



2015

Right Based Training Manual (For Journalist)



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Preface.

Today, in the era of communication, media plays a decisive role in the development of society. Media is a communicator of the public. Media not only provides facts as news, but also analyses the facts and thus plays an important role in shaping the perception of the people.

Moreover, media can play a major role in protecting and promoting human rights in the world. It can make people aware of the need to promote certain values in the cause of human rights which are of eternal value to the mankind. Media can make people aware of their rights, expose its violations and focus attention on people and areas in need of the protection of human rights and pursue their case till they achieve them.

Media provide publicity to the individuals and organisations, which are engaged in securing human rights. Media can inform and educate the people of their rights and suggest ways and means by which they can solve their problems and thus empowering them to protect their rights. Since media plays the role of communication between the state and the public, it can also play an effective role of making the authorities aware of their duties.

Similarly, in today's world, the role of journalists is not only restricted in reporting the world's events and conveying information to the people, but they are important agents in creating public awareness and educating the public on their rights which would help in monitoring human rights. Journalists carry the ability to inform the public, to connect remote worlds, and to shape an individual's knowledge and understanding of the world live in. Rights issues get into the coverage but do not lead the story.

The media do not explain and contextualise human rights information well, so the impact of this information on the public is not huge as expected. The media miss human rights stories because they do not pay attention to the specific legal and policy implications they have. This is because many journalists do not have adequate knowledge of human rights and its relevance to the material they are covering. The media therefore frequently miss the context of human rights stories. So, the media have a professional duty to understand what these rights are, in order to be able to describe events and explain them to their audiences.

In this context, as part of the project supported by UN Women titled '*Strengthen collective capability of the media to implement gender responsive reporting*', Media Advocacy Group has prepared this right based training manual for media persons of all levels in Nepal. The manual will be used as reference guide to trainers who will conduct both national and district level trainings on Right based issues including Gender issues.

About Media Advocacy Group (MAG)

Media Advocacy Group (MAG) is a non-governmental organization (NGO) established in 2008 by a group of expertise from media, advocacy and management. Since its establishment, MAG has been working to achieve its goal of creating a well-informed and a gender-equal society through advocacy, community outreach, networking and using the media as a medium. Towards this, MAG is constantly building and fostering linkages and collaboration among civil society organizations and providing necessary support.

The main objective of MAG is to support endeavours to maintain democracy and human rights through advocacy, capacity development and raise awareness on different issues related to Right to Information (RTI), women and peace, safe migration, women's political participation and representation. MAG works in solidarity with the national civil society organizations, policy makers, academicians, lawyers, journalists, public service and its activities mostly target policy makers related to women, information and communication, media personnel and grass root communities. Our activities will mostly target people from various marginalized communities from the grassroots level to the national level. MAG works in 75 districts of Nepal with general public, professional women, civil rights organizations/stakeholders and policy makers and citizen holders. MAG has focused on effective implementation of international instruments and policies, national laws and action plans related to women. In addition, MAG has a successful advocacy experience in the areas of women, peace and security, right to information, migration and women in politics.

Overview of the two-day training manual

1. Who will use the Manual?

This manual is for all the media professionals.

2. Layout of the Manual

This training manual has been organized in four sessions which include the following:-

Session 1: Gender and Development

Session 2: Conceptual Clarity on Human Rights;

Session 3: Gender and Media

Session 4: Human Rights bases Approach to Journalism

Each session is divided into sections which contain the following sub-sections:-

- Objectives of the topic
- Content of the topic
- Duration
- Methodology
- Resources/ Materials
- Trainer's guidelines
- Trainer's notes

When planning and implementing training, the trainer should exercise flexibility and incorporate additional training materials and a method to strengthen what is provided for in the manual.

3. Objective of the training

The major objectives of the training are:

- To acquaint the media personals with rights based approach in reporting any news through any forms of media.
- To enhance capacity of journalist for incorporating gender considerations into the media sector both print and broadcast
- To increase sensitivity of media personals to a broad range of gender issues that are reported in and through media

4. Contents of the training

1. Gender and Development

- A. What is Gender? Sex and Gender.
- B. What men and women do?

- C. Gender Role and Gender Need
- D. Access & Control ; Equity and Equality
- E. Concept of Women and Development; WAD and GAD

2. Human rights & Mechanism of Human Rights Protection

- A. Understanding the concepts of Rights
- B. History of Human Rights
- C. Rights based Approach; Comparative Highlights between human rights and needs based approaches
- D. What are Human Rights?
- E. Mechanism for protection of human rights

3. Gender and Media

- A. Gender Issues covered by Media
- B. Gender Sensitive Reporting
- C. Media Ethics

4. Human Rights based approach to Journalism

- A. Basics of human rights based approach to Journalism
- B. Video show
- C. Group work

5. Program Schedule

Day 1 Total: 8 Hours	
Time	Activity
9:00- 9: 30	Welcome & Introduction
9:30-9:45	Ground rules Setting & Expectation Collection
9:45- 10:00	Distribution of Pre-training questionnaire Introduction <ul style="list-style-type: none"> ✓ Introduction of training ✓ Objectives of training
10:00-10:15	Break
10:15-1:15	Session 1 : Gender and Development <ul style="list-style-type: none"> • Concept of Sex and Gender • Gender role- what's men and women do?-video clips 24 hrs duty • Gender need • Access & Control ;Equity and Equality • Concept of Women in Development -WAD and GAD
1:15-2:00	LUNCH
2:00- 4:40	Session 2: Conceptual Clarity on Human Rights <ul style="list-style-type: none"> • Concepts of Rights and Human Rights • Comparison between Rights based and Need based approach • History of Human Rights • What are Human Rights? • Mechanisms for the protection of Human Rights
4:45-5:00	Wrap-up/ Review of the day

Day 2 Total time: 8 hours	
Time	Activity
9:00- 9:30	Reporting and evaluation of previous day
9:30-10:30	Session 3: Gender and Media <ul style="list-style-type: none"> • Gender issues covered by media
10:30- 10:45	Break
10:45-1:00	Session 3 Continued... <ul style="list-style-type: none"> • Gender Sensitive Reporting • Media Ethics (Nepal)
1:00-2:00	Lunch
2:00- 4:00	Session 4 : Human Rights based approach to Journalism <ul style="list-style-type: none"> • Short video on how media covered the rights issues • Group work- Gender rights as Human Rights
4:00-4:15	Break
4:15-4:30	Wrap Up

	✓ Discussion on questions from participants
4:30-5:00	Review and evaluation of the two-day training <ul style="list-style-type: none"> • Distribution & Collection of Post-training Questionnaire • Certificate Distribution

SESSION 1: GENDER AND DEVELOPMENT

This Session introduces the participants to concept of Gender and Development.

OBJECTIVES	<ul style="list-style-type: none"> • To define gender, gender concepts and terminologies • To identify the differences between sex and gender. • To discuss the difference between sex roles and gender roles. • To discuss gender need • To discuss the concept of approaches of women in development- difference between Women in Development Approaches and Gender and Development Approaches
CONTENTS	Gender and Development A. Concept of Sex and Gender B. Gender roles- what's men and women do?-video clips 24 hrs duty C. Gender need D. Access & Control ; Equity and Equality E. Concept of Women in Development F. WAD and GAD
DURATION	<ul style="list-style-type: none"> • 3 hours
METHODOLOGY	<ul style="list-style-type: none"> • Group discussions • Group exercises • Questions and answers • Plenary discussion • Case study
RESOURCES	<ul style="list-style-type: none"> • Flip chart/flipchart stand • Meta-cards • Marker pens • Masking tape • Plain papers • Masking tape/pins • Glue • LCD projector • Laptop

1 A. What is Gender?

Trainers' guidelines

Objective:

- To acquaint the participants with the concept of Gender.
- To discuss the difference between Sex and Gender

Time: 30 minutes

Materials: Meta-cards, Flip Chart, Marker, Masking Tape

Methodology: Exercise, Presentation & Discussion

Procedure:

1. Agree/Disagree exercise

- Distribute a pair of meta-card to each participant.
- Let them write 'Yes' in one card and 'No' in other card.
- Read out the following statement, one at a time and ask the participants to show 'Yes' card if they agree and 'No' card if they disagree to the statement.

Yes or No Statements are as follows:

- Gender is related word to women.
- Men and Women can never be equal because they are biologically different.
- The world gender is related to biology and biological differences.
- Relation between men and women in the family, community and the society are cultural so it will not be changed.
- The current portrayal of women in maedia is alright because this is the reality and media coverage is the reflection of the society.
- Media is a masculine profession so it is difficult to compete for women.
- The word 'feminism' is about women so men cannot be feminist.
- Only men can be masculine.

3. Ask the participants what is the reason to agree/ disagree on each statement.

4. Explain them the common sex stereotypes.

5. Ask the participants what is difference between Gender and Sex; give the example to explain the difference.

Discussion: Discuss with participants that sex refers to the biological differences between men and women, while Gender refers to the roles that men and women play and relations that arise out of these roles. They are socially constructed, not physically determined. Gender roles change over time, are different within cultures, are learned behaviour and relational, context specific, hierarchical and institutionally structured.

The facilitator should give the examples to show the difference between sex and gender, and facilitate discussion on gender stereotype.

Trainer's Note:

Common Male and Female Stereotypes are:

MEN ARE	WOMEN ARE
Independent	Dependent
Confident	Weak
Powerful	Incompetent
Complete	Less Important
Important	Emotional
Logical	House Keepers
Breadwinners	Supporters
Leaders	Followers
Protectors	Gentle
Decision Makers	Patient
Self-Reliant	
Active	
Ambitious	
Bosses	
Strong	
Achievers	

SEX

Sex- Biological differences between men and women or other sex

- Biological
- Differences between Man & Women
- Born with
- Cannot be changed

GENDER

Gender- refers to the roles that men and women play and the relations that arise out of these roles. They are socially constructed, not physically determined.

(How to speak, where to go, where not to go, what to wear what not to wear)

- Socially constructed
- Not born with
- Can be changed

2 B: What men and women do?

Objective:

- To identify the daily tasks of men and women.
- To raise awareness of men and women's workloads.
- To realise and examine the social implications of men's and women's roles.

Time: 20 minutes

Materials: Power-point, Video clips showing 24 hrs duty of men and women

Methodology: Video Show & Discussion

Procedure:

1. Show a short video on '24-hour duty of men and women'
2. After video show, lead a discussion based on the following questions:
 - How do you feel after watching video?
 - How do you define work?
 - What difference do you notice in the way in which men and women spend their day? Their spare time?
 - What are the social implications of men's and women's roles?
3. Sum up their response and lead next session on 'Gender roles'.

Discussion: In most of the cases of Nepali society, a day in a woman's life is of 16 - 18 hours and participants after viewing this video will realise imbalance in roles of men and women. Also explain to the participants that there is the heavy 'time burden' on women owing to their various roles leaves them little time to take on extra activities. The facilitator should explain how cultural, traditional and social norms create a barrier for women.

Trainer's Note:

Trainer should engage the participants in more in-depth discussion regarding the video.

1 C: Gender Role and Gender Need**Objective:**

- To discuss about gender role and gender need.
- To raise awareness on men and women's workloads.
- To realise and analyse the multiple roles of women.

Time: 40 Minutes

Materials: Power-point

Methodology: Presentation & Discussion

Procedure:

1. Conduct presentation to explain gender roles and gender needs.
2. Give input by lecture-discussion quoting examples from the presentation and clarify Practical Gender Needs (PGN) and Strategic Gender Needs (SGN).

Discussion: Discuss with participants that Gender roles are the activities ascribed to men and women on the basis of perceived differences. The roles and tasks are assigned to women and men on the basis of perceived gender characteristics and attributes, instead of ability and skills. Gender roles change over time and vary among cultures, are learned behaviour and relational, context specific, hierarchical and institutionally structured. The facilitator should explain men's roles and women's triple roles. Trainer should give real day to day examples of Nepali society to make the participants realise about the gender roles.

Trainer's Note:

Gender Role- Most roles/activities can be subsumed under three specific roles i.e. Reproductive, Productive and Community tasks.

Women's Role	Men's Role
<ul style="list-style-type: none"> • Reproductive Role • Productive Role • Community Management Role 	<ul style="list-style-type: none"> • Productive • Community Political Role

Gender Need

Practical Gender Need: Needs of women and men that relate to responsibilities tasks associated with their traditional gender roles or to immediate perceived necessity. Responding to practical gender

needs can improve the quality of life but does not challenge gender divisions or men's and women's position in society. Practical needs generally involve issues of condition or access.

Strategic Gender Interests

Interests concerning the position of women and men in relation to each other in a given society. Strategic interests may involve decision-making power or control over resources. Addressing strategic gender interests assists women and men to achieve greater equality and change existing gender roles and stereotypes. Gender interests generally involve issues of position, control and power.

Difference practical and strategic gender needs

Practical Gender Need	Strategic Gender Interests
<ul style="list-style-type: none"> • Tend to be immediate and short-term • Are unique to particular people. • Involve people as beneficiaries rather than active participants. • Relate to the condition of daily life-food, housing, income, health care, welfare benefits, etc. • Are easily identifiable by those in need • Can be addresses by specific materials inputs : food, health care services, training etc. • Can generally be addressed without changing traditional; gender roles and relationships. 	<ul style="list-style-type: none"> • Tend to be long-term. • Are common to almost all people. • Involve the people as agents, enable them to become agents of change. • Relate to people's (particularly women's) disadvantaged position in society, subordination, lack of resources and education, vulnerability to poverty and violence. • Are not easily identifiable by those in need. • Can be addressed by gender-sensitization and consciousness-raising, increasing women's self-esteem and self-confidence, education and skill training, political mobilization and empowerment. • Can empower women and transform gender relationship.

1 D: Access and Control, Equity and Equality

Objective:

- To make the participants acquaint with terms such as access and control, equity and equality in relation with Gender.

Time: 20 Minutes

Materials: Multimedia,

Methodology: Brain storming, Discussion & Presentation

Procedure:

1. Distribute meta-card to each participant
2. Ask them to write what they understand by terms access, control, equity and equality in the meta-card
3. Give 3 minutes time to write.
4. Ask the participants to read out what is written in the meta-card and discuss each term.
5. Sum up their responses and explain the term- Access, Control, Equity and Equality. Then, relate this terms with gender.

Trainer's Note:

Access and Control:

- Access: The ability to use resources or opportunities

- Control: The ability to make decisions about the derive benefits from resources and opportunities.

Equity and Equality:

- Share the story of Fox and Crane

Gender Equality: The same status, rights, and responsibility for women and men is gender equality. Gender Equality view that men and women should receive equal treatment, and should not be discriminated against based on gender.

Gender Equity: Gender Equity is the process of allocating resources, programs, and decision making fairly to both males and females without any discrimination on the basis of sex...and addressing any imbalances in the benefits available to males and females.

1 E: Concept of Women and Development

Objective:

- To discuss the differences in WID and GAD approaches to development as well as get a historical perspective about policy approaches to women's development.

Time: 1 hour

Materials: Flip chart/flipchart stand, Marker pen, Masking tape, Meta cards, LCD projector

Methodology: Brain storming, Discussion & Presentation

Procedure:

1. In plenary, ask participants how to integrate Gender into development.
2. Write the participants response on the flip chart.

	Women in Development	Gender and Development
The Approach	Seeks to integrate women into development process	Seeks to empower women and transform unequal relations between women and men
The Focus	Women	Relations between men and women
The Problem	The exclusion of women from the development process	Unequal relations of power that prevent equitable development and women's full participation
The Goal	More efficient, effective development	-Equitable, sustainable development -Women and men sharing decision-making and power
The Strategies	<ul style="list-style-type: none"> • Implement women's projects, women's components, integrated projects • Increase women's productivity and income • Improve women's ability to manage their households 	<ul style="list-style-type: none"> • Identify and address short-term needs determined by women and men to improve their condition • Identify and address women's and men's longer-term interests

3. Conduct presentation on Women's development approaches focusing on the difference between WID and GAD concept.

Discussion: In addition to explaining Women's development approaches, also discuss the concepts of gender mainstreaming and integration. Discuss with participants on the evolution in approaches to address gender/ women's issues and give examples to explain the approaches more clearly. Through a brainstorming session, let the participants explain approaches which can be used in gender mainstreaming and integration.

Gender Mainstreaming : Gender mainstreaming is the public policy concept of assessing the different implications for women and men of any planned policy action, including legislation and programmes, in all areas and levels. Mainstreaming essentially offers a pluralistic approach that values the diversity among both women and men.

SESSION 2: HUMAN RIGHTS AND MECHANISM OF HUMAN RIGHTS PROTECTION

This session introduces the participants to Human Rights; Concept of Rights, History of Human Rights, Principles of Human Rights, and Mechanism which exists at National and International level for the protection of Human Rights.

OBJECTIVES	<ul style="list-style-type: none"> • To explain Human Rights and Gender Rights • To equip participants with the knowledge on the History of Human Rights • To share International and National Mechanism for the protection of Human Rights of Women
CONTENTS	Session 2: Conceptual clarity on Human Rights A. Concepts of Rights and Human Rights B. Comparison between Rights based and Need based approach C. History of Human Rights D. What are Human Rights E. Mechanisms for the protection of Human Rights
DURATION	<ul style="list-style-type: none"> • 2 hours 30 mins
METHODOLOGY	<ul style="list-style-type: none"> • Group discussions • Group exercises • Questions and answers • Plenary discussion
RESOURCES	<ul style="list-style-type: none"> • Flip chart/flipchart stand • Plain papers • Marker pens • Masking tape • Meta cards • Plain papers

	<ul style="list-style-type: none"> • LCD projector • Laptop
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Trainers' guidelines

2 A: Understanding the Concept of Rights

Objective:

- To understand the concept of Rights and Human Rights

Time: 20 Minutes

Materials: Meta-cards, Flip Chart, Marker, Masking Tape

Methodology: Brain storming, Discussion

Procedure:

1. Write the word "Rights" and "Responsibilities" on a flip chart
2. Ask the participants what they think Rights and Responsibilities are.
3. Provide meta-card to each participants and ask them to write what they think Rights and Responsibilities are.
4. Collect meta-cards from the participants and discuss what they have written.
5. Paste the meta-cards on the flip chart
6. Sum up the responses of the participant and tell them the definition of Rights and Responsibilities

Discussion: Discuss with participants that rights are the basic entitlements. Every person is entitled to certain fundamental rights, simply by the fact of being human. These are called "human rights". They are "rights" because they are things you are allowed to be, to do or to have. These rights are there for your protection, to help us get along with each other and live in peace. When human rights are not well known by people, abuses such as discrimination, intolerance, injustice, oppression and slavery can arise."

The facilitator should tell the participants difference between rights and responsibilities, and facilitate discussion on who is responsible for protection of human rights

Trainer's Note:

Encourage participants for discussion

2 B: History of Human Rights

Objective:

- To equip participants with the knowledge on the History of Human Rights

Time: 40 Minutes

Materials: Multimedia, Hand outs on History of Human Rights & Universal Declaration of Human Rights

Methodology: Question/ Answer, Presentation & Discussion

Procedure:

1. Ask participants what they know about the history of Human Rights; take maximum responses from the participants.
 2. Conduct a power point presentation on the History of Human Rights, talk about the main precursor of Human Rights such as Magna Carta (1215), the Petition of Right (1628), the US Constitution (1787), the French Declaration of the Rights of Man and of the Citizen (1789), and the US Bill of Rights (1791) and the Universal Declaration of Human Rights.
 3. Distribute hand outs on the history of human rights and the Universal Declaration of Human Rights.
- Discussion: Ask participants how they relate the History of Human Rights to their culture.

Trainer's Note:

Trainer should be sensitive to the feelings in the room. Participants may have a different opinion about the history, the Trainer should give space to the participants to let them share their views on the History of Human Rights

HISTORY OF HUMAN RIGHTS:

After the atrocities and enormous loss of life during World War II, the United Nations Universal Declaration of Human Rights was signed in 1948 to provide a common understanding of what everyone's rights are. It forms the basis for a world built on freedom, justice and peace. From Babylon, the idea of human rights spread quickly to India, Greece and eventually Rome. There the concept of "natural law" arose.

Documents asserting individual rights, such as the Magna Carta (1215), the Petition of Right (1628), the US Constitution (1787), the French Declaration of the Rights of Man and of the Citizen (1789), and the US Bill of Rights (1791) are the written precursors to many of today's human rights documents.

Magna Carta, or "Great Charter," signed by the King of England in 1215, was a turning point in human rights. The next recorded milestone in the development of human rights was the Petition of Right, produced in 1628 by the English Parliament. It asserted four principles: (1) No taxes may be levied without consent of Parliament, (2) No subject may be imprisoned without cause shown (reaffirmation of the right of habeas corpus), (3) No soldiers may be quartered upon the citizenry, and (4) Martial law may not be used in time of peace.

Written during the summer of 1787, the **Constitution of the United States of America** is the fundamental law of the US federal system of government and the landmark document of the Western world. It is the oldest written national constitution in use and defines the principal organs of government and their jurisdictions and the basic rights of citizens.

The first ten amendments to the Constitution—the Bill of Rights—came into effect on December 15, 1791, limiting the powers of the federal government of the United States and protecting the rights of all

citizens, residents and visitors in American territory. The Bill of Rights protects freedom of speech, freedom of religion, the right to keep and bear arms, the freedom of assembly and the freedom to petition. It also prohibits unreasonable search and seizure, cruel and unusual punishment and compelled self-incrimination.

In 1789 the people of France brought about the abolishment of the absolute monarchy and set the stage for the establishment of the first French Republic. Just six weeks after the storming of the Bastille, and barely three weeks after the abolition of feudalism, the Declaration of the Rights of Man and of the Citizen was adopted by the National Constituent Assembly as the first step toward writing a constitution for the Republic of France.

The Declaration proclaims that all citizens are to be guaranteed the rights of “liberty, property, security, and resistance to oppression.” It argues that the need for law derives from the fact that “...the exercise of the natural rights of each man has only those borders which assure other members of the society the enjoyment of these same rights.” Thus, the Declaration sees law as an “expression of the general will,” intended to promote this equality of rights and to forbid “only actions harmful to the society.”

World War II had raged from 1939 to 1945, and as the end drew near, cities throughout Europe and Asia lay in smoldering ruins. In April 1945, delegates from fifty countries met in San Francisco full of optimism and hope. The goal of the United Nations Conference on International Organization was to fashion an international body to promote peace and prevent future wars.

The ideals of the organization were stated in the preamble to its proposed charter:

“We the peoples of the United Nations are determined to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind.”

By 1948, the United Nations’ new Human Rights Commission had captured the world’s attention. Under the dynamic chairmanship of Eleanor, a human rights champion in her own right and the United States delegate to the UN—the Commission set out to draft the document that became the Universal Declaration of Human Rights. It was adopted by the United Nations on December 10, 1948.

2 C. Comparison between Rights based and Need based approaches

Objective:

- To introduce a practical approach to rights based approach
- To increase understanding of the principle of rights based approach
- To enhance understanding of the participants on the difference between Rights based and need based approaches

Time: 20 Minutes

Materials: Flip Chart, Marker

Methodology: Plenary Discussion , Presentation

Procedure:

2. Ask the participants what they think the difference between rights and need based approaches are.

3. Keep on getting responses until you get answers from the participant

4. Sum up the responses of the participant and tell them the difference

Discussion: Discuss with participants that there are three major approaches in the field of social development : the charity model, the needs based approach and the rights based approach. Explain in brief about their differences rights are the basic entitlements. Rights based approach seeks to identify groups and people whose rights are been violated, understand why certain people are unable to enjoy their rights, and redress unjust distributions of power that impede development progress. In this sense it identifies rights-holders and their entitlements and corresponding duty-bearers and their obligations, and works to strengthen the capacity of duty bearers to comply with their obligations and right holders to claim and exercise their rights.

The facilitator should the participants difference between rights and responsibilities, and facilitate discussion on who is responsible for protection of human rights

Trainer's Note:

Encourage participants for discussion

Rights-Based Approach:

For half a century, developing nations were arguing at the United Nations sessions for the need to recognize the right to development as a human right. With a growing globalization process and several political changes around the world, and with increasing pressure from developing nations, the United Nations General Assembly adopted the Declaration on the Right to Development.

“The right to development is an inalienable human right by virtue of which every human person and all peoples are entitled to participate in, contribute to, and enjoy economic, social, cultural and political development, in which all human rights and fundamental freedoms can be fully realised.”

This declaration gave a strong boost to the Rights-Based Approach to development and marked a new era in social development.

Principles of the Rights-Based Approach:

Some of the principles that come with the new *Human Rights* framework for development are:

- Universality

‘Human rights are inalienable, in that they cannot be taken away from someone or voluntarily given up.’

The universality principle is what distinguishes human rights from other acquired rights such as citizenship rights and contractual rights.

- Non-Discrimination and Equality

'Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.'

Human rights apply to everyone everywhere and under any circumstance.

- **Indivisibility**

'Rights are indivisible and should be taken in a holistic way.'

No one right is more important than another. For instance, we cannot negotiate with one group to get some rights and let go of other rights. Using RBA for development, we might set priorities to fulfil rights, but it does not mean that we let go of other rights.

- **Interdependence and Interrelatedness:**

'All human rights are closely interrelated and interdependent and affect one another.'

The right to education affects the right to work and the right to good health, and vice versa. This principle helps us to link the root causes of problems to the symptoms of the problem.

- **Participation:**

'Participation is an essential right.'

This is stated in the first article of the UN Declaration on the Right to Development. It means that everyone is entitled to freely fully contribute to, participate in and enjoy political, economic, social and cultural development of their communities. The right to participate needs to be protected and guaranteed by the state and other entities.

- **The Rule of Law:**

Rights must be protected by both strong legislations as well as an independent judicial system to ensure that the law is fair and is applied to all people.

- **Accountability:**

This principle is another key one for human rights. The whole idea about rights is that they must be delivered. In other words, there is an *obligation* to give these rights to their right holders. All people have rights and are called *right holders*. The people or entities who are obliged to deliver and ensure these rights are called *duty bearers*.

We can think of anyone as a right holder as well as a duty bearer. However most of the time *duty bearers* are the governments and other bodies of state (hereafter referred to as the State). The Rights Based Approach also recognizes that other non-state parties could be *duty bearers*.

Accountability is achieved by having the State as the principal duty bearer do the following:

- ✓ Accept responsibility for the impact it has on people's lives
- ✓ Co-operate by providing information, undertaking transparent processes and hearing people's views
- ✓ Respond adequately to those views

This last principle, *accountability*, is a central piece in the rights-based approach as a framework for social justice advocacy. The accountability principle has contributed the biggest part in helping

development workers to establish their involvement in politics as a legitimate activity, engaging with citizen groups in the political process.

Needs-Based Approach versus Rights-Based Approach NEEDS BASED APPROACH	RIGHTS BASED APPROACH
Based on assessed needs	Based on established human rights
Needs are the point of reference, which implies interventions at a local or micro level	Violations of rights are taken as the starting point, which leads into analysis and actions at the structural and macro levels
Needs are pertinent to the group or individual that has such a need	Rights are universal and apply to all people everywhere
Considers finding more resources	Considers the redistribution of existing resources
Keeps away from politics and policy making processes	Politics is at the very heart of the development process
Needs are handled individually	Rights are non-negotiable and indivisible
Asks state officials and power holders for help	Holds state officials and power holders accountable
Putting needy people in an inferior position by asking others to meet their needs	Helping people to restore their dignity by claiming their rights as human beings and citizens
No obligation to meet the needs. Needs are met when resources are available	States, power holders and international entities have obligations to fulfil the rights
Has a tendency to care for those who are in need, but not those who are most needy. (Low cost, high impact preference).	Has a tendency to work more with people whose rights are most violated or denied
Aims at relieving suffering	Aims at addressing structural injustices
Usually, it is not legally binding to the stakeholders	Carries a legal force to development work
Encourages participation from within the community, with possible collaboration with other groups.	Forces collective action and alliances from different groups

2 D: What Are Human Rights ?

Objective:

- To discuss about Human Rights

Time: 30 Minutes

Materials: Multimedia- Power point, Speakers

Methodology: Brain storming, Presentation

Procedure:

1. Ask participants what are actually Human Rights, what Rights are included in it
2. Through a brainstorming session, identify various types of human rights and identify which of these rights are gender rights
3. Take maximum responses from the participants,
4. When everyone has given their opinions, share Principles of Human Rights with the participants using multimedia

Discussion: The trainer should use following questions for facilitating discussion

- Which of the human rights were more interesting to you
- Which of the Human Rights were new to you
- Which of the Human Rights do you think are mostly violated in our communities
- Do you think have you consciously or unconsciously been part of the violation of other's rights

Share Principles of Human Rights with the participants i.e. Human Rights are universal, indivisible, inalienable and interrelated.

Trainer's Note:

Make power point presentation on Fundamental Human Rights

Introduction to Human Rights

Human rights are those rights that every human being possesses and is entitled to enjoy simply by virtue of being human. Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are all equally entitled to our human rights without discrimination.

Human rights are the foundation of freedom, justice and peace. Their respect allows the individual and the community to fully develop. They are "rights and freedoms to which all humans are entitled".

When human rights are not well known by people, abuses such as discrimination, intolerance, injustice, oppression and slavery can arise. Hence, Human Rights can be defined as those basic standards without which people cannot live in dignity as human beings.

Characteristics of human rights:

- Internationally guaranteed
- Legally protected
- Focus on dignity of human being
- Protect individuals and groups

- Oblige state and non-state actors
- Cannot be waived/taken away
- Equal and interdependent
- Universal
- Indivisible

Some of Human Rights are:

1. We Are All Born Free & Equal.
2. Don't Discriminate.
3. The Right to Life.
4. No Slavery.
5. No Torture..
6. You Have Rights No Matter Where You Go.
7. We're All Equal Before the Law.
8. Your Human Rights Are Protected by Law.
9. No Unfair Detainment.
10. The Right to Trial.
11. We're Always Innocent Till Proven Guilty.
12. The Right to Privacy.
13. Freedom to Move.
14. The Right to Seek a Safe Place to Live.
15. Right to a Nationality.
16. Marriage and Family.
17. The Right to Your Own Things.
18. Freedom of Thought.
19. Freedom of Expression.
20. The Right to Public Assembly.
21. The Right to Democracy.
22. Social Security.
23. Workers' Rights.
24. The Right to Play.
25. Food and Shelter for All.
26. The Right to Education.
27. Copyright.
28. A Fair and Free World.
29. Responsibility.
30. No One Can Take Away Your Human Rights.

Thematic Division of Human Rights:

Civil and Political Rights	Economic, Social, and Cultural Rights	Collective/Group Rights
Right of Expression ✓ Equality before law ✓ Right to Mobility ✓ Right to vote ✓ Freedom from torture and violence	✓ Right to Property ✓ Right to work and earn ✓ Right to Education ✓ Right to Health ✓ Right to Participation in cultural activities	✓ Right to Peace ✓ To speak own language ✓ Cultural and Religious Rights

<ul style="list-style-type: none"> ✓ Right to life ✓ Non discrimination ✓ Right to nationality ✓ Right to marry and found a family ✓ Right to choice ✓ Right to privacy ✓ Right to liberty and security Right to decision making ✓ Right to freedoms of association, ✓ Right to decision making ✓ movement, worship, expression. Right to education ✓ Right to property rights (ownership and ✓ Right to information ✓ inheritance) ✓ Right to seek asylum ✓ Prohibition of arbitrary arrest, detention, ✓ Right to due process in criminal trials ✓ and exile ✓ Right to effective remedy for violations ✓ Right to self-determination 	<ul style="list-style-type: none"> ✓ Right to Scientific development ✓ Copy Rights ✓ Prohibition of slavery, forced labour and trafficking in persons 	
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PRINCIPLES OF HUMAN RIGHTS:

There are four fundamental principles of Human Rights:

- ✓ **Universal** : They are universal because everyone is born with and possesses the same rights, regardless of where they live, their gender or race, or their religious, cultural or ethnic background. All Human Rights are Born Free and Equal in Dignity
- ✓ **Inalienable**: Inalienable because people's rights can never be taken away.
- ✓ **Indivisible**: Human rights are indivisible. Whether they relate to civil, cultural, economic, political or social issues, human rights are inherent to the dignity of every human person. Consequently, all human rights have equal status, and cannot be positioned in a hierarchical order. Denial of one right invariably impedes enjoyment of other rights. Thus, the right of everyone to an adequate standard of living cannot be compromised at the expense of other rights, such as the right to health or the right to education.
- ✓ **Interdependent and interrelated**. Each one contributes to the realization of a person's human dignity through the satisfaction of his or her developmental, physical, psychological and spiritual

needs. The fulfilment of one right often depends, wholly or in part, upon the fulfilment of others. For instance, fulfilment of the right to health may depend, in certain circumstances, on fulfilment of the right to development, to education or to information.

2 E: Mechanisms for the Protection of Human Rights

Objective:

- To discuss International and National Mechanism for the protection of Human Rights of Women

Time: 40 minutes

Materials: Handouts on UDHR, CEDAW, and Constitution of Nepal, Markers,

Methodology: Lecture, Discussion

Procedure:

1. Give a brief introduction of what does Mechanisms for the protection of Human Rights mean.
2. Give brief introduction of Universal Declaration of Human Rights, Convention on the Elimination of All forms of Discrimination against Women, and The Constitution of Nepal.
3. Divide participants into 3 Groups, and ask groups to select anyone of three documents they want to read and present (Each group should get a different document e.g. Group 1 can have UDHR, Group 2 can have CEDAW and Group 3 can have the Chapter on Fundamental Rights in the Constitution of Nepal)
4. Give copies of handouts to each group and give them 20 minutes for reading and preparing presentations.
5. Ask the group leaders to present their group work, encourage other participants to ask Questions from the presenting group.
6. After each presentation, summarize the main points of the document for the group

Discussion: After presentation, encourage participants to have discussion on how these tools can be used for the protection of Human Rights of Women. If necessary, shed light on Advocacy and Advocacy Skills.

Trainer's Note:

If the presentation of any group is not very clear, then explain that mechanism to the group so that they can get a clear idea about the mechanism.

MECHANISMS FOR THE PROTECTION OF HUMAN RIGHTS

Human rights entail both rights and obligations. States assume obligations and duties under international law to respect, to protect and to fulfill human rights. The obligation to respect means that

States must refrain from interfering with or curtailing the enjoyment of human rights. The obligation to protect requires States to protect individuals and groups against human rights abuses. The obligation to fulfill means that States must take positive action to facilitate the enjoyment of basic human rights. At the individual level, while we are entitled our human rights, we should also respect the human rights of others. Mechanisms for the protection of Human Rights exist at different level such as International, Regional, National and Global Level.

1. Universal Declaration of Human Rights
2. CEDAW: Convention on the Elimination of All Forms of Discrimination Against Women
3. Constitution of Nepal

1. Universal Declaration of Human Rights

The Universal Declaration of Human Rights (UDHR) ¹is a declaration adopted by the United Nations on 10 December 1948. The Declaration consists of thirty articles about Human Rights. It is the most fundamental document on Human Rights.

The Universal Declaration of Human Rights is generally agreed to be the foundation of international human rights law. It represents the universal recognition that basic rights and fundamental freedoms are inherent to all human beings, inalienable and equally applicable to everyone, and that every one of us is born free and equal in dignity and rights. Whatever our nationality, place of residence, gender, national or ethnic origin, color, religion, language, or any other status, the international community on December 10 1948 made a commitment to upholding dignity and justice for all of us.

UDHR has inspired more than 80 international human rights treaties and declarations, a great number of regional human rights conventions, domestic human rights bills, and constitutional provisions, which together constitute a comprehensive legally binding system for the promotion and protection of human rights. Building on the achievements of the UDHR, the International Covenant on Civil and Political Rights, and the International Covenant on Economic, Social and Cultural Rights entered into force in 1976. The two Covenants have developed most of the rights already enshrined in the UDHR, making them effectively binding on States that have ratified them. They set forth everyday rights such as the right to life, equality before the law, freedom of expression, the rights to work, social security and education. Together with the UDHR, the Covenants comprise the International Bill of Human Rights.

2. CEDAW: Convention on the Elimination of All Forms of Discrimination against Women

The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)², adopted in 1979 by the UN General Assembly, is often described as an international bill of rights for women. Consisting of a preamble and 30 articles, it defines what constitutes discrimination against women and sets up an agenda for national action to end such discrimination.

¹ <http://www.un.org/en/documents/udhr/>

² <http://www.un.org/womenwatch/daw/cedaw/>

CEDAW provides a universal standard for women's human rights. It addresses discrimination in areas such as education, employment, marriage and family relations, health care, politics, finance and law. Since 1994 the UN Commission on Human Rights has supported the appointment of a Special Rapporteur on violence against women, its causes and consequences. Their mandate includes collecting information and reports; recommending measures and ways to remedy its consequences; and work closely with others in the UN human rights framework to help highlight human rights violations affecting women across all UN work.

There is a Committee on the Elimination of Discrimination against Women consists of 23 experts on women's rights from around the world. According to the UN website, countries who have signed on to the treaty must submit reports on how the rights of the convention are being implemented.

3. Constitution of Nepal

Constitution is a body of fundamental principles or established precedents according to which a state is governed. It is an agreement between state and the citizens; It not only explains the governance of a state but also guarantee the fundamental human rights of its citizen.

The Constitution of Nepal 2072 comprises of a long list of human rights entrenched as fundamental rights. The term "Fundamental Rights" can be defined as the constitutionally guaranteed human rights. The reason to encode such rights in the Constitution is that they are not unduly violated by the state through any act of its own or alienated through any legislation. Constitutional provisions cannot be changed easily as other laws and they place constraints upon other laws too. The Constitution has encoded 30 fundamental rights in part 3. These rights are - right to live with dignity, right to freedom, right to equality, right to mass communication, right to justice, right of victim of offence, right against torture, right against preventive detention, right against untouchability and racial discrimination, right to property, right to religious freedom, right to information, right to privacy, rights against exploitation, right to clean environment, right to education, right to language and culture, right to employment, right to labour, right to health, right to food, right to housing, rights of women, rights of the child, rights of dalits, rights of senior citizens, right to social justice, rights of social security, rights of consumers, rights against exile, right to constitutional remedies and implementation of fundamental rights.

Session 3: Gender and Media

This session introduces the participants to Gender in media, Gender sensitive reporting and Nepal Code of Journalist Ethics.

OBJECTIVES	<ul style="list-style-type: none"> • To discuss gender issues in media • To enhance the skills of participants on gender sensitive reporting • To identify the challenges of covering gender issues in media • To discuss Nepal code of Journalistic Ethics
CONTENTS	Gender and Media A. Gender issues covered in Media B. Gender sensitive reporting C. Media Ethics
DURATION	<ul style="list-style-type: none"> • 3 hours 15 minutes
METHODOLOGY	<ul style="list-style-type: none"> • Group discussions • Group exercises • Questions and answers • Plenary discussion
RESOURCES	<ul style="list-style-type: none"> • Flip chart/flipchart stand • Meta-cards • Marker pens • Plain papers • LCD projector • Laptop

3 A. Gender Issues covered in Media

Objective:

- To make the participants understand the linkage of gender and media.

Time: 1 hour

Materials: Flip chart/flipchart stand, Marker pen, Masking tape, Meta cards, LCD projector

Methodology: Group work, Presentation, Discussion

Procedure:

1. Divide the participants in four groups and ask them to discuss about how gender and media are related.
2. Give them 20 minutes time to discuss, and write the groups' findings in the newsprint.
3. Allow the group leader to make presentation on their findings. Provide 5 minutes to each group for presentation and interaction.

4. Sum up their responses.
5. Show the presentation on Gender and Media.

Trainers' guidelines

- Some of the key points for your presentation are given below.

Introduction

- Media plays an important role in generating awareness in any issue.
- If media raises voices in regard to various forms of GBV prevailing in family, society, villages, and other places, it would not only be easy to talk about the issue openly, but would also be helpful in implementing existing laws and changing policies.
- Various news, features and report related to GBV have been covered by both print and electronic media.
- Due to the seriousness shown by media towards the issue, there are some examples of survivors receiving justice and culprits being punished.
- Despite of this, the women suffering from GBV are not accessible to media and the issue of GBV has not become the issue of investigative reporting yet.

Print Media

- The trend of media coverage on incidents of GBV, trafficking , sexual violence and similar other issues has changed a lot at present than it was a decade ago.
- Previously, the close-up photos of the victim used to be published including name, last name with address.
- But presently, the trend of changing the name of the victim and not disclosing the address has been established.

Electronic Media

- Despite the changed trend in print media, the electronic media, especially Television Channels, still found to be romanticizing few issues including prostitution, women working in dance bar, cabin restaurant etc.
- For example, in the case of coverage on raid of night bars and restaurants, women employees are more highlighted through media than others.

Positive Aspect

- The positive aspect is that GBV issues and other related women issues are getting more space in media.
- Furthermore, it is nice to see that male reporters and writers are also raising these issues actively.
- At present, in the case of trafficking, the traffickers are also followed by reporters. Due to this, the news on networking of trafficker's also getting coverage along with victim's perspectives, it was not in practice before.
- Likewise, in the cases of sexual violence, impunity and the culture of silence which still remains in society, all these are reflected in media too. Due to this, whatever the coverage on issues of sexual violence is, media has maintained sensitivity like undisclosed victim's name, address, photographs, etc.

Sensitivity

- Despite of above mentioned positive aspects of GBV, trafficking and sexual violence, media persons are not as sensitive as they should have been. This has become quite an emerging problem in the issue of trafficking.

- For instance, we currently see that women willing to go for foreign employment, especially gulf countries for domestic work, they are going via Indian borders.
- The organizations working on issues of trafficking which exist in those border areas stop them assuming that they are being trafficked to India. Then they inform the media about the incidence without proper verification of the case. The issue of migration is then converted into the issue of trafficking when it comes in media. As a result of this, when these women go back to their homes, the perspective of family and society would have changed entirely. They are now tagged as women who were saved before being trafficked to India.
- This shows that there is close connection between migration and trafficking but lack of clarity and understanding on it among different stakeholders including media.

3 B: Gender Sensitive Reporting

Objective:

- To orient the participants with basics of reporting stories/news
- To enhance the skills of participants in gender sensitive reporting

Time: 1 hrs 30 mins

Materials: Multimedia- Power point, Speakers, Handouts on IFJ Guidelines for Reporting on Violence Against Women

Methodology: Lecture, Group Work, Discussion

Procedure:

1. Explain about the '5W & H' of reporting in relation to gender sensitive reporting
2. Explain in brief about IFJ guideline for reporting VAW
3. Group work- Divide the participants into 4 groups and ask them to make news on incident on Violence Against Women (VAW). Give 20 minutes to write report.
4. Let the team reader present the report, discuss whether the report is gender sensitive or not.

Discussion: The trainer should made the participants realize that they are aware of the sensitivities of reporting on issues such as rape, violence against women and other forms of gender based violence. The International Federation of Journalists (IFJ) has developed reporting guidelines that cover advice on what language to use and how to approach people who have survived this type of violence.

Trainer's Note:

For the media to accurately mirror our societies, to produce coverage that is complete and diverse, it is critical that the news reflects the world as seen through the eyes of women as well as men. All journalists, male and female, can help to change attitudes by portraying women as they really are rather than re-enforcing gender-based stereotypes.

Many countries, including Nepal, need more women in newsrooms. But that is not enough to guarantee gender-sensitive reporting. Women need to be represented in management and they need to be able to cover ‘hard’ news, such as business, crime and politics as well as ‘soft’ news like entertainment.

As a first step toward better reporting, the reporting journalists and students of journalism must be educated about gender issues. One of the first thing that most journalists are taught is that each story must answer the questions: who, what, where, when, how and why. The same questions can be applied to gender sensitive journalism, as outlined below in a document produced by the United Nations.

WHO?	The reporting journalist
WHAT?	Needs to be more aware of gender issues and incorporate this awareness into the way work is approached.
WHERE?	At the workplace, in the editorial department where decisions are made about stories to be covered and out in the field where information is gathered.
WHEN?	All the time
WHY?	Because professionalism, equity and good sense demand it
HOW?	By being aware of the language used, being open-minded and fair and through careful selection of the story and their sources.

IFJ Guidelines for Reporting on Violence Against Women³

1. Identify violence against women accurately through the internationally accepted definition in the 1993 UN Declaration on the Elimination of Violence Against Women.
2. Use accurate, non-judgmental language. For instance, rape or sexual assault is not in any way to be associated with normal sexual activity; and trafficking in women is not to be confused with prostitution. Good journalists will strike a balance when deciding how much graphic detail to include. Too much may be sensationalist and can be gratuitous; too little can weaken the victim’s case. At all times, the language of reporting should avoid suggestions that the survivors may be to blame, or were otherwise responsible for the attack or acts of violence against them.
3. People who suffer in such an ordeal will not wish to be described as a ‘victim’ unless they use the word themselves. The use of labels can be harmful. A term that more accurately describes the reality of a person who has suffered in this way is ‘survivor.’
4. Sensitive reporting means ensuring that contact for media interview meets the needs of the survivor. A female interviewer should be on hand and the setting must always be secure and private, recognising that there may be a social stigma attached. Media must do everything they can to avoid exposing the interviewee to further abuse. This includes avoiding actions that may undermine their quality of life or their standing in the community.
5. Treat the survivor with respect. For journalists this means respecting privacy, providing detailed and complete information about the topics to be covered in any interview, as well as how it will be reported. Survivors have the right to refuse to answer any questions or not to divulge more than they are comfortable with. Journalists should make themselves available for later contact; providing contact

³ <http://ethicaljournalisminitiative.org/en/contents/ifj-guidelines-for-reporting-on-violence-against-women>

details to interviewee will ensure they are able to keep in contact if they wish or need to do so.

6. Use statistics and social background information to place the incident within the context of violence in the community, or conflict. Readers and the media audience need to be informed of the bigger picture. The opinion of experts on violence against women such as the DART centre will always increase the depth of understanding by providing relevant and useful information. This will also ensure that media never give the impression that violence against women has an inexplicable tragedy that cannot be solved.

7. Tell the whole story: sometimes media identify specific incidents and focus on the tragic aspects of it, but reporters do well to understand that abuse might be part of a long-standing social problem, armed conflict, or part of a community history.

8. Maintain confidentiality: as part of their duty of care media and journalists have an ethical responsibility not to publish or broadcast names or identify places that in any way might further compromise the safety and security of survivors or witnesses. This is particularly important when those responsible for violence are the police, or troops in a conflict, or agents of the state or government, or people connected with other large and powerful organisations.

9. Use local resources: Media who take contact with experts, women groups and organisations on the ground about proper interviewing techniques, questions and places will always do good work and avoid situations – such as where it is unacceptable for male camera workers or reporters to enter a secluded place – which can cause embarrassment or hostility. There is always virtue in reporters educating themselves on the specific cultural contexts and respect them.

10. Provide Useful Information: reports that include details of sources and the contact details of local support organizations and services will provide vital and helpful information for survivors/witnesses and their families and others who may be affected.

3 C: Media Ethics (Nepal code of Journalistic Ethics)

Objective:

- To discuss Nepal Code of Journalistic Ethics (2003; amended in 2008)

Time: 45 minutes

Materials: Power point, Speakers, Hand-outs on media code of conducts

Methodology: Lecture, Presentation

Procedure:

1. Distribute hand outs of code of conduct-2003 by Press Council Nepal.
2. Discuss each point of the Journalistic Ethics

Trainer's Note:

The trainer should encourage the participants for discussion

Press Council Nepal: Code of Journalistic Ethics-2003⁴

(Amended and revised – 2008)

Preamble: Whereas it is deemed expedient to revise the existing Code of Journalistic Ethics by covering all forms of the press and making timely adjustments in accordance with international practice and norms, with the basic objectives of safeguarding the freedom and rights guaranteed by the Interim

⁴ <http://www.presscouncilnepal.org/codeofconduct.php>

Constitution of Nepal, 2063 (2007), making the people well-informed, rendering the mass media and journalists more responsive towards the nation and society, and avoiding any misuses of the same, and all this through protection of the freedom of the press by means of making the news media and journalists responsible and professional for the sake of developing healthy journalism; Therefore, with the consent of the Federation of Nepali Journalists as well, the Code of Journalistic Ethics, 2003 has been amended and revised in a timely fashion and brought into effect pursuant to Section 7(b) of the Press Council Act.

1. Title, commencement and extension:

(1) This code of ethics for journalists may be referred to as the "Code of Journalistic Ethics, 2003".

(2) This Code of Journalistic Ethics shall commence forthwith.

(3) This Code of Journalistic Ethics shall apply to all news media operating in Nepal and to all journalists engaged in their calling within Nepal.

2. Unless the subject or context requires otherwise, in this Code of Journalistic Ethics-

(a) "Journalist" means media persons involved in journalism-oriented work such as the chief editor, editors, member of editorial board, correspondents, columnists, photo journalists, press camerapersons, cartoonists, program producers and runners, or costume, visual or language editors associated with activities such as collection, production, editing and transmission of news material through communications media of any nature or agency or organization producing and distributing news-oriented programs.

(b) "Media" includes newspapers, radio and television broadcasts, news agencies and organizations and services producing-disseminating internet news and informative and thought-oriented on-line services and news-oriented programs.

(c) "Council" means the Press Council Nepal.

3. The journalists and media institutions shall perform the following duties:

(1) Protection and promotion of press freedom: The freedom of expression being a basic right of the citizen, journalists and media will always remain firm, vigilant and alert in its protection and promotion.

(2) Respect for humanitarianism, human rights and international relations: Enhance the protection and promotion of democracy, justice, equality, humanitarianism, peace and international understanding and fraternity among friendly nations, while at the same time respecting the rights, interests, principles, norms and practices guaranteed by international instruments concerned with human rights.

(3) Safeguard and enforce the right to information: Always remain active and dedicated to safeguarding the right of people to be well-informed.

(4) Imparting true and factual information: Journalists media should impart true, factual, balanced information that is faithfully objective, citing sources and also setting out the basis for such information.

(5) Editorial freedom and accountability: As per the universally accepted principle of editorial freedom, the final responsibility and authority for the production and dissemination of material produced-published-broadcast by media lies with the editor. Media should guarantee editorial independence within itself.

(6) Respect for right to privacy: Respect personal and professional secrecy except in cases where this may have an adverse impact on the public interest.

(7) Professionalism of a high order: Faithfully exercise professionalism of a high order so as to be responsible, accountable and reliable, and dedicated to the basic norms and principles of journalism.

(8) Decent behavior: Remain alert towards working style and use of language that are moral, courteous and characterized by decency, while at the same time observing social courtesy in one's professional conduct.

(9) Readiness to rectify errors: Upon receiving information of any error or mistake in a publication or broadcast, to rectify such error or mistake as soon as possible, and give proper place to any refutation or response that comes accompanied by evidence, publishing-broadcasting the same in clear language.

(10) Social responsibility: Journalists and media shall bear a social responsibility to render special assistance, through the dissemination of information and opinions, toward the uplift and development of the disabled, the helpless, the incapacitated, women, children and people from backward classes, sectors, nationalities and minority communities.

(11) Respect mutual relations: Relations between journalists and media should be professional, healthy, restrained, courteous and harmonious. Media organizations should guarantee editorial freedom in their media.

4. The journalists and media institutions shall not carry out the following acts:

(1) Not undermine national integrity: Not publish, broadcast or produce-disseminate any news and opinion that may undermine the sovereignty and integrity of multi-ethnic, multilingual and multi-religious Nepal or jeopardize the harmonious relations subsisting among people of various castes, tribes or communities, or contains any act of defamation or contempt of court or is contrary to decent public behavior or morality.

(2) Not adversely affect social justice or goodwill: Not publish, broadcast or produce disseminate such deformed and provocative material as may have adverse impact on social justice and goodwill and be contrary to professional dignity.

(3) Not disclose confidential sources of news: Sources should be quoted in presenting any news, for the sake of the authenticity and reliability thereof; but protecting a confidential source being a duty of the journalist, the name and identity of such a source should not be disclosed, except in case permission is given by the source.

(4) Not use news material for fulfillment of personal interests: News media or journalists are not to use the information they acquire for the fulfillment of personal interests or the interests of the organization. They should use the information material obtained for publication-broadcast or distribution only for the public consumption.

(5) No discrimination: Not impart any news or opinion in such a manner as to discriminate on grounds of race, gender, religion, region, language, color and the like.

(6) Do not penalize the victims: Not publish, broadcast or produce-distribute any news or opinion with the use of language, sound, picture, figure, scene or the like in such a way as to make the victim suffer further pain.

(7) Non disclosure: Not publish, broadcast or produce-distribute any news, picture or scene in such a manner as to disclose the name, address and identity of a victim in a sexual crime or in an event or context that evokes hate or brings social contempt, without the consciously given consent of the victim.

(8) Not encourage violence, terrorism and crime: Not present any news, opinion, picture, opinion survey, sound or scene in such a manner as to encourage destructive activity, violence, terrorism and crime, or exaggerate such activity.

(9) Not publish or broadcast scenes of nudity or pictures in a manner that spreads hatred, fear and provocation: Not publish any nude or horrific scene or picture or depiction of carnage in such a manner to spread hatred, terror, provocation or the pornographic in society, and do so out of context.

(10) Not mention the name of a person not related to the event: In publishing broadcasting news relating to any event, do not attach the name of a relative or someone close who is not related with the event, in such a manner as to undermine the dignity or defame the character of that person.

(11) Not distort facts: Not publish-broadcast or produce-distribute news material with the reworking of pictures, video visuals, sound or facts without any comment or clarity and in such a manner as to change the impression, give the wrong impression or convey a wrong meaning.

(12) Not present advertisement as news: Neither present an advertisement as news nor refute a news item through an advertisement; communications media shall generally not refute any news published or broadcast by another media.

(13) Not re-use without citing the source: With regard to news or publishing-broadcast material that has

already been used by any other news agency or media, one shall not publish, broadcast or distribute the same again without citing the original source. While citing the original source the permission of the original source is generally required.

(14) Relations with news sources: Journalists or media should not have improper ties with news sources that exceed professional norms and parameters, or abuse the news media out of personal or institutional vested interests.

5. Complaints and complaint procedures:

(1) If it is felt that in the publication-broadcast or production-distribution of some news material by any journalist or media the code of ethics has been breached and for that reason any individual, group or institution has been placed in difficulty, the affected party should forward a written complaint, denial or elaboration addressed to the editor of the media concerned.

(2) It will be the duty of concerned editor and media to entertain; publish or broadcast with adequate importance and positioning any elaboration, denial or reaction received as per sub-section (1). If the editor deems any complaint, denial or reaction unfit for publication-broadcasting, the party concerned should be informed of this.

(3) If elaborations, denials or reactions forwarded as per sub-section (1) are not published or broadcast by the media concerned and no satisfactory reply is given either, the aggrieved party can submit an application to the Press Council Nepal accompanied by copies of the elaboration, denial or reaction in question.

(4) If the elaboration, denial or reaction forwarded by the aggrieved party as per subsection

(1) is published or broadcast in a mangled and twisted form or with cuts and additions or if the aggrieved party is not satisfied with the reaction published or broadcast or if there is a desire to have the dispute settled by the Press Council itself, the aggrieved party can complain to the Press Council with the following particulars.

(a) A copy of the published or broadcast material

(b) A description of the difficulty caused by publication or broadcast of the material, and proof of this

(c) Copies of the elaboration, denial or reaction forwarded to the media concerned

(d) A description of the reply, denials or statement furnished by the editor of the media concerned

(e) A description of the correspondence with the editor of the media concerned with regard to the material published or broadcast. In case the matter is in the process of being dealt with or under consideration by some other judicial or semi-judicial entity the Press Council will not entertain such a complaint.

(5) After receiving application lodged under Sub-sec (3), Press Council shall issue show cause notice to the concerned media on not publishing-broadcasting the complaint, denial, or clarification forwarded by the applicant and can ask media concerned to furnish written statement with reason of rejection of such publication-broadcast, if any.

(6) Notwithstanding anything contained in sub-section (3), if any journalist or media publishes and broadcasts any news material in such a manner as to have a negative impact directly or indirectly on something of public interest or concern, the Council may on its own initiate action against such journalist or media, pursuant to this Code of Ethics.

(7) Notwithstanding anything contained in sub-section (1,2,3), the Council may, after a general inquiry into the complaint and before sending a summons to the accused party, direct the journalist or media concerned to immediately refute the news in question or beg pardon or send a reasonable reply.

(8) If a complaint on publication or broadcast of any news by a journalist or media in violation of this Code of Ethics is not filed within thirty-five days of the publication or broadcast of such news, such a complain shall not be entertained. If there is any reasonable ground for failing to file a complaint within the time limit, the Council may entertain such a complaint at any time.

(9) In filing a complaint the complainant himself/herself should include with the complaint the

documentation concerning the publication-broadcast or production dissemination of the news material in question. If however, the Press Council is satisfied that it is not possible for the complainant to include such documentation, the Council itself might seek out the documentation and hold a hearing.

(10) A victim may file a complaint with the Press Council against any journalist or media within the time-limit referred to in sub-section (8), accompanied by factual evidence showing violation of the point(s) mentioned in this Code of Ethics. If such a complaint is filed and the Council thinks, upon holding a general inquiry, that any act has been perpetrated in violation of this Code of Ethics, the Council shall send summons, accompanied by a copy of the complaint, to the accused party, requiring that party to make an appearance along with evidence, if any, showing innocence, generally within seven days or within such time-limit before seven days as the Council may think fit.

(11) After a written response has been filed with the Council by the accused party under the above mentioned sub-sections or if no response is filed within the specified time limit, the Council shall take a decision on the matter generally within 30 days.

(12) Prior to taking a decision pursuant to sub-section (11), the Council may, if it thinks necessary, summon the presence of both the complainant and the accused party and hold discussions between them.

(13) If the complainant and the accused party reach a compromise and make a joint request in writing for compromise, the Council may execute the compromise and settle the dispute.

6. Provision on Decision and Enforcement

If any party is held to have engaged in conduct prohibited by this Code of Ethics, the Council shall make a decision and take action as follows:-

1) The Council shall order the media concerned to publish, broadcast or once again produce-distribute the decision taken on the complaint in such form, positioning and time as may be specified by the Council.

2) If the accused party does not carry out the order given under sub-section (1), the Council shall make a recommendation to the body concerned to suspend the press pass of such party if that party holds such a pass.

3) If the accused party does not act under sub-section (1) even after suspension of the press pass pursuant to sub-section (2), the evaluation/classification committee of the Council shall remove the media of such party from the evaluation process.

4) If the party does not observe the decision referred to in sub-section (1) even after removal from the evaluation process pursuant to sub-section (3), no assistance shall be provided to such party from the welfare fund of the Council or from other sources, for a certain period of time.

5) If the party does not carry out the order under sub-section (1) even after being cut off from assistance under the welfare fund pursuant to sub-section (4), the Council shall make a recommendation to the body concerned to suspend from the said party then facilities to be provided by the Nepal Government, for a certain period. Provided, however, that the Council may, if it thinks necessary, take the actions referred to in both sub-sections (4) and (5) at the same time.

6) The Council shall express its regret over the journalist and media failing to carry out any decision of the Council and publish and broadcast this matter through media.

7. Integral part of the ethics:

All the directives issued by the Council for the journalists, media and the media houses after the implementation of this ethics will be considered an integral part of this code of ethics.

8. Repeal:

The Journalist Code of Conduct, 1998 is hereby repealed.

Session 4: Human Rights based approach to Journalism

This session introduces the participants to Human Rights based approach to Journalism

OBJECTIVES	<ul style="list-style-type: none"> To encourage participants to adopt human rights based approach in Journalism.
CONTENTS	<ul style="list-style-type: none"> Basics of Human Rights based approach to Journalism Video shows to reflect how human rights and gender issues are covered by Nepali media Group Work
DURATION	<ul style="list-style-type: none"> 2 hours
METHODOLOGY	<ul style="list-style-type: none"> Group discussions Group exercises Questions and answers Video show
RESOURCES	<ul style="list-style-type: none"> Plain papers Marker pens Masking tape Meta cards Plain papers LCD projector Laptop

4 A.: Human Rights based Approach in Journalism

Objective:

- To equip the participants know on how to report human rights based stories/contents in Journalism

Time: 30 mins

Materials: Multimedia- Power point, Speakers

Methodology: Lecture, Presentation

Procedure:

- Ask the participants how human rights based approach can be adopted in Journalism
- Write the important points in flip chart
- Make Presentation on what are the points to be considered while reporting human rights subjects.

Discussion: The trainer should tell the participants about the code of conduct.

Trainer's Note:

When reporting human rights subjects, make sure to keep the following ideas in mind:

Linkages to Human Rights

- The idea of human rights need to explain the concept in a clear manner as the audience might to totally

unaware of human rights issues.

- Human rights stories should be reported with the concept of “Human Rights” at the forefront of the story—people must learn about their rights and the rights of others from you.

Non Discrimination

- When adopting a human rights based approach to journalism always consider disadvantaged groups and how they may be impacted by the issue that you are reporting on.
- When you are sourcing data and facts about an issue where possible, use disaggregated data. This would include data disaggregated by gender, ethnicity, socio-economic status, age, disability etc..
- When interviewing using a human rights based approach always be aware of possible power inequalities. Questions to ask yourself are:

(1) What is the power relationship between myself and the person I am interviewing. Are they likely to be intimidated by me? Are they just giving me the answers that they think I want to hear? How can I make them feel comfortable?

(2) If you are interviewing more than one person at a time be aware of the power dynamics between the people you are interviewing. Is anyone likely to feel uncomfortable stating their opinions in front of someone else? Consider the people you are interviewing. Are they all the same ethnicity? The same gender? The same socioeconomic status? If you are uncertain at all and you need to interview more than one person at a time, or need to do the interview in front of others, try and ensure that those being interviewed are of the same gender, ethnicity, age group, socioeconomic status, etc..

Accountability

Journalist · When reporting on human rights issues make sure that you have collected hard, indisputable facts prior to reporting.

· When you first approach the person you are hoping to interview make sure that you are clear as to where you are from, exactly what you are going to ask about and what you are going to report on. Also be clear as to how you are going to report on the issue and how you want to reference the information that they may give. Ask them how they would prefer to be quoted, or whether they want to be directly quoted.

· Always be sensitive to the cultural, political and social context and subject matter. For example when interviewing women on women’s issues, try, where possible to have a woman journalist undertaking interviews. When interviewing those of specific ethnic background, again, where possible make sure that the journalist involved is of that cultural background and make sure that you are sensitive of the relevant cultural approach to communication.

- When interviewing always consider the safety and security of the person you are interviewing. If they are likely to be threatened or subjected to any violence as a result of the interview, ensure that you interview them in a safe place and that their identities remain anonymous when you are reporting about the issue. If you believe that they are unaware of certain risks associated with providing you with this information you must tell them up front. Protecting your interviewees is not only about journalist integrity but is also a human rights issue.

Government

- Where relevant, if a government is not meeting its commitments under the conventions that it has signed then note this in your report or article. It is important that journalists play a role in keeping government accountable for their obligations to respect, protect and fulfil the human rights of their people.

Participation

- If you are writing a story about a particular group of disadvantaged people, while being mindful of their current and future safety, it is important that their opinions and voices are heard on the issue. A human rights-based approach encourages participation and empowerment. These groups could provide information not only on the situation but also provide interesting solutions to some of the issues that

they face.

Empowerment

- Where it is does not pose a security threat to those involved, ensure that those interviewed are comfortable to come to you with further information. Where relevant also provide them with information on how to contact journalists that are sensitive to their human rights issues, so that if an issue should arise they are able to go directly to a journalist who will be to support them to make the public aware of the issue.

4 B: Video Show to reflect on how media cover the right issues

Objective:

- To equip the participants know how to report human rights based stories/contents in Journalism

Time: 20 minutes

Materials: Multimedia- Power point, Speakers

Methodology: Lecture, Presentation

Procedure:

1. Ask the participants how human rights based approach can be adopted in Journalism
2. Write the important points in flip chart
3. Make Presentation on what are the points to be considered while reporting human rights subjects.

4 C : Group Work

Developing short video PSA on Human Rights / Gender rights / Gender Equality

Objective:

- To equip the participants analyze contents of media including print, radio and TV from a gender perspective
- To make the participants realize the impact media has on perception of men and women

Time: 1 hrs 10 minutes

Materials: Flip charts, Flip charts stands, Markers

Methodology: Group Discussion & Presentation, Interaction and Discussion

Procedure:

1. Divide the participants into 3 groups - Print, Radio and TV
2. Let the each group make PSA based on Gender rights / Gender equality.
4. Give them 45 minutes for group discussion for PSA making.
5. Give 5 minutes to each team for presentation.
6. Discuss after presentation.

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