richer contextual details.

Project 5

Awaj Foundation Training Materials and Training Activities

Project Brief:

There is a *training* given by DEVCOM to the Awaj Foundation on migration. In this project, I had several tasks to do. And the tasks required before the training, during the training, and some of the tasks after. There were various materials that I had to organize, then, while the training was starting and going on, there were several activities to do. And it was a 2-day training, so the overall work for this project was about 4-5 days, including before and after.



Figure 30: The training- Training of Trainers (ToT)- Awaj Staff on Migration

My Responsibilities:

My responsibilities were

- ✓ Helping in organizing the training and learning materials before the training day
- ✓ Creating a PPT for the training, including the files and details provided by DEVCOM
- ✓ On the training days, the activities such as providing the materials to the participants, noting about the activities going on, and whether there are any queries from the participants
- ✓ The overall documentation for the whole training session
- ✓ Recap giving in the 2nd day of training

I am writing about *each activity* I have done for the training in detail-

Helping in organizing the training and learning materials before the training day

Before the day of the training, there were materials such as Viv cards, prints of case stories, a gender wheel, pieces of paper, thread balls, etc. I had to help the team organize those materials.



Figure 31: The training and learning materials.

Creating a PPT for the training, including the files and details provided by DEVCOM

I also had to create a PPT from the files and details provided by DEVCOM. I created it on Canva, organizing how the colors should be, how the fonts and designs should be, etc.

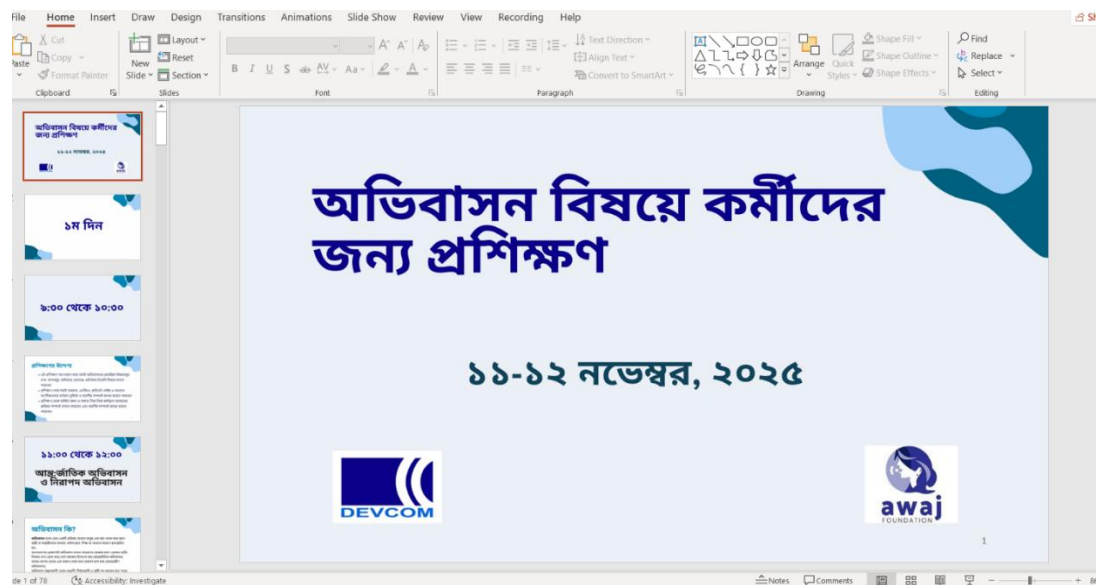


Figure 32: The final PPT I created for the training.

But before, the design I chose was not good enough for making the PPT for the program. It was-

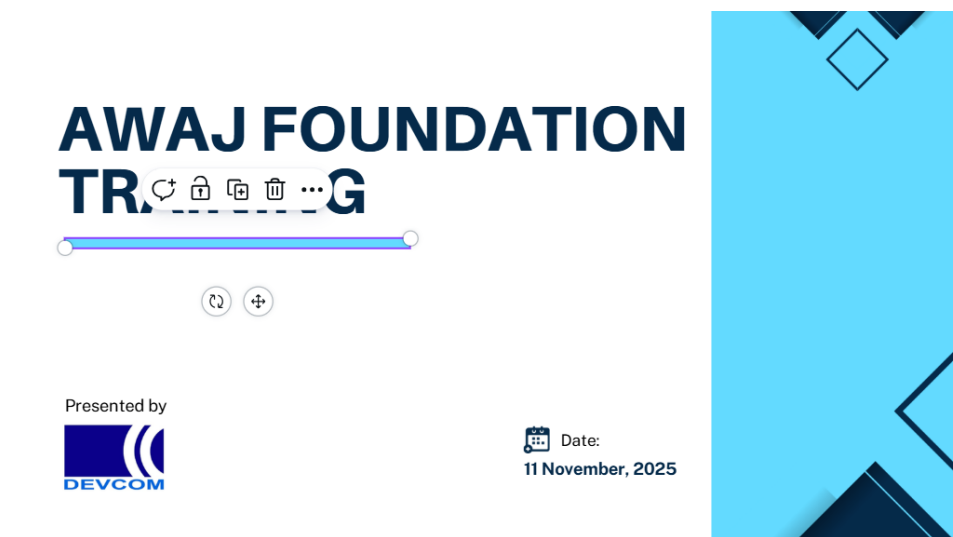


Figure 33: This was the design of the PPT before

Also, there were the before and after of a table included in the slide-

ধাপের নামঃ প্রি-ডিসিশন দল ১ কাজ ১				
কি কি তথ্য দিতে হবে	কে দিবে	কখন দিবে	কিভাবে দিবে	অন্যান্য মন্তব্য

গ্রুপ ওয়ার্ক ফরমেট				
অভিবাসনের ধাপ: অন মাইগ্রেশন - কি করা প্রয়োজন				
কি কি বিষয়ে সহায়তা করা প্রয়োজন	সরকারের ভূমিকা	এনজিওদের ভূমিকা	প্রাইভেট সেক্টরের ভূমিকা	অন্যান্য মন্তব্য
অভিবাসনের ধাপ: রি-ইন্টিগ্রেশন - কি করা প্রয়োজন				
কি কি বিষয়ে সহায়তা করা প্রয়োজন	সরকারের ভূমিকা	এনজিওদের ভূমিকা	প্রাইভেট সেক্টরের ভূমিকা	অন্যান্য মন্তব্য

Figure 34, 35: Before I included wrong information under the tables. Then I fixed the whole information and format.

The training days activities

I had to provide the materials to the participants, such as the balloons for the introductory session, the viv cards for them to tell us what their expectations are and what they want to achieve from this training, markers, etc.

Also noting about the activities going on, and whether there were any queries from the participants, etc.

The overall documentation for the whole training session

Another task was to document the whole training. I have documented the whole two training days- the participants' activities, their interactions, the materials, etc.



Figure 36, 37: The pictures of the introductory session, participants needed to assume others anonymously by giving their information inside the balloon on the papers.



Figure 38: The participants telling a positive thing about each other after finding the balloon and assuming each other inside the balloon.



Figure 39, 40: The discussions among the groups.



Figure 41: Training taken by the Managing Director of DEVCOM.



Figures 42, 43, 44: The participants are doing group work for presenting, discussing among themselves, and presenting afterwards.

Recap giving in the 2nd day of training

I had to start the 2nd day of training by giving a recap of the first day. What I did was first organize what I would say while taking the recap session in the schedule paper.

My Mistakes and Learnings:

This project had different types of tasks. I have made a few *mistakes* while doing them. While I was creating the PPT, there were mistakes about doing the format and information right, and some spelling mistakes. I have corrected those before the training day.

Also, when I was recapping, I missed out a few pieces of information to make them recall because of was a bit nervous in front of everyone. Either that, I was also forgetting that I have to listen to each table, which I managed by the end by asking different tables.

I have *learned* a lot from this whole project.

- I learned how to prepare and organize training materials efficiently before an event (case stories, gender wheel, Viv cards, etc.).
- Also gained experience in designing professional training PPTs, ensuring correct formatting, color consistency, and content that is error-free.
- I have improved my skills in facilitating training sessions, including distributing materials, supporting participants, and responding to queries.
- I also developed the ability to document training activities systematically for reporting and record-keeping.
- The project has strengthened confidence in public speaking, especially while giving recap sessions and engaging participants.
- I have learned to manage nervousness in live sessions and improved coordination (for example, remembering to engage every table).
- I understood the importance of double-checking spelling, formatting, and structure before finalizing presentation materials.
- Also, learned how to plan speaking points ahead of time to ensure smooth session delivery.
- I have gained experience in post-training responsibilities, such as sharing finalized materials with partners.

Project 6

Field Visit and Transcription of the FGD and KII for APNRP

Project Brief:

This project was very interactive because I had to go on a field visit with the team, take notes while conducting the KII and FGD, ask questions, record, and transcribe a few of the KII and FGD. This was a part of APNRP (Action Plan for National Reintegration Policy). I was given short tasks while the work on this project was ongoing. For creating the Action Plan, it was necessary to talk with some experts and with a group of people. And this was the part of it, to go to different offices and communicate with an individual or as a group, to have KII and FDGs with.

My Responsibilities:

My responsibilities were before, ongoing, and also after.

- ✓ Giving reminders and meeting links to the people whom we will do KII and FDGs
- ✓ Going to the field visit in different offices, also participating online, for- note, record, and ask questions
- ✓ With the recording, doing the transcription of the meetings

I gave *reminders* to each of the people we will do KII and FDGs with. There were two ways of doing these: online and offline. For the online meetings, I provided the meeting details and Zoom link.

We had to *visit* various organizations- the European Union, BRAC, the Swiss Embassy in Bangladesh, and talk with experts online from BEF, BNSK, WARBE, etc. My task was to record each meeting with the official recorder, which I needed while transcribing. Also taking notes was a huge part. And I have also asked about whatever I had confusion with, and I want to know more about.



Figures 44, 45, 46: On the field visit of the European Union and the BRAC Centre.



Figures 48, 49, 50, 51: The online FGD and KIIs.

After the KIIs and FGDs are done, I transcribed two of the FGDs and KIIs. They should be in Bangla and must include the important information that the participants said during the meetings.

ব্রাক-এফজিডি

"পলিগি হওয়ার কি পরিবর্তন হবে রিইন্ট্রেশনের ক্ষেত্রে এবং কি আচ্ছন্ন করা যাবে"

সুমাইয়া ইসলাম- ওকাল আর আমরা মিলে যদি জেক্সার পার্সপেকটিভ থেকে ফেমিনিস্ট পার্টিসিপেশন এর ইনপুট দিয়েছিলাম। আগে রিইন্ট্রেশনটা রিকগনাইজডই ছিল না, আফটার কোভিড শুরু হয়েছে। অন্য পার্টনাররা রিইন্ট্রেশনকে ফোকাস করে, প্লান করে কাজটা করবে। আমরা অ্যাডভোকেটরা বলেছিলাম, রিইন্ট্রেশন যদি সবাই মনে করি যে শুরু থেকে শেষে আসার পর হবে, তাহলে কোনদিনই হবে না। এটা প্রি ডিসিশন থেকে রিইন্ট্রেশনে আসতে হবে। আর এখন এই পলিগি অ্যাক্শনের ফলে ব্রাক বা বাকিরা ইনভলভ যারা এটা সাথে কাজ করতে পারে। সব ঠাঃ ইমগ্রিমেন্টের অ্যাপ্রোচ তৈরি করি। এরকম নারীদের জন্য যারা কাজ করে বিএনএসকে-র মতো, তাদের জন্য রিইন্ট্রেশন এবং রিটার্নিশনের জন্য মেইল আর ফিমেল একই। ফলের মালা শুধু ছেলেদের পরামো হয়, অথচ ফিমেলদের অবস্থা থাকে অনেক অস্থির। ছেলেদের অনেক এইচআর্থিক পজিটিভ বা নানা ডিজিউ নিয়েও আসে।

আমি বলব এক্সপার্টরা কাজ করবে, নারীর রিইন্ট্রেশন, ডোমেস্টিক ওয়ার্কর আর গার্মেন্টস ওয়ার্কর রিটার্নি রিইন্ট্রেশন, আর একজন ডাক্তার-ইঞ্জিনিয়ার বা মেইল পার্টনারের রিইন্ট্রেশন এক না। সুতরাং, সেটার জন্য ডুয়েল আর মেজারেল করা যাবে, এমন কিছু স্টেপের কথা আমি রিকোয়েস্ট করব আনা যেতে পারে।

"কাদের ভাই কি করলে আমরা সামনে যেতে পারব?"

- পলিগিতে একটা জিনিস ভালো হয়েছে, রেইজ প্রজেক্ট যখন ডেভেলপ করা হয়, সেখানে সাইকো-সোশ্যাল কাউন্সেলিং/কাউন্সেলর, ভ্যাক্স রেল নিয়ে অনেক আনসার্টেনিটি ছিল। প্রফেশনাল জায়গা থেকে এগুলো হ্যান্ডেল করা উচিত। তারা কনফিডেন্ট ছিল না, কি হবে, আর কেন কাউন্সেলিং লাগল, প্রফেশনালদের দিয়ে করা উচিত এটা নিয়ে। পলিগিতে এই বিষয়টা আসা খুব পজিটিভ থিং। যে এটা ম্যানুয়ালি। কিন্তবে আর কখন হবে, এটা নিয়ে ডায়েরেক্টলি পরিষ্কার ধারণা পাইনি। যে কোন ধরনের প্রফেশনাল লাগবে এত ম্যাসিভ জনগণের জন্য। মানুষের মেন্টাল হেলথ নিয়ে যখন আমরা চিন্তা করছি, ওই সিস্টেমটা রেডি কিনা আমি শিওর না।

কেআইআই-নুকুল কাদের স্যার

মাইগ্র্যান্টস বা রিটার্নি ইন্ট্রেশনকে ইম্প্রট্যান্ট বলে মনে করি ফর ২ রিজন্স। এক-মাইগ্রেশন নিয়ে সফল করতে হলে তার ৪টা ধাপের লাস্ট স্টেপটার গভর্নমেন্টের ইনভলভমেন্ট থাকতে হবে। ফার্স্ট ধাপে যতটা ইনভলভ থাকে, লাস্টটায় কমপ্রেহেনসিভ ওয়েতে ইনভলভ না। তারা অনেক কিছু করছে, বাট ডিসকানেকটেড। ফর এক্সাম্পল, পিকেবি, ডারিউইডরিউবি। তাদের ওয়ার্ক প্রসেস হলো একধরনের সাইলোতে কাজ করা। আমরা প্রজেক্ট ফর্মুলাট করি রিটার্নি মাইগ্র্যান্টসদের।

ইউইউ রিইন্ট্রেশন-এর ধারণা এনেছে। নিজেদের জন্যই এনেছে, কারণ ইউরোপ অনেক ইরেগুলার বাংলাদেশি থাকে। মাইগ্রেশন আর ইউম্যান রাইটস পয়েন্ট অব ভিউ থেকে ওদের ইরেগুলার বলা হলেও, আসলে তারা হলো ফরেইনারস লিভিং উইথ আউট লিগ্যাল পারমিট। এটা গভর্নমেন্টের সঙ্গে এসওপি (SOP) টা সাইন হয়, আর এর মূল বিষয়টা এই এটা।

এরপর রিইন্ট্রেশন প্রজেক্টটা আসে। আইওএম কাজ করেছে গভর্নেন্স আর রিইন্ট্রেশন-এর সার্ভিস অন দ্য গ্রাউন্ড নিয়ে। আমাদের এক্সপেরিয়েন্স অনুযায়ী, তারা এই কাজগুলো করে যেতে পারবে, আমরা না থাকলেও। কিন্তু গভর্নমেন্টের বিষয় আসলে, ফর এক্সাম্পল ডারিউবি (WB) বা রেইজ (RAISE) প্রজেক্টের বিষয়গুলো ভাল, আপনার মনে হয় কোন ফিচার দেখতে পান?

"আপনি রেইজ (RAISE) প্রজেক্টের কাজকে কীভাবে দেখছেন?" সেটাকে আমি রিইন্ট্রেশন বলব না। বাংলাদেশে ব্রাক যেভাবে কাজ করে, সেটা অনেক বেশি কমপ্রেহেনসিভ এবং সাস্টেইনেবল, কারণ টোটাল রিইন্ট্রেশনটা তারা একবারের ট্রেনার্স এবং প্ল্যানড প্রসেসে করে।

৪টা ধাপের মধ্যে দিয়ে যায়, সাইকোসোশ্যাল কাউন্সেলিং/সহ ফিল অ্যান্ড প্রফেশনাল আন্সল্লেশনারশিপ ডেভেলপমেন্ট, আর রেকারেলও করে। এছাড়াও, ইনডিভিজুয়াল-বেসড কাস্টমাইজড বিষয় থাকে, যার যেমন ফিল, সে অনুযায়ী।

Figures 52, 53: The transcripts of the FGD and KII I did.

My Mistakes and Learnings:

I made a few *mistakes* during the project. A few challenges appeared while managing multiple responsibilities at once. I had a bit of difficulty keeping track of all the meeting schedules and reminders. I fixed it by setting everything in Google Calendar later. While taking notes during the KIIs and FGDs, I missed some important points because I was simultaneously recording, observing, and preparing follow-up questions. But I fixed those later by listening to the recording. In the transcription phase, I sometimes struggled to maintain consistent formatting and had to recheck Bangla spellings as well. But that has also been fixed later.

My *learnings* were

Fieldwork and Communication

- I have learned how to communicate professionally with experts and organization representatives while sending reminders and meeting links.
- I understood the importance of clear scheduling and time management when coordinating KIIs and FGDs.
- Also, became more confident speaking in group settings and asking follow-up questions during field visits.

Note-Taking and Observation

- My ability to take structured notes while simultaneously listening, observing, and supporting the team has improved.
- I learned to identify key insights and filter out unnecessary information during both KIIs and FGDs.

Recording and Documentation

- I have gained hands-on experience handling official recording devices during field visits.
- And understood how to ensure proper backup of audio files and maintain organized documentation for later transcription.

Transcription Skills

- I learned how to transcribe FGDs and KIIs accurately in Bangla, focusing on clarity, meaning, and important points.
- My skills of listening to multiple speakers and identifying voices have been built, which have helped capture information more precisely.
- My spelling, grammar, and formatting through practice and repeated editing have improved.

Professional Field Exposure

- I have gained exposure by visiting high-level organizations such as the European Union, BRAC, and the Swiss Embassy.
- And learned how professional discussions work in policy-related projects like APNRP, especially during data-gathering stages.

Overall Project Management

- Also, my ability to juggle multiple responsibilities (reminders, attending meetings, recording, note-taking, transcription) has improved.
- I have understood how every small task, even reminders, plays a critical role in a large-scale national project.

Project 7

LinkedIn Post Creations

Project Brief:

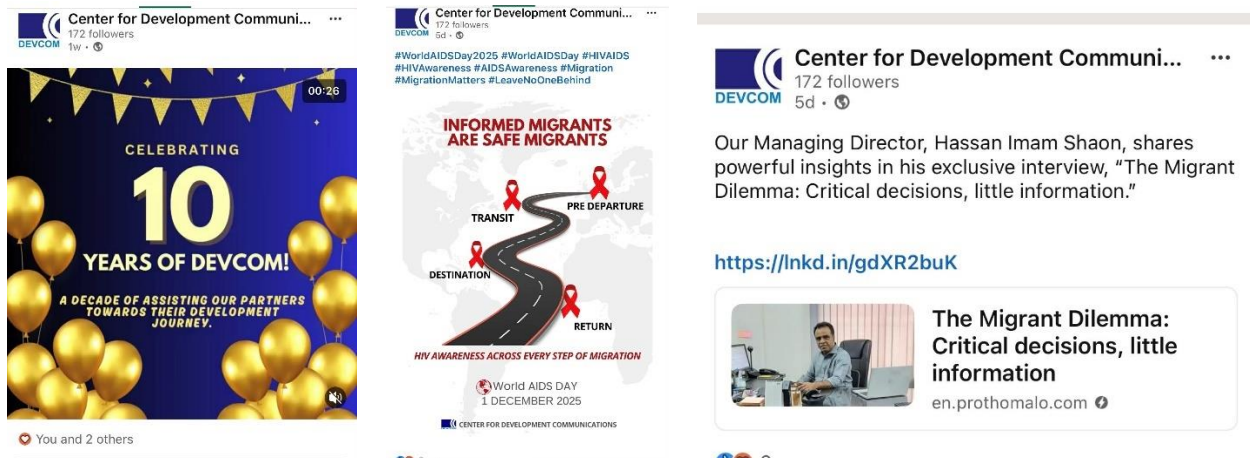
The DEVCOM team told me to manage their *social media* (especially their LinkedIn page) as well. To make it more up-to-date with various posts and reach more people. So, the project has multiple tasks, including managing the social media pages, updating with different content, creating the content from my own developed idea, and trying to reach everything to the people to get to know more about our organization.

My Responsibilities:

My responsibilities were mainly to create content such as posters, videos, and illustrations for LinkedIn and other social media platforms of the organization. Giving catchy captions and hashtags, and posting them. Also, they gave me ideas that I could create content for any national or international events, or if they have any ongoing projects, as well as from their previously done projects.

Mainly, I have to post about their activities, and cover events related to migration, trafficking, health, gender, etc., based, which are related to their work.

So, I have created some of the posts for the LinkedIn profile, updated those with the captions and hashtags-



Figures 54, 55, 56: So far, I have created three posts in LinkedIn- 10 years of DEVCOM, World AIDS Day post, and Managing Director’s Interview in Prothom Alo.

DEVCOM’s 10 Years Poster



Figure 57, 58: The posters I made before for DEVCOM’s 10th anniversary.



Figure 59: The poster I made after in Canva for DEVCOM's 10th anniversary, which was finalized and posted.

This was a post on the day when the DEVCOM team reached their 10-year journey. I created the poster in a celebratory theme, and wrote the '*A decade of assisting our partners towards their development journey*' through taking their saying- '*We assist our partners towards their development journey...*'

International AIDS Day poster



Figure 60: The poster I made in Canva for International AIDS Day, relating to migration.

For World AIDS Day 2025, I tried to design a poster highlighting the message “*Informed Migrants Are Safe Migrants.*” The visual is a curved migration pathway with four key checkpoints-

Pre-Departure,

Transit,

Destination,

and Return

Each was marked with a red ribbon symbolizing HIV awareness. This layout emphasizes that health education and HIV prevention must be integrated across *every stage* of the migration journey.

The poster aligns with DEVCOM’s focus on public health and migrant protection, delivering a clear, simple, and visually engaging communication tool.

Human Rights Day 2025 Poster



Figure 61: The poster I created for 10th December, International Human Rights Day, relating to migration, in Canva.

For Human Rights Day 2025, I created a poster by focusing on the relationship between human rights and migration. The design incorporates some symbolic elements, such as broken *handcuffs* (freedom and dignity) and *footprints* (the migrant journey).

The key message, “*Migration is a human journey; dignity must travel with it,*” reinforces the idea that migrants’ rights must be protected at every step.

Bright colors and human-centered illustrations were used to communicate empowerment while maintaining accessibility and clarity. This poster reflects DEVCOM's commitment to rights-based communication and advocacy.

International Migrants Day 2025



Figure 62: The poster I created in Canva for 18th December International Migrants Day 2025.

For International Migrants Day 2025, I tried to design a poster carrying the message “*No One Is Illegal on Planet Earth.*”

The visual features *silhouettes* of diverse migrants walking across a *globe*, representing global movement, inclusion, and shared humanity. The additional elements, such as the *airplane* and *world map*, symbolize mobility and the universality of migration. The overall composition reflects the dignity, safety, and respect for all migrants, aligning with DEVCOM's values and its work in migration governance and awareness campaigns.

My Mistakes and Learnings:

In this project, I made a few *mistakes*, such as when I first made the 10-year celebration of DEVCOM, it was not very bright and did not reflect the celebratory vibe. After my supervisor addressed that to me, I fixed it with another bright design.

Also, there were minor mistakes in the writing parts inside the poster; I fixed those by taking the team's advice. And I also missed the DEVCOM's logo to include inside the posters. I also fixed that later on.

My *learnings* from this project were

- I have learned how to conceptualize content for social media posts aligned with organizational goals and ongoing projects.
- Also, gained experience in creating visually appealing posters and graphics using design principles such as color, layout, and symbolism.
- I understood the importance of clear and concise messaging, including writing impactful captions and selecting appropriate hashtags.
- And learned how to adapt designs based on feedback from supervisors to better reflect the intended theme or tone.
- I have also developed my skills in connecting visuals with key organizational messages, for example, linking migration, health, and human rights with DEVCOM's work.
- Also learned to balance creativity with brand consistency, such as correctly using the organization's logo and maintaining professional aesthetics.
- My skills in attention to detail, including proofreading text, checking spelling, and verifying visual elements, have improved.
- I have understood the importance of timely posting for events, aligning content with national or international days.

- Also, learned to consider the audience perspective, making content accessible, engaging, and easy to understand.
- I have gained practical experience in digital communication strategies for advocacy and awareness campaigns.
- And learned from mistakes, such as design brightness, inclusion of logos, and text clarity, and applied corrective measures.

Project 8

The invisible half of the reintegration: The social and psychosocial healing

Project Brief:

This project highlights the social and psychosocial dimensions of the reintegration stage of migration. While economic reintegration often receives attention, these are largely invisible in most migration discussions. The emotional reality of coming home is rarely acknowledged. Here, my task was to explore how, after a migrant comes back again, he experiences family disconnection, community stigma, judgment, and lingering emotional trauma after long periods living abroad. They feel strange in their own home, they face the possibility of being questioned about their financial success, and they struggle with the weight of unspoken trauma. Female returnees encounter even more severe issues, such as harassment and a lack of emotional support, etc. The task of the project was to present these issues clearly, talk about them from the heart, raise awareness, and emphasize their need for reintegration support that includes emotional well-being, as well as counseling, community acceptance, and recognition of skills. The write-up aimed to give importance to the social and psychosocial reintegration and why they must be treated as a right.

My Responsibilities:

My responsibilities were straightforward. As I have a journalism background, the team wants me to apply a journalistic approach to some of the projects. So, they told me to write an op-ed about the subject they work intensively on. And as I have been studying various materials on migration, trafficking, health, etc., I might write something about migration, which should be by my own choice. As I read materials from IOM, such as their reintegration handbook, homecoming-profiling the returning migrant workers, etc., I have gained various ideas about what they face. As well as seeing the shortcomings, what they need and what should be done by us, I thought about the less discussed matter- social and psychosocial reintegration might be a good topic. So, I wrote an op-ed about it, talked about what they are facing, their traumas, and what should be done, and slightly discussed how they should be done.

The *op-ed* was:

The invisible half of the reintegration: The social and psychosocial healing

Do we ever stop to imagine the world through a migrant's eyes? Let us picture something. After eight long years living abroad, a person finally returns home expecting the warmth, familiarity, and celebration. But instead, he meets with distant smiles and confused glances from the people he missed the most while being across the country. In that moment, home feels strangely foreign, as if he has become a visitor in his own life. Slowly, a difficult truth settles in. For many migrants, coming home is not the end of the struggle, but the beginning of an entirely new one. Bangladesh receives a huge number of refugee migrants every year. From a general point of view, we might think that everyone is coming home to their safe place with joy. But the reality is different- most of them struggle with a social and psychosocial pressure that seems unseen. The tragedy is, these struggles are less talked and their traumas are going unseen.

During the reintegration period, migrants face different types of social and psychosocial pressures. Reconnecting with the family is a bigger part than we think. Think about it, if someone leaves his family, who has a five-year-old child, and comes back after 7-8 years, how would the father and child's connection be?

Also, there is community stigma. A returnee faces questions like- *"Why did you come empty-handed?"* or *"Why did you fail as a migrant?"* Think, how would that person feel after years to hear these and feel like a burden to the family and society if he was not able to make progress, or faced severe physical and mental trauma on migration? The gossip can make a person become isolated, not only physically but mentally as well. That person might not even get space to talk about their emotions or needs again.

The female returnees face even more serious problems coming back. They even become harassed sexually, being talked about their character, and even more dangerous comments. They do not get the environment to express if they have faced severe mental stress from the abusive work conditions. They become even more traumatized by not getting emotional support from the family members, not having access to counseling, and continuing to have thoughts such as *'I couldn't bring enough money for the family?'*, or *'Others have returned and built a two-storied house, why can't I?'*

In Bangladesh, the social and psychosocial support remains the weakest. But the reintegration process should include support rather than judgments, gossip, demotivation, and keeping a person under social and psychosocial pressure. I think a returnee needs proper support for a new job, training to do something new, and recognition of skills. Along with these, socially, they need the acceptance of their family and society members, access to their local services, including reduced stigma and discrimination. And every returnee needs the proper environment and space to get

counselling and mental health support, for reducing their emotional distress when facing problems with any issue.

Bangladesh's reality in this term is that the returnees often receive very short-term or one-time economic assistance. Also, social reintegration is very rarely considered in the programs, and the psychosocial services are even less existent. And even though the returnees who need immediate support gets supports, they are delayed.

We need to think of reintegration as a right, counselling, legal support, and community reintegration help should be given, the recognition of prior learning should be expanded, and empowering the returnees so that they can be mentors in the community, trainers, and even the local changemakers. Bangladesh should embrace reintegration as a complete cycle- economic, social, and psychological reintegration, for honoring the workers who built our economy from miles away. The journey to the home should not end at the airport. It should begin there.

My Mistakes and Learnings:

I made a few *mistakes*, such as when I was working on this project, I realized that I sometimes was being too emotionally invested in the topic, and that was affecting the balance between storytelling and analysis. My writing leaned more toward opinion rather than maintaining a fully neutral. I might have structured some of the sections more systematically by using clearer transitions between the problems and the recommended solutions. After these were addressed to me, I tried to fix them by writing from a stronger perspective and with examples that readers can understand. These small gaps helped me to understand where I needed to improve while writing sensitive, research-based content.

My learnings,

- I have learned how to apply journalistic storytelling while maintaining professionalism in development writing.
- I have also understood the importance of balancing emotional narrative with factual, structured analysis.
- Also, gained deeper insights into less-discussed areas of reintegration, especially social and psychosocial challenges.
- My ability to identify gaps in reintegration systems (like counseling, stigma, and delayed support) and reflect them clearly has improved.
- I have realized the need to support arguments with specific data, examples, or references to increase credibility.
- I learned how to write about sensitive topics in a respectful, impactful, and awareness-raising tone.
- My skills in turning complex issues into an op-ed suitable for public awareness or organizational publication have improved.

Project 9

Migrants keep our economy alive, but are we protecting their health?

Project Brief:

This was a project on migrants' health during the on-migration stage. This was a topic that is often overlooked, despite migrants keeping our economy alive. I tried to highlight the various physical, mental, and reproductive health challenges migrants face abroad. Such as long hours of working, unsafe workplaces, crowded living conditions, lack of health insurance, language barriers, and fear of deportation, etc. It also includes also explored the gender-specific vulnerabilities, talks from the female migrants' perspective, and highlights the root causes behind these issues, including weak monitoring systems and limited bilateral protections. The main purpose of the project was to explain why protecting migrants' health is essential for their well-being, as well as their families, and to emphasize the need for stronger policies such as health literacy training, affordable insurance, and accessible support services.

My Responsibilities:

My responsibility was to write an op-ed on a topic from the on-migration period. My main task, from a journalism background, was to reflect on a topic that needs more awareness and what must be done for it. So, I have chosen the topic of migrants' health, a very crucial part to talk about and take responsibilities about, yet very little discussed. And for this I have written from an angle of how they have been treated during the migration period, their sufferings, and what is actually expected for their health, and what can be done. So, there are a few examples to connect to the topic, and I tried to highlight the parts of the writing by thinking from the migrants' point of view.

My written *op-ed* was:

Migrants keep our economy alive, but are we protecting their health?

Do we ever think about how healthy the migrants who are living overseas are? Actually, we often forget to think about this very important part of the on-migration stage, their health. Let us pause and think about a scenario- a 30-year-old Bangladeshi who works at the construction site in Malaysia. He works for about 12-hour shifts in a day. There is dust which he has been breathing all day long, have to sleep in a crowded dorm with 15 other people. The person sends money to his home without fail, but not visited a doctor in two years. We talk a lot about safe migration, but our conversation does not cover health as much as it should think crucially.

What on-migration health simply means is about the migrants' health while they are living abroad, such as their physical, mental, and reproductive health. It also includes their everyday health access, the condition of the workplace, various emergencies, and social well-being. If we think about an example, a domestic worker who is living in a country in the Middle East does not have permission to leave her employer's house, even when she is very sick. So, her health entirely depends on whether her employer feels she *deserves* a checkup or not.

Migrants abroad face major health risks. *Occupational hazards* such as injuries, construction heat stress, working for long hours, dust, and chemical effects, etc. They face issues in these cases because of having language barriers, cost barriers, having no health insurance, and having fears of being deported for being undocumented migrants. Many migrants suffer mentally, which they do not talk about. Extreme stress, being discriminated against, loneliness, and being under constant pressure at home are some of those. Many female workers suffer from reproductive health issues due to a lack of access to gynecological care, inadequate support for their menstrual hygiene, and many of them are living in an extremely restrictive place, which makes their checkups impossible, even with severe sickness.

But if we dive deeper, we might know why these are happening. The weak monitoring by host-country agencies is one of the root causes. Also, not having any bilateral agreement protections is a point. And huge migrants' faces a financial pressure and avoid their sick leave. And any migrants are lacking in a lack of health literacy. There is also the cultural stigma of mental health. And in some areas where migrants live. We must care even if they are in other countries. Because if a migrant is not healthy or faces severe damage during the period, they might become traumatized and have psychological problems in the future. Also, his whole family will be suffering, which might even affect the reintegration later on. And, it is an ethical and moral duty for the citizen abroad as well.

What we actually should be doing is a very important part to have in our minds. We should come up with possible solutions for them and, in reality, try to apply them as well. Along with giving the Pre-departure health literacy training, there should be stronger bilateral agreements that guarantee medical access. Also, giving mandatory and affordable health insurance, helplines and hotlines for them about any health support (can be some helplines which will understand the migrants' language), and so on. Migration has been shaping our nation for a long time, but success cannot be measured only by the amount of money they send. It should definitely be seen if all migrants are being healthy, safe, and treated humanely.

My Mistakes and Learnings:

My *mistakes* were that while I was writing the op-ed, I had noticed some of the grammatical errors, awkward phrasing, and repetition. For example, some of the sentences like “And huge migrants’ faces a financial pressure and avoid their sick leave” and “And any migrants are lacking in a lack of health literacy” were unclear and needed restructuring. So, I had to rephrase those again after addressing them into more catchy lines, without being repeated. Also, I tried to change a few transitions between paragraphs, which could have been smoother to maintain a more natural tone and flow.

My *learnings* were,

- I have learned to research and highlight a less-discussed but critical topic- migrants’ health during the on-migration stage.
- Also, understood how to combine statistics, examples, and personal stories to make the writing engaging and empathetic.
- My skills in presenting gender-specific and mental health vulnerabilities clearly improved.
- I have also learned to connect problems with root causes, such as weak monitoring systems and a lack of bilateral protections.
- My experience in suggesting practical solutions, such as health literacy training, insurance, and accessible support services, has gained.
- I have improved my ability to write from the perspective of affected individuals to make the argument more compelling.
- And it has enhanced awareness of the ethical and social responsibility aspects of journalism.

Project 10

A Report on the Online Training: Field Data Collection for the FSTIP Annual Study, Chittagong

Project Brief:

The last project involved a two-day online training organized by DEVCOM for its field team as part of the FSTIP (Fight Slavery and Trafficking-In-Persons) annual study in Chittagong. The online training was aimed to prepare the participants for the field data collection, including Key Informant Interviews (KIIs), using the Kobo Toolbox for digital data entry. It has covered the project's goals, methodology, and target groups, while emphasizing how an ethical field practice should be, as well as the conversational interviewing techniques and accurate data entry. The sessions were interactive and practical, enabling participants to understand what trafficking and child marriage issues are, practice interviewing, navigate the Kobo toolbox effectively, and build confidence for their upcoming field responsibilities.

My Responsibilities:

My responsibility was to write a report-based writing for the sessions. As I was also a participant, and I have also the idea of the activities, a report can be written about it. It was a report based on how the session started, who was present, what the session was for, and the elaborative activities done by the participant, what the trainers' roles were, how the entire session covered their objective, and overall learnings. The report is written in a structural flow, where I needed to show my journalistic flow. I wrote about the detailed information a report needed.

The *report* was:

A Report on the Online Training: Field Data Collection for the FSTIP Annual Study, Chittagong

DEVCOM organized a two-day online training session for its field team under the annual study of the Fight Slavery and Trafficking-In-Persons (FSTIP) program. It was held on September 20-21. The session included practice for field interviews, Key Informant Interviews (KIIs), which was happened through digital data collection through KOBO Toolbox. Though the training was virtual, the sessions were very interactive and intensively practiced. Which gave the participants a clear and practical understanding of their upcoming responsibilities.

Understanding the Project: Starting with the Basics

The training started with an introduction to the FSTIP project. What were its goals, structure, and why the annual study matters? The trainers began by giving an accessible explanation of trafficking in persons (TIP) and child marriage (CM) in Bangladesh. They have also highlighted how issues such as poverty, misinformation, recruitment fraud, and social pressure push individuals into risky situations. The introduction was quite detailed for the new team members to grasp the seriousness of the project. Yet simple enough for everyone in the same page before moving into methodology.

The participants were reminded that this study is a structured research activity. The findings will help Winrock International assess the progress of its prevention, protection, prosecution, and partnership components (*the four 'P'*). By the end of the first session, participants had a clearer idea about the project. They have been asked if they have any questions, and they made their confusion clear instantly.

Explaining: What we need to do

Once the project's overview was completed, the trainers moved into the practical expectations of the team in the field. There were about 4 participants, who will be working in two groups. The trainers outlined the target groups for KIIs, such as CTC members, ANIRBAN survivor group members, returnee migrants, youth, etc. The participants were shown the Learning Questions (LQs), which will guide the entire study. Such as how survivors' capacities changed, what motivates risky migration, how communities perceive early marriage, and how youth and women are influencing policy at local levels, etc. Trainers emphasized that understanding these learning

questions is essential. Because each interview, observation, or field note must correspond to these core themes.

To help the team feel more confident, the trainers broke down each Learning Question with various examples. They have also explained how to ask questions naturally, how to avoid making respondents uncomfortable, and how to probe deeper without sounding forceful. As in several points during the session, participants were encouraged to share their own experiences or confusions, the discussion was grounded in real challenges faced in the field.

How to ask questions naturally during KIIs

One of the most interactive parts of the training was, it focused on conversational interviewing. Trainers gave an idea of how questions should sound when spoken in the field. Instead of only reading from a script, they encouraged participants to adapt the questions in a more natural tone. They also asked the participant to ask them questions, thinking they were asking a respondent right then.

They elaborately explained how a KII should feel like a conversation rather than an interrogation. For example, instead of just asking, “*Why did your community experience trafficking incidents?*”, a subtle start, for example, “*Can you tell me in your experience, what issues are common in this community?*”. This helps the respondents open up more comfortably.

The participants practiced framing different types of questions. Some of their attempts were too direct or formal, some of them struggled to understand what she actually should ask, but the trainer gave real-time feedback and showed how to rephrase them. This helped those newer participants to understand how to maintain professionalism while still building rapport and trust with respondents.

Introducing the KOBO Toolbox and logging in

After the discussion session on interviewing techniques, the training shifted to the technical side, which involved using the *KOBO Toolbox* for digital data entry. The trainers shared the KOBO login link, along with a username and a temporary password, so everyone could log in at the moment during the session. The hands-on part began with an instruction on each section of the KOBO form. Such as respondent categories, questions that are indicator-based, required inputs, etc. Trainers have also explained why each part of the form matters and how misplacing even a single answer can affect the overall dataset.

Practice, Mistakes, and Fixing the Errors

Another valuable part of the session was the practice run. The participants were told to enter the mock data for testing the system. This was when mistakes naturally happened. Some of them

placed their answers under the wrong respondent category, some of them skipped the mandatory fields, and others have struggled to differentiate between numeric and descriptive inputs, etc. Instead of simply pointing out the errors, the trainers corrected each mistake through step-by-step guidance. They have screen-shared the correct method and showed it in the live. This gave the participants a clearer understanding.

Continuous practice throughout the session

The practice in Kobo was not a one-time activity. The participants practiced again and again to correctly enter mock responses. Each of the rounds improved their confidence. Some of the participants asked questions about tricky fields, while others asked for clarification on respondent categories.

By the end, almost everyone could navigate Kobo independently. The logging in, entering answers, reviewing, and finalizing entries correctly.

Ethical guidelines for field conduct

A huge portion of the training was dedicated to ethics. The trainers reminded all of the participants about consent, confidentiality, and sensitivity to cultural norms. They have also listed interview 'dos,' which include active listening, respectful probing, and obtaining permission before recording. They also highlighted the 'don'ts': no leading questions, no fake promises, and no sharing of someone's personal information without their permission. The participants have found this discussion very helpful because KIIs often involve vulnerable groups. The understanding of how to handle conversations with survivors or community members is essential to avoid causing distress or misunderstanding.

Flow of the training

Although the training was conducted online, the session maintained an engaging pace. Each day lasted around five to six hours, including a lunch break. The trainers were frequently paused to answer questions from the participants, revisit the confusing sections, and repeat demonstrations when needed.

The participants appreciated the mix of discussions, slides, and the opportunity for live corrections. That practical nature of the session made it feel like real teamwork. Everyone was learning together, freely asking questions, and practicing the tasks they would soon perform in the field.

A confident team got ready for fieldwork

By the end of the training, the participants expressed more confidence about the upcoming KIIs and field data collection. The overall training not only clarified the project's purpose but also helped build practical skills of interviewing, digital data entry, and ethical communication.

Overall, the two-day online session has served as a crucial preparatory step for the upcoming FSTIP annual study. It has successfully combined theory with hands-on exercises, ensuring that the team was equipped with both knowledge and technical skills. Most importantly, it has reinforced the importance of collecting accurate, ethical, and meaningful data from communities whose voices are essential for combating trafficking and child marriage in Bangladesh.

My Mistakes and Learnings:

My few *mistakes* were that when I was writing the report, I did not organize the sub-sections at first. So, the report looked very clumsy and not catchy to hook the reader's attention. After being addressed, I have made the sub-sections to understand the flow of the whole report, step by step. After a few transitions between sections, they could have been smoother to maintain a clear flow, and some phrases were slightly informal for a professional report. I have also fixed those by making it written in a professional structure and lines. Overall, by careful proofreading and sentence restructuring, I have improved clarity and readability by correcting the mistakes.

My *learnings*,

- I have learned how to structure a detailed training report in a clear, journalistic flow.
- Also gained experience in summarizing technical training content, including methodology, tools, and field practices.
- And learned to highlight both practical exercises and theoretical aspects effectively.
- I have also understood the importance of documenting ethical guidelines for fieldwork.
- Practiced connecting observations from being a participant to report writing.
- My ability to describe digital tools (Kobo Toolbox) and their use in data collection has improved.
- Also, I have learned how to present training outcomes and participant preparedness concisely.

Internship Outcome

Before joining DEVCOM, I was eager to learn how the development sector operates. I wanted to understand the inner workings of an office, how research is conducted, and how tasks are managed, and gain hands-on experience in a professional environment. Some of my faculty members and seniors guided me in choosing the right sector for my internship, helping me decide whether to join a renowned organization, an agency, a development sector, a newspaper, or a channel. I was nervous about coping with the environment and working alongside senior and experienced professionals. At the same time, I was curious about how the team functions, how tasks would be assigned to me, and whether I could complete them successfully. During my internship, the workload was well-balanced and manageable. The team sometimes allowed me to work from home, which helped me manage other responsibilities, such as preparing for my internship and portfolio reports. Some tasks, like coding, were challenging due to short deadlines, and I felt nervous about completing them on time. However, the supportive environment ensured that nothing felt overwhelming. I was pleasantly surprised to realize that I could adapt to the office environment, contribute meaningfully, and assist the team, far beyond what I initially expected.

My supervisor and colleagues treated me with kindness and respect. They never pressured or mocked me, and their guidance helped me grow. I felt encouraged when they praised my presentation skills, my proficiency in Canva, and my ability to identify errors or suggest additional relevant information. Their recognition made me feel appreciated and motivated to do my best.

Like any professional experience, I faced some challenges. Long field visits and consecutive days of coding could be tiring, and communicating with new people during KIIs and FGDs was sometimes difficult at first. Deadlines occasionally made me nervous, and multitasking required careful attention. Despite these moments, I was able to manage my tasks effectively, and I gradually became more comfortable with all aspects of my work.

This internship taught me a great deal about the development sector. I learned how organizations work closely with communities, developing organized solutions to their challenges. I gained insights into migration issues, including the four stages of migration, the challenges faced by female migrants, and the importance of reintegration programs. I also understood the value of communication in development work, how knowing people, listening to them, and engaging with them is crucial for effective outcomes. Personally, I gained confidence in communicating with others, presenting on stage, generating ideas, and managing tasks efficiently. I now feel more prepared for my career, understanding how offices operate and how to adapt to professional environments. While my goals of working in the development sector and academia remain the same, I now approach them with greater confidence.

Overall, I am deeply grateful for this experience. It was wonderful to work with such a supportive and knowledgeable team, and I feel proud of the tasks I accomplished, some of which I initially

doubted I could complete. This internship has strengthened my motivation, and I would love to continue working in this field in the future, as it truly suits my interests and career aspirations.

Workplace Log

Date: _____ Page: _____

Fiscal Year

- Challenge → was to get accurate response about the aid to help people - different sources to response to it.
- Name of the respondent of Helena began to get to know - Murali Sankar - Bench assistant - 2017, 2018, 2019, 2020, Helena began to.
- Issue → BD on forms January to December but the project is Oct - Sept. We mistake while data collection on numbers.
- ⇒ Another observation note of aid, transfer of aid / offense of aid of the aid → 2017, 2018.
- seed money (comp) → after business of 2017, 2018, 2019, 2020, 2021.

3.4.1

- * Oman Faruk → other transfer (missing)
→ (1102)
- * ~~Shamul Akter~~ → (1020)
- * Abu Saleh
→ (9301) → transfer (missing)
- * Mahmud Akter
→ (7301) → transfer (missing)

Figure 63, 64: During my first week, when I helped in finding errors in the data collection part

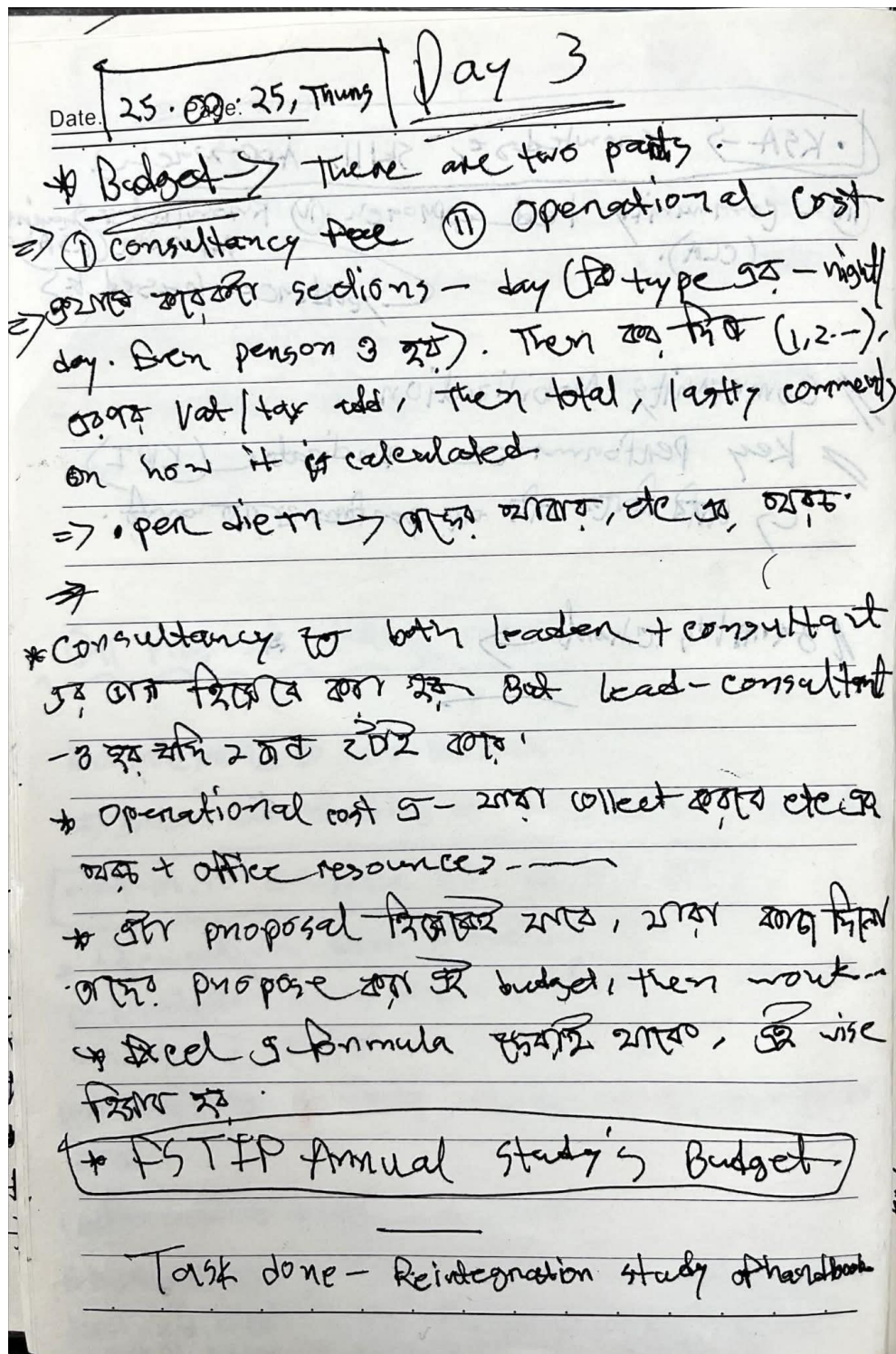


Figure 65: The day I learned how to do budgeting of a whole project. This is the note of how they did the FSTIP's budget.

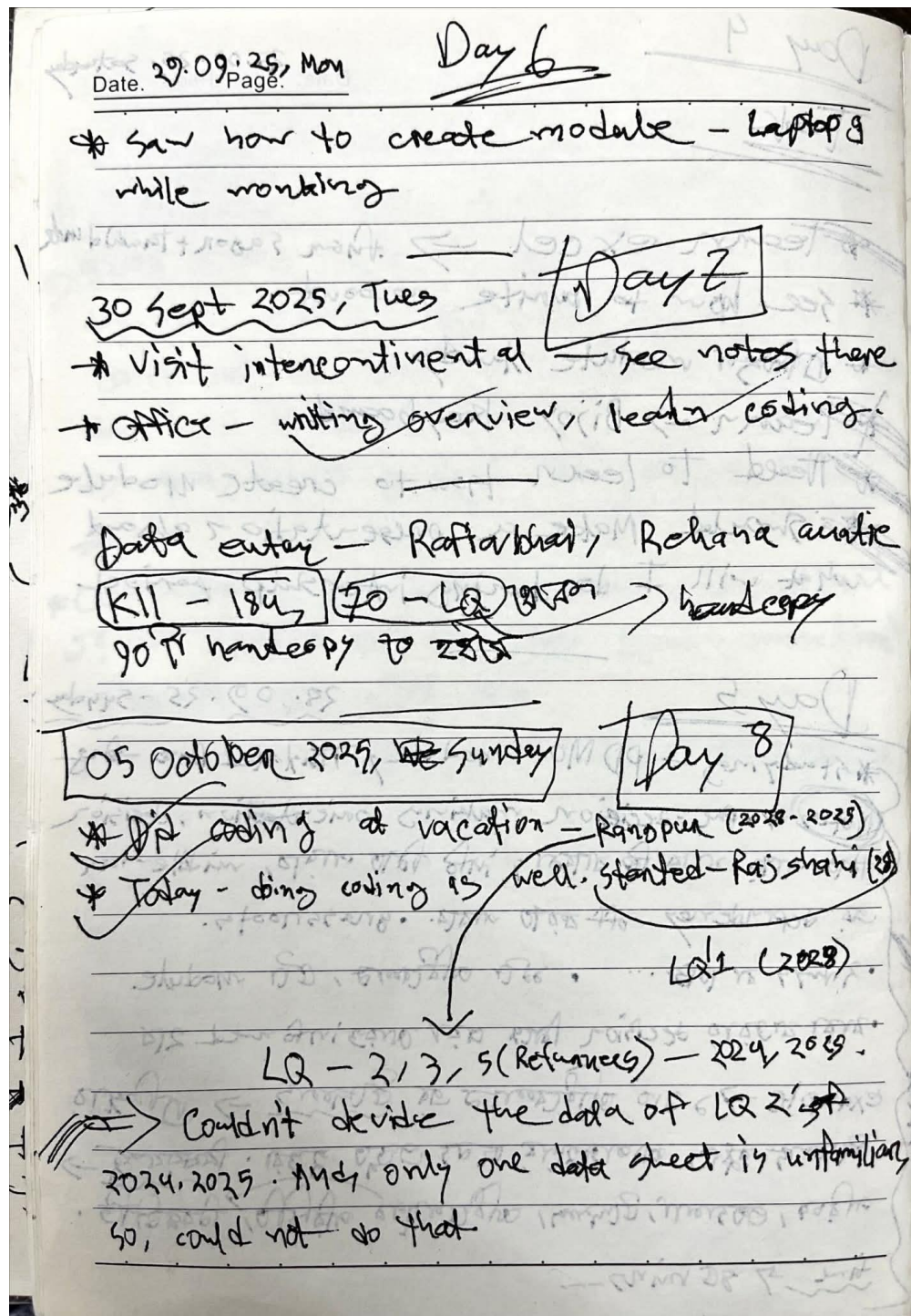


Figure 66: My activities on the coding part, and tracking of how much I did in each day.

Date. _____ Page. _____

* ~~trafficking~~, migration → must know.

* IOM handbook

→ 4 steps → pre-dec, pre-departure, on mig, reintegration

→ ~~2011~~ ~~2012~~ ~~2013~~ — Ministry of Expenditure and Welfare... (MoFW...)

→ IOM documents → ~~Basic~~ Policy...

* After looking — "Ministry of Home Affairs" or — trafficking.

* Then connect with each for coord-
~~ation~~ Agriculture to ~~SM2~~ reint to ~~to~~ ~~start~~

→ 3 supports (social, psychosocial, econ) — ~~any~~ support ~~types~~ 1. ~~camp~~ — SME.

→ ~~2~~ ~~3~~ ~~4~~ ~~5~~ ~~6~~ ~~7~~ ~~8~~ ~~9~~ ~~10~~ ~~11~~ ~~12~~ ~~13~~ ~~14~~ ~~15~~ ~~16~~ ~~17~~ ~~18~~ ~~19~~ ~~20~~ ~~21~~ ~~22~~ ~~23~~ ~~24~~ ~~25~~ ~~26~~ ~~27~~ ~~28~~ ~~29~~ ~~30~~ ~~31~~ ~~32~~ ~~33~~ ~~34~~ ~~35~~ ~~36~~ ~~37~~ ~~38~~ ~~39~~ ~~40~~ ~~41~~ ~~42~~ ~~43~~ ~~44~~ ~~45~~ ~~46~~ ~~47~~ ~~48~~ ~~49~~ ~~50~~ ~~51~~ ~~52~~ ~~53~~ ~~54~~ ~~55~~ ~~56~~ ~~57~~ ~~58~~ ~~59~~ ~~60~~ ~~61~~ ~~62~~ ~~63~~ ~~64~~ ~~65~~ ~~66~~ ~~67~~ ~~68~~ ~~69~~ ~~70~~ ~~71~~ ~~72~~ ~~73~~ ~~74~~ ~~75~~ ~~76~~ ~~77~~ ~~78~~ ~~79~~ ~~80~~ ~~81~~ ~~82~~ ~~83~~ ~~84~~ ~~85~~ ~~86~~ ~~87~~ ~~88~~ ~~89~~ ~~90~~ ~~91~~ ~~92~~ ~~93~~ ~~94~~ ~~95~~ ~~96~~ ~~97~~ ~~98~~ ~~99~~ ~~100~~ ~~101~~ ~~102~~ ~~103~~ ~~104~~ ~~105~~ ~~106~~ ~~107~~ ~~108~~ ~~109~~ ~~110~~ ~~111~~ ~~112~~ ~~113~~ ~~114~~ ~~115~~ ~~116~~ ~~117~~ ~~118~~ ~~119~~ ~~120~~ ~~121~~ ~~122~~ ~~123~~ ~~124~~ ~~125~~ ~~126~~ ~~127~~ ~~128~~ ~~129~~ ~~130~~ ~~131~~ ~~132~~ ~~133~~ ~~134~~ ~~135~~ ~~136~~ ~~137~~ ~~138~~ ~~139~~ 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Date. Page.

- * ILO & UNHCR, Devcom ~~technical~~ technical support mission
- * APNRPA (Action Plan for National Reintegration Policy) - for returnee migrants. Approved by gov.
- * Devcom ~~with~~ Hassan Imam mail 2007/17 calling for fixing the time around (19-23 Oct). Could be online or offline by your preference.

Figure 68: The note on how I have organized what I should say before calling for the follow-ups for KII and FGDs.

Susan → Meeting Day - 21/3 Oct - Thursday
 Date: Page:

- * Project have own guidelines.
- * Do this for all the getters.
- * Dhaka - Shokens → similar findings?
- ↳ need to check.
- * Evidence, witnesses, specific grounds -
- * Should have a system - on when the cases are filed - who is working
- the fire w's.
- usually collected from the district -
- * Moha → can be a system.
- ↳ CID's
- * need to have a mechanism to track.
- * In a footnote of the final report
-
- * Position wasn't stable - bcz of the gov fall - people changed...
- * UP approach * Priv - see engmt
- Skills training, enter entrepreneurship.

Figure 75: My Notes taken while we went to the Winrock Office to give our updates on the FSTIP project.

my review

Date. Page.

returning to 2020, starting here
 with, group to assist,
 • union Post rate script etc.
 union also certain to update... / apps...
 05 Nov, Wed Day 32
 Other websites → identify how you
 can do better. → recommendations
 Theme → mig, trafficking → oped
 * focusing on reint... (abt 2 white)
 Report go skeleton by Nov last
 week - what will be included.
 "analytical report" (10 pgs) 15th Dec
 → reading other documents of Devcom
 LinkedIn → What Dev + Hassan
 Janani is doing - earlier done by
 Devcom, identify + check the media
 about migration - can share imp
 news + opinions about it.

RAMRU, BRAC -- laptop

Date. Page.

Previous post from LinkedIn fb.
 • say should generate my suggestions
 by what others are doing.
 → with ID.
 by 15th Nov A new post by
 from my ideas, by photographs
 from Ray.
 * RPP, TOR → read for ^{proposed} ~~proposed~~
 review. fun
 - 15th Nov - 10 Dev → Human Rights
 day (LinkedIn Post).
 ∴ Relate with migration +
 the events (HIV, Girls day).
 Template for Devcom
 Any other assignment by ~~dev~~
 dir.

Figure 76, 77: The notes of when I presented my activities in the office for about one month, and their feedback on my work plan, what I should include in it.

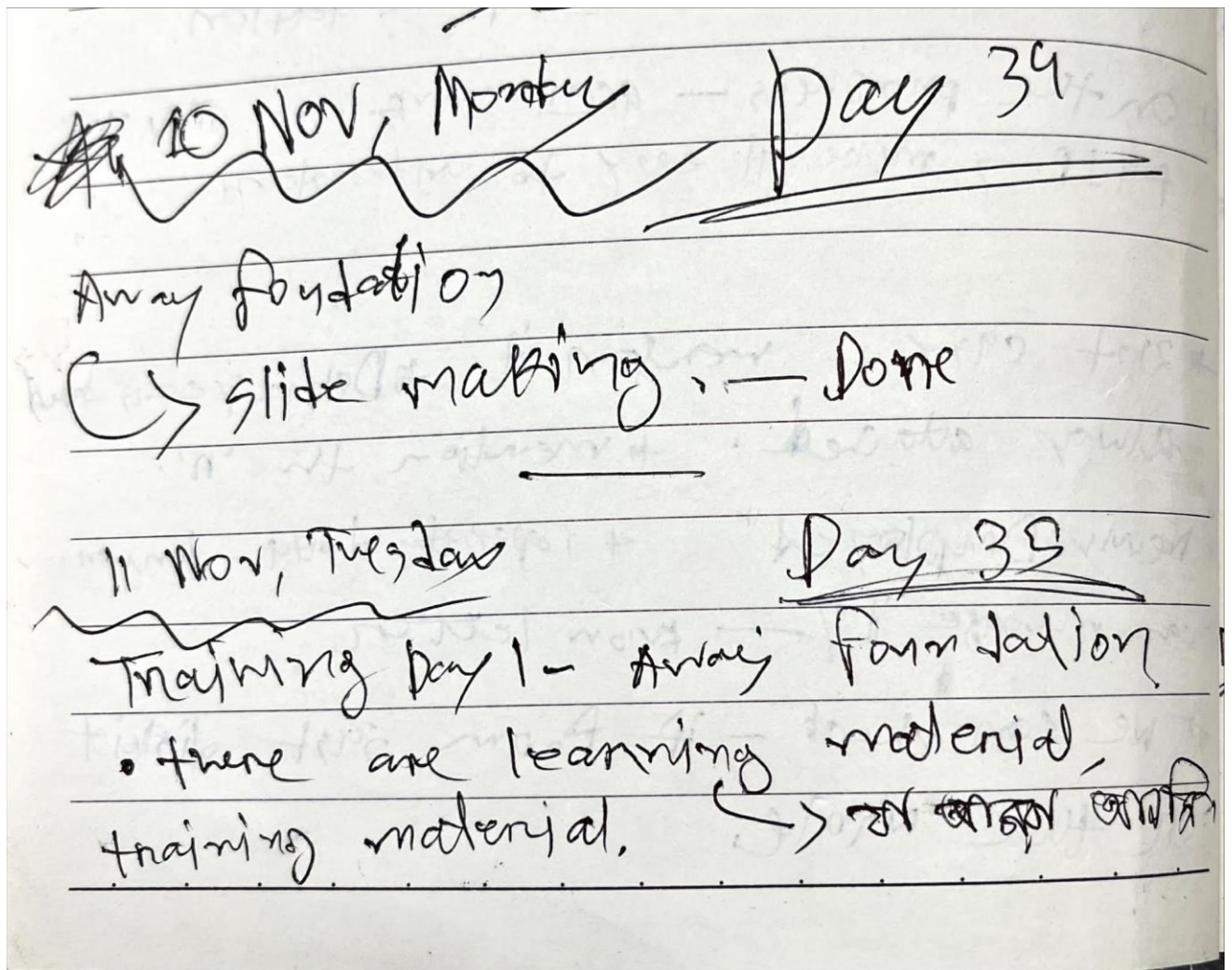


Figure 78: The notes before and on the day of the training for the Away Foundation.

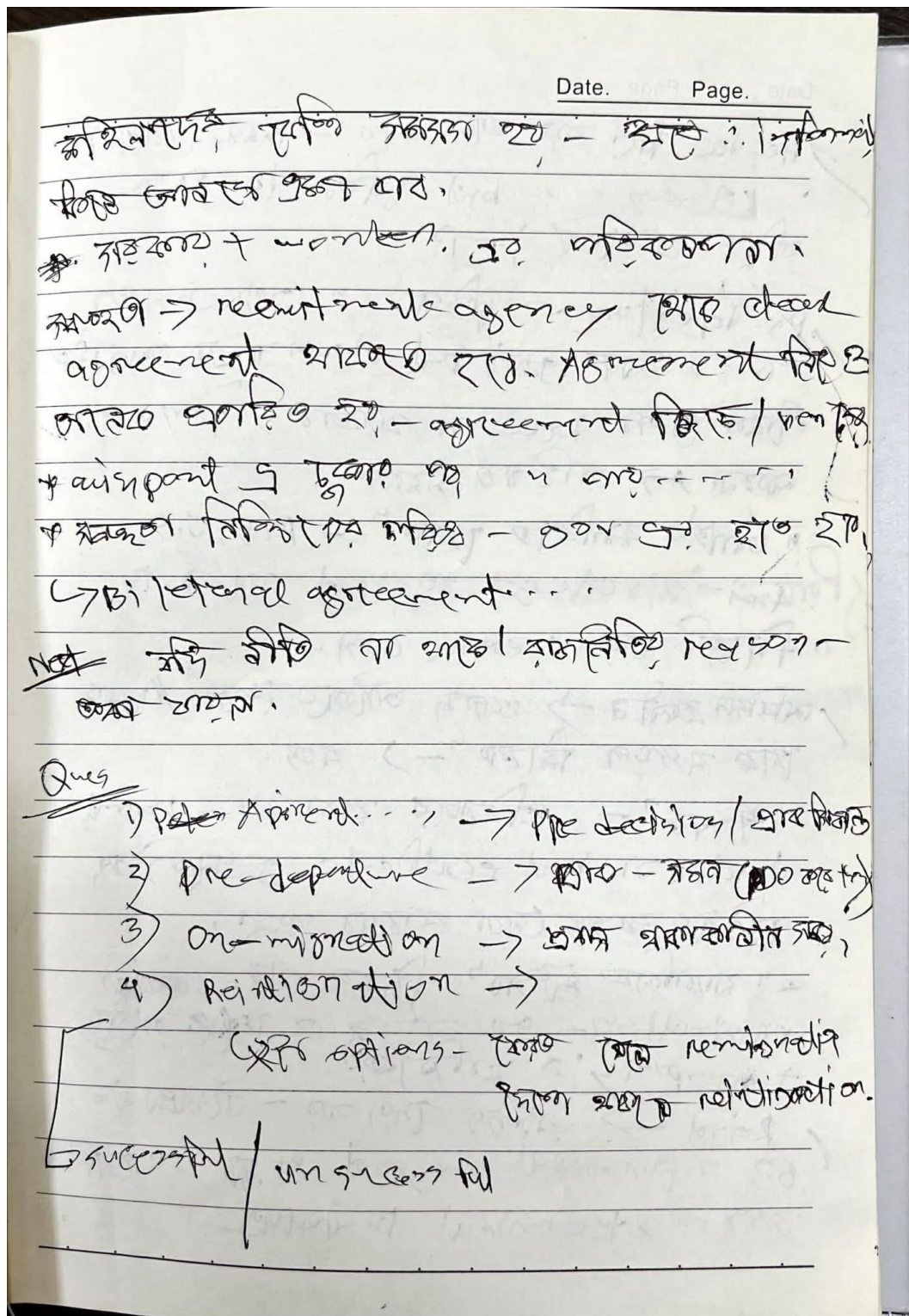


Figure 79: Notes while the Awaj Foundation training- their raised questions, and told problems.

ପ୍ରକ୍ତର କ୍ଷମତା ନେଇ ପ୍ରମୋଟିଭ୍ କରାଯିବ
 କୃତ୍ରିମ ଭାବେ ନିଆଯିବ, କାରଣ : ନାହିଁ, - ହେ
 କରୁଥିବା counselling ଦିଆଯାଏ
 * ମୁଖ୍ୟ ଯେ ମିଳିବ, ସମସ୍ତ ଗ୍ରହଣୀୟ କୃତ୍ରିମ
 କାର୍ଯ୍ୟ
 ବିଷୟ - responsibility ବିଷୟରେ ଆଜ୍ଞାପତ୍ର
 ଗ୍ରହଣ କରିବ

Case Study

* କାର୍ଯ୍ୟକାରୀ ହେବା ବିଷୟରେ - କାର୍ଯ୍ୟକାରୀ ? କାର୍ଯ୍ୟକାରୀ ?
 * କାର୍ଯ୍ୟକାରୀ ହେବା, - ହେବା, କାର୍ଯ୍ୟକାରୀ ? କାର୍ଯ୍ୟକାରୀ ?
 ହେବା, କାର୍ଯ୍ୟକାରୀ ହେବା : କାର୍ଯ୍ୟକାରୀ + କାର୍ଯ୍ୟକାରୀ କାର୍ଯ୍ୟକାରୀ
 କାର୍ଯ୍ୟକାରୀ କାର୍ଯ୍ୟକାରୀ, କାର୍ଯ୍ୟକାରୀ କାର୍ଯ୍ୟକାରୀ - perspective ଏହା
 କାର୍ଯ୍ୟକାରୀ ହେବା : କାର୍ଯ୍ୟକାରୀ - କାର୍ଯ୍ୟକାରୀ କାର୍ଯ୍ୟକାରୀ
 * କି କାର୍ଯ୍ୟକାରୀ ଏହି କାର୍ଯ୍ୟକାରୀ କାର୍ଯ୍ୟକାରୀ - କାର୍ଯ୍ୟକାରୀ
 uncompleted କାର୍ଯ୍ୟକାରୀ, କାର୍ଯ୍ୟକାରୀ କାର୍ଯ୍ୟକାରୀ କାର୍ଯ୍ୟକାରୀ
 କାର୍ଯ୍ୟକାରୀ - କାର୍ଯ୍ୟକାରୀ, କାର୍ଯ୍ୟକାରୀ କାର୍ଯ୍ୟକାରୀ - କାର୍ଯ୍ୟକାରୀ
 କାର୍ଯ୍ୟକାରୀ କାର୍ଯ୍ୟକାରୀ କାର୍ଯ୍ୟକାରୀ କାର୍ଯ୍ୟକାରୀ କାର୍ଯ୍ୟକାରୀ
 * କାର୍ଯ୍ୟକାରୀ କାର୍ଯ୍ୟକାରୀ - କାର୍ଯ୍ୟକାରୀ, କାର୍ଯ୍ୟକାରୀ,
 * କାର୍ଯ୍ୟକାରୀ ଏହି କାର୍ଯ୍ୟକାରୀ କାର୍ଯ୍ୟକାରୀ କାର୍ଯ୍ୟକାରୀ କାର୍ଯ୍ୟକାରୀ
 କାର୍ଯ୍ୟକାରୀ - କାର୍ଯ୍ୟକାରୀ କାର୍ଯ୍ୟକାରୀ, କାର୍ଯ୍ୟକାରୀ କାର୍ଯ୍ୟକାରୀ
 କାର୍ଯ୍ୟକାରୀ

Figure 80: The notes taken during the Awaj Foundation training day two, about the Case Study provided by us.

Date.

Page.

* crime ଓ ସିବିଲ ଡିପାର୍ଟମେଣ୍ଟ - ଗୁରୁତ୍ବପୂର୍ଣ୍ଣ
2022 ଓ 21 ଅପ୍ରେଲ ଦିନ, AMT.

2012-2013

4. প্রতিষ্ঠান, প্রকল্প - গবেষণা - পল্লী

সি.সি.

4 p... ୨୦୧୫

→ union of two sets

Prevention, Protection & Re-victimise

28) acceptance $\rightarrow$ $\frac{1}{2}$

prosecution , paternalistic

Prosecution, Defence
Investigation + Prosecution → Crime

Role Play -

Note May -
 * अवकाशिका वस्तु - documents तथा पिंड

କାର୍ଯ୍ୟ, ଲୋକ ସିଦ୍ଧି ଲାଭ - ଏହାଙ୍କ ଶ୍ରୀ
ମୁଖ ଉପାଦାନ ବିଶେଷ ନିମ୍ନ ଲେଖିତ ।

* प्रकाश दत्त नीतिशाला २०४६

→

* अन्य नोट

* (চলচ্চিত্র)

↳ $\Delta H_{\text{fusion}} = \Delta H_{\text{melting}}$ at -10°C .

ଗୌରୀ ବନ୍ଧୁ ମହାପାତ୍ର

⑦ 675 mm², multilateral.

Figure 81: The notes of what the participants realized by the Case Study, and after that, in the Role Play, what did they get from it.

SELF-ASSESSMENT FORM

The purpose of this survey is to obtain students input on how they think they have performed.

Name of Intern: Tasmia Sristi

University ID: 213012028

Name of the Institute/Organization:

Center for Development Communications (DEVCOM)

Corporate Office Address:

3rd floor, 15/10, Block C, Tajmahal Road, Mohammadpur, Dhaka
1207, Bangladesh.

Email: devcom.bangladesh@gmail.com

Web: <https://www.devcombd.com/>

1. During a typical week, approximately how many hours did you dedicate to your internship?

42

2. Was your internship paid? If yes, how much?

Yes, 12,000 BDT

3. Was your site supervisor available to meet when needed? Tick any one of the following.

☐ Not at all ☐ Slightly ☐ Moderately ☐ Quite a bit ☒ A great deal

4. Next, we would like to know how you were affected by your internship. Using the scale below, please indicate the degree to which participation in your internship experience increased or strengthened your abilities, attitudes, awareness or understanding in each of the areas identified:

1=Not at all 2=Slightly 3=Moderately 4=Quite a bit 5=A great deal

NO	CRITERIA (Personal)	RATING
1	I have a sense of satisfaction in doing something worthwhile.	5
2	I believe in my ability to make a difference.	5
3	I am open to new experiences.	5
4	I have gained the capacity to be more productive.	5
5	I can recognize my personal strengths.	4
6	I can recognize my personal weaknesses.	4
7	I have a sense of personal achievement.	5
8	I have the ability to persevere in difficult tasks	4
NO	CRITERIA (Social/Interpersonal Impact)	
9	I demonstrate concern for the welfare of others	5
10	I can be understanding and appreciative of people with diverse backgrounds	5
11	I have the ability to work cooperatively with others	4
12	I have the ability to communicate effectively	5

13	I have increased my ability to be a leader	4
14	I feel more connected to my community	5
NO	CRITERIA (Academic learning impact)	
15	I have acquired knowledge from the job duties I performed	5
16	I have broadened my critical thinking skills (reasoning, problem solving)	4
17	I have learnt the ability to work independently	5
18	I feel my classroom learning was enriched	5
19	I have the ability to connect academic subject matter to the real world.	5
NO	CRITERIA (EMPLOYMENT/JOB SPECIFIC IMPACT)	
20	I developed specialised technical skills for a specific job function	4
21	I broadened my future employment possibilities	4
22	I received an opportunity to explore a specific career	5
23	I developed realistic ideas about the work world	5
24	I narrowed my future possible career choices.	4
25	What is your average score from this test?	4.62

5. General Comments

I am very grateful for my journey at DEVCOM. The whole team has been extremely encouraging and supportive, and guided me with patience and sincerity at every step. As they have always responded with kindness and clarity, I never felt hesitant to ask questions. Working with them was such a positive experience, and I am honored by the dedicated professionals who have made this experience deeply meaningful. I feel fortunate to have begun my career in an environment that values learning, respect, and collaboration. I am hoping to carry these lessons with me throughout my professional life.



Signature of Intern

Professional Competencies

During my professional journey at DEVCOM, I was able to develop a range of valuable skills. Among them, a few key competencies stand out to me as lessons that I hope will continue to guide and benefit me throughout my career and beyond.

- *Effective communication*- I developed strong skills in speaking, writing, and presenting. This helped me interact confidently with colleagues, participants, and stakeholders.
- *Team collaboration*- I have actively participated in teamwork whenever needed, contributing to both office and field activities.
- *Professional behavior and etiquette*- I have maintained professionalism, adhered to office hours, and adapted to the organizational environment.
- *Patience and adaptability*- I remained patient and flexible in handling tasks and learning new responsibilities.
- *Social media management and content creation*- I gained hands-on experience designing posts, videos, and illustrations for LinkedIn and other platforms.
- *Research skills*- I performed coding, transcription of KIIs and FGDs, data analysis, and contributed to portfolio content.
- *Time management and multitasking*- I successfully planned, scheduled, and handled multiple tasks, even under challenging circumstances.
- *Event management*- I participated in trainings and events, organized materials, took notes, and conducted recap sessions.
- *Technical proficiency*- I became skilled in using tools like Canva, Excel, PowerPoint, Word, and other office applications.
- *Critical thinking and problem-solving*- I approached tasks thoughtfully, solved challenges effectively, and generated creative ideas for content.

- *Audience understanding and content tailoring*- I learned to consider audience perspectives when creating posts, captions, and presentations.
- *Confidence in presenting*- I gained confidence in speaking during sessions and presenting ideas to colleagues and stakeholders.

Concluding Remarks

My internship at DEVCOM has been an incredibly encouraging and enriching experience. From the very beginning, the environment was interactive, well-structured, and manageable, making it both enjoyable and positively challenging. I felt motivated to learn and contribute while gaining practical insights into the workings of a development-focused organization.

I am deeply grateful for the guidance and mentorship of my supervisor and colleagues. They supported me by demonstrating how projects are handled, providing ideas and examples, assigning tasks, and sharing their experiences to help me overcome challenges. Their encouragement and practical advice not only helped me handle my responsibilities more effectively but also inspired confidence in my abilities.

The knowledge and skills I gained from my university played a significant role in my internship. Understanding research processes, such as conducting FGDs, KIIs, and coding, prepared me to take on field and research tasks efficiently. I was also able to apply my academic skills in content creation, writing structures, and communication tasks. This connection between academic learning and practical application helped me understand my work more deeply and meaningfully.

Beyond professional skills, I developed key personal competencies, including effective communication, confidence, adaptability, and patience. These skills enhanced my ability to work in a professional environment and engage with diverse tasks and people.

Reflecting on this journey, I feel inspired, grateful, and proud of my accomplishments. The internship has strengthened my confidence, motivated me to continue learning, and provided invaluable experiences that I plan to carry forward in both my career and personal life.