MEDIA TRAINING MANUAL ON GENDER EQUALITY FOR THE ASIA PACIFIC REGION

arrow

asian-pacific resource & research
centre for women

CNS

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2021

About ARROW

ARROW is a regional non-profit women's organisation based in Kuala Lumpur, Malaysia. It has consultative status with the Economic and Social Council (UN ECOSOC) of the United Nations. ARROW strives to enable women to be equal citizens in all aspects of their life by ensuring their sexual and reproductive health and rights (SRHR) are achieved. Contact them at: arrow@arrow.org.my

About CNS

CNS works towards enhancing the visibility of neglected issues related to development justice, in particular, health and gender, by documenting voices of key affected populations, among other constituencies, in our rights- and evidence-based thematic news coverage, and syndicating these news-feature articles to a range of print, online and social media. https://www.citizen-news.org/.

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INTRODUCTION

The Asian-Pacific Resource and Research Centre for Women (ARROW) has commissioned this manual for strengthening media engagement around gender equality and human rights in the Asia and the Pacific region with a focus on women and girls, as well as LGBTQIAP, fluid and non-binary individuals. We hope this manual will be a catalytic tool for not only shifting narratives around bodily autonomy and gender justice, but also for accelerating progress on global commitments on gender equality and human rights.

We hope that people from the **media** as well as **others who work for gender equality and human rights**, will find this manual of use in adding value to what they do best!

We intend to pilot this manual in the form of a series of virtual sessions held with participants from different countries of Asia and the Pacific region.

The learnings from this pilot will help us revise this manual for an updated **manual-cum-online training tutorial** which can be better used for amplifying media engagement around gender equality and human rights on an ongoing basis.

ABOUT ARROW

The Asian-Pacific Resource and Research Centre for Women (ARROW) is a regional non-profit women's and young people's NGO based in Kuala Lumpur, Malaysia, and has consultative status with the Economic and Social Council of the United Nations. Since its establishment in 1993, ARROW has been working to advance women's and young people's sexual and reproductive health and rights and affirmative sexuality, and to empower women and young people through information and knowledge, evidence-based advocacy, working across constituencies and community mobilisation. Our vision is an equal, just and equitable world, where every woman and young person enjoys their full sexual and reproductive rights. With a reach of more than 17 countries in the region and in the regions of the Global South, we aim to promote and defend women's and young people's rights and needs, particularly in the areas of sexuality and health, and affirm their agency to claim these rights.

More information is available on Arrow's website: **www.arrow.org.my**

WHO IS THE MANUAL FOR, AND HOW TO USE IT?

The media manual aims to garner public support on the thematic issues of women, girls and LGBTQIAP, fluid and non-binary individuals, and work constructively through the media to change the context or environment in which the problem occurs and promote a facilitating environment for grounding human rights at the regional level.

WHO IS IT FOR?
This manual is tailored specifically for working with the media, covering topics related to gender equality in the Asia Pacific region and linking it with CEDAW, ICPD, Beijing Declaration, UPR, SDGs, and other relevant human rights mechanisms. The manual is intended to be of use for training through an online medium for participants from the media across the region, as well as others who work to advance gender equality and human rights, with a focus on women, girls, and LGBTQIAP, fluid and non-binary individuals across the region and wish to strengthen media engagement on issues related to gender equality and human rights.

HOW TO USE IT?
The manual will be used in virtual training sessions for media and other gender justice advocates. Media may include a range of journalists (print, online, radio/TV, social media influencers, bloggers, among others) from Asia and the Pacific region. The manual is developed in a manner that it can also be used for organising an in-person workshop.

STRUCTURE
The Manual is divided into five modules.
- **Media** can follow Modules 1, 3 and 4.
- **Other gender justice advocates** can follow Modules 1, 2, 4 and 5.

- **MODULE 1:** this module is intended for both - those who are working towards advancing gender equality and human rights, as well as media practitioners. This module presents an overview and some necessary details about global agreements, legally binding treaties, other instruments and mechanisms, and models that should be referenced to in the context of advancing gender equality and human rights in local/ national/ regional or global contexts for women, girls, and LGBTQIAP, fluid and non-binary individuals.
- **MODULE 2:** this module is mainly intended for those who are working towards advancing gender equality and human rights for women, girls, and LGBTQIAP, fluid and non-binary individuals in different parts of Asia and the Pacific region, to strengthen their media engagement and outreach locally/ nationally/ regionally.
- **MODULE 3:** this module is intended for media practitioners (a range of journalists and social media influencers, including, but not limited to, print or online or radio/ TV or news wire media people, bloggers, citizen journalists and social media influencers, among others). It underlines the role of media in gender equality and human rights, and gives some guidance on transcribing interviews, and some basic tips for photos and videos.
- **MODULE 4:** this module is intended for both- those who are working towards advancing gender equality and human rights, as well as media practitioners. In this module, the spotlight is on important suggestions while news reporting or writing advocacy documents such as ethics, gender-sensitive language or terminologies; reporting or writing during emergency or crisis situations; and social media engagement.
- **MODULe 5:** this module is for those who are working towards advancing gender equality and human rights. It presents few suggestions to help strengthen media engagement around gender equality and human rights in the Asia Pacific region.

A GUIDE TO USING THE MODULES IN THIS MANUAL

MODULE 1

About global agreements, legally binding treaties, other instruments and mechanisms, and models that should be referenced to in the context of advancing gender equality and human rights

▼

Who are you?

| Work for gender equality and human rights | Media |

▼   ▼

| **MODULE 2** | **MODULE 3** |

| Strengthen their media engagement and outreach | Role of media in gender equality and human rights, and transcribing interviews, tips for photos, videos |

▼

MODULE 4

Ethics, rights-based + gender-sensitive language; reporting/writing during emergency or crisis situations; social media

▼

For those who work on gender equality and human rights, check out the last module

▼

MODULE 5

Ethics, rights-based + gender-sensitive language; reporting/writing during emergency or crisis situations; social media

ORGANISING THE TRAINING:
- Online or virtual format: Four-hour sessions each (with comfortable breaks) spread over six days.
  > These six days could either be consecutive days in a week or spread over three weeks with two sessions every week.
- Offline in-person format: three days (~eight hours daily).

This Manual promotes a participatory learning approach, which is not top-down and recognises the valuable contribution that each participant makes in ensuring that the training is holistic. The trainer, therefore, acts as a facilitator to create a space for critical reflection on, and engagement with, attitudes, perceptions, and existing knowledge around sexual and reproductive health and rights (SRHR).

Ideally, the Manual should be used as a whole, as Modules are connected to each other progressively. However, based on a Needs Assessment, trainers may choose to select particular modules that meet the learning needs of the group. Tailor-made design of the training sessions can also be made to ensure the training is age appropriate and culturally sensitive.

FACILITATING THESE MODULES
- Welcome the participants personally as they arrive to sessions or allow time at the beginning to speak to every participant individually before the session starts, to create a personal connection as far as possible.
- Try to create a culture of openness during the session, between facilitator(s) and the participants, and also between the participants themselves. This will help in the sharing of information and opinions.
- Ensure the facilitation is not reinforcing ableism (discrimination in favour of able-bodied people) in any way. Sign language interpretation, braille language translation/ adaptations, and having enough breaks in the session to manage those who are sensory sensitive/autistic, are some of the ways that can help address this issue.

- Use a warm-up exercise to create active participation. For example, ask each of the participants in turn to give their name or another piece of information to break the ice.
- Build understanding of confidentiality and mutual respect among the participants. They will learn that maintaining and respecting these boundaries and being non-judgemental helps to protect themselves and others.
- Always use empowering language and terms, for example not 'victims' but instead prefer terms such as 'survivors' or others as appropriate.
- Be aware of cultural norms. One option is to explore the issues from the third-person viewpoint.
- Importance of group dynamics: Connectedness between the facilitator and participants is important to ensure that discussions can be as open as possible.

(This part below is adapted from ARROW's 2021 Reclaiming SRHR of Women and Girls with Disabilities: A Training of Trainers (ToT) Manual on Disability Rights, Gender and SRHR)

Sign language interpretation: As far as possible, sign language interpretation should be made available if even one participant needs it. The announcement of the training must include this information that sign language interpretation is available so as to encourage those participants who might need it.

FACILITATOR'S ROLE:
In conducting the sessions, the facilitators are expected to:
- Be comfortable in talking about sexuality.
- Be respectful of others' views.
- Have some prior understanding of disability and accessibility needs.
- Be non-judgmental.
- Be flexible to adapt activities and schedule based on discussions, needs and queries of the group.
- Have willingness to learn .
- Invest in building a fun and creative learning space.

DOS and DON'TS FOR FACILITATORS

DO
- ✔ Be patient.
- ✔ Show that s/he is a learner too.
- ✔ Build on participants' experience.
- ✔ Be sensitive to what's happening in the group.
- ✔ Deal with issues raised in the group.
- ✔ Encourage participation.
- ✔ Use simple language.
- ✔ Keep the group on the topic.
- ✔ Be a good listener.
- ✔ Be aware of all the members of the group.
- ✔ Keep eye contact with group members.
- ✔ Be enthusiastic.
- ✔ Plan the sessions in advance.
- ✔ Be empathetic.
- ✔ Have a sense of humor.
- ✔ Act responsibly.

DON'T
- ✘ Dominate the group.
- ✘ Intimidate people.
- ✘ Take sides.
- ✘ Jump to conclusions.
- ✘ Be prejudiced.
- ✘ See her/himself as the expert.
- ✘ Put participants on the spot.
- ✘ Create a long dialogue with one participant.
- ✘ Lose her/his temper with a participant.
- ✘ Be biased.
- ✘ Facilitate discussion if s/he is uncomfortable with the topic.
- ✘ Criticise a participant's personal beliefs.
- ✘ Allow participants to dominate the discussion or intimidate each other.

Adapted from Arrow's 2021 Reclaiming SRHR of Women and Girls with Disabilities: A Training of Trainers (ToT) Manual on Disability Rights, Gender and SRHR).

ABBREVIATIONS

ARROW	The Asian-Pacific Resource & Research Centre for Women
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CSW	Commission on the Status of Women
HIV	Human Immunodeficiency Virus
ICPD	International Conference on Population and Development
LGBTQIAP, Fluid and Non-binary Individuals	Lesbian, Gay, Bisexual, Transgender, Intersex, Queer (or sometimes, Questioning), Asexual, Pansexual, Non-binary, Gender-fluid, and other individuals
OHCHR	(United Nations) Office of the High Commissioner for Human Rights
SRHR	Sexual and Reproductive Health and Rights
SDGs	Sustainable Development Goals
SGBV	Sexual and other forms of gender-based violence
SOGIE	Sexual Orientation and Gender Identity and Gender Expression
UN	United Nations
UNFPA	United Nations Population Fund
UNGA	United Nations General Assembly
UN Women	United Nations Entity for Gender Equality and the Empowerment of Women
UPR	Universal Periodic Review

DEFINITIONS AND TERMINOLOGIES

CONSENT: The understanding of consent shall include the concept of "free, prior and informed consent," which also requires the right of self-determination, consultation and participation of people themselves in decision making to be respected. In the context of studies, informed consent is a process which should be reinforced at every opportunity by service providers but decision making of the person participating in the study, remains central.

DISABILITY JUSTICE recognises that while a rights-based model is important in principle, these rights cannot be accessed by many owing to numerous intersectional barriers. It therefore, "pushes forward the disability movement beyond a single-issue discourse centred on rights to promote an intersectional movement led by those most impacted by ableism and historical systemic oppression".

DISCRIMINATION occurs when distinctions, exclusions or restrictions affect the recognition of, and ability to enjoy and exercise human rights and fundamental freedoms on an equal basis with others, in all spheres of life.

INTERSECTIONALITY: It is a term coined by black feminist scholar and activist, Kimberlé Crenshaw, to denote a lens for seeing the way in which various forms of inequality often operate together and exacerbate each other. It involves understanding that the discrimination faced by persons who face "intersecting" forms of oppression (for example on grounds of race and gender) cannot be captured wholly by looking at just one dimension of those experiences separately (either race or gender). University of Technology, Sydney (UTS) defines intersectionality as the interconnected nature of social categorisations such as race, class, socio-economic background, disability, sex, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination, disadvantage and oppression.

SEXUAL AND REPRODUCTIVE HEALTH AND RIGHTS (SRHR) include four interlinked concepts that cover both the health aspects of sexuality and human reproduction, and the human right to make informed choices related to sexuality and reproduction. These rights include the freedom to: choose one's partner; marry or not; have children or not, and if yes, then to decide on the number, spacing, and timing of children; the right to be free from coercion and violence; and the right to attain the highest standards of sexual and reproductive health.

WOMEN AND GIRLS WITH DISABILITIES are not a homogenous group. They include, but are not limited to, indigenous women; refugee, migrant, asylum seeker and internally displaced women; women in detention (hospitals, residential institutions, juvenile or correctional facilities and prisons); women living in poverty; rural women; women from different ethnic, religious and racial backgrounds; women with multiple disabilities and high levels of support [needs]; women with albinism; and lesbian, bi-sexual, transgender women, and intersex persons. The diversity of women with disabilities also includes all types of impairments which is understood as physical, psychosocial, intellectual or sensory conditions which may or may not come with functional limitations.

(Source for above definitions is ARROW's Reclaiming SRHR of Women and Girls with Disabilities: A Training of Trainers (ToT) Manual on Disability Rights, Gender and SRHR)

GENDER EQUALITY: Equality between women and men (gender equality) and all other gender identities and expressions refers to the equal rights, responsibilities and opportunities of women and men and girls and boys, and all other gender identities and expressions. Gender equality is not just a women's issue but should concern and fully engage men and all other genders as well as women. Equality between women, men, and all other genders, is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centred development.

(Source of this definition is adapted from the UN)

GENDER is different from physical sex. It is a very personal sense of who we are, and how we see ourselves in terms of a girl, a boy, a combination of these or maybe neither. "Gender norms" are how our society expects men and women to behave and look in particular ways – most societies may have rigid ideas of what it means to be a man, woman, masculine, feminine. Some girls are masculine, some boys are more feminine, some feel both at the same time (or different times/ fluidity), while others experience themselves as being outside gender norms altogether.

GENDER DIVERSITY: An umbrella term that includes all the different ways gender can be perceived. It can include people questioning their gender, those who identify as trans or transgender, gender queer and many more labels.

PERIOD POVERTY describes the struggle many low-income women and girls face while trying to afford menstrual products. The term also refers to the increased economic vulnerability women and girls face due the financial burden posed by menstrual supplies (source: UNFPA).

PHYSICAL SEX: Physical sex is the make-up of a body including genetic, hormonal, and physical characteristics. Many people think of male and female as the only way that these characteristics are expressed, but this is not the whole story. Some people are Intersex, people born of intermediate sex, with genetic, hormonal, and physical features that can be thought of as typical of both male and female at the same time. You cannot tell someone's physical sex by looking at them alone because so much of our characteristics are on the inside of our bodies, such as hormones, and chromosomes.

Source for above definitions:University of Technology, Sydney (UTS)

GENDER DISCRIMINATION: This refers to any distinction, exclusion or restriction made on the basis of socially constructed gender roles and norms which prevents a person from enjoying full human rights.

GENDER STEREOTYPES: This refers to beliefs that are so ingrained in our consciousness that many of us (wrongly) think gender roles are natural and do not question them.

GENDER BIAS: This refers to gender-based prejudice; assumptions expressed without a reason and are generally unfavourable.

HEALTH: A state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity.

REPRODUCTIVE HEALTH: This is a state of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity, in all matters relating to the reproductive system, its functions and processes.

REPRODUCTIVE RIGHTS: This refers to "recognition of basic rights of all couples and individuals to decide freely and responsibly the number, spacing, and timing of their children and to have the information and means to do so and the right to attain the highest standards of sexual and reproductive health. It also includes the right of all to bodily autonomy, and to make decisions concerning reproduction free of discrimination, coercion and violence as expressed in human rights documents."

SEXUALITY: This is the central aspect of being human throughout life and encompasses sex, gender identities, expressions and roles, sexual orientation, eroticism, pleasure, intimacy, and reproduction. Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles, and relationships. Sexuality is separate from a person's physical sex and their gender, and refers to who a person is attracted to, who they want to go out with, and who they have a crush upon.

SEXUAL HEALTH: A state of physical, emotional, spiritual, mental, and social well-being in relation to sexuality. It is not merely the absence of disease, dysfunction or infirmity. For sexual health to be attained and maintained, the sexual rights of all persons must be respected, protected, and fulfilled.

UNFPA defines **HUMAN RIGHTS** as inalienable legal guarantees to which every human being is entitled because s/he/they is/are human. Entailing rights and obligations, they are codified in national laws as well as binding international and regional treaties. They are traditionally categorised as civil, political, economic, social, and cultural rights. They are universal and apply to every human being, everywhere. They are interrelated, interdependent and indivisible.

GENDER MAINSTREAMING is a strategy for integrating gender concerns in the analysis, formulation and monitoring of policies, programmes, and projects. It is therefore a means to an end, not an end in itself; it is a process, not a goal. The purpose of gender mainstreaming is to promote gender equality and the empowerment of women in population and development activities. This requires addressing both- the condition, as well as the position, of women and men in society. Gender mainstreaming therefore aims to strengthen the legitimacy of gender equality values by addressing known gender disparities and gaps in such areas as the division of labour between men and women; access to and control over resources; access to services, information, and opportunities; and distribution of power and decision-making.

Gender mainstreaming, as a strategy, does not preclude interventions that focus only on women or only on men. In some instances, the gender analysis that precedes programme design and development reveals severe inequalities that call for an initial strategy of sex-specific interventions. However, such sex-specific interventions should still aim to reduce identified gender disparities by focusing on equality or inequity as the objective rather than on men or women as a target group. In such a context, sex-specific interventions are still important aspects of a gender mainstreaming strategy. When implemented correctly, they should not contribute to a marginalisation of men in such a critical area as access to reproductive and sexual health services. Nor should they contribute to the evaporation of gains or advances already secured by women. Rather, they should consolidate such gains that are central building blocks towards gender equality.

WHY IS GENDER EQUALITY IMPORTANT?

Gender equality is intrinsically linked to sustainable development and is vital to the realisation of human rights for all. The overall objective of gender equality is a society in which women, men, and all genders, enjoy the same opportunities, rights, and obligations in all spheres of life. Equality between women, men, and all genders, exists when all sexes are able to share equally in the distribution of power and influence; have equal opportunities for financial independence through work or through setting up businesses; enjoy equal access to education and the opportunity to develop personal ambitions, interests and talents; share responsibility for the home and children and are completely free from coercion, intimidation and all forms of sexual and gender-based violence both at work and at home.

Within the context of population and development programmes, gender equality is critical because it will enable women, men, and all genders to make decisions that impact more positively on their own sexual and reproductive health, as well as that of their partners/ spouses and families. Decision-making with regards to such issues as age at marriage, timing of births, use of contraception, and recourse to harmful practices (such as female genital mutilation) stands to be improved with the achievement of gender equality.

IS GENDER EQUALITY A CONCERN FOR MEN?

The achievement of gender equality implies changes for both men and women, and all other genders. More equitable relationships will need to be based on a redefinition of the rights and responsibilities of women, men, and all genders in all spheres of life, including the family, the workplace, and the society at large. It is therefore crucial not to overlook gender as an aspect of men's social identity (adapted from UNFPA).
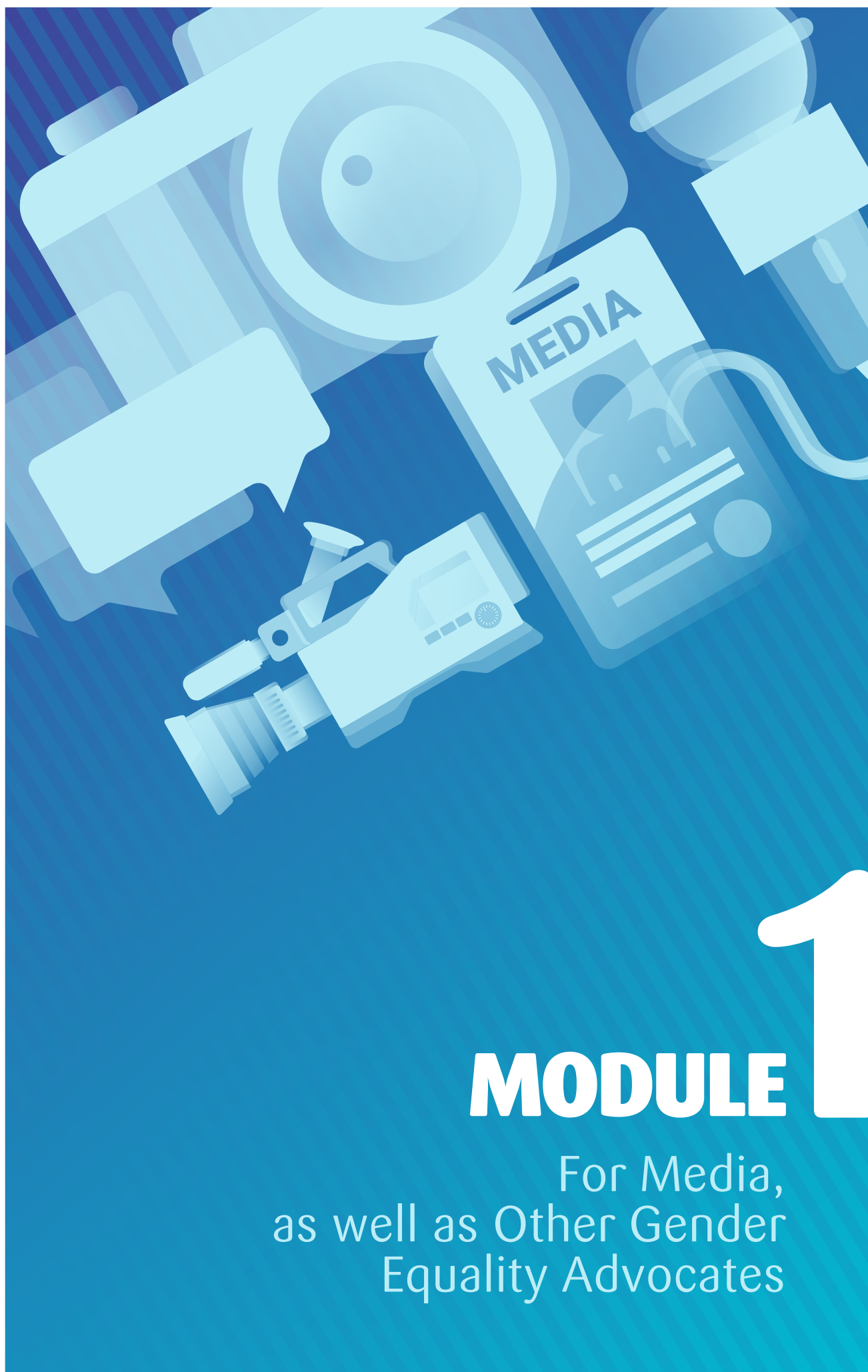
MEDIA

MODULE 1

For Media, as well as Other Gender Equality Advocates

UNITED NATIONS' CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN (CEDAW)

OBJECTIVE

- To understand the UN Convention on the Elimination of all forms of Discrimination Against Women (CEDAW), its committee, reporting mechanisms, and the role of UN Commission on the Status of Women (CSW) since 1946.
- To contextualise CEDAW
  - > with reference to issues or thematic lens, such as, youth, women and girls, population ageing and gender, disability rights, LGBTQIAP, fluid and non-binary individuals, among others.
  - > locally/nationally/regionally.
    - domestically with reference to legal and policy framework that impact girls, women and LGBTQIAP, fluid and non-binary individuals.
  - > how can we individually/ organisationally leverage CEDAW and its process for advancing gender equality and human rights?

TIME

2 to 2.5 hours

PROCESS

- Do a prior needs assessment with the target audience on what is the information gap and plan the module accordingly in terms of content as well as time duration.
- (50 minutes) Resource people present on CEDAW (process and adoption of the convention, role of the committee, CSWs).
- (50 minutes) Discussion for contextualising CEDAW locally/ nationally or regionally with reference to legal and policy frameworks; and with reference to thematic areas such as women and girls, LGBTQIAP, fluid and non-binary individuals.
- (20 minutes) Open discussion, Q&A, sharing and learning on how participants feel about leveraging CEDAW and its process for advancing gender equality and human rights in their day-to-day work.

MATERIALS TO BE SHARED POST-SESSION

- Slide presentations of all experts (who used slides and are willing to share).
- CEDAW related documents in context of what participants may find of use and value.
- Link to recording of the session.

READING

Adapted from the United Nations and International Women's Development Agency and Women's Action for Voice and Empowerment.

On December 18, 1979, the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) was adopted by the United Nations General Assembly. It entered into force as an international treaty on September 3, 1981, after the 20th country had ratified it. By the 10th anniversary of the Convention in 1989, almost 100 nations have agreed to be bound by its provisions. The implementation of the Convention on the Elimination of all forms of Discrimination Against Women is monitored by the Committee on the Elimination of Discrimination Against Women (CEDAW Committee).

The Convention was the culmination of more than 30 years of work by the United Nations Commission on the Status of Women (CSW), a body established in 1946 to monitor the situation of women and to promote women's rights. The Commission's work has been instrumental in bringing to light all the areas in which women are denied equality with men. These efforts for the advancement of women have resulted in several declarations and conventions, of which the Convention is the central and most comprehensive document.

Among the international human rights treaties, the Convention takes an important place in bringing the female half of humanity into the focus of human rights concerns. The spirit of the Convention is rooted in the goals of the United Nations: to reaffirm faith in fundamental human rights, in the dignity, and worth

of the human person, and in the equal rights of men and women. The Convention establishes not only an international bill of rights for women, but also an agenda for action by countries to guarantee the enjoyment of those rights.

In its preamble, the Convention explicitly acknowledges that "extensive discrimination against women continues to exist" and emphasises that such discrimination "violates the principles of equality of rights and respect for human dignity". The Convention spells out the meaning of equality and how it can be achieved.

The Convention has a preamble (introduction) and 30 Articles (clauses):
· Articles 1-5: General framework of the Convention
· Articles 6-16: Specific substantive issues
· Articles 17-22: CEDAW and procedures
· Articles 23-30: Administration and interpretation

As defined in Article 1, discrimination is understood as *"...any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment, or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field."*

The Convention gives positive affirmation to the principle of equality by requiring States parties to take *"all appropriate measures, including legislation, to ensure the full development and advancement of women, for the purpose of guaranteeing them the exercise and enjoyment of human rights and fundamental freedoms on a basis of equality with men"* (Article 3).

In its approach, the Convention covers three dimensions of the situation of women. Civil rights and the legal status of women are dealt with in great detail. In addition, and unlike other human rights treaties, the Convention is also concerned with the dimension of human reproduction, as well as with the impact of cultural factors on gender relations.

The legal status of women receives the broadest attention. Concern over the basic rights of political participation has not diminished since the adoption of the Convention on the Political Rights of Women

in 1952. Its provisions, therefore, are restated in Article 7 of the Convention, whereby women are guaranteed the rights to vote, to hold public office and to exercise public functions. This includes equal rights for women to represent their countries at the international level (Article 8). The Convention on the Nationality of Married Women - adopted in 1957 - is integrated under Article 9 providing for the statehood of women, irrespective of their marital status. The Convention, thereby, draws attention to the fact that often women's legal status has been linked to marriage, making them dependent on their husband's nationality rather than individuals in their own right. Articles 10, 11 and 13, respectively, affirm women's rights to non-discrimination in education, employment, and economic and social activities. These demands are given special emphasis with regards to the situation of rural women, whose particular struggles and vital economic contributions, as noted in Article 14, warrant more attention in policy planning. Article 15 asserts the full equality of women in civil and business matters, demanding that all instruments directed at restricting women's legal capacity *''shall be deemed null and void.''* Finally, in Article 16, the Convention returns to the issue of marriage and family relations, asserting the equal rights and obligations of women and men with regards to the choice of spouse, parenthood, personal rights, and command over property.

Aside from civil rights issues, the Convention also devotes major attention to a most vital concern of women, namely their reproductive rights. The preamble sets the tone by stating that *"the role of women in procreation should not be a basis for discrimination."* The link between discrimination and women's reproductive role is a matter of recurrent concern in the Convention. For example, it advocates, in Article 5, *''A proper understanding of maternity as a social function,''* demanding fully shared responsibility for child-rearing by both sexes. Accordingly, provisions for maternity protection and child-care are proclaimed as essential rights and are incorporated into all areas of the Convention, whether dealing with employment, family law, healthcare or education. Society's obligation extends to offering social services, especially child-care facilities, that allow individuals to combine family responsibilities with work and participation in public life. Special measures for maternity protection are recommended and *"shall not be considered discriminatory"* (Article 4). The Convention also affirms women's right to

reproductive choice. Notably, it is the only human rights treaty to mention family planning. States parties are obliged to include advice on family planning in the education process (Article 10h) and to develop family codes that guarantee women's rights *"to decide freely and responsibly on the number and spacing of their children and to have access to the information, education and means to enable them to exercise these rights"* (Article 16e).

The third general thrust of the Convention aims at enlarging our understanding of the concept of human rights, as it gives formal recognition to the influence of culture and tradition on restricting women's enjoyment of their fundamental rights. These forces take shape in stereotypes, customs and norms which give rise to the multitude of legal, political and economic constraints on the advancement of women. Noting this interrelationship, the preamble of the Convention stresses *"that a change in the traditional role of men as well as the role of women in society and in the family is needed to achieve full equality of men and women."* States parties are therefore obliged to work towards the modification of social and cultural patterns of individual conduct in order to eliminate *"prejudices and customary and all other practices which are based on the idea of the inferiority or the superiority of either of the sexes or on stereotyped roles for men and women"* (Article 5). And Article 10c mandates the revision of textbooks, school programmes and teaching methods with a view to eliminating stereotyped concepts in the field of education. Finally, cultural patterns which define the public realm as a man's world and the domestic sphere as women's domain are strongly targeted in all of the Convention's provisions that affirm the equal responsibilities of both sexes in family life and their equal rights with regard to education and employment. Altogether, the Convention provides a comprehensive framework for challenging the various forces that have created and sustained discrimination based upon sex.

THE CEDAW CONVENTION AND CEDAW COMMITTEE

As stated earlier, the implementation of the CEDAW Convention is monitored by the Committee on the Elimination of Discrimination against Women (CEDAW Committee). The CEDAW Committee's mandate and the administration of the treaty are defined in the Articles 17 to 30 of the Convention. The Committee is composed of 23 experts nominated by their governments and elected by the States parties as individuals *"of high moral standing and competence in the field covered by the Convention."*

At least every four years, the States parties are expected to submit a national report to the CEDAW committee, indicating the measures they have adopted to give effect to the provisions of the Convention. During its annual session, the Committee members discuss these reports with the government representatives and explore with them areas for further action by the specific country. The Committee also makes general recommendations to the States parties on matters concerning the elimination of discrimination against women.

The full text of the Convention is available online here: https://www.un.org/womenwatch/daw/cedaw/cedaw.htm.

As of January 1, 2008, responsibility for servicing the CEDAW committee has been transferred to the UN Office of the High Commissioner for Human Rights (OHCHR) in Geneva.

CEDAW'S OPTIONAL PROTOCOL

An optional protocol is a treaty that adds to or complements an existing treaty. The Optional Protocol to CEDAW enables the CEDAW Committee to consider complaints by individual women or groups of women (via the communications procedure) concerning the violation of rights protected by the Convention and/or to conduct inquiries into grave or systematic abuses of women's rights (via the inquiry procedure). This will only apply if the Optional Protocol has been ratified by the State.

ADDITIONAL REFERENCES
- **CEDAW for Youth**
  > CEDAW for Youth is a youth-friendly version of CEDAW, that was authored by a young woman and young man: https://www.unwomen.org/en/digital-library/publications/2016/12/cedaw-for-youth.
- **CEDAW for Adolescents**
  > https://www.unicef.org/gender/files/CEDAW_In_Brief_For_Adolescent-Web_Version.pdf.
- **CEDAW and LGBTQIAP, Fluid and Non-binary Individuals**
  > https://in.boell.org/en/2019/12/12/cedaw-and-india-inscribing-rights-gender-and-sexual-minorities.

A BRIEF OVERVIEW OF THE FIRST 16 ARTICLES OF THE CEDAW CONVENTION		
ARTICLE	FOCUS AREA	BRIEF OVEVIEW
1	Defining discrimination	Discrimination against women includes any distinction, exclusion or restriction that affects women's enjoyment of political, economic, social, cultural, civil or any other rights on an equal basis with men.
2	Policy measures	States must make laws and regulations, implement policies and change practices to eliminate discrimination against women.
3	Equality	Women are fundamentally equal with men in all spheres of life. States should take action to ensure women can enjoy basic human rights and fundamental freedoms.
4	Temporary special measures	Affirmative action or temporary special measures should and can be used (e.g. quotas or women-only services) to accelerate women's equality.
5	Sex roles and stereotyping	The Convention recognises the influence of culture and tradition in restricting women's enjoyment of rights. States must modify or abolish discriminatory cultural practices and take appropriate measures to eliminate sex role stereotyping and prejudice stemming from the idea of the inferiority or superiority of one sex over the other.
6	Trafficking and prostitution	States Parties must take all measures, including legislation to stop all forms of trafficking and exploitation of women for prostitution.
7	Political and public life	Women have equal rights to vote, hold public office and participate in civil society.
8	Participation at the international level	Women should be able to represent their country internationally and work with international organisations on an equal basis with men.
9	Nationality	Women have equal rights with men to acquire, change or retain their nationality and that of their children.
10	Equal rights in education	Women have equal rights to education, including vocational training and guidance, continuing education, sport, and scholarships. The content of the curriculum should prevent the repetition of negative stereotypes and sexual health education should be available.
11	Employment	Women have the right to work, employment opportunities, equal remuneration, free choice of profession and employment, social security, and protection of health. Discrimination on the grounds of marriage, pregnancy, childbirth, and childcare is prohibited.
12	Healthcare and family planning	Women have equal rights to access health care including sexual health, family planning services and pre- and post-natal care.
13	Economic and social benefits	Women have equal rights to family benefits, financial credit and to participate in recreational activities, sports, and cultural life.
14	Rural women	Rural women have the right to adequate living conditions, participation in development planning, and access to education, healthcare, transport and financial services.
15	Equality before the law	Women are to be treated as equal before the law. Women have the legal right to enter contracts, own property and to choose where to live.
16	Marriage and family	Women have equal rights with men within marriage, including family planning, property ownership and occupation.

INTERNATIONAL CONFERENCE ON POPULATION AND DEVELOPMENT (ICPD)

OBJECTIVE

- To understand the ICPD, its Programme of Action (PoA), ICPD+25 outcome document, ICPD reviewing mechanisms.
- To contextualise ICPD, PoA, and reviewing mechanisms
  - > with reference to issues or thematic lens, such as, youth, women and girls, population ageing and gender, disability rights, LGBTQIAP, fluid and non-binary individuals, among others.
  - > locally/nationally/regionally.
    - domestically with reference to legal and policy framework that impact girls, women and LGBTQIAP, fluid and non-binary individuals.
  - > with reference to CEDAW.
  - > how can we individually/ organisationally leverage ICPD and its process for advancing gender equality and human rights?

TIME

2 to 2.5 hours

PROCESS

- Do a prior needs assessment with target audience on what is the information gap and accordingly plan the module in terms of content as well as time duration.
- (50 minutes) Resource people present on ICPD, PoA, ICPD+25 outcome document, review mechanisms.
- (50 minutes) Discussion for contextualising ICPD locally/ nationally or regionally with reference to legal and policy frameworks; with reference to thematic areas such as women and girls, LGBTQIAP, fluid and non-binary individuals, and with reference to CEDAW.
- (20 minutes) Open discussion, Q&A, sharing and learning on how participants feel about leveraging ICPD and PoA; and its process for advancing gender equality and human rights in their day-to-day work.

MATERIALS TO BE SHARED POST-SESSION

- Slide presentations of all experts (who used slides and are willing to share).
- ICPD related documents in context of what participants may find of use and value.
- Link to recording of the session.

READING

Adapted from United Nations Population Fund (UNFPA).

ICPD stands for the International Conference on Population and Development, a 1994 meeting in Cairo, Egypt, where 179 governments adopted a revolutionary ICPD Programme of Action (PoA) and called for women's reproductive health and rights to take centre stage in national and global development efforts.

Specifically, the Programme of Action called for all people to have access to comprehensive reproductive health care, including voluntary family planning, safe pregnancy and childbirth services, and the prevention and treatment of sexually transmitted infections.

It also recognised that reproductive health and women's empowerment are intertwined, and that both are necessary for the advancement of society.

"The full and equal participation of women in civil, cultural, economic, political and social life, at the national, regional and international levels, and the eradication of all forms of discrimination on grounds of sex, are priority objectives of the international community," the Programme of Action (PoA) affirmed.

Today, "ICPD" is often used as a shorthand to refer to the global consensus that reproductive health and rights are human rights, that these are a precondition for women's empowerment, and that women's equality is a precondition for securing the well-being and prosperity of all people.

ICPD PROGRAMME OF ACTION (POA)
Adapted from UNFPA.

ICPD Programme of Action (PoA) firmly established that the rights and dignity of individuals, rather than numerical population targets, were the best way for individuals to realise their own fertility goals. Furthermore, governments acknowledged that these rights are essential for global development. In 1994, at the ICPD in Cairo, 179 countries adopted a forward-looking, 20-year Programme of Action (which was extended in 2010) that continues to serve as a comprehensive guide to people-centred development progress. The ICPD Programme of Action was remarkable in its recognition that reproductive health and rights, as well as women's empowerment and gender equality, are cornerstones of population and development programmes.

Key Actions for Further Implementation of the Programme of Action of the ICPD were adopted at the 21st special session of the United Nations General Assembly in 1999.

UN ANNUAL COMMISSION ON POPULATION AND DEVELOPMENT

The United Nations reports on the progress made in fulfilling the mandate of the ICPD Programme of Action. At the annual Commission on Population and Development, the UN reviews the state of sexual and reproductive health and rights around the world. This includes progress made, or ground lost, in efforts to empower women, educate girls, and eliminate gender-based violence and harmful practices.

These annual reviews have illustrated just how much work remains to be done. Despite 27 years of agreement since 1994, a lot of progress has stalled, and some measures have been reversed.

Voluntary access to modern contraception has increased by 25 per cent since 1994, and the quality of family planning services has also greatly improved. Yet hundreds of millions of women are still not using modern contraceptives to prevent unwanted pregnancies.

Preventable maternal deaths have declined by 40 per cent, but the world is still miles from the ICPD Programme of Action's target to reduce maternal deaths to fewer than 75 per 100,000 live births.

There has also been widespread action to end harmful practices like female genital mutilation (FGM) and child marriage. However, religious or cultural arguments often fuel acceptance of this harmful practice. FGM done outside of healthcare facilities pose very high risks. Moreover, parents too need to understand children's rights to consent and privacy. In countries with high prevalence of FGM, for example, the proportion of girls subject to the practice fell from 49 per cent to 31 per cent. Yet, because of population growth, the total number of women and girls affected has actually grown.

ICPD25

In November 2019, governments, advocates, health organisations, women's and youth activists and others gathered in Kenya for the Nairobi Summit on 25 years of ICPD since 1994. They made commitments to advance the goals of the ICPD and secure the rights and dignity of all. The Nairobi Statement on ICPD25: Accelerating the Promise is among the major outcomes.

Nairobi Statement on ICPD25: Accelerating the Promise
- https://www.nairobisummiticpd.org/content/icpd25-commitments.

ADDITIONAL REFERENCES
- ICPD+25: Older Women's Health and Well-being in Asia and the Pacific Region. https://arrow.org.my/publication/older-womens-health-and-well-being-in-asia-and-the-pacific-region/.
- ICPD+25: The Status of HIV and STI in Asia and the Pacific Region. https://arrow.org.my/publication/icpd25-the-status-of-hiv-and-sti-in-asia-and-the-pacific-region/.
- ICPD+25: The Status of Adolescents' SRHR in Asia and the Pacific Region. https://arrow.org.my/publication/icpd25-the-status-of-adolescents-srhr-in-asia-and-the-pacific-region/.
- ICPD+25: Reproductive Cancers in Asia and the Pacific Region. https://arrow.org.my/publication/reproductive-cancers-in-asia-and-the-pacific-region/.

- ICPD+25: Pregnancy and Childbirth-Related Mortality and Morbidity in Asia and the Pacific Region. https://arrow.org.my/publication/pregnancy-and-childbirth-related-mortality-and-morbidity-in-asia-and-the-pacific-region/.

- ICPD+25: Access to Contraception and Family Planning in Asia and the Pacific Region. https://arrow.org.my/publication/icpd25-access-to-contraception-and-family-planning-in-asia-and-the-pacific-region/.

NAIROBI STATEMENT ON ICPD25: ACCELERATING THE PROMISE

OBJECTIVE

- To understand the commitments enshrined in the Nairobi Statement on ICPD25.
- To contextualise the Nairobi Statement on ICPD25
  - > with reference to issues or thematic lens, such as, youth, women and girls; population ageing and gender; disability rights; LGBTQIAP, fluid and non-binary individuals; among others.
  - > locally/nationally/regionally.
    - domestically with reference to legal and policy frameworks that impact girls, women and LGBTQIAP, fluid and non-binary individuals
  - > how can we individually/ organisationally leverage the Nairobi Statement on ICPD25 and its process for advancing gender equality and human rights?

TIME
1 hour

PROCESS

- Do a prior needs assessment with the target audience on what is the information gap and plan the module accordingly in terms of content as well as time duration.
- (15 minutes) Resource people present on ICPD25.
- (15 minutes) Resource people and share highlights of the Nairobi Statement on ICPD25.
- (30 minutes) Discussion for contextualising the Nairobi Statement on ICPD25 locally/ nationally or regionally with reference to legal and policy frameworks; with reference to thematic areas such as women and girls, LGBTQIAP, fluid and non-binary individuals.

MATERIALS TO BE SHARED POST-SESSION

- Slide presentations of all experts (who used slides and are willing to share).
- ICPD25 related documents and the Nairobi Statement on ICPD25.
- Link to recording of the session.

READING

- More on ICPD25: https://www.nairobisummiticpd.org.
- Nairobi Statement on ICPD25: Accelerating the Promise: https://www.nairobisummiticpd.org/content/icpd25-commitments.

Some highlights/excerpts from the 2019 Nairobi Statement:

- In November 2019, governments, advocates, health organisations, women's and youth activists, and others gathered in Kenya for the global Nairobi Summit on 25 years of ICPD since 1994. They made commitments to advance the goals of the ICPD and secure the rights and dignity of all. The Nairobi Statement on ICPD25: Accelerating the Promise is among the major outcomes.
- The Nairobi Statement was formulated after six months of global consultations led by the International Steering Committee on ICPD25, with hundreds of organisations and thousands of people involved. The Nairobi Statement is a non-binding statement which provides a global framework for the formulation of government and partner commitments.

- Governments that embraced the ICPD Programme of Action in 1994 and reaffirmed it in subsequent intergovernmental fora and reviews, should continue to invest in its full and accelerated implementation and support concrete actions to that effect, within the overall context of the 2030 Agenda for Sustainable Development.
- Despite remarkable progress over the past 25 years, the promise of the ICPD Programme of Action remains a distant reality for millions of people across the world. Universal access to the full range of sexual and reproductive health information, education, and services, as defined in the ICPD Programme of Action and the Key Actions for the Further Implementation of the Programme of Action of the ICPD, has not been achieved. We acknowledge that unless we complete the unfinished business of the ICPD Programme of Action and realise the strong and evidence-based investment case for ensuring sexual and reproductive health and rights for all, and for girls' and women's empowerment and gender equality, reaching the ambitious SDGs by 2030 will be difficult, if not impossible.
- Our world has, in many ways, profoundly changed over the last 25 years, and many new issues are influencing the field of population and development, including climate change, growing inequalities and exclusion within and between countries, migration, the youth bulge and the prospects of demographic dividends, and increasing demographic diversity.
- We need to ensure progress towards universal access to sexual and reproductive health, girls' and women's empowerment and gender equality while leaving no one behind, in particular youth as they are agents of positive change and the leaders of the generation to carry forward the ICPD Programme of Action and SDGs. If we are to deliver on these promises enshrined in ICPD Programme of Action, then it requires new, innovative, and strategic partnerships, including with and between youth, civil society organisations, local communities, the private sector, and through South-South and triangular cooperation among countries.

- Therefore, recognising our different capacities and responsibilities, our way forward is to focus particularly on those actions, expressed in specific commitments and collaborative actions, that will deliver on the promise of the ICPD Programme of Action, the Key Actions for the Further Implementation of the Programme of Action of the ICPD, and the outcomes of its reviews, and the 2030 Agenda for Sustainable Development.

Note:
There are 12 important action commitments made in this regard, please refer to the Nairobi Statement to read more about these 12 points.

Follow-up:
- All stakeholders, present and not present at the Nairobi Summit on ICPD25, who have made concrete commitments to ensure the full, effective, and accelerated implementation of the ICPD Programme of Action and the 2030 Agenda for Sustainable Development are strongly encouraged to report periodically on the progress towards fulfilling these commitments through transparent means and/or in appropriate public fora.
- UN member states are strongly encouraged to use the reporting ecosystem for the ICPD Programme of Action and the 2030 Agenda for Sustainable Development, i.e., the UN Commission on Population and Development (CPD), the periodic regional review mechanisms, and the High-Level Political Forum (HLPF), for stock-taking on and follow-up to the national commitments announced at the Nairobi Summit. Commitments that are specific to UN entities should be taken up in the context of their respective governing bodies. We recommend that UNFPA (the United Nations Population Fund) periodically report on the progress made towards achieving the global commitments outlined above.

Read the final version of the Nairobi Statement on ICPD25: Accelerating the Promise: https://www.nairobisummiticpd.org/content/icpd25-commitments.

BEIJING DECLARATION AND PLATFORM FOR ACTION

OBJECTIVE
- To know more about the Beijing Declaration and Platform for Action.
- To contextualise the Beijing Declaration and Platform for Action.
  - > with reference to issues or thematic lens such as youth, women and girls, population ageing and gender, disability rights, LGBTQIAP, fluid and non-binary individuals, among others.
  - > locally/nationally/regionally.
    - domestically with reference to legal and policy frameworks that impact girls, women and LGBTQIAP, fluid and non-binary individuals.
  - > how can we individually/ organisationally leverage the Beijing Declaration for advancing gender equality and human rights?
  - > with reference to CEDAW, ICPD (and its PoA).

TIME
30 minutes

PROCESS
- Do a prior needs assessment with the target audience on what is the information gap, and plan the module accordingly in terms of content as well as time duration.
- (15 minutes) Resource people present on the Fourth World Conference on Women in 1995, and adoption and highlights of the Beijing Declaration and Platform for Action.
- (10 minutes) Discussion for contextualising the Beijing Declaration and Platform for Action - locally/ nationally or regionally with reference to legal and policy frameworks; and with reference to thematic areas such as women and girls, LGBTQIAP, fluid and non-binary individuals.
- (10 minutes) Open discussion, Q&A, sharing and learning.

MATERIALS TO BE SHARED POST-SESSION
- Slide presentations of all experts (who used slides and are willing to share).
- Link to the Beijing Declaration and Platform for Action.
- Link to recording of the session.

READING
Over 17,000 participants and 30,000 activists, along with representatives of 189 governments, had gathered in Beijing in September 1995, for the Fourth World Conference on Women. This Beijing conference led to the adoption of the Beijing Declaration and Platform for Action. After almost 26 years, it still remains a powerful source of guidance for advancing gender equality and human rights.

The Beijing meeting came up with 12 areas of critical concern, diagnosed the problem and gave strategic objectives and proposed concrete actions to be taken by various actors in order to achieve those objectives. The Platform for Action is intended to improve the situation of all women without exception, giving special attention to the most disadvantaged groups.

These 12 critical areas of concern were:
- The persistent and increasing burden of poverty on women *(women and poverty)*.
- Inequalities and inadequacies in and unequal access to education and training *(education and training for women)*.
- Inequalities and inadequacies in and unequal access to healthcare and related services *(women and health)*.
- Violence against women (violence against women).
- The effects of armed or other kinds of conflict on women, including those living under foreign occupation *(women and armed conflict)*.
- Inequality in economic structures and policies, in all forms of productive activities and in access to resources *(women and the economy)*.

- Inequality between men and women in the sharing of power and decision making at all levels *(women in power and decision making)*.
- Insufficient mechanisms at all levels to promote the advancement of women *(institutional mechanism for the advancement of women)*.
- Lack of respect for and the inadequate promotion and protection of the human rights of women *(human rights of women)*.

- Stereotyping of women and inequality in women's access to and participation in all communication systems, especially in the media *(women in the media)*.
- Gender inequalities in the management of natural resources and in the safeguarding of the environment *(women and the environment)*.
- Persistent discrimination against and violation of the rights of the girl child *(girl child)*.

UNIVERSAL PERIODIC REVIEW (UPR)

OBJECTIVE
- To understand the UPR, its review mechanisms and ways to engage with it.
- To contextualise UPR.
  > with reference to issues or thematic lens such as youth, women and girls, population ageing and gender, disability rights, LGBTQIAP, fluid and non-binary individuals, among others.
  > locally/nationally/regionally.
    - domestically with reference to legal and policy framework that impact girls, women and LGBTQIAP, fluid and non-binary individuals.
  > how can we individually/ organisationally leverage UPR and its process for advancing gender equality and human rights?
  > with reference to CEDAW, ICPD (and its PoA).

TIME
1 to 1.5 hours

PROCESS
- Do a prior needs assessment with the target audience on what is the information gap and plan the module accordingly in terms of content as well as time duration.
- (30 minutes) Resource people present on UPR, review mechanisms, ways to engage with it, media outreach policy.
- (20 minutes) Discussion for contextualising UPR locally/ nationally or regionally with reference to legal and policy frameworks; and with reference to thematic areas such as women and girls, LGBTQIAP, fluid and non-binary individuals.

- (10 minutes) Open discussion, Q&A, sharing and learning on how participants feel about leveraging UPR and its process for advancing gender equality and human rights in their day-to-day work.

MATERIALS TO BE SHARED POST-SESSION
- Slide presentations of all experts (who used slides and are willing to share).
- UPR related documents in context of what participants may find of use and value.
- Link to recording of the session.

READING
The Universal Periodic Review (UPR) process was set up as a peer-review process among Member States by the United Nations Human Rights Council (HRC) since 2006. The UPR has proved to be an important mechanism for holding States accountable for upholding sexual and reproductive rights, including the right to safe abortion services.

According to the Human Rights Council's "institution-building package" (HRC resolution 5/1), read in conjunction with HRC resolution 16/21, the Universal Periodic Review Working Group will hold three two-week sessions per year. During each session, 14 countries will be reviewed, therefore 42 countries per year and 193 countries, i.e. the entire UN membership, by the end of each UPR cycle. On June 17, 2011, the Human Rights Council adopted decision 17/119, which includes a calendar detailing the order for the UN Member States to be considered during the second and subsequent UPR cycles. Each review is facilitated by groups of three States, or "troikas," who act as rapporteurs (Source: United Nations Human Rights Council).

Check out the list of sessions scheduled as from the 1st cycle, including the list of countries being reviewed during the session, as well as the timetables for each two-week session and the list of "troikas" for each review, where available, here: https://www.ohchr.org/EN/HRBodies/UPR/Pages/UPRSessions.aspx.

UNIVERSAL PERIODIC REVIEW (UPR): A GUIDE FOR SEXUAL ORIENTATION AND GENDER IDENTITY ADVOCATES
Adapted from ARC International.

In a Nutshell:

- The UPR is a mechanism of the United Nations Human Rights Council, which allows scrutiny of the human rights records of all UN States.
- The UPR was set up as part of the reform of the UN human rights system. It was designed to respond to criticisms that consideration of countries' human rights records had become politicised and selective, focusing only on certain countries, while allowing more politically influential States to escape scrutiny.
- The UPR is a valuable tool for challenging and encouraging States to do more to protect the rights of LGBTQIAP, fluid and non-binary people.
- NGOs can make submissions with recommendations on how to improve the human rights situation in each State under review, including the implementation of recommendations from the previous UPR cycle, developments in human rights in the country, and a range of other human rights issues.
- Submissions should be no more than five pages (for individual submissions) or no more than 10 pages (for joint submissions involving larger coalitions of NGOs), although they can be even shorter.
- It is best to include a short executive summary (even if just one paragraph) of key issues and recommendations, and to number your paragraphs and pages.
- The Office of the High Commissioner for Human Rights (OHCHR) has requested that submissions be made in English, French, or Spanish, where possible.
- NGOs do not need accreditation by the UN's Economic and Social Council (sometimes called "ECOSOC status") to make written submissions.
- Submissions should be submitted through the online system here: http://uprdoc.ohchr.org/.

WHY DOES THE UPR MATTER TO ADVOCATES WORKING ON SEXUAL ORIENTATION AND GENDER IDENTITY ISSUES?
Adapted from ARC International.

In countries around the world, human rights violations based on sexual orientation and gender identity are all too common. These include use of the death penalty, criminal sanctions, torture, disappearances, denials of freedom of expression and assembly, denial of refugee or asylum claims, and discrimination in access to healthcare, employment, education, and housing.

A report prepared for the International Lesbian and Gay Association (ILGA), indicates that over 70 States and territories (including Malaysia) continue to impose criminal sanctions against consensual same-sex relations, with 13 States maintaining the death penalty.

The UPR is already proving to be a valuable tool for enhancing international attention and response to human rights violations based on sexual orientation and gender identity. During the UPR sessions recently completed, recommendations raised with States included decriminalisation of homosexuality, ending impunity for killings based on sexual orientation and gender identity, ensuring that those who mistreat sexual minorities in detention are punished, including sexual orientation and gender identity in human rights legislation, developing HIV/AIDS programmes for men who have sex with men and improving access to retroviral treatments for vulnerable groups, respecting freedom of expression and association in the context of Pride parades, introducing sensitivity and awareness programmes, including for police and judges, providing fluid and non-binary individuals LGBTQIAP, fluid and non-binary refugees with asylum if they face persecution in their country of origin, treating same-sex relationships equally, and using the Yogyakarta Principles on the Application of International Human Rights Law in relation to Sexual Orientation and Gender Identity as a guide to government policy-making.

These recommendations were based upon materials submitted by NGOs working at the national level, providing these groups with an important opportunity to hold their governments accountable for their human rights records in an international forum.

Some States are willing to be supportive but could benefit from guidance on the steps needed to improve their human rights situation. Other States are indifferent or hostile, in which case increased international scrutiny can draw attention to human rights violations and help to generate international pressure to remedy them.

The UPR affords a unique opportunity to raise awareness of the many human rights violations experienced on the grounds of sexual orientation and gender identity. It gives us an opportunity to highlight our concerns, strengthen alliances, foster positive developments, build international support, and make concrete recommendations for change.

WHAT IS THE PROCESS?
HOW CAN WE BE INVOLVED?
Adapted from ARC International.

Non-governmental organisations (NGOs) have a number of opportunities to be involved throughout the UPR process, which has several steps:

1. ***Submission of Materials:*** NGOs, human rights defenders, academic institutions and others have the opportunity to submit materials concerning countries under review.

2. ***The Office of the High Commissioner for Human Rights (OHCHR) compilation:*** OHCHR will prepare a 10-page report summarising all such materials, as well as a further 10-page summary of relevant information contained in the reports of treaty bodies, UN Special Procedures and other UN documents.

3. ***National consultations:*** The State under review is encouraged (but not required) to hold national consultations with all relevant stakeholders to assist it in preparing its own report. NGOs can urge the State to hold consultations, invite government representatives to community consultations, and ensure an active dialogue with the State as it prepares its report.

4. ***State report:*** The State will then submit its own 20-page report, outlining the consultation process, the national constitutional and statutory frameworks, international obligations, human rights achievements, best practices, challenges and constraints, and key national priorities, initiatives and commitments that the State intends to undertake to improve its human rights situation. This report must be submitted in time for circulation at least six weeks before the review.

5. ***Working Group dialogue:*** A Working Group consisting of all 47 member States of the Human Rights Council, and chaired by the Council President, will then conduct a 3.5-hour interactive dialogue in Geneva with the State concerned. Observer States will also be able to participate; NGOs will be able to attend the dialogue, but not speak. NGOs may, however, organise informal briefings, make materials available, and encourage States on the Working Group to raise particular concerns and make recommendations.

6. ***Outcome Report and Recommendations:*** Three Rapporteurs, drawn from three of the five UN geographical groups (including the region of the State under review, if requested) will prepare a report summarising the dialogue, recommendations and conclusions. NGOs have an important opportunity to lobby governments to accept key recommendations prior to adoption of the final report.

7. ***Adoption of Report by Human Rights Council:*** The final report will be considered by the full plenary of the Human Rights Council, during a one-hour slot dedicated to this purpose. The State under review will have the opportunity to express its views, and to indicate its position on each recommendation made during the Working Group dialogue. NGOs are also able to make general comments prior to the adoption of the final report.

8. ***Follow-up:*** The State concerned is responsible for implementing the recommendations, along with other relevant stakeholders. Vigorous NGO participation in follow-up activities – perhaps in partnership with mainstream human rights organisations or national human rights institutions – can help publicise and promote action on the recommendations. At its next review the State will be required to report on its implementation of the recommendations.

WHAT CAN BE INCLUDED IN OUR SUBMISSION?
Adapted from ARC International.

It is encouraged to refer to the previous UPR session of your country – Which recommendations were accepted? Have they been implemented? What new developments have there been since the previous review? What other human rights issues are of concern?

For each point that you raise, try to include recommendations for concrete steps that could be taken by the State to improve the human rights situation (e.g., you might recommend that a criminal provision be repealed, that police receive sensitivity training on issues of LGBTQIAP, fluid and non-binary individuals, that "sexual orientation" or "gender identity" be included in human rights legislation, that your Human Rights Commission develop educational materials for employers on workplace discrimination, that your government apply the Yogyakarta Principles as a guide to State policy-making, etc.).

Note that the Yogyakarta Principles on the Application of International Human Rights Law in Relation to Sexual Orientation and Gender Identity provide detailed guidance on States' international human rights obligations, together with specific recommendations on measures States can take to fulfil these obligations.

The Yogyakarta Principles were developed at a meeting of international human rights experts and are available on-line in all six UN languages at www. yogyakartaprinciples.org. You may wish to use the Principles as a reference guide in preparing your submission, to assess the extent of your State's compliance with its international obligations and identify recommendations for positive action.

The Human Rights Council has agreed that a gender perspective should be fully integrated throughout the UPR. It is therefore appropriate to integrate a gender perspective in your submissions, which may also help them receive due consideration.

CAN WE SUBMIT ANONYMOUSLY?

The source of all materials submitted to the UPR process will be identified, and submissions made available online. While this is helpful in bringing attention to our issues, you should assume that your submission will be made public, including to representatives of your government.

In making a submission, you will need to indicate the name of your organisation, which will be public information, but need not identify individual members of your organisation.

Many advocates working on issues of sexual orientation and gender identity do so at great personal risk. If you would like to submit information, but are unable to do so publicly, the relevant information can be included in a report submitted by a mainstream human rights organisation or international NGO, or by several organisations jointly.

MEDIA OUTREACH
The UPR Working Group sessions are held at the United Nations Office at Geneva and are also webcast. Members of the media wishing to cover sessions of the UPR Working Group must be accredited by the United Nations Information Service at Geneva which has prepared a list of media accreditation requirements: http://www.unog.ch/80256EDD006B9C2E.

Additionally, meeting highlights have been produced for State reviews. Highlights for the reviews can be found on to the UPR session page.

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2030 AGENDA FOR SUSTAINABLE DEVELOPMENT AND THE SUSTAINABLE DEVELOPMENT GOALS (SDGS)

OBJECTIVE

- To understand the adoption of Agenda 2030 and sustainable development goals and targets, its review processes (including HLPF and voluntary national reports).
- To contextualise SDGs
  > with reference to issues or thematic lens such as youth, women and girls, population ageing and gender, disability rights, LGBTQIAP, fluid and non-binary individuals, among others.
  > locally/nationally/regionally.
    - domestically with reference to legal and policy framework that impact girls, women and LGBTQIAP, fluid and non-binary individuals.
  > how can we individually/ organisationally leverage SDGs and its process for advancing gender equality and human rights?
- To contextualise SDGs with reference to CEDAW, ICPD and UPR.

TIME

1 to 1.5 hours

PROCESS

- Do a prior needs assessment with the target audience on what is the information gap and plan the module accordingly in terms of content as well as time duration.
- (30 minutes) Resource people present on Agenda 2030 (process and adoption of Agenda 2030; SDG goals, targets and indicators; HLPF; VNRs).
- (20 minutes) Discussion for contextualising SDGs locally/ nationally or regionally with reference to legal and policy frameworks; and with reference to thematic areas such as women and girls, LGBTQIAP, fluid and non-binary individuals.
- (10 minutes) Open discussion, Q&A, sharing and learning on how participants feel about leveraging SDGs and its process for advancing gender equality and human rights in their day-to-day work.

MATERIALS TO BE SHARED POST-SESSION

- Slide presentations of all experts (who used slides and are willing to share).
- SDGs related documents in context of what participants may find of use and value.
- VNR reports of countries where participants come from.
- Link to recording of the session.

READING

Adapted from here: https://sdgs.un.org/goals.

Transforming our World: The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), with 169 targets, which are an urgent call for action by all countries - developed and developing - in a global partnership. They recognise that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.

Earlier in June 2012, at the United Nations Conference on Sustainable Development (Rio+20) in Rio de Janeiro, Brazil, UN Member States adopted the outcome document *"The Future We Want"* in which they decided, among others, to launch a process to develop a set of SDGs to build upon the 2000-2015 Millennium Development Goals (MDGs) and to establish the UN High-level Political Forum (HLPF) on Sustainable Development. The Rio+20 outcome also contained other measures for implementing sustainable development, including mandates for future programmes of work in development financing, small island developing states and more.

In 2013, the General Assembly set up a 30-member Open Working Group to develop a proposal on the SDGs.

In January 2015, the General Assembly began the negotiation process on the post-2015 development agenda. The process culminated in the subsequent adoption of the 2030 Agenda for Sustainable Development, with 17 SDGs (with 169 targets) at its core, at the UN Sustainable Development Summit in September 2015.

2015 was a landmark year for multilateralism and international policy shaping, with the adoption of several major agreements:

- Sendai Framework for Disaster Risk Reduction (March 2015)
- Addis Ababa Action Agenda on Financing for Development (July 2015)
- Transforming our world: the 2030 Agenda for Sustainable Development with its 17 SDGs was adopted at the UN Sustainable Development Summit in New York in September 2015.
- Paris Agreement on Climate Change (December 2015)

Now, the annual High-level Political Forum (HLPF) on Sustainable Development serves as the central UN platform for the follow-up and review of the SDGs.

Today, the Division for Sustainable Development Goals (DSDG) in the United Nations Department of Economic and Social Affairs (UNDESA) provides substantive support and capacity-building for the SDGs and their related thematic issues, including water, energy, climate, oceans, urbanisation, transport, science and technology, the Global Sustainable Development Report (GSDR), partnerships and Small Island Developing States. DSDG plays a key role in the evaluation of UN system-wide implementation of the 2030 Agenda and on advocacy and outreach activities relating to the SDGs. In order to make the 2030 Agenda a reality, broad ownership of the SDGs must translate into a strong commitment by all stakeholders to implement the global goals. DSDG aims to help facilitate this engagement.

GENDER EQUALITY AS AN ACCELERATOR FOR ACHIEVING THE SDGS
Adapted from UNDP paper (2019): https://www.undp. org/publications/gender-equality-accelerator-achieving- sdgs.

Gender equality lies at the heart of the 2030 Agenda for Sustainable Development, which recognises that achieving gender equality is a matter of human rights and is crucial to progress across all the goals and targets. However, the SDGs will not be attained if women - who accounted for 3.7 billion persons in 2017, or 49.6 per cent of the world's population (UNDESA 2017) - are denied access to resources and opportunities for education, employment, and decision-making.

The 2030 Agenda for Sustainable Development sets an ambitious universal plan of action to achieve the Sustainable Development Goals (SDGs) within 15 years (by 2030), with a central pledge to leave no one behind.

While being a goal in its own right, gender equality cuts across all 17 Sustainable Development Goals and is reflected in 45 targets and 54 indicators for the SDGs. It is found to have positive effects on promoting economic growth and labour productivity (SDG 8) and enhancing human capital through health (SDG 3) and education (SDG 4), which has important implications for poverty reduction (SDG 1). Gender equality is also critical for attaining food security (SDG 2) and addressing climate change (SDG 13), while also strengthening resilience to climate-related disasters and managing natural resources. Furthermore, providing equal opportunities for women's participation in decision-making processes is beneficial for ensuring more peaceful and inclusive communities (SDG 16). Yet the potential for gender equality to advance the 2030 Agenda goes beyond what is reflected in the SDGs and their targets.

Furthermore, gender equality can be a catalytic policy intervention that triggers positive multiplier effects across the spectrum of development. A body of evidence shows that investing in expanded opportunities for women and girls; promoting their economic, social, and political participation; and improving their access to social protection, employment and natural resources result in a more productive economy, reduced poverty and inequalities, enhanced human capital and ecosystem, and more peaceful and resilient societies.

Gender equality is critical to achieving a wide range of objectives pertaining to sustainable development, from promoting economic growth and labour productivity, to reducing poverty and enhancing human capital through health and education, attaining food security, addressing climate change impacts, and strengthening resilience to disasters, and ensuring more peaceful and inclusive communities. Based on this evidence, accelerating the pace of advancing gender equality in all spheres of society will lead to a more rapid increase in progress towards achieving the 2030 Agenda.

Action in the following key areas is needed to accelerate progress:
1. Ensuring equal rights, opportunities, and outcomes for both women and men.
2. Enhancing women's agency, capabilities, and participation in decision-making processes.
3. Eliminating sexual and other forms of gender-based violence and discrimination.
4. Transforming power relations at all levels of society.

Achieving equality between women and men also requires institutionalising a gender-responsive approach to financing and ensuring that adequate investments are made to implement national plans and policies for gender equality and women's empowerment. These include, among others, promoting decent work, ensuring access to resources, reducing and redistributing unpaid care and domestic work, and strengthening social protection for all. The systematic design and collection of and access to high-quality, reliable and timely gender-disaggregated data are essential to implementing effective and evidence-based policies.

To advance gender equality, it is also important to implement and reinforce legal and institutional arrangements on gender equality, while strengthening accountability mechanisms for fulfilling existing commitments. This requires political will and stronger multi-stakeholder collaboration involving not only national and local governments, but also civil society, the private sector, academia, and the media.

ADDITIONAL REFERENCE
An Advocate's Guide: Monitoring Universal Access to Sexual and Reproductive Health and Rights in the Context of the Sustainable Development Goals. https://arrow.org.my/publication/an-advocates-guide-monitoring-universal-access-to-sexual-and-reproductive-health-and-rights-in-the-context-of-the-sustainable-development-goals/.

GENERATION EQUALITY FORUM
(and Global Acceleration Plan)

OBJECTIVE
- To understand the process of Generation Equality Forum and Global Acceleration Plan, and review process till 2026.
- To contextualise Generation Equality Forum and Global Acceleration Plan
  > with reference to issues or thematic lens, such as, youth, women and girls, population ageing and gender, disability rights, LGBTQIAP, fluid and non-binary individuals, among others.
  > locally/nationally/regionally,
    - domestically with reference to legal and policy framework that impact girls, women and LGBTQIAP, fluid and non-binary individuals.
  > how can we individually/ organisationally leverage Generation Equality Forum commitments (including Global Acceleration Plan), and its process for advancing gender equality and human rights?

TIME
1 hour

PROCESS
- Do a prior needs assessment with the target audience on what is the information gap and plan the module accordingly in terms of content as well as time duration.
- (15 minutes) Resource people present on Generation Equality Forum process.
- (20 minutes) Dive deeper into Global Acceleration Plan and review process till 2026.
- (20 minutes) Discussion for contextualising Generation Equality Forum (and Global Acceleration Plan) locally/ nationally or regionally with reference to legal and policy frameworks; and with reference to thematic areas such as women and girls, LGBTQIAP, fluid and non-binary individuals.
- (5 minutes) Q&A.

MATERIALS TO BE SHARED POST-SESSION
- Slide presentations of all experts (who used slides and are willing to share).
- Generation Equality Forum and Global Acceleration Plan related documents in context of what participants may find of use and value.
- Link to recording of the session.

READING
Adapted from
- Generation Equality Forum: https://forum.generationequality.org/home.
- Global Accelerated Plan report: https://forum.generationequality.org/sites/default/files/2021-06/UNW%20-%20GAP%20Report%20-%20EN.pdf.

The 2021 Generation Equality Forum was a major global inflection point for gender equality. Two years of collective work led to the Generation Equality Forum in Mexico City in March 2021, and in Paris from June 30 – July 2, 2021. Over 50,000 people engaged with the Forum (most of them participated virtually).

The Forum launched a five-year action journey (till 2026) to achieve irreversible progress towards gender equality, founded on a series of concrete, ambitious and transformative actions, including US$40 billion in financial commitments, as well as ambitious policy and programme commitments from governments, philanthropy, civil society, youth organisations and the private sector. This is the largest amount of investment to advance gender equality and women's rights ever.

The monumental conclusion comes at a critical moment as the world assesses the disproportionate and negative impact that COVID-19 has had on women and girls. Gender equality advocates have pressed for gender-responsive stimulus and recovery plans to ensure that women and girls are not left behind as the world re-builds.

UN Women will maintain a critical role, driving the Forum's five-year action journey, overseeing the implementation of commitments to ensure accountability and progress over the next five years.

By implementing a new way of tackling global issues through efficient multilateralism, the Generation Equality Forum reversed the priorities on the international agenda and made gender equality, for too long underestimated, a long-term issue for the international community, along with climate, education, and health.

The US$40 billion investments confirmed at the Forum represent a major step-change in resourcing for women's and girls' rights. Lack of financing is widely understood to be a major reason for slow progress in advancing gender equality and in enacting the women's rights agenda of the milestone 1995 Beijing Conference. By the close of the Forum, governments and public sector institutions had committed to US$21 billion in gender equality investments, the private sector US$13 billion, and philanthropy US$4.5 billion. UN entities, international and regional organisations committed an aggregate of US$1.3 billion. In addition to these bold investments, many organisations made strong policy and programme commitments, including 440 civil society organisations and 94 youth-led organisations. Forum organisers expect that approximately 1,000 commitment-makers confirmed to date will be joined by many others over the next five years.

GLOBAL ACCELERATION PLAN FOR GENDER EQUALITY

The Forum launched a Global Acceleration Plan for Gender Equality designed by six Action Coalitions – multi-stakeholder partnerships that have identified the most critical actions required to achieve gender equality in areas from gender-based violence and technology to economic and climate justice. The Forum also launched a Compact on Women, Peace and Security and Humanitarian Action, and announced new gender equality initiatives focused on health, sports, culture, and education.

Read more about:
- Generation Equality Forum: https://forum.generationequality.org/home.
- Global Accelerated Plan report: https://forum.generationequality.org/sites/default/files/2021-06/UNW%20-%20GAP%20Report%20-%20EN.pdf.

DEVELOPMENT JUSTICE MODEL

OBJECTIVE

- To understand the Development Justice model.
- To contextualise the Development Justice model
  - > with reference to issues or thematic lens such as youth, women and girls, population ageing and gender, disability rights, LGBTQIAP, fluid and non-binary individuals, climate, among others.
  - > locally/nationally/regionally.
    - domestically with reference to legal and policy framework that impact girls, women and LGBTQIAP, fluid and non-binary individuals.
  - > how can we individually/ organisationally leverage this development justice model for advancing gender equality and human rights?
  - > with reference to CEDAW, ICPD, UPR, SDGs.

TIME

1 hour

PROCESS

- Do a prior needs assessment with the target audience on what is the information gap and plan the module accordingly in terms of content as well as time duration.
- (25 minutes) Resource people present on the Development Justice model.
- (15 minutes) Discussion for contextualising the Development Justice model - locally/ nationally or regionally with reference to legal and policy frameworks; and with reference to thematic areas such as women and girls, LGBTQIAP, fluid and non-binary individuals, climate, economic justice, etc; as well as in context of CEDAW, ICPD, UPR, SDGs, UNFCCC, (and try to identify some gaps if any).
- (15 minutes) Open discussion, Q&A, sharing and learning on how participants feel about leveraging this model and its process for advancing gender equality and human rights in their day-to-day work.

MATERIALS TO BE SHARED POST-SESSION

- Slide presentations of all experts (who used slides and are willing to share).
- Development Justice model-related documents in context of what participants may find of use and value.
- Link to recording of the session and videos or podcasts with regards to this model.

READING

We would like to credit the Asia Pacific Forum on Women, Law and Development (APWLD) and partners for developing the Development Justice model which we are sharing on the pages 31-33.

Asia Pacific Forum on Women, Law and Development (APWLD) launched the Development Justice 2.0 video which highlights the women and people's movements' push for the five transformative shifts: Redistributive Justice, Economic Justice, Social and Gender Justice, Accountability To Peoples, and Environmental Justice.

"Human rights for all can only be achieved when we eliminate the inequalities of wealth, power, and resources between countries, between rich and poor, and between men and women. Can our governments show courage and political will by listening to the peoples and taking action to change the current unjust, unequal neoliberal economic model? It is time for us to reunite and exercise our collective peoples' power to reclaim our rights and sovereignty."

Watch this APWLD video online:
https://youtu.be/jnzhm-ee7dc.

Over the last 35 years one global economic and political system has defined the development model: Corporate Capitalism. This model assumes that 'development' and 'growth' are synonymous, and that the more money moves around, the more countries 'develop'. When GDP growth counts as development - war brings more profit than peace, illness brings more profit than health, over-consumption brings more profit than sustainable living, and private businesses bring more profit than public commons.

Governments facilitate Corporate Capitalism by reducing public spending, privatising public assets and services, reducing any regulations on industry, promoting cheap and precarious labour, signing trade agreements, and taking corporate 'donations' to political parties.

This model of development has channeled wealth, power and resources from the working peoples to the rich, and from developing countries to wealthy countries. It has worsened the global climate catastrophe , caused the displacement of millions of people, lowered real wages, increased forced labour migration and caused finance, environment, food and energy crises --- which continue to devastate the lives of women in the Global South.

The world urgently needs a new model of development, a model that aims to address inequalities of wealth, power and resources between countries, between rich and poor, and between men and women --- a model that asserts the right to development for all peoples over private profit.

Only 26 people own the same amount of wealth as the world's poorest half, most of whom are women.[1]

A Bangladeshi woman garment worker , in her entire lifetime, earns less than what the CEO from the top five global fashion brands earns in just four days.[2]

The top 1% is evading an estimated $200bn in tax . Developing countries lose at least $170 billion each year in foregone tax revenues from corporations and the super-rich. Since 1980, developing countries have lost a total of 16.3 trillion dollars.[3]

Only 25 % of farmland are in the hands of farmers around the world, 75% are in the hands of corporations, government, military and landlords.[4]

321 human rights defenders were killed across 27 countries in 2018, 39 of whom were women.[5]

Government spending on the military rose to $1,739bn , which could have paid for the education of 1.9 billion people in South Asia 17 times over.[6]

Just 100 corporations are responsible for 71% of global carbon emissions.[7]

The United Nations has warned that we only have 11 years left to limit climate change catastrophe.[8]

We need
DEVELOPMENT
JUSTICE

The Development Justice model is framed by five transformative shifts:

1. Redistributive Justice aims to redistribute resources, wealth, power and opportunities from a selected few to all human beings equitably. It compels us to dismantle the existing systems that channel resources and wealth from developing countries to wealthy countries, and from people to corporations and elites. It recognises the people as sovereigns of our local and global commons.

2. Economic Justice aims to develop economies that enable dignified lives, accommodate needs, and facilitate capabilities, employment and livelihoods available to all, and is not based on exploitation of people or natural resources or environmental destruction. It is a model that makes economies work for people, rather than compelling people to work for economies.

3. Social and Gender Justice aims to eliminate all forms of discrimination, marginalisation and exclusion that pervade our communities. It recognises the need to eliminate patriarchal systems and fundamentalisms, challenge existing social structures, deliver gender justice, ensure sexual and reproductive justice, and guarantee human rights of all peoples.

4. Environmental Justice recognises the historical responsibility of countries, and elites within countries whose production, consumption, and extraction patterns have led to human rights violations, climate crisis and environmental disasters. Environmental Justice compels those responsible to alleviate and compensate those with the least culpability but who suffer the most: farmers, fisherfolk, women and other marginalised groups of the Global South.

5. Accountability to Peoples requires democratic and just governance that enables people to make informed decisions over their own lives, communities and futures. It necessitates empowering all people, particularly Indigenous Peoples and the most marginalised, to be part of continuous free, prior and informed decision making in all stages of development processes at the local, national, regional and international levels.

1 Larry Elliott (2019, 21 January). 'World's 26 richest people own as much as poorest 50%'. Retrieved from https://www.theguardian.com/business/2019/jan/21/world-26-richest-people-own-as-much-as-poorest-50-per-cent-oxfam-report
2 Oxfam. (2018). 'Reward work, not wealth'. Oxfam Briefing Paper.
3 Global Financial Integrity 'New Report on Unrecorded Capital Flight Finds Developing Countries are Net-Creditors to the Rest of the World' Retrieved from https://www.gfintegrity.org/press-release/new-report-on-unrecorded-capital-flight-finds-developing-countries-are-net-creditors-to-the-rest-of-the-world/
4 Retrieved from https://www.grain.org/article/entries/4929-hungry-for-land-small-farmers-feed-the-world-with-less-than-a-quarter-of-all-farmland
5 Retrieved from https://www.frontlinedefenders.org/en/resource-publication/global-analysis-2018
6 Retrieved from https://data.worldbank.org/indicator/SE.XPD.TOTL.GD.ZS?locations=8S
7 Tess Riley (2017, 10 July). 'Just 100 companies responsible for 71% of global emissions, study says'. Retrieved from https://www.theguardian.com/sustainable-business/2017/jul/10/100-fossil-fuel-companies-investors-responsible-71-global-emissions-cdp-study-climate-change
8 Jonathan Watts (2018, 8 October). 'We have 12 years to limit climate change catastrophe, warns UN'. Retrieved from https://www.theguardian.com/environment/2018/oct/08/global-warming-must-not-exceed-15c-warns-landmark-un-report

These five shifts provide the foundation of a new development framework that is just and equitable.

There are many proposals for community driven economies that focus on the wellbeing of peoples and the planet. They all require a shift from global overconsumption and to ensure the right to development for women is respected, must include redistribution of existing resources. Elements that can assist in creating the shift to Development Justice include:

Eliminate tax havens, tax holidays, trade mispricing, profit shifting or other forms of tax avoidance and create a global tax floor. Create additional taxes on harmful practices including finance speculation, arms trade, shipping and extractive industries.

End measuring growth, and instead focus on wellbeing. Shift from the international poverty line of $1.90 a day to the international ethical poverty line, which quantifies the scale of socioeconomic change needed to eliminate absolute poverty and addresses the scale of overconsumption in the developed world. [9]

Establish a democratic, global and national accountability mechanism for governments. Support a binding treaty to regulate transnational corporations. Allow localised, democratic decision making around the use of resources.

Reduce military spending with funds redistributed to universal public services and goods including sexual and reproductive health care, water and sanitation, and sustainable energy.

Provide a universal social wage and social protection which would provide all humanity with a dignified standard of living regardless of their employment, citizenship or any other status.

Implement all obligations detailed in the Beijing Platform for Action and the sustained presence of strong, autonomous feminist movements.

Invest in Decent Work in sustainable, low carbon industries like care and community work, community services, life-long education. Establish a living wage for all, including the informal sector, which would reduce the gender pay gap.

Redistribute paid and unpaid care work. A commitment to Decent Work for all could allow working hours to be reduced. Care work should be supported by the state and shared amongst community members. This would reduce dependence on women's unpaid and undervalued labour.

Respect union and collective organising rights and increase the number of workers protected by trade unions.

End land grabbing and redistribution of land captured through concessions made without community consent and continuous Free Prior and Informed Consent of Indigenous Peoples.

Support local land sustainability and agroecology food production that builds on local ecological systems to enable food sovereignty and retain bio-diversity while sustaining community and environmental well-being.

Introduce Energy and Resource Democracy allowing local people, particularly women, to make decisions over the use of their resources and the best way to fulfil their needs.

Eliminate the use of fossil fuels in developed countries, and phase out in other countries depending on the developmental needs. Invest in renewable energies, supporting local production and management. Support communities to manage, preserve and restore forests, as well as eliminate the use of harmful chemicals.

Eliminate intellectual property (IP) rules that prevent lifesaving medicines, renewable technologies and technological advances from being shared and expanded. Instead, support open source technologies and knowledge sharing designed for social good.

Abolish Free Trade Agreements and the Investor State Dispute Settlement (ISDS) arbitration system that give corporations the power to override national laws and policies. Instead focus on Solidarity Agreements that commit states to act together in the shared interests of their constituents.

Join us in making **Development Justice** a reality - a future that the vast majority of peoples want, a course of global equity, of ecological sustainability, of social justice, human rights enjoyment and dignity for all.

Scan to read our publication 'Promoting and Fulfilling the Right to Development: Case Studies from AsiaPacific'

Scan to learn more about Asia Pacific Forum on Women, Law and Development (APWLD)

www.apwld.org

9 Peter Edward (2006)). 'The Ethical Poverty Line: a moral quantification of absolute poverty'. Third World Quarterly, Vol 27, No 2, pp 377-393.
10 Henry Farber, Ilyana Kuziemko and Daniel Herbst, (2018). 'Unions and Inequality Over the Twentieth Century: New Evidence from Survey Data'

CORPORATE CAPTURE

OBJECTIVE

- To understand the concept of corporate capture, its manifestations/ characteristics.
- To contextualise corporate capture.
  - > with reference to issues or thematic lens such as youth, women and girls, population ageing and gender, disability rights, LGBTQIAP, fluid and non-binary individuals, among others.
  - > locally/nationally/regionally
    - domestically with reference to legal and policy framework that impact girls, women and LGBTQIAP, fluid and non-binary individuals.
  - > how can we individually/organisationally help respond to corporate capture, for advancing gender equality and human rights?
  - > with reference to UN, UNFCCC, WHO FCTC, UN treaty on human rights and business, UN Food Systems Summit, COVID-19 response, etc.

TIME

55 minutes to 1 hour

PROCESS

- Do a prior needs assessment with the target audience on what is the information gap and plan the module accordingly in terms of content as well as time duration.
- (30 minutes) Resource people present on corporate capture (its concept, definition, manifestations/ characteristics, with reference to UN treaties (UNFCCC, UN treaty on human rights and business, WHO FCTC, UN Food Systems Summit, etc.), watch the short animation video, comic on corporate capture in the United Nations, comic on corporate capture in the healthcare system).
- (15 minutes) Discussion for contextualising corporate capture locally/ nationally or regionally with reference to legal and policy frameworks; and with reference to thematic areas such as women and girls, LGBTQIAP, fluid and non-binary individuals.
- (15 minutes) Open discussion, Q&A, sharing and learning on how participants feel about addressing corporate capture, for advancing gender equality and human rights in their day-to-day work.

MATERIALS TO BE SHARED POST-SESSION

- Slide presentations of all experts (who used slides and are willing to share).
- Corporate capture-related documents in context of what participants may find of use and value.
- Link to recording of the session, animation video, comics, UN Treaties, etc.

READING

Source: The International Network for Economic, Social and Cultural Rights (ESCR Net). https://www.escr-net. org/corporateaccountability/corporatecapture.

"Corporate capture refers to the means by which an economic elite undermines the realisation of human rights and the environment by exerting undue influence over domestic and international decision-makers and public institutions."

The elements of corporate capture or characteristics of corporate capture may include:

- **Community Manipulation**
  - > Community manipulation refers to the corporate undermining of community decision-making processes related to an investment project. The strategies employed involve the use of financial or other incentives to entice community leaders to support corporate projects that undermine the interests and decisions of the wider community. At times, these strategies involve the use of alcohol, offers of employment, financial rewards and/or intimidation to secure leaders' approvals.
  - > Corporate Social Responsibility (CSR) can be used as a tactic to manipulate or divide communities to acquire a "social license to operate". Through community development projects, at times in partnership with "so called" foundations, charities or NGOs, CSR offers short-term benefits that are often intended to mask long-term harm.
- **Economic Diplomacy**
  - > The economic diplomacy dimension of corporate capture refers to support from diplomatic missions who advance the interests of corporations from

their countries operating in foreign countries in cases where these actions are at the expense of the human rights of local people. In its worst form, diplomatic missions have defended the questionable activities and provided further support for 'their' corporations when they become implicated in serious human rights violations in foreign countries.

- **Judicial Interference**
  - > Judicial interference is the influence corporations exert over the proceedings and rulings of courts which provide favourable outcomes for corporations and undermine due process and efforts at seeking access to remedy and accountability. Judicial interference has been facilitated at corporate-sponsored gatherings for judicial officials, and at other times when corporations have exerted influence over their 'home' states to intervene on legal cases involving corporate- human rights violations to argue in favour of the interests of the corporate defendants.

- **Legislative & Policy Interference**
  - > Legislative & Policy interference refers to pressure exerted on legislatures and policy makers by corporations and their representatives to provide greater opportunities for business, or remove/undermine regulation of corporate activities, which ultimately undermine the protection of human rights. Among other forms of interference, these activities often include provision of campaign or other donations to elected officials in return for draft legislation or votes during parliamentary proceedings favourably to the interests of corporations.

- **Privatising Public Security Services**
  - > Privatising the use of public security services involves the provision of a salary or other inducements by corporations for police, army, or other public security services to act in their interest against local communities. The activities these state security services often provide for corporations are confronting demonstrators, gathering intelligence on local communities and intimidating opponents of corporate projects.

- *Revolving Door*
  - > 'Revolving Door' as a component of corporate capture refers to the movement of employees from the corporate sector to public regulators

and other agencies, and vice versa, in the process undermining the impartiality of state agencies, facilitating corporate-friendly regulation and policy, lessening the application of existing regulations and securing favourable corporate contracts with state agencies.

- **Shaping Narratives**
  - > Influencing public opinion, by manipulating the media and spreading dominant narratives about progress and development, is another manifestation of corporate capture. Delegitimising the struggles of affected groups and communities that stand up against corporate interests has become an increasingly common practice. Narratives are often used to justify the privatisation of essential public services (often undermining human rights to water, sanitation, health, and education), the use of public resources – via tax subsidies or policy, support from export credit agencies or other forms of public finance to further the private interests of corporate actors, and the implementation of large-scale projects at the local level.

- **Capture of Academic Institutions**
  - > Corporations are increasingly involved in financing academic institutions, affording them opportunities to influence educational

  priorities including curricula, as well as research agendas. It is also becoming increasingly common for universities and research centres to receive corporate financing to develop assessments or studies regarding corporate-sponsored projects. Finally, corporate philanthropy associated with educational and research institutions can bolster a corporation's public image, dampening public debate about the company's adverse impacts.

REFERENCES:

- Watch video animation on corporate capture. https://www.escr-net.org/news/2018/watch-video-animation-corporate-capture. Video available in English, Spanish, French, Arabic, Portuguese and Hindi.
- Watch comic series on corporate capture launched by ESCR Net on 22 February 2021, coinciding with the start of the 46th session of the Human Rights Council (HRC). https://www.escr-net.org/news/2021/video-escr-net-launches-comic-series-corporate-capture.

CONNECTING THE DOTS:
Religious Fundamentalism, Gender Justice, Capitalism and Militarisation

OBJECTIVE

- To understand how rise of religious fundamentalism is connected to rising gender injustices, capitalism, and militarisation.
- To contextualise this
  > with reference to issues or thematic lens such as youth, women and girls, population ageing and gender, disability rights, LGBTQIAP, fluid and non-binary individuals, among others.
  > locally/nationally/regionally
    - domestically with reference to political developments, as well as legal and policy framework that impact girls, women and LGBTQIAP, fluid and non-binary individuals.
  > how can we individually/ organisationally leverage the understanding of these interlinkages for advancing gender equality and human rights?

TIME
55 minutes to 1 hour

PROCESS

- Do a prior needs assessment with the target audience on what is the information gap and plan the module accordingly in terms of content as well as time duration.
- (30 minutes each) Resource people present on rising religious fundamentalism, capitalism, militarisation in context of gender justice, and linkages.
- (15 minutes) Discussion for contextualising the understanding of these interlinkages - locally/ nationally or regionally with reference to legal and policy frameworks; and with reference to thematic areas such as women and girls, LGBTQIAP, fluid and non-binary individuals.
- (~10-15 minutes) Open discussion, Q&A, sharing and learning on how participants feel about these interlinkages, and reflections in this light on advancing gender equality and human rights in their day-to-day work.

MATERIALS TO BE SHARED POST-SESSION

- Slide presentations of all experts (who used slides and are willing to share).
- Related documents in context of what participants may find of use and value.
- Link to recording of the session.

READING
Adapted from 2017 Arrow For Change, Intersections: The Politicisation of Religion and Sexual and Reproductive Health and Rights.

We did not anticipate that when the ICPD was held in Cairo in 1994 and the 4th World Conference on Women was held in Beijing in 1995, we would see a resurgence of religious extremism at national, regional, and global levels and across borders. The onslaught has meant that many of the rights we thought would be achieved and concretised for women and girls are under renewed threat. The assault on rights has been intense, and though commonly referred to as religious fundamentalism, is intertwined with other political trends which can be best described as ethno-religious nationalism.

These three terms – nationalism, ethnicity, and religion, are, by and large, powerful political and patriarchal concepts. It is useful for us to define these terms to fully understand what the phenomenon represents. Nationalism is a concept which is based on communal identification with the nation, and based on this identification, espouses sovereignty, self-determination, and self-governance. Ethnicity refers to an identity, usually inherited, based on a shared descent, culture, language, and customs. Ethno-nationalism is a form of nationalism based on ethnicity - and taken to the most extreme – that citizenship in a state should be limited to one ethnic or cultural group. Religion encompasses beliefs, rituals, texts, and worldviews about the transcendental, and are used as identity differentiators. Ethnicity is often connoted with a common religion, and religious nationalism is when religion is a defining

contributor to the national identity, along with ethnicity, language, and culture. Ethno-religious nationalism is then a beast, which is fuelled by both ethnic and religious identity, and which reinforces that the political legitimacy of the state is primarily derived from adherence to religious doctrines. Ethno-religious nationalism seeks to fuse the state, geographical territory, culture, and religious text, and impose and define it through bodies.

This is what makes the current political environment so challenging for those of us working on women's rights, sexual and reproductive rights, and with human rights frameworks. It is like battling the Hydra, when having chopped off one head, two emerge in its place.

However, for us to fight this beast, we must first understand it, and the conditions that have produced it. In the past, countries professed secular democracy as the way ahead. But today, nations are adopting, or trying to adopt, national religions in order to propel themselves in the 21st century - hence, a Buddhist Sri Lanka, a Christian America, a Hindu India, and a Muslim Turkey. In a number of countries, the national religion is affiliated, most often, with a dominant (majority) racial or ethnic group.

Though religion is a crucial part of the phenomenon, it is not the only part. Rising poverty, deep inequalities and inequities, lack of access to opportunities and resources, poor governance, and low levels of education are the grounds that give birth to ethno-nationalist discourse. The arguments used are simplistic. The first is the easy identification of 'the other' as the one who takes away resources and opportunities and causes poverty and inequality. The second is that pluralism and liberalism are ideologies which grant equal rights to 'the other,' and empower 'the other' over the majority. The third is that a strong state with majoritarian politics, based on religious values, will govern well, and distribute resources and opportunities more equitably amongst the majority. The last, of course, is that those who profess liberalism and pluralism (most often, feminists and LGBTQIAP, fluid and non-binary activists) stand in the way of this religious, majoritarian, ethno-nationalist state and its success. As such, they are considered the enemy of the state. They also become 'the other.' The 'othering' spills over to different groups over different issues. These simplistic arguments are appealing, easily absorbed, and regurgitated. However,

the ethno-national religious framework provides no solutions to rising poverty, inequality, and instability both nationally and globally. Neither does it challenge economic policies – specifically neo-liberal economic ones, such as privatisation, fiscal austerity, deregulation, free trade, and reduction in the role of government in providing social welfare services - which continue deepening poverty, inequalities, and inequities.

Debates on countering the limitations placed on women's rights, especially our sexual and reproductive rights, on the basis of religion come from two perspectives. One is to work within the framework of religion, and promote fairer, less discriminatory interpretations, which facilitate rights, and vice-versa. Indeed, some partners and faith-based organisations have found success with such strategies.

Working within the secular framework allows activists and advocates to advance concepts of women's bodily autonomy, bodily integrity, rights, and choice. Working within religious frameworks does place some limitations. For example, religious leaders do not universally endorse 'limiting' births when promoting access to contraception and family-planning, providing access to contraception and comprehensive sexuality education for unmarried, young people, in ending child, early, and forced marriages, as well as non-discrimination for persons of diverse sexual orientation and gender identities and expressions. This, despite the existence of liberal interpretations across all religions to support these issues.

While championing freedom of religion, we need to equally champion freedom from religion. There needs be equal investment, especially in young democracies, of strengthening democratic institutions, which are able to check the power and influence of religious institutions and provide redressal when rights are violated or trespassed.

Coupled with poor governance is the culture of impunity, and in all these countries, despite the state affiliation with religion, there has been unchecked corruption at all levels of government. Hence, there needs to be greater interrogation whether religion is utilised by powerful people to cloak their actions in religiosity and distract the people from the larger issues of development, governance, and accountability. Moreover, if we want, during these tumultuous times,

to endeavour to move towards equality, freedom, and non-discrimination, we need to form allies across all progressive movements, which work across the boundaries of race, religion, and gender, and provide a strong, united front which is able to challenge the hegemony of ethno-religious nationalism.

Religious authoritarianism and neo-liberal economic policy are linked, and bolstered by capitalism, sexism, xenophobia, fear of immigrants, a global refugee crisis, militarism, and an unrelenting diminishing of the importance of individual and collective human life. 'Terrorism' becomes intertwined with 'the other,' whether that is the East, the South, the North, or the West. Defence industries are propped up with sales of bombing drones and planes and ships transporting armies to areas where religion, depending on your perspective, is practiced or positioned as restrictive and dangerous. Indeed, people around the world use 'small' arms to take life on a daily basis. This is true in terms of domestic and interpersonal violence, suicide bombings, mass shootings, and through systemic police brutality that targets people in certain race groups, such as African Americans in the U.S.

Abuse and manipulation of religion, daunting economic conditions (specifically conditions of global inequality, lack of economic opportunity, and other effects of capitalism and corporate greed), misuse of government and political power, and unyielding militarism and patriarchy, to name but a few contexts, are not only linked in and of themselves, but they also have an important thread woven throughout: they all have distinct gendered implications. Some of these 'simply' limit rights, and some kill. Women overall, and people who do not fit societal norms related to gender and sexuality, are often targeted in all regions with impunity.

"Women must not be obliged to choose between their human rights on the one hand and their religion or cultural affiliations on the other. The question is what needs to be done to ensure women are empowered to reconfigure culture and religion in ways that ensure all their human rights, and what can be done to ensure that States make equal opportunities available for all genders...." (Farida Shaheed, Executive Director, Shirkat Gah – Women's Resource Centre, Pakistan)

RECOMMENDATIONS

- It is observed in many countries that States have carved out religious and cultural sensitivities which is a setback to gender equality and human rights. States must remove any reservations on the basis of religion and protecting rights of religious groups, including rights of some religious groups over others, from human rights conventions, including CEDAW.
- States must implement the stipulations of human rights mechanisms in totality and recognise it obligations towards rights holders, while ensuring that it puts in place mechanisms that can operationalise these requirements.
- States should decouple religion from faith, morality and human values, and minimise, if not remove, the influence that religion has on laws, policies and institutions, including the removal of parallel legal systems, discriminatory laws and policies, including those that are justified by religion, that target some over others, including those that are legitimised on the grounds of religion and religious sentiment.

- State officials and politicians should avoid the politicisation of religion and its use to gain greater support and power amongst their constituencies. This includes not recognising and not creating entry points for religious actors to influence States' policies and processes (however, many nations have already created such entry points, and necessary counter measures are required to ensure gender equality and human rights takes primacy).
- States should enable mainstream progressive interpretations of religion and encourage practices of multiculturalism, pluralism, diversity, and non-discrimination not just between communities but also within communities and for the marginalised.

TAKING STOCK:
What has been the Progress on Walking-the-Talk on These Global Promises in Advancing Gender Equality and Human Rights in Asia and the Pacific?

OBJECTIVE
- To understand sexual and reproductive health and rights (in context of women and girls, as well as LGBTQIAP, fluid and non-binary individuals) with respect to global promises and commitments like CEDAW, ICPD, Beijing Declaration, SDGs, UPR, among others.
- With an understanding of the Global Goals and Local Promises, to dive deeper into SRHR and gender justice issues for women, girls, and LGBTQIAP, fluid and non-binary peoples, such as, family planning, safe abortion, menstrual hygiene and period poverty, maternal and child health, child marriage, girl child, sex work, SGBV, SOGIE, HIV, disability rights, young people, population ageing, climate justice, economic justice, among others.

TIME
3 hours

PROCESS
- Do a prior needs assessment with the target audience on what is the information gap and plan the module accordingly in terms of content as well as time duration.
- (1 hour) Plenary session
  > Why delivering on SRHR is vital for gender equality and human rights on a range of SRHR and gender justice issues that are impacting women, girls, LGBTQIAP, fluid and non-binary individuals in Asia Pacific, in the context of global goals and commitments, and progress made (or lack of) in different countries. It covers issues like family planning, safe abortion, menstrual hygiene, maternal and child health, child marriage, girl child, sex work, SGBV, SOGIE, HIV, disability rights, young people, population ageing, climate justice, economic justice, among others.

- (30 minutes) Resource people and share on legal and policy barriers in advancing gender equality and human rights for LGBTQIAP, fluid and non-binary individuals in Asia and the Pacific.
- (1 hour) Panel: Learning from community leaders: Have global goals translated into local actions?
  > Sex work rights, women's and child health, young people, older persons, people with disabilities, indigenous women/girls/LGBTQIAP, fluid and non-binary individuals, SGBV, HIV
- (30 minutes) Open discussion, Q&A, sharing and learning.

MATERIALS TO BE SHARED POST-SESSION
- Slide presentations of all experts (who used slides and are willing to share).
- Link to recording of the session.

MODULE 1:
Suggested Resources and References

- **An Advocate's Guide: Rights-Based Safe Abortion Policies, Programmes and Services.**
  https://arrow.org.my/publication/an-advocates-guide-rights-based-safe-abortion-policies-programmes-and-services/.

- **The United Nations Charter (1945).**
  https://www.un.org/en/about-us/un-charter/full-text.

- **The Universal Declaration of Human Rights (1948).**
  https://www.un.org/en/about-us/universal-declaration-of-human-rights.

- **The International Covenant on Civil and Political Rights (1966).**
  https://www.ohchr.org/en/professionalinterest/pages/ccpr.aspx.

- **The Convention on Torture and other Cruel or Degrading Treatment or Punishment (1984).**
  https://legal.un.org/avl/ha/catcidtp/catcidtp.html.

- **The Convention on the Rights of Persons with Disabilities (CRPD).**
  https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html.

- **The Convention on the Rights of the Child (1989).**
  https://www.ohchr.org/en/professionalinterest/pages/crc.aspx.

- **Beijing Declaration and Platform For Action adopted at the Fourth World Conference on Women and the Beijing Platform of Action (1995).**
  https://www.un.org/en/events/pastevents/pdfs/Beijing_Declaration_and_Platform_for_Action.pdf.
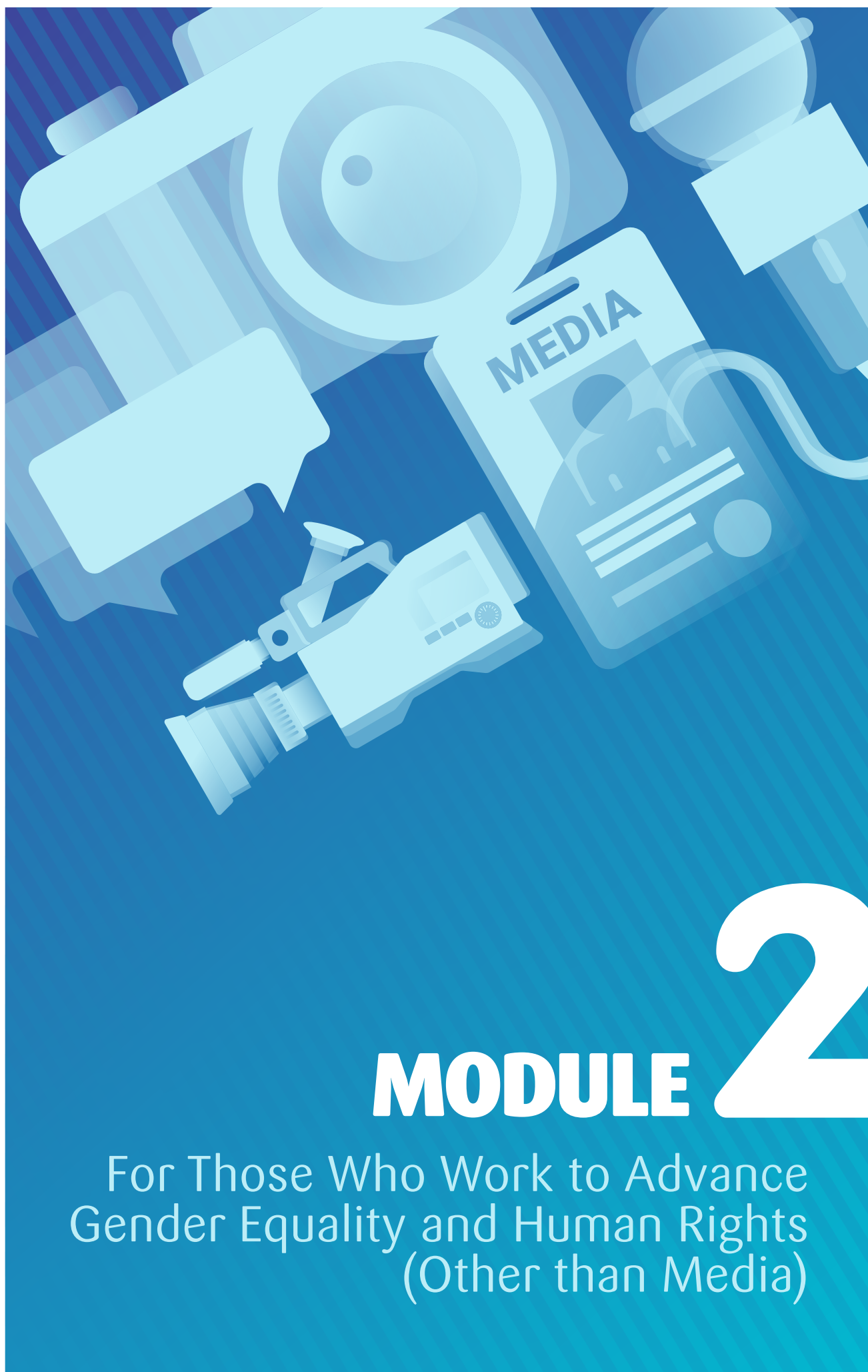
MODULE 2

For Those Who Work to Advance Gender Equality and Human Rights (Other than Media)

BUILDING PARTNERSHIPS WITH THE MEDIA

OBJECTIVE

- To understand why and how to strengthen media engagement, and exploring possibilities of forging formal media partnerships around campaigns or time-limited specific initiatives to advance gender equality and human rights.
- To get introduced to different online tools to:
  > Build/maintain and regularly update media databases.
  > Send out emails to targeted media lists using Microsoft Word Mailings and an Excel spreadsheet.
 > Mass-mailing tools like Mailchimp.

TIME

1-2 hours

PROCESS

- Do a prior needs assessment with the target audience on what is the information/skill gap and plan the module accordingly in terms of content as well as time duration.
- (10 minutes) How and why to strengthen media engagement.
- (15 minutes) Examples of formal media partnerships that helped amplify different development campaigns as well as how to forge formal partnerships (and when).
- (30 minutes to 1 hour) Either use breakout rooms or continue with plenary session format (depending upon if participants have different skill set(s) and do not want to attend all mini-trainings, or do want to attend all the mini-trainings) to familiarise participants in building/ managing media databases, using Microsoft Word and Excel spreadsheet, and mass-mailing online tools like Mailchimp for sending out mass emails.
- (30-35 minutes) Open discussion, Q&A, sharing/ thoughts/reflections/utility.

MATERIALS TO BE SHARED POST-SESSION

- Slide presentations of all experts (who used slides and are willing to share).
- Link to recording of the session.
- Contact details of resource people to help clarify any query or provide further assistance online towards helping participants in using different tools in their local context and within resources.

READING

BUILDING MEDIA DATABASES

Building media databases is a work-in-progress or a living document.

- Compile, regularly update information, and add new people to the media list.
  > Share: Pool media contacts among your staff/ partners/donors or other groups that may be working with media already (reduces duplication or redundancy and increases trust and synergy).
  > Observe: Orient social media users in your team/ partners to help identify new media people who actively engage on issues you work on.
  > Ask around: Check with team and partners, donors, and others on media people who write on issues you work on.
- Organise the media list
  > city-wise or sub-national region-wise, country-wise, or regional/global issue-wise (such as health, gender, politics, finance, etc.)
  > language wise (English, local vernacular languages)
  > type of media wise (print, TV, radio, online, social media influencers, bloggers, freelancers, editors, community media, etc.)
  > select the right tool to organise the media list
    - spreadsheet with sorting function (online/ cloud storage)
    - mass-mailing either using Mail-Merge function of Microsoft Word (See Annexure-3 for a step-by-step guide on using mail-merge), or tools like Mailchimp. The free version of Mailchimp can send one email to maximum of 2,000 people in 24 hours (maximum 10,000 emails in 30 days). These may change so check with

Mailchimp or other such tools what the free version offers. You can create multiple accounts using a free version of Mailchimp if cost is a barrier.

FORGING FORMAL PARTNERSHIPS WITH MEDIA

Forging partnerships with media around campaigns, events, or specific advocacy days of significance (such as IWD).

Pros:
- Greater likelihood of sustained coverage and synergy.
- Adds credibility.
- Enhanced spotlight on the campaign, organisation, issues in focus.
- Increase in traffic on website, social media.
- Other media may take notice of the campaign, partner organisations and may be more agreeable for either co-hosting or hosting parallel media campaigns.

Cons:
- Only the media that officially partners with the campaign/organisation may provide coverage/visibility, but other media may not be so patronising.

Steps:
1. *Researching potential media partners.*
2. *Zeroing in on possible media partners given the context.*
   > Be clear on "what is happening for which you are seeking a media partner" (is it a campaign (local or regional or global), issue, specific advocacy day (such as International Women's Day).
   > Identify possible media partners for the above organising. Think about:
     - What different kinds of media partners you may like to partner with locally, sub-nationally, nationally, regionally, or globally (radio, TV, print, online, news wire services, social media influencers, etc, as well as in terms of English and vernacular languages media)?
     - Is the potential media sharing similar values as your organisation/network?
     - Are there any allegations or history of sexual and other forms of gender-based violence at the workplace or otherwise in the potential media history?
     - Is there any alliance of this potential media partner with any problematic corporation infamous for human rights abuses or corporate

capture in the context of development justice?
     - Is there enough consistent evidence of rights-based coverage on development issues by this potential media partner?
     - Do you have a contact in the potential media partner?
     - Building allyship with interested editors?
   > Approaching a potential media partner
     - Speak with your contact in the potential media partner whom to speak with regarding the partnership.
     - Be wary of possible gatekeepers who may try to prevent you from getting across to senior people via phone or personal visit.
     - *Amat Victoria Curam* (victory loves preparation). Be prepared with: i. talking points (anger, hope, urgency) and ii. specific asks (what are we expecting them to do?)
       = Report daily or during a certain period (could be dedicating a newspaper page or broadcast airtime on radio/TV or online articles or social media posts)
         » Event coverage (if it is relevant)
         » Interviews with thought leaders locally/sub-nationally/nationally/regionally/globally
         » Translations
         » Briefing or reference documents for their journalists
         » Photographs, videos, etc. on specific issues if they want to
       = Share logos on campaign materials in print and online (in social media as well as website).
       = Social media synergy.
       = Corporate social responsibility: can this partnership be for a cause rather than a paid advertisement?
         » Underline the non-financial contribution you and your network can make to this media partnership – such as, content, linking media with experts at different levels (global/national/local voices of affected communities), latest and up to date reference documents, briefing and sharing your analysis of an issue, sharing photographs or other visuals they may like to use, etc.

3. *Capitalise on current affairs, e.g. reaction to #MakeSchoolASafer place, etc. Prepare to be reactive.*

SOME ONLINE TOOLS YOU CAN CHECK OUT
Some online tools regarding possible media partnerships could be:
- Meltwater
- Google News app
- Prowly
- Muck Rack (database to search for journalists based on location, area of expertise, and other factors)
- Anewstip (a search engine for media outlets, social media influencers, and freelance journalists based on their Twitter activity)
- Blog Dash (database of bloggers and influencers in different categories and areas of expertise)

UNDERSTANDING HOW DIFFERENT MEDIA WORKS

OBJECTIVE
- To understand how different media is organised internally to produce content for newspaper/TV/radio/online etc.
- To understand why gender equality and human rights are pertinent and relevant issues for each one of the media persons regardless of their role in the organisation.
- To understand how best we can identify whom to contact for a specific media outreach objective.

TIME
30 minutes to 1 hour

PROCESS
- Do a prior needs assessment with the target audience on what is the information gap and plan the module accordingly in terms of content as well as time duration.
- (20 minutes) How different media is organised internally to produce content for different kinds of media organisations (newspapers, TV, radio, news wire services, online, social media influencers, among others).
- (20 minutes) Examples of how gender equality and human rights is of equal importance to each of the media beats/desks or gatekeepers.
- (20 minutes) Open discussion, Q&A, sharing/thoughts/reflections/utility for participants of this session.

MATERIALS TO BE SHARED POST-SESSION
- Slide presentations of all experts (who used slides and are willing to share).
- Link to recording of the session.
- Contact details of resource people to help clarify any query or provide further assistance online towards helping participants in using this approach of media outreach in their local context and within resources.

READING
A media organisation may have the following structure (not necessarily or limited to this, as it could be differently organised. The below guide is for general reference only):
- Gatekeepers: editors, bureau chiefs, news editors/features editor/political editor/health editor/science editor.
- 'Beats', or desks/ sections, with one or more journalists, to cover finance, health, science, business/ industry, politics, sports, features, editorial and op-ed page, city news, state news, national news, global news, etc.
- Layout, design team
- Online team (web as well as social media)
- Advertising and marketing team

Do not miss the golden opportunity for us as development justice advocates to connect the dots. For example, gender justice is not just a relevant issue for women's issues correspondents (if any) or NGO beat correspondent (if any), but it is also a political issue, a business/industry issue, finance issue, and relevant issue for features, editorials or op-ed too, or for national/global page etc. The challenge is also upon us as to how to pitch and engage people playing different roles in a media organisation.

DEFINING A CLEAR PURPOSE AND IDENTIFYING APPROACHES FOR MEDIA OUTREACH

OBJECTIVE
- To understand why it is important to help define a clear purpose for media outreach.
- To understand how to identify most appropriate approach(es) for serving the above-mentioned purpose for media outreach.
- To get introduced to different activities that may be required as per the chosen purpose and approach(es).

TIME
1 hour

PROCESS
- Do a prior needs assessment with the target audience on what is the information/skill gap and plan the module accordingly in terms of content as well as time duration.
- (15 minutes) Why it is important to help identify a clear purpose for media outreach.
- (15 minutes) Overview of different approach(es) that may be required to achieve the above-mentioned purpose for media outreach, and what kind of activities may be necessary to do justice to the identified approach(es).
- (15 minutes) Take few scenarios to help participants identify the purpose, and select approach(es) and activities required in their context(s).
- (15 minutes) Open discussion, Q&A, sharing/ thoughts/reflections/utility of this session.

MATERIALS TO BE SHARED POST-SESSION
- Slide presentations of all experts (who used slides and are willing to share).
- Link to recording of the session.
- Contact details of resource people to help clarify any query or provide further assistance online towards helping participants in identifying a purpose for media outreach, approach(es), and appropriate activities.

READING
There can be a range of ways to engage media and do the outreach. It is important to do due diligence in shaping a clear purpose for the planned media outreach, for maximal impact.
- Guiding question 1: What are you trying to achieve with the planned media outreach?
- Guiding question 2: What approach(es) will best serve the purpose you have identified above for the proposed media outreach?
- Guiding question 3: What kind of activities are relevant to carry out the identified approach(es) most effectively?

For example, do you need media outreach for:
- Campaign launch
- Report-launch of your organisation or network
- Covering your meeting/conference
- Press conference
- Responding to the latest data on the issue
- you work on
- Reacting to an important current development/ judgement/decision that has impacted the issue you work upon
- Emergency or crisis
- Supportive editorials
- Placing op-ed articles
- Specific advocacy days such as International Women's Day
- And many more purposes to best serve the purpose of media outreach!

As per the purpose for media outreach, we can have a range of approaches to do it effectively. These activities which are listed below for different approaches to do media outreach for a specific purpose, could be different, given the local realities and contexts, but may include few things (if relevant) like:

POSSIBLE PURPOSE/APPROACH FOR MEDIA OUTREACH	SUGGESTED ACTIVITIES THAT MAY HELP TOWARDS THE IDENTIFIED PURPOSE/APPROACH (If Relevant in Your Context and Realities)

CAMPAIGN LAUNCH	> Curtain-raiser press conference.
	> Social media strategy for the campaign (content (text, share graphics) for specific social media platforms, scheduling content with appropriate hashtags and tags, etc., engaging with those who live-post or post related to the campaign, etc).
	> Media engagement during the campaign.
	  - If campaign is a multiday organising, then planning a thematic focus for everyday (like 16 Days Campaign Against sexual and other forms of Gender-Based Violence).
	  - Daily press briefing or press conference or 'meet-the-experts' at a specific hour.
	  - Press invites in English and local vernacular languages.
	  - Press releases in appropriate languages.
	  - Supporting requests for photos, exclusive interviews with experts, translations, visuals for TV, etc.
	  - Tracking coverage in print, online, TV, radio, social media.
	  - Sharing coverage on social media, website, campaign organising team, experts quoted, etc.
	  - Considering youth or community-led networks for capacity to provide thematic coverage for blogs, YouTube, podcasts, social media or other community-run media.
	> Requesting editorial and/or Op-Ed page space
	  - Either before, during or after the campaign, liaise with editors and Op-Ed page editors to consider focusing on the issue the campaign will put spotlight on.
	> Consider media partnership for the campaign (for more information, please refer to the first part of Module 2 on forging partnership with the media).
	> Government engagement/press office of relevant ministries, press officers of different high commissions, UN offices, likeminded groups, where relevant.

REPORT-LAUNCH OF YOUR ORGANISATION OR NETWORK	> Press conference format. > Social media engagement. > Editorial and/or op-ed page space. > Also consider exclusive sharing the report before the embargo (or before the launch with major media outlets for exclusive reporting). > Community-media. > Tracking coverage in print, online, TV, radio, social media. > Sharing coverage on social media, website, etc.
COVERING YOUR MEETING/CONFERENCE	> Consider media partnership for the meeting/conference. > Curtain-raiser press conference. > Social media strategy. > Media engagement during the meeting/conference (refer to 'campaign launch' for details). > Editorial and/or op-ed page space. > Closing press conference. > Tracking coverage in print, online, TV, radio, social media. > Sharing coverage on social media, website, etc.
PRESS CONFERENCE	> Selecting which media to invite to (local/regional/global, etc.) > Press invites and releases in English, the local vernacular language, and in different languages. > Distribution of press invites and releases (in-person? Online? WhatsApp etc? reminders?) > Logistics of hosting press conference (is it online or in-person or hybrid? Venue? Date and time? Banner backdrop? Lighting for photos/ TV? Electrical outlets for TV/radio etc? Projector? Refreshments? Media pack with press releases? Registration sheet? Team member to help with photos? Moderator? Experts for the panel?). > Tracking coverage in print, online, TV, radio, social media. > Sharing coverage on social media, website, etc. > Guidelines for audience to live tweet/IG Liv,e etc.

POSSIBLE PURPOSE/APPROACH FOR MEDIA OUTREACH	SUGGESTED ACTIVITIES THAT MAY HELP TOWARDS THE IDENTIFIED PURPOSE/APPROACH (If Relevant in Your Context and Realities)
RESPONDING TO THE LATEST DATA ON THE ISSUE YOU WORK ON	> Press conference or just a press release as appropriate. > Social media strategy. > Editorials and/or op-ed page space. > Tracking coverage in print, online, TV, radio, social media. > Sharing coverage on social media, website, etc.
REACTING TO AN IMPORTANT CURRENT DEVELOPMENT/ JUDGEMENT/DECISION THAT HAS IMPACTED THE ISSUE YOU WORK ON	> Tracking coverage in print, online, TV, radio, social media. > Sharing coverage on social media, website, etc.
EMERGENCY OR CRISIS	Refer to reporting during emergency and/or crises situations (see Module 4). > Think of ways of supporting media people who are willing to go to the site for reporting. > Think of ways of connecting media people to those who are on site where the crisis has happened, or violation has taken place. > Think which approach will help amplify? Press release? Joint statement issued by a group of organisations and/or individuals? Social media? Editorials and/or Op-Ed space? > Tracking coverage in print, online, TV, radio, social media. > Sharing coverage on social media, website, etc.
SUPPORTIVE EDITORIALS	> Meet/brief media editors and help support them with information, data, or briefings as required. > Tracking coverage in print, online, TV, radio, social media. > Sharing coverage on social media, website, etc.
PLACING OP-ED ARTICLES	> Meet/brief op-ed page editors/in-charges and help support op-ed writers with information or briefings, etc. > Tracking coverage in print, online, TV, radio, social media. > Sharing coverage on social media, website, etc.
SPECIFIC ADVOCACY DAYS SUCH AS INTERNATIONAL WOMEN'S DAY	> Social media strategy. > Editorial and/or op-ed page space. > Press conference (usually held a day or two in advance). > Tracking coverage in print, online, TV, radio, social media. > Sharing coverage on social media, website, etc. > Tracking coverage in print, online, TV, radio, social media. > Sharing coverage on social media, website, etc.
HUMANITARIAN EMERGENCY, DISASTER OR CRISIS SITUATION	Refer to reporting/writing in emergency or crises situations (Module 4).

MORE THE MERRIER:
Forging Partnerships to do Collective Media Outreach

OBJECTIVE
- To understand:
  - > why and how to do collective media outreach.
  - > importance of collectives/networks/forums/ partnerships of like-minded individuals/groups with shared values and common agenda.
  - > stay informed on common issues a group of individuals/organisations follow.

TIME
1 hour

PROCESS
- Do a prior needs assessment with the target audience on what is the information/skill gap, and plan the module accordingly in terms of content as well as time duration.
- (15 minutes) Few examples of collectives/networks based on shared values and common agendas advancing development justice.
- (15 minutes) Examples of how it improves media outreach and impact, reduces redundancy and duplicity, helps everyone stay informed, and maximises resource utilisation.
- (30 minutes) Open discussion, Q&A, sharing/ thoughts/reflections/utility of this approach for participants.

MATERIALS TO BE SHARED POST-SESSION
- Slide presentations of all experts (who used slides and are willing to share).
- Link to recording of the session.
- Contact details of resource people to help clarify any query.

READING
- Share and encourage pooling in media databases of like-minded groups working on similar or connected causes with shared values.
- Organise the media list.
- Build, mentor and strengthen competencies of people in different organisations in the network to help with roles and responsibilities for media outreach, social media campaigns, community media.
- Consider jointly organising campaigns and/or jointly hosting press conferences or issuing statements or press releases.
  - > Keep local like-minded groups that share values and similar analysis of the issues in focus
  - > Think of reaching out to community-based networks of affected peoples, local/sub-national/ national/regional or global development justice support networks, partnerships, etc.
  - > Facilitate open inclusive and effective communication so that everyone can participate and help shape the agenda and other details
  - > Factor in the partnership in every communication (text, visuals, logos)
- Help each other stay on top of information on issues of mutual interest, in our own individual and organisational contexts.
- Alert others on news of significance for informed, timely and relevant advocacy.
- Access an online archive of issue-specific news.
- Avoid duplication of 'everyone doing online news scanning and adding to the 'noise' by regurgitating what has already been said before'.
- Use dashboards of free tools like Netvibes (or other tools) to track news of relevance for all organisations and share access so that everyone can stay informed (see social media engagement and staying informed section of Module 4).

AMAT VICTORIA CURAM (VICTORY LOVES PREPARATION):
Preparing to Support Media Outreach – Four Tools to Help Draft Advocacy Documents

OBJECTIVE
- To understand how to best prepare (as per your resources and contexts) for specific approach(es) of doing media outreach to serve the best identified purpose, including logistics.
- To get introduced to four tools to draft different kinds of advocacy documents (such as media advisory, media briefs, press invitations, press releases, articles, etc.).
- To hands-on practice in small groups using one of these four tools to draft an advocacy document of your choice.

TIME
2 hours

PROCESS
- Do a prior needs assessment with the target audience on what is the information/skill gap and plan the module accordingly in terms of content as well as time duration.
- (10 minutes) Introduction to preparation required for a range of approaches of doing media outreach.
- (10 minutes each) Overview of each of the four tools to help draft different kinds of advocacy documents (such as media advisory, media briefs, press invitations, press releases, articles, etc.).
- (1 hour) Either use breakout rooms or continue with plenary session format (depending upon the number of participants/preferences) to choose one of the tools and draft a chosen advocacy document.
- (10-15 minutes) Open discussion, Q&A, sharing/ thoughts/reflections/utility of this approach.

MATERIALS TO BE SHARED POST-SESSION
- Slide presentations of all experts (who used slides and are willing to share).
- Link to recording of the session.
- Contact details of resource people to help clarify any query or provide further assistance online towards helping participants in using different drafting tools in their local context and within resources.

READING
- Hosting online or virtual sessions for media
  - > Select a tool to host the online session (for example, for hosting virtual press conferences) such as, Zoom, Google Meet, Microsoft Team, Skype, etc.
  - > Agree on the most suitable day, strategically as well as preferred by speakers and everyone involved (avoid Sundays, etc.).
  - > Agree on a specific time where media is likely to attend and all those who are involved are available.
  - > Title, text for announcement and image etc, should be developed after brainstorming with group(s) and due diligence (consider using one of the four tools below).
  - > Drafting other necessary advocacy documents (such as, press invites, press releases, etc.) using one of the four tools below.
  - > Schedule an online meeting.
  - > Embed it on your website (and other partner websites if possible).
  - > Disseminating the press invitation, reminders, and press releases.
  - > Tracking coverage.
- Organising offline or in-person sessions for media
  - > Agree on the most suitable day strategically as well as preferred by speakers and everyone involved (avoid Sundays, etc.).

> Agree on a specific time where media is likely to attend and all those who are involved are available.
> Book a venue, other onsite logistics (audio-visual, seating, banners, media kit, refreshments, moderator(s), panel seating, recording, photography, registration onsite, etc.).
> Title, text for announcement and banner, etc, should be developed after brainstorming with group(s) and due diligence (consider using one of the four tools in the next column).
> Drafting other necessary advocacy documents (such as press invites, press releases, etc.) using one of the four tools below.
> Publishing the announcement on your website (and other partners' websites if possible).
> Disseminating the press invitation, reminders, and press releases.
> Tracking coverage.
> Consider LIVE streaming and option for hybrid event using an online tool that can allow remote media participant(s)' engagement and participation.

BRAINSTORM

Keep these questions in mind as you begin crafting your story for an advocacy document (such as media advisory, media brief, press invitation, press release, op-ed articles, petitions, statements, declarations, other publications etc.)

- What do you want to say? What is news? What makes a story, a story?
  > Timely – is it happening now? Will it resonate with people right now?
  > Relevant – does your story have some meaning for the audience?
  > Focus on current trends – new laws, new wars, new songs.
  > Evidence-based – your story needs the foundation of fact.
  > Have impact – your words are powerful, try to change minds.
- How will you tell your story?
  > Written
  > Oral/audio/podcasts/radio
  > Video
  > Photo story
- Who is your audience?
  > Government officials
  > Citizens
  > Affected groups

4 TOOLS:

We are sharing four tools which may help achieve similar outcomes for drafting advocacy documents (such as media advisory, media brief, press invitation, press release, op-ed articles, petitions, statements, declarations, other publications, etc.):

1. **The Nine-Star-Questions (NSQ) Guide Tool**
2. **The Inverted Pyramid Tool**
3. **Have-Your-Say Tool**
4. **HDN's Speak Your World Tool** (see social media engagement and staying informed section of Module 4)

THE NINE STAR QUESTIONS (NSQ) GUIDE TOOL

The Nine-Star-Questions-Guide Tool helps us draft the outline and structure of advocacy documents, such as, briefings, press releases, articles, statements, petitions, among others.

NSQ1 — **GOALS** What do we want?

NSQ2 — **AUDIENCE** Who can give it to us? (reporter, editor, local media, national media, regional/global news wire service, etc.)

NSQ3 — **MESSAGES** What do they need to hear?

NSQ4 — **MESSENGERS** Who do they need to hear it from? (scientist, survivor, activist, government official, UN official, local voice, global voice, etc.)

NSQ5 — **DELIVERY** How can we get them to hear it? (press conference, press release, editorial, op-ed article, etc.)

NSQ6 — **RESOURCES** What have we got?

NSQ7 — **GAPS** What do we need to develop or find?

NSQ8 — **FIRST STEPS** How do we begin?

NSQ9 — **EVALUATION** How do we tell if it is working?

THE INVERTED PYRAMID TOOL
(Credit: HDN)

A common tool to help write an advocacy document (press release, media brief, statement or press release or article etc.) is the inverted pyramid tool. All the important, big information goes at the top and then it narrows down to less important information as the document goes on.

Why the inverted pyramid approach? Many people do not read to the end of the document, so you want to include all the important details at the beginning of the document, so the reader gets all the vital information. In addition, it might help if media copy editors may cut the bottom of the story to make space.

5Ws and 1H:
Who, What, Where, When, Why and How

Any of the above not in the intro,
plus any significant information

Best Quotation:
Delivers on the promise of the lead

More details and
related information

Less important
details and more
quotes

This stuff
can be
cut
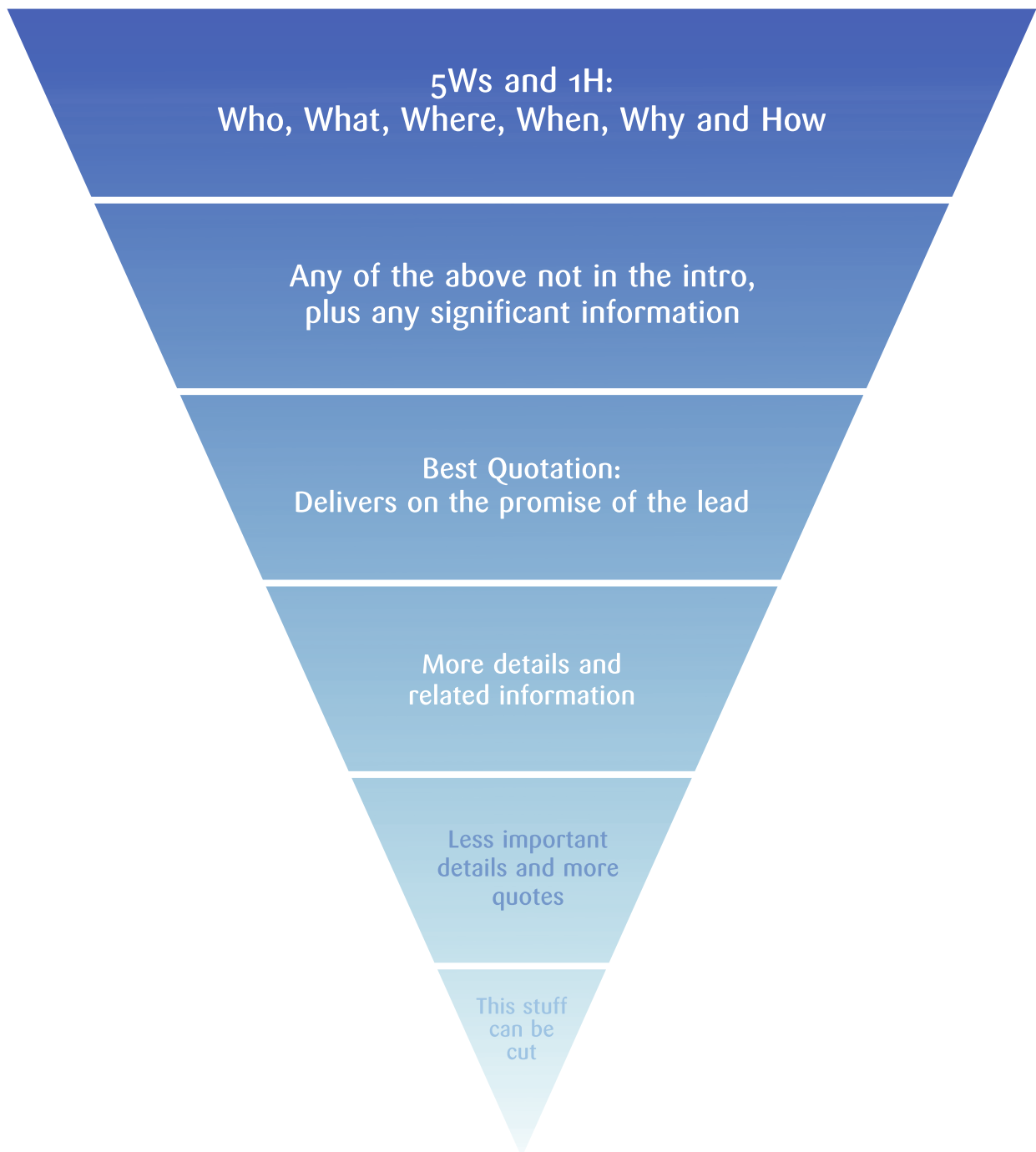
HAVE-YOUR-SAY TOOL

The Have-Your-Say Tool was developed by CNS to help a group of community correspondents and fellows from affected communities to have-their-say on issues that impacted them most.

This tool is also helpful in jointly writing the press release or an article after a session (panel discussion, press conference, webinar, meeting, etc.).

Have-Your-Say Tool Step 1 – Listen
Listen to the discussion and presentations in the meet (if it is not possible to listen together, then you may listen to the recording (or live session) individually and then re-convene as a group).

When you listen, please take some notes/ points and also note at what point of the video it was said. You may want to go back to it later and transcribe or re-listen.

Have-Your-Say Tool Step 2 – Heart
Group discussion, brainstorming to identify, what is your story?
- Identify what is the central theme, could be the headline (not more than 20-30 words summary of what the story/article is about).
- Do not rush through this step. Give it due time. This is a very important process (it is like identifying the heart of your story) – so please listen to each other (every group member), discuss, debate, and try to arrive at a consensus on this core theme which will drive your article or breathe life in the heart!

Have-Your-Say Tool Step 3 – Outline
As a group, jot down ideas on what more can go to make the case of your story? It could be:
- Parts of interview for direct quotes of the expert (identify 3 to 5 quotes of the expert in the recording) which can support the point your article is making.
- Other data from government or accredited reliable authentic sources (without violating any copyright) which can go in support of your article/story.
- Any other points which go in support of the story?
- Organise the above in the best possible order to come up with the article outline.

Have-Your-Say Tool Step 4 – Write
- Use collaborative writing tools like Google Docs.
- Work collaboratively.

- Those who are audio transcribing for direct quotes of experts, please check to be 100 per cent accurate. If in doubt, always check with the person quoted. Also, check more information in Module 3 on transcribing interviews and Annexure 2 for taking interviews.
- Edit the article well, for flow, consistency, language, grammar, spellings, names, quotes, accuracy of data or other figures, etc.

(Also, refer to Annexure 1: CNS Article Writing workbook)

HDN'S SPEAK YOUR WORLD TOOL

THE LEAD
The Introduction: Teaser or Hard Intro

THE NUT GRAPH
The 5Ws and 1: Answers "Why should I read this?"

QUOTE FROM A SOURCE
Further information including a quotation

SUPPORT THE SOURCE – MORE DETAILS
May include background, second account, more details
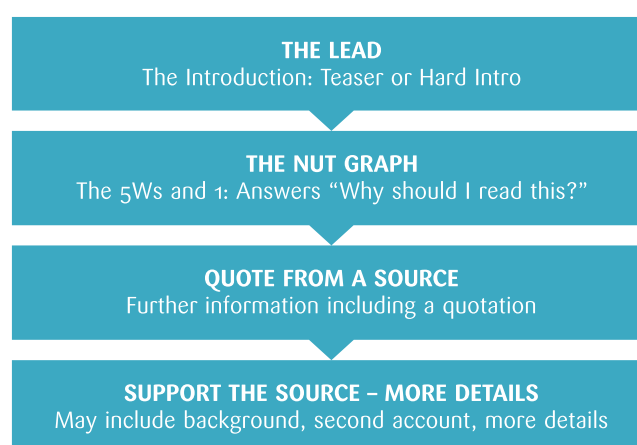
The Lead
The first sentence of the story makes the reader want to read more. Make it a good one. This sentence is often the hardest to write.
- Make the lead less than 30 words.
- Set the tone for the article.
- Hit the reader with hard facts right away.
- Be creative if the subject allows.
  - Hard Lead
    - A midnight fire has claimed the lives of three Toronto students.
    - HIV prevalence continues to rise in Thailand despite a vigorous prevention campaign.
    - Lisbon police dodged rocks and glass when a protest took an ugly turn.
  - Or Soft Lead
    - Rain is soaking up the Korean pop charts with the release of his new album.
    - One lucky shopper got more than she bargained for after digging through a clearance bin.
    - Driving instructors in Bangkok have put the brakes on services until officials abandon a new bill.

The Nut Graph

- This is the second paragraph of the story. It tells the story in a nutshell – 2 to 3 sentences long – just facts, context, four walls of the story. It answers the question, *"Why should I read this?"*

Quoting Sources

Story may need a direct quotation – the exact words spoken by a source. Quoting is very important for the story because it:

- Gives authority to the issue.
- Offers a personal insight into the issue.
- Is witness to the fact.

Introduce the speaker before you place the quote. Give the quotation its place - here is an example: Stephen Lewis, AIDS activist and former UN Special Envoy for AIDS in Africa refuses to believe we are doing enough to stem the virus. *"This report shows that we're falling down when it comes to prevention,"* he said.

- Rules for Quoting:
  - > Let the source say it themselves.
  - > Do not repeat the quote; expand and explain the quote if needed.
  - > Get the source's name right – check spelling and title.
  - > Get the quote right – copy the words exactly, even if it's grammatically incorrect.
  - > If you wish to change anything in the quote, check with the source first, and take full informed consent.

(Refer to Annexure 2 on taking interviews, Module 3 on transcribing interviews)

Pre-Interview Checklist

- » Choose your source well.
- » Use more than one source if needed.
- » Make contact with your source and set a time for the interview.
- » Do background research if possible.
- » Make a list of questions.
- » Get materials ready.
- » Dress appropriately.
- » Be on time.

Interview Checklist

- » Be polite.
- » Get the correct spelling of the source's name and title, organisation and/or other affiliations.
- » Get the quote right - ask for the source to say it again if the direct quote was not exact.
- » Keep your questions brief.
- » Be responsive – have a conversation and listen to the answers.
- » Silent moments -sometimes breaks in questions give the source something to add
- » If you do not know something, ask!!!
- » Finish the interview with *"Is there anything you would like to add?"*

Post-Interview Checklist

- » Leave your contact information.
- » Let the source know where and when your story will be published.
- » Ask for photographs if needed.
- » Thank the source for their time.
- » Go home and let the interview sink in - if you need clarification, follow up with the source again.

Although highly unlikely, if a source asks to see your story before you publish it, then resist politely but firmly. Say this is not usual practice, and the deadline does not allow time. You may also explain that your main responsibility is to your audience, and you cannot be a spokesperson for the source. However, you will strive to be fair and honest. Never agree to hand over a hard copy before publication. This is usually seen as an offer to change it, which you may then feel obliged to do.

SOURCES
Experts
Officials
Witnesses

RESOURCES
Studies
Journals
Research

THE STORY

FACTS
Who, What, Where, When, and How

BACKGROUND INFORMATION
History of event
Former sources

CONTEXTUAL INFORMATION
Similar stories
Linking sources and events

FRAMING THE NEWS IS KEY!
How a Story Gets Told/Heard/Written/Read

OBJECTIVE

- To understand the different ways an issue can be framed in news media.
- To understand the kind of preparation and effort required to help its framing in the desired manner.
- To have hands-on practice in framing an issue differently.

TIME

1 hour

PROCESS

- Do a prior needs assessment with the target audience on what is the information/skill gap and plan the module accordingly in terms of content as well as time duration.
- (10 minutes) Introduction to different ways an issue can be framed in news media.
- (20 minutes) Different preparation and effort required to frame a particular issue in a desired manner (and avoid the risk of doing more harm than good).
- (25 minutes) Either use breakout rooms or continue with plenary session format (depending upon the number of participants/preferences) to have hands-on practice in framing an issue differently.
- (10 minutes) Open discussion, Q&A, sharing/ thoughts/reflections/utility of this approach.

MATERIALS TO BE SHARED POST-SESSION

- Slide presentations of all experts (who used slides and are willing to share).
- Link to recording of the session.
- Contact details of resource people to help clarify any query.

READING

One of our rules of thumb in this context is, please pitch stories, not issues!

The same story can be framed in different manner, such as:

- Personal angle
- Breakthrough (scientific feat, historical first, etc.)
- Anniversary "Peg" (International Women's Day, one year since the launch of a report, etc.)
- Seasonal "Peg"
- Celebrity
- Visuals
- Whistleblower stories
- Human interest
- Evergreen (for example, content for features section – magazine, etc.)
- Controversy
- Broad Interest
- Injustice
- Irony
- Local "Peg"
- Value-added connecting the dots: for example, pitching sexual and other forms of gender-based violence story on International Human Rights Day (December 10) or in the context of Covid lockdown or World Health Day (April 7)

There can be many more ways to frame a story. Brainstorm and come to a consensus with your team on the best outline to serve the purpose of the advocacy document.

Then using either the NSQ-Guide Tool, Inverted Pyramid Tool, or the Have-Your-Say Tool, or other approaches, try to draft the advocacy document.

And then reach out to specific journalists who may be best suited for that advocacy document (for example, is it best suited for Features/magazine page in a newspaper or Op-Ed page, or health or gender page, or political page, city/ state/national/international page, etc? Reach out to best person for maximal impact).
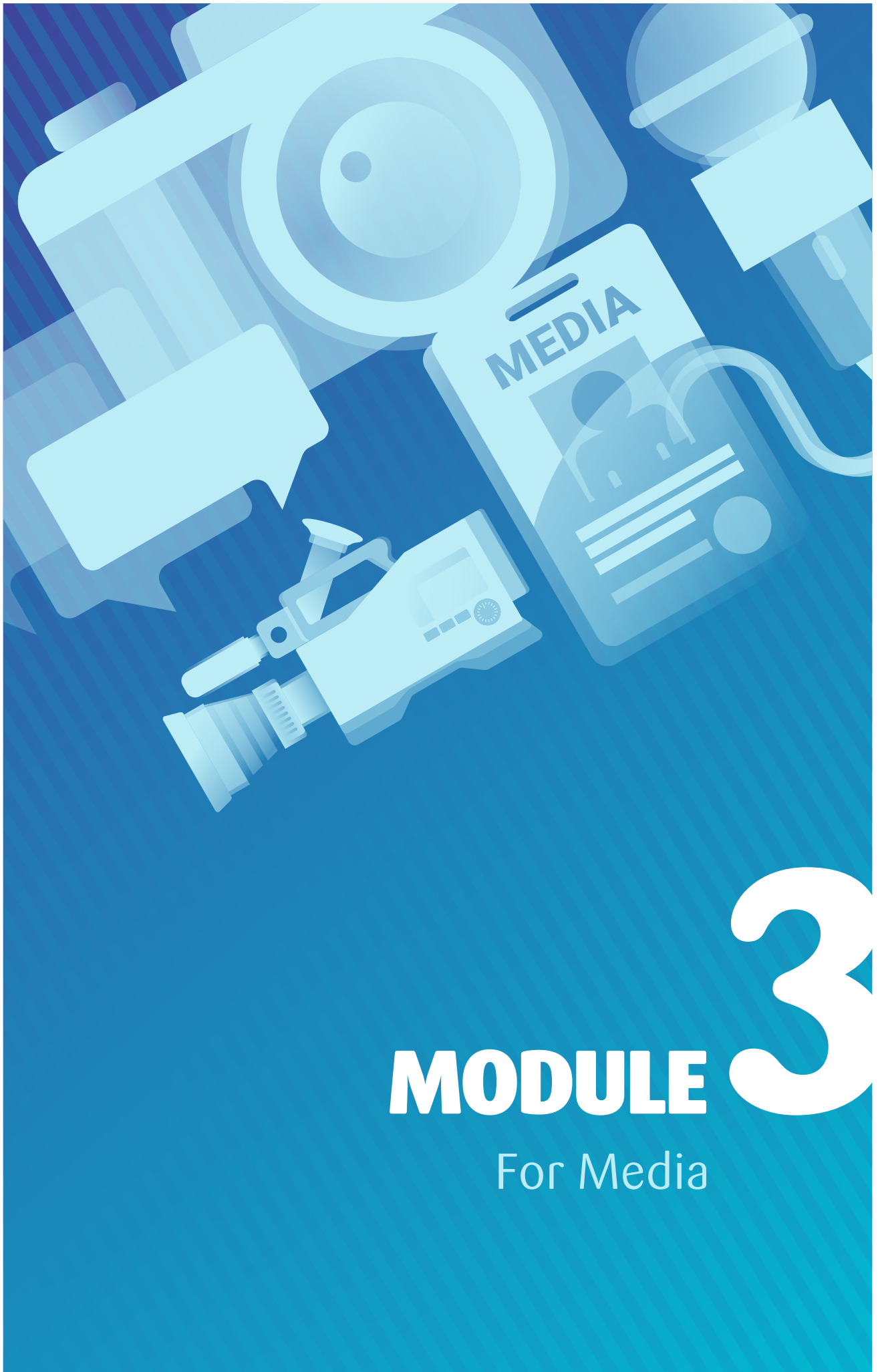
MODULE 3

For Media

MEDIA UNDER A GENDER LENS

OBJECTIVE

- Look within: To understand how gender inequality impacts media internally, thereby not only making it difficult for non-male genders to make a difference, but also reinforcing gender stereotypes in reporting and coverage.
- Change begins from home: To remind ourselves of our responsibility and accountability in doing justice to our roles within media organisations.

TIME

30 minutes

PROCESS

- Do a prior needs assessment with the target audience on what is the information/skill gap and plan the module accordingly in terms of content as well as time duration.
- (20 minutes) Understanding how gender inequality impacts media internally, Introduction to global and national obligations governments have towards ensuring free and independent media.
- (10-15 minutes) Open discussion on how we can be-the-change in our own context, Q&A, sharing/ thoughts/reflections/utility of this approach.

MATERIALS TO BE SHARED POST-SESSION

- Slide presentations of all experts (who used slides and are willing to share).
- Link to recording of the session.

READING

Some guiding questions to think and discuss:

- How many non-male staff (or board members, consultants, contractual team members etc.) are in decision-making positions within media organisations? Is the workplace gender-sensitive and inclusive?
- How many non-male journalists, compared to their male colleagues, get news stories with their by-lines published on frontpage of newspapers or prime airtime on TV/radio or online or news wire services?
- How many frontpage news headlines carried names of non-male newsmakers compared to those featuring male newsmakers?
- How many non-male experts were quoted in the news on frontpages or prime airtime, compared to those featuring male experts?
- How many non-male people were featured in the frontpage news content as compared to male?
- How many photographs of non-male people were there on frontpage or prime airtime, as compared to those of males, and how were these framed (in what context?)
- When media people in your organisation (regardless of gender and sexual identities) write or report then do we keep gender lens in mind? Male or non-male media individuals?
- Are our stories changed or edited for projecting different gender and sexual identities to echo prevalent stereotypes? Who makes these changes? How? What about images or graphics used? Text?
- What about equal pay policy to all genders?
- What about sexual and other forms of gender-based violence in media workplaces?
- Media personnel "reach", especially on social media. How do they treat women/other women?

ROLE OF MEDIA:
One of the Key Cogs-in-the-Wheel for Development Justice and Democracy

OBJECTIVE
- To understand global to national obligations our governments have towards ensuring free and independent media.
- To remind ourselves of our responsibility and accountability in doing justice to our roles.

TIME
30-45 minutes

PROCESS
- Do a prior needs assessment with the target audience on what is the information/skill gap and plan the module accordingly in terms of content as well as time duration.
- (15-30 minutes) Introduction to global to national obligations governments have towards ensuring free and independent media.
- (15 minutes) Open discussion, Q&A, sharing/ thoughts/reflections/utility of this approach.

MATERIALS TO BE SHARED POST-SESSION
- Slide presentations of all experts (who used slides and are willing to share).
- Link to recording of the session.

READING
"There's really no such thing as the 'voiceless'. There are only the deliberately silenced, or the preferably unheard" – Arundhati Roy

"What difference does it make to the dead, the orphans and the homeless, whether the mad destruction is wrought under the name of totalitarianism or in the holy name of liberty or democracy?" - Mahatma Gandhi

In countries like India, the constitution of the nation has balanced democracy with four pillars, namely executive, legislative, judiciary and media.

Article 19 of the International Covenant On Civil and Political Rights states the right to freedom of speech, that everyone shall have the right to hold opinions without interference and freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in a print, in the form of art, or through any other media of his/her/their choice.

Declaration of Rights and Obligations of Journalists (1971). The right to information, to freedom of expression and criticism is one of the fundamental rights of man. All rights and duties of a journalist originate from this right of the public to be informed on events and opinions. The journalists' responsibility towards the public excels any other responsibility, particularly towards employers and public authorities. The mission of information necessarily includes restrictions, which journalists spontaneously impose on themselves. This is the object of the declaration of duties formulated below. A journalist, however, can respect these duties while exercising his/her/their profession only if conditions of independence and professional dignity effectively exist.

This is the object of the extracts of the following declaration:
- To respect truth whatever be the consequences to herself/himself/themself, because of the right of the public to know the truth.
- To defend freedom of information, comment, and criticism.
- To report only on facts of which she/he/they knows the origin; not to suppress essential information nor alter texts and documents.
- To regard as grave professional offences the following: plagiarism, calumny, slander, libel, and unfounded accusations.
- Adapted from the Declaration of Rights and Obligations of Journalists (1971) (the "Munich Charter"), which was adopted by the International Federation of Journalists (IFJ).

#BeTheChange:
Why 'Think' Gender?

OBJECTIVE

- To understand how media individuals of all genders can be the change in what they do.
- To understand why feminist approaches are no longer a choice, but an imperative for each one of us for human rights and development justice.
- To understand if we do not 'think' gender (regardless of our own gender and sexual identities, orientations, and expressions) we might miss important insights into our own reports/writings/coverage.

TIME

30-40 minutes

PROCESS

- Do a prior needs assessment with the target audience on what is the information/skill gap and plan the module accordingly in terms of content as well as time duration.
- (15 minutes) Understanding why feminist approaches are no longer a matter of choice, but an imperative for human rights and development justice, and review few examples.
- (15 minutes) Understanding why by not 'thinking' gender, we often miss important insights, angles, and realities on the ground – sharing of some examples (TB, HIV, Covid, climate, etc.).
- (10 minutes) Open discussion on how we can be-the-change in our own context, Q&A, sharing/thoughts/reflections/utility of this approach.

MATERIALS TO BE SHARED POST-SESSION

- Slide presentations of all experts (who used slides and are willing to share).
- Link to recording of the session.

READING

Think about why gender equality and human rights, are indivisible, inalienable, and universal, worldwide/nationally/locally/personally.

Read this old story:

A father and son duo met an accident. The father was not hurt much but the son suffered head injuries. The father rushed the son to the neurosurgery hospital. The neurosurgeon examined the child and said to the father that *"I am sorry I cannot operate on this child because this is my child."* Who is the neurosurgeon?

Guiding questions:

- Refer to Development Justice model shared in Module 1 to understand feminism in the context of development justice and all its essential elements.
- Contextualise feminism in our own lives, in our work lives, at our workplaces, in society at large.
- Imagine how some development responses will look like if we 'de-link gender' (or had forgotten to re-engineer the response to be gender-sensitive and human rights-based): think of HIV, TB, climate, sexual and reproductive health and rights (SRHR) etc.
- Imagine how current responses will become more effective and why – if they become gender sensitive and rights-based.
- Ways we can be the change ourselves in our own contexts and realities.

AUDIO TRANSCRIPTION, AND BASIC TIPS FOR PHOTOS AND VIDEOS

OBJECTIVE
- To understand why it is important to do due diligence to audio transcription (or transcribing a video interview).
- To get introduced to basic tips for taking photos and videos.

TIME
40-45 minutes

PROCESS
- Do a prior needs assessment with the target audience on what is the information/skill gap and plan the module accordingly in terms of content as well as time duration.
- (10 minutes) Why it is important to do due diligence to audio or video transcription.
- (10 minutes) Some tips to do audio or video transcription.
- (10 minutes) Basic tips for taking photos or videos.
- (10-15 minutes) Open discussion, Q&A, sharing/ thoughts/reflections/utility of this approach.

MATERIALS TO BE SHARED POST-SESSION
- Slide presentations of all experts (who used slides and are willing to share).
- Link to recording of the session.

READING

TIPS FOR AUDIO TRANSCRIPTION

Audio transcription is a critical cog-in-the-wheel for documentation. Documenting voices of the affected communities with integrity is vital. If transcription is inaccurate, incomplete, sketchy or patchy, then not only do we lose the real value of what we do, but it is also a serious disrespect to the people interviewed and an example of unethical journalism.

If interviews are transcribed with diligence, honesty, respect for human dignity, and sincerity, then these values will be reflected in the documentation (or news articles for instance) and will also be likely to influence the policy eventually. Also, remember that often the documentation or news has a reasonable 'online life'. These voices, transcribed as heard and spoken, will remain available for a long time.

Transcribe Everything: Do not iron out any part of the interview or other grammatical forms that sound non-standard to your ear. Transcribe all of the words spoken in the order in which they were said, even if they do not make sense to you. If the speaker laughs, type [laughs]. If you can hear that the tape recorder is turned off and then back on, type [Recorder turned off and back on], skip a line, and continue. Exceptions to this are what might be called thinking words like "uh" and "um" – you may not include them.

The Double Hyphen -- : Most of us speak in interrupted sentences. We start to say something, and then switch directions, or choose other words. Note these with a double hyphen, period, and two spaces. For example, "When I was--. I was about three years old when I first got .... I mean, my parents told me that I was three years old when I first got TB". So please use double hyphens to separate interrupted sentences, and do not summarise or edit these sentences while transcribing, because firstly, editors can do a better job perhaps later, and secondly, if we change or restructure a sentence, we should check with the person interviewed if that was exactly what she/ he/ they meant.

Inaudible? If any part of the recording is inaudible, then please put a dot and single space five times enclosed within a parenthesis, like this: (. . . . .). Please note down recording location (depending upon the digital media player you are using you will see the exact time duration when this inaudible part of recording begins and ends. So kindly note down within parenthesis like this: (3.43 ..... 4.12).

Transcription is Focussed Work, Stay Fresh: As transcription is a serious, intense, time-intensive and focused work, take a break to stay fresh and attentive.

Better the Transcription, Faster the Processing:
Unsatisfactorily done transcription will mean proof-readers and editors will revert with notes which may also include 'request to re-do' for accuracy. So please hit the bull's eye in the first shot!

BASIC TIPS FOR PHOTOS AND VIDEOS
- Ask permission where relevant, use a consent form.
- Keep it simple.
- Framing the subject.
- Use a plain background if possible.
- Use flash outdoors if light is behind the subject.
- Know your flash's range.
- Move in close.
- Take multiple photographs.
- Watch the light (and remember that shade and twilight are your best friend!).
- Take some vertical pictures.
- Keep camera charged.
- Keep hands still, hold your breath!

- Videos: use a tripod or keep the camera on a still surface.
- Photo editing: Picasa-Web is reasonable. Many mobile apps have photo editors too.
- Video editing: YouTube allows basic video editing after uploading.
- Turn on alternative text for images and subtitles.
- Photo and video backup: online cloud storage.
- Overall, familiarise yourself with all functionalities of your camera (check online articles and video tutorials), editing tools as well as YouTube and/or Facebook editing tools.

We are sharing sample consent forms for photography or video or recording in Hindi and English languages which Citizen New Service (CNS) has used in the past. Please check your local/national/legal contexts on what will be the best version for seeking informed consent of everyone involved.

साक्षात्कार, फोटोग्राफी और विडियोटेपिंग हेतु अनुमति एवं रिलीज़ फॉर्म

मैं स्वयं के साक्षात्कार, फोटोग्राफी, फिल्मिंग, विडियोटेपिंग और अपनी आवाज़ की रिकॉर्डिंग तथा अपने व्यक्तिगत चित्रों की अन्य विज़ुयल माध्यमों द्वारा रिकॉर्डिंग की अनुमति देते हुये तथा इस अनुमति फॉर्म पर हस्ताक्षर करते हुये, सिटीजन न्यूज़ सर्विस (सीएनएस) को अधिकृत करती/करता हूँ कि वे जन हित में इनका प्रयोग, प्रकाशन और प्रदर्शन या किसी अन्य माध्यम पर कर सकते हैं:

मुझे मेरे व्यक्तिगत चित्रों के तथाकथित इस्तेमाल के बारे में जानकारी हासिल करने के लिए प्रश्न पूछने के अवसर मिले हैं तथा मैं स्वेच्छा से इस अनुमति एवं रिलीज़ फॉर्म पर हस्ताक्षर कर रही/रहा हूँ।

यदि आप साक्षात्कार, फोटोग्राफी और विडियोटेपिंग हेतु अपनी अनुमति नहीं देने चाहते हैं तो कृपया इस फार्म पर हस्ताक्षर न करें.

नाम: _____

हस्ताक्षर: _____

पता: _____

फोन नंबर: _____

दिनांक: _____

सिटीजन न्यूज़ सर्विस (सीएनएस)
सी-२२११, इंदिरा नगर, लखनऊ-२२६०१६. इंडिया
फोन: +९१-५२२-४०२१३३५, फैक्स: +९१-५२२-२३५८२३०, ईमेल: editor@citizen-news.org, वेबसाइट: www.citizen-news.org

Consent form to allow photography, video recording and/or audio interview recording, publishing and syndicating content

Note: To be completed by individual(s)
(parents/guardians if subject is less than 18 years of age)

I hereby grant Citizen News Service (CNS), the right to record my photographs, videos and/or audio interviews and share them in public domain by publishing them through CNS and its syndicate, under Creative Commons (CC) Attribution license so that the contents can be used for greater good. I understand that the content may be reproduced or adapted in form of publications, books, newspapers, websites, and magazine among others only for non-profit or non-commercial purposes.

Note: If you do not want your name or photo to be taken, but ready to be interviewed anonymously, please mention this on this form.
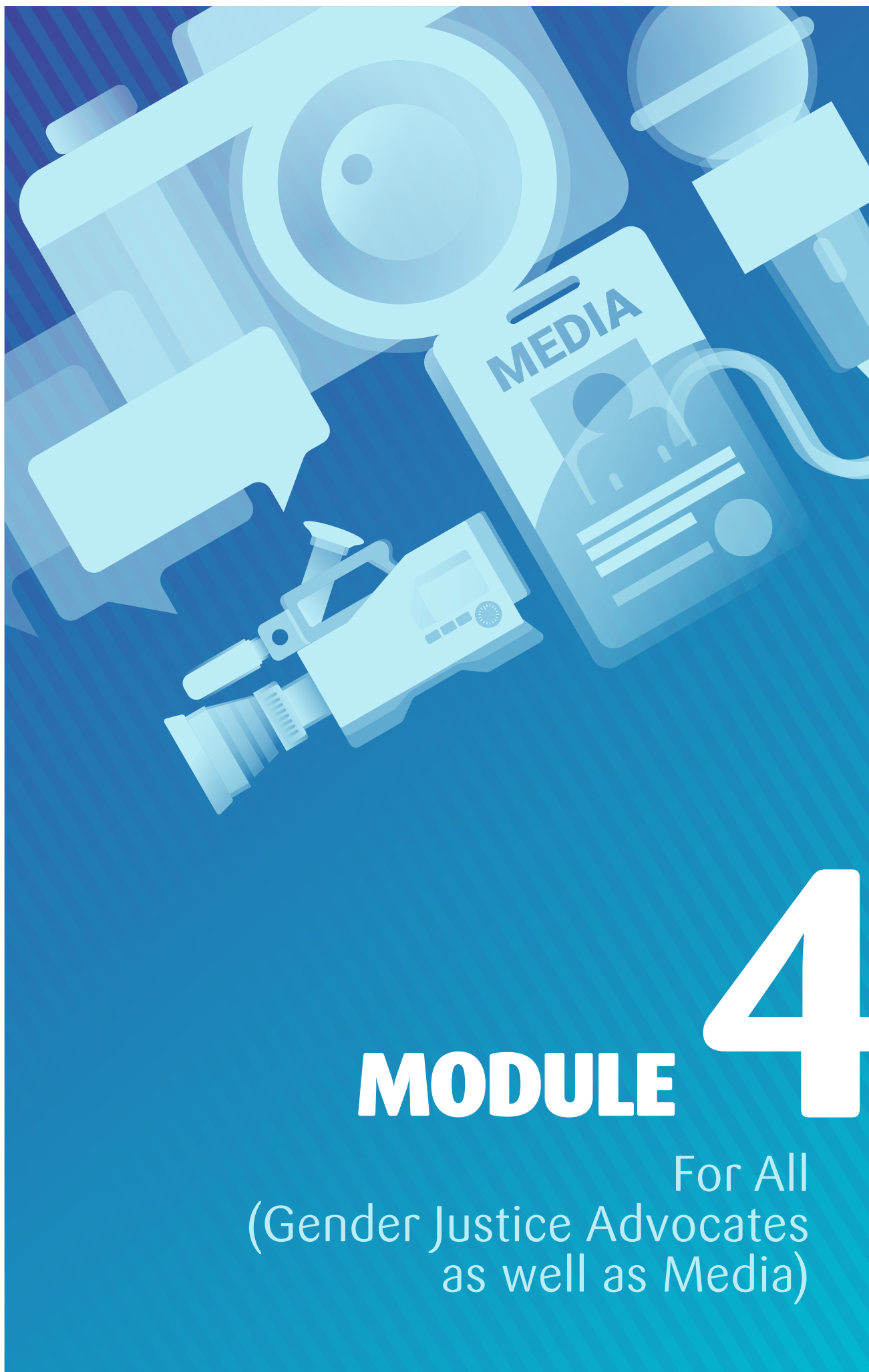
Name _____

Address _____

_____

_____

_____

Phone: _____ Email: _____

Signature _____

Date _____

MODULE 4

For All
(Gender Justice Advocates
as well as Media)

REPORTING OR WRITING RESPONSIBLY: #1stDoNoHarm!

Includes Evidence Gathering, Fact Checking, Rights-Based and Gender Sensitive Terminologies/Language, Ethics, Inclusion, and Diversity Principles

OBJECTIVE

- To understand how to gather evidence, fact check, rights-based and gender-sensitive empowering terminologies/language, ethics, inclusion, and diversity principles.

TIME

1 hour

PROCESS

- Do a prior needs assessment with the target audience on what is the information/skill gap and plan the module accordingly in terms of content as well as time duration.
- (10 minutes) Introduction to preparation required for a range of approaches of doing media outreach.
- (10 minutes each) Overview of each of the four tools to help draft different kinds of advocacy documents (such as media advisory, media briefs, press invitations, press releases, articles, etc.).
- (1 hour) Either use breakout rooms or continue with plenary session format (depending upon the number of participants/ preferences) to choose one of the abovementioned tools and draft a chosen advocacy document.
- (10-15 minutes) Open discussion, Q&A, sharing/ thoughts/reflections/utility of this approach.

MATERIALS TO BE SHARED POST-SESSION

- Slide presentations of all experts (who used slides and are willing to share).
- Link to recording of the session.
- Contact details of resource people to help clarify any query or provide further assistance online towards helping participants in using different drafting tools in their local context and within resources.

READING

- ***Fact-check*** for every data, figure or other information quoted or referenced by you in the news report/advocacy document:
  - > Give credible references where possible.
  - > Check for any conflict of interest with the source of data – for example, tobacco industry's pseudo or junk science should not be quoted, or at best exposed for the lies and deception tactics of the industry.
  - > Use latest data available, cite reliable source(s) of your data.
  - > For qualitative data from the communities, for example, ensure that those who are quoted or referred to, are comfortable with the public quote and fully aware of the consequences of going public with the quote.
  - > Ensure names, pronouns, roles or positions held by people, organisations, or networks, etc, are accurately mentioned.
  - > Check if image or graphic credits, acknowledgements or reference links are correct.
  - > As far as possible, ensure people identifiable in photographs or videos used are agreeable to the intended use for your reporting.
  - > Check with legal team or those who are aware of domestic legal frameworks if the advocacy document is compliant. For example, laws regarding naming people who have survived sexual and other forms of gender-based violence.
- ***Rights-based Terminologies:***
  - > Proofread the entire news report or advocacy document to ensure words, phrases, language, or overall tone used are based on human rights, equity, diversity, and development justice principles.
    - Is it respectful of human dignity of the affected communities? For example, when referencing population ageing make sure it does not promote ageism or stereotypes in any possible way.

- Is it respectful of culture and local contexts (where necessary)? We do not encourage supporting cultural practices that conflict with human rights and gender equality, or development justice.
- Is it blaming the right person(s) or agencies, and not instead shifting the blame on the communities? For example, avoid using "a woman was raped" but instead use a language that puts the blame on the violence perpetrator (for example, "a man or men raped..."). Another example is in context of tuberculosis (TB), avoid using the word "compliant to treatment" but instead use "adherence to treatment", or do not refer to people as "TB suspect" but use "people with presumptive TB". Likewise, dumping blame on indigenous peoples, tribals, homeless people, or urban poor, will further deepen stereotypical narrative dished out by the elites.
- Is there equity, inclusivity and representation of different voices and perspectives as required? For example, avoid quoting only male experts.

- ***Ethics:***
  - > Reduce Harm to your Source - protect your source from stigma and discrimination, and physical harm or any other problem.
  - > Seek informed consent - let your source know where your story is being published and that there may be consequences from reporting her/his/their status.
  - > Ensure the voice is heard - let the source speak for themselves.
  - > Take particular care in reporting about children or other marginalised communities or populations (pixelate images of children).
  - > Be transparent with your sources - why you are writing the story.
  - > Consider: Is it ethical to name a source (for example, who has HIV and who asked not to be named?) or reveal any other information that can lead to source's identification?

  - > For some reporting, you may need to interview a person whose personal circumstances, experiential knowledge, struggles, background of facing discrimination or incarceration, etc, may put the person at a heightened risk of unintended harm. Although the details will depend on the person involved, there is often a need to be particularly sensitive to his or her needs and perspectives. If you are unsure about interviewing such a person, you can prepare questions in advance and ask someone with more experience for advice.
  - > In general, if the person clearly states that you can use his or her name, then there is no need to hide their identity. However, you should make interviewees aware of the possible consequences of revealing their identities.
  - > Potential interviewees who are uncomfortable of speaking with journalists may be approached through a safe intermediary, such as a community-based organisation or network. This intermediary can help the journalist treat the interviewee sensitively and can shield the interviewee from unfair questioning.
  - > Be aware of ethical reporting on mental health, especially suicides.
  - > Interviewing children and adolescents: Children and adolescents are a commonly untapped source for information and perspectives. There are a few tips when your sources are children and adolescents:
    - Get permission from the parent or guardian before approaching or interviewing a child or adolescent.
    - Ask them to sign a model release form.
    - Take time – children and adolescents may take time to warm up to you. Be gentle.
    - Keep the child's best interest in mind – always. Children's and young people's voices are a valuable contribution to the discourse; however, they are often the most vulnerable group.

GENDER-SENSITIVE REPORTING

It is all too common for language to reflect and sustain gender prejudices. In the context of fair reporting of gender equality and human rights issues impacting lives of women, girls, and LGBTQIAP, fluid and non-binary individuals, and generally as a rule of thumb, gender bias must be avoided.

Also, please note that often gender bias comes into reporting either through the use of common but inherently biased language, or due to an historic grammatic preference for the male pronoun.

Appropriate language used should be constructive, and must not fuel stereotypes, or cause any kind of prejudices. Remember, language too could have a strong influence on beliefs, attitudes and practices.

Avoiding gender-specific terms: Below are some examples of gender-specific terms which must be avoided when generalising, or when gender in unknown. If you know the gender of the person (as stated or shared by the person and not assumed) then you may use a gender-specific term if appropriate.

GENDER-SPECIFIC TERM	PREFERRED TERM
He	> He, she or they (as shared by the person, and not assumed by you)
Chairman	> Chair, chairperson
Policemen, firemen	> Police, fire fighters, police people, police staff, etc.
Fishermen	> Fisherfolk, fishing community, etc
Foreman, workman, man, mankind, office girl, or adding "-ess" such as, hostess, manageress	> Supervisor, worker, humans/people/peoples, humankind, secretary, manager, host (no need to distinguish gender)

REDUCING STIGMA WITH WORDS
Match the outdated or inappropriate terms in Column A with the acceptable term in Column B

COLUMN A	COLUMN B
DRUG ADDICT	SEX WORKER
PROSTITUTE	INJECTING DRUG USER (IDU)
HIGH RISK GROUPS	SAFER SEX
AIDS VICTIM	HIV
AIDS VIRUS	SEXUALLY TRANSMITTED INFECTION
SAFE SEX	DRUG USER
INTRAVENOUS DRUG USER	PEOPLE LIVING WITH HIV (PLHIV)
SEXUALLY TRANSMITTED DISEASE	VULNERABLE PEOPLE

Source: Reducing Stigma With Words, HDN, 2008.

MODEL RELEASE FORM

Permission to Use Pictures or Audio Recordings

I, _____ hereby give _____
(photographer's/recorder's name) the right and permission to use my name (or fictional name), publish, copyright and use pictures or audio recordings of me in which I or my voice may be included in whole or in part, composite or retouched or editedin character or form, in conjunction with (initial those applicable):

_____ **my own name**

_____ **fictional name**

_____ **no name used**

If the person photographed or recorded is under 18, I certify that I am his or her parent or legal guardian and I give my consent without reservation to the foregoing on his or her behalf.

I have read this release and am fully familiar with its content.

Date: _____

Name: _____

Address: _____

Phone: _____

Signature: _____

EMERGENCIES/HUMANITARIAN CRISES SITUATIONS

- Community-led documentation to gather evidence for media/legal recourse/advocacy/policy change
- Media engagement

OBJECTIVE

- To understand how best to prepare for community-led documentation to gather evidence for media, legal recourse, advocacy, or policy change.
- To understand how best to support media engagement around emergency or crises situations.

TIME

1 hour

PROCESS

- Do a prior needs assessment with the target audience on what is the information/skill gap and plan the module accordingly in terms of content as well as time duration.
- (20 minutes) How to best prepare in local contexts for community-led documentation in emergency/crises situations.
- (20 minutes) how to best prepare for supporting media engagement in emergency or crises situations.
- (15-20 minutes) Open discussion, Q&A, sharing/thoughts/reflections/utility of this approach.

MATERIALS TO BE SHARED POST-SESSION

- Slide presentations of all experts (who used slides and are willing to share).
- Link to recording of the session.

READING

For all of us who work to advance gender equality and human rights, and broader development justice, there could be situations where community-led documentation as well as media engagement becomes key to seek justice.

COMMUNITY-LED DOCUMENTATION IN EMERGENCY OR HUMANITARIAN CRISIS SITUATIONS AND MEDIA ENGAGEMENT

- Assess all possible risks to all the community members (including all possible risks to your own self), those who are helping with on-spot documentation, those who are being documented, and affected communities at large.
- It is advisable to not use your regular smartphone which may have access to sensitive data if there is risk of confiscation. If there is any risk of confiscation, then consider either using another phone with important phone numbers and functionalities which may be of use on the site (such as, camera or internet), or delete sensitive data on your regular phone as well as apps (like cloud storage etc.).
- It is advisable to not use a pattern lock but rather use a password to protect access to your mobile phone.
- Many of us use our mobile phone as a camera or audio/video recorder for documentation purposes. So please charge your batteries and free up storage, have sufficient mobile or an internet data pack to meet the data requirement for live streaming (if any) or any other internet use you may anticipate in the given situation. Keep fully charged power banks ready for battery backups (if possible).
- Turn on GPS for higher accuracy on mobile phone.
- If it is safe, document who is filming, add information about the person who is filming, or consider verbally stating the person's name and providing more information.
- Verbally state the date, time and location as well as keep the date, time stamp and location (via GPS) in recording. Please check with local experts if this date-time stamp and GPS location can be used by media, courts.
- Capture other visual information that verifies date, time, and location in the footage (such as roads, street signs, landmarks, buildings, trees, etc.).

- Where appropriate, and where possible, film with intention: during and after or during and in the aftermath of the human rights violation.
- Record events/incidents as they happen from start to end. Record continuously if possible. Hold your shots steady and for at least 10 seconds. Move the camera very slowly and avoid unnecessary zooming. Move closer when safe and possible.
- Take photographs where possible, multiple shots and from different angles (so that you can later select the best option).
- Film a variety of shots from the incident scene
  > A very slow 360 degrees pan to provide context and show what is happening behind the scene and to ensure the video can be more easily verified.
  > Wide establishing shots to provide an easily understandable layout of the crime scene and to assist in verifying time, date and location.
  > Medium shots to establish the location of the evidence in the crime scene and the relationship of one piece of evidence to another.
  > Close up shots to show key details and identify people in the scene.

- When safe, document the details of the violence/torture/violation by filming the identities of the individuals involved, uniforms, badges, ranks, etc, and their method of communication. Add factual statements as needed. Do not add opinions.

THINK BEFORE YOU SHARE

Uploading your video or live streaming on a public channel (such as Facebook/Twitter/YouTube/Vimeo, Instagram, etc.) can turn you, or person(s) in crisis, or people from the affected communities into a target. Consider first sharing or going to a trusted activist(s) or trusted lawyer(s). As appropriate, either live stream, if possible, on social media, or record offline and later when appropriate, you can share the recording with the media via secure messaging app like Signal and others, as well as upload on social media.

- Save the original video file with the original file name in a safe place preferably a cloud storage.
- Have two or more backups of this file stored in a separate place from the original if possible.
- Then make working copy for editing or for examining, analysing, enhancing, or sharing, etc.

BE SAFE!

- Having a camera at a protest can make you a target for police. Stay out of arm's reach of the police. Wearing something that identifies you as a livestreamer or media can be helpful.
- Livestreaming can expose people's identities, protesters' tactics and other sensitive information far more easily than recorded video that you can edit. Evaluate the security risks before filming.
- Try anonymising protesters by filming their feet or backs or capturing very wide shots.
- Consider streaming to only a trusted group of viewers in a more private group or channel.
- Understand what location details you are sharing with your livestream.

NARRATION AND ENGAGEMENT

- Think like a radio or sports broadcaster: Describe what's happening and recap what has happened through **factual and unbiased** commentary. Repeat key details for new viewers joining the broadcast.
- Engage viewers by responding to their comments/questions and keep them informed if technical difficulties occur.
- If your objective is awareness and attention, ask viewers to take action, share or assist with needs on the ground.
- If you're documenting for evidence and violence occurs, stay calm and quiet. Lawyers and investigators need to clearly hear and see what's going on.
- Ask a partner to keep an eye on what's happening in the periphery and to monitor viewers' comments and questions.

Adapted from: Witness.org.

COVERING PROTESTS IN TEAMS

Based on experience of covering protests during the 2014 World Cup in Rio De Janeiro and São Paulo, Brazil

Roles & Responsabilities
- Can be divided by issue (police violence, interviews, specific themes)
- Can divide by who will film for journalistic purposes and who will film for evidentiary purposes

Take inventory of your equipment
- Make a list of your equipment and leave the list, along with photos of the gear, with a trustworthy attorney or friend
- If your equipment is damaged or seized by the police, you will have a record of what you brought to the protest

Determine how to communicate
- Apps: Try messaging using Telegram or Chat Secure
- Use self-destructive messages that don't leave a history
- Define security protocol for including people in any messages or chats

Emergency contacts & Safety protocols
- List emergency contacts (including family and trustworthy people)
- Know your route beforehand
- Establish meeting points to regroup
- Make safety plans

Initial meetings & Risk analysis
Lawyers, Filmers, Human rights observers

Backup & Data protection
- Maintain the original files without renaming them
- Consider making a backup and saving it in a different location
- Consider encrypting the hard drives using a program like Truecrypt

Collective editing
- Add your files to a collective folder so different angles of the protest are captured and centralized
- Consider having a meeting to discuss what could be created with the avaialable materials

Sharing & Publishing on the internet
- Plan to distribute content with other alternative media outlets
- Analyze the stories in the mainstream media to contest specific points
- Write supporting text to share with the videos

Use in judicial proceedings
- In accordance with the law, lawyers can submit specific footage, raw materials, etc.
- Be prepared and export videos in multiple formats and with different file types (mp4, avi, wmv, etc.)
- Based on the allegations of the defense, add supporting text to provide context and details about the video and evidence that has been collected

Support base
- A team for connecting with filmers on the street and disseminating information
- Verify facts and share logistical information with team on the street
- Collect materials and files
- Edit materials

Mototaxis/People on bikes/Couriers
- Can retrieve and save memory cards with sensitive images
- Have access to electricity in the street to recharge batteries and for other emergencies
- Are also connected on chat

At the police station
- In some cases, the video content can be shown at the police station to prove innocence or wrongful arrest
- It is important to monitor, via chat, the names of the detained, the police stations where they are held and, which lawyers are accompanying them

Livestreaming
- Apps: Try Periscope or Livestream to share live video

Protest
Organizing during the protest ensures that you capture the greatest number of angles possible

Police violence
- Film the action from a "safe" angle, do not interfere
- Don't stop recording
- Be sure to capture audio
- Remember to film the wounded and get statements from medical personnel on site so they can give you medical details

POLICE

Undercover cops
- Be aware of the presence of undercover cops
- Share images of known undercover cops with other groups
- Pay attention to their movements
- Film their shoes (because they are harder to change out of quickly than a shirt or jacket)

Arrests
- As soon as you see an arrest in process begin to film
- If possible, don't stop filming until the person being arrested is out of sight
- Remember to film details of the police car and identification of the police officer who made the arrest

Find more materials at **library.witness.org**

TIP SHEET

A WITNESS

WITNESS
SEE IT
FILM IT
CHANGE IT

CONDUCTING INTERVIEWS:
CONCEALING IDENTITY

FILMING FOR HUMAN RIGHTS CAN BE DANGEROUS: BE SAFE. BE ETHICAL. BE EFFECTIVE.

If you need to protect the anonymity of people you are interviewing you can do so with editing software or while filming. Using an editing program in post-production allows you to blur faces and distort voices beyond recognition. However, if there is a high risk of your original material being confiscated, it is best to conceal identity during filming.
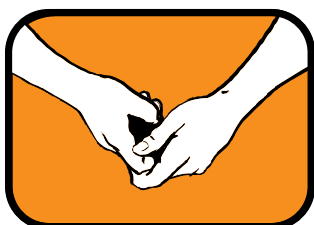
NOTE: Blurring out faces does not guarantee protection. A person can be identified from visual details, such as scars, tattoos, a distinctive item of clothing, or a landmark in the background of the shot, as well as audio details such as a distinctive voice or accent.

IF SECURITY IS A MAJOR CONCERN, REMEMBER TO

- Ask the interviewee not to refer to places, locations, or people that could reveal their identity.
- Never identify their name on camera.
- Ask them to wear non-descript clothes.
- Be aware that the uploader or their IP address may be traceable and could lead to the identification of people in the video. Investigate options for uploading anonymously.
- Always make sure to keep records, memory cards, and files in a secure place.

CONCEALING IDENTITY TECHNIQUES WHILE FILMING

There are several options for concealing identity while recording. Film the interviewee wearing a non-descript article of clothing that covers much of their face, focus only on their hands, or simply record out of focus. If you are concerned that your video might be seized before you can upload it – look into using an anonymizing application on your mobile device, such as the InformaCam (http://bit.ly/informacam).

FILM HANDS   **COVER FACE**   **BLUR FOCUS**

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facebook.com/witness   WITNESS SEE IT FILM IT CHANGE IT   1

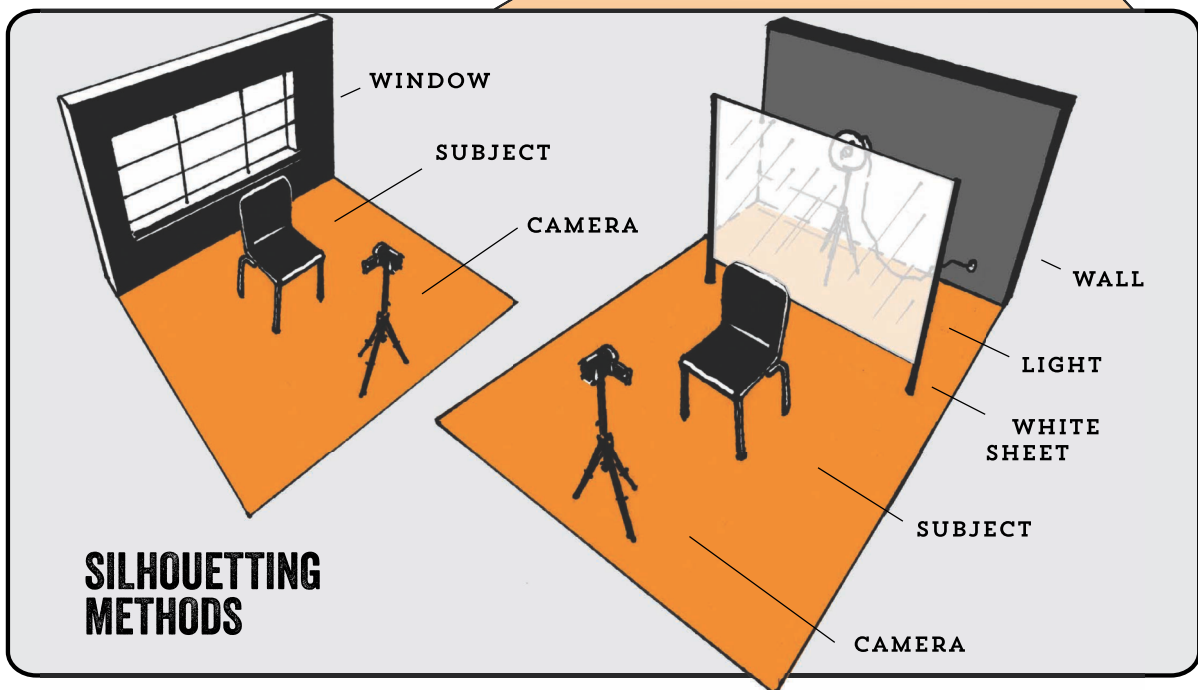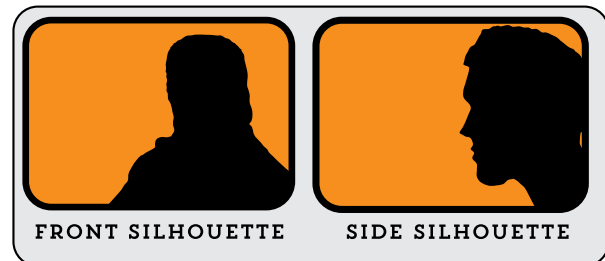## A. SILHOUETTE EFFECT

A common technique used by filmmakers is to apply strong lighting behind an interviewee to turn a person's image into an unrecognizable silhouette.

The first step in creating a silhouette is to backlight the subject. Two ways to do this are to either place strong electric lighting behind the person, or position the person in front of a window with the light filtering in from behind them. When creating a silhouette, make sure that the room is as dark as possible and diffuse the light by using a light-weight fabric, such as a white bed sheet, between the electric light and the subject you are interviewing.

FRONT SILHOUETTE   SIDE SILHOUETTE

SILHOUETTING METHODS

WINDOW
SUBJECT
CAMERA

WALL
LIGHT
WHITE SHEET
SUBJECT
CAMERA

If possible, manually adjust the exposure on the camera so that it lets in less light and darkens the person's face. Note that your footage may appear brighter on a large screen than it does on your small camera screen. Adjust your exposure so it is slightly darker than appears necessary. If possible, flip over your camera's LCD screen to get your interviewee's approval of the image.

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2

B. CREATING A BLUR FOR ADDED SECURITY

For an additionally secure image and to avoid revealing your location, you can use your camera's manual focus to blur the image. Adjust the focus setting so the interviewee's silhouette becomes slightly out of focus. Modify the setting so the effect is subtle while still blurring any identifiable features. If done correctly, your image will be unrecognizable to anyone viewing your footage. Remember though that the voice will still be identifiable.

CAMERA BLUR

CONCEALING IDENTITY DURING THE EDIT

A. EDITING SOFTWARE

PIXELATE

FACE BLUR

Most editing software will allow you to both blur images and distort voices beyond recognition. During the editing process you can also edit the sound to remove any identifying names or places mentioned in the interview. Although editing tools will allow you the most options for concealing identity, remember your raw unedited footage can be a liability for both you and the people you film.

B. YOUTUBE FACE BLURRING TOOL

YouTube offers a tool that allows you to obscure the identity of faces in the videos you upload. After uploading your video to YouTube, set the video to private, select the Video Enhancements tool and then go to Additional Features to locate the face blurring application to conceal identities. Once you have finished, delete the original video and store a copy of it in a secure location. Post only the blurred video online.

See this link for instructions: http://bit.ly/yt-faceblur

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3

STAYING INFORMED AND ADDING VALUE TO OUR SOCIAL MEDIA ENGAGEMENT

OBJECTIVE

- To understand how we can reduce redundancy and duplicity, and maximise human and financial resources to help us all stay informed on issues-we-follow, respond timely to issues that impact us, and familiarise ourselves with different tools and approaches.
- To understand how this news monitoring, aggregation, analysis, synthesis, and curation can help power social media, and familiarise ourselves with different tools and approaches.

TIME

1 hour

PROCESS

- Do a prior needs assessment with the target audience on what is the information/skill gap and plan the module accordingly in terms of content as well as time duration.
- (25 minutes) Introduction to news monitoring, aggregation, analysis, synthesis, curation and familiarising ourselves with some online tools.
- (25 minutes) Familiarising with different tools to connect above-mentioned news gathering, with social media and advocacy.
- (10-15 minutes) Open discussion, Q&A, sharing/ thoughts/reflections/utility of this approach.

MATERIALS TO BE SHARED POST-SESSION

- Slide presentations of all experts (who used slides and are willing to share).
- Link to recording of the session.
- Contact details of resource people to help clarify any query or provide further assistance online towards helping participants in using different tools in their local context and within resources.

READING

Consider reducing redundancy, duplicity and strengthening partnerships among like-minded groups and individuals working towards a similar cause.

- We can share and alert each other on news of significance for informed, timely and relevant joint advocacy.
- We can together build and share access to an online archive of issue-specific news on aggregators (such as Netvibes).
- Consider using dashboards of free tools like Netvibes (or other tools) to track news of relevance for all organizations and share access – so that everyone can stay informed.
- We can avoid duplication of everyone doing online news scanning and adding to the 'noise' by regurgitating what has already been said before.
- We can use or share access to common platforms to schedule and post on social media for one or more organisations or individuals (such as Buffer, Hootsuite, etc.).

This news, views, perspectives, or analysis gathering on a daily basis can be worked upon by a team of people to curate this into social media posts (texts, appropriate share-graphics) for different social media accounts on an ongoing basis.

Netvibes screenshot:
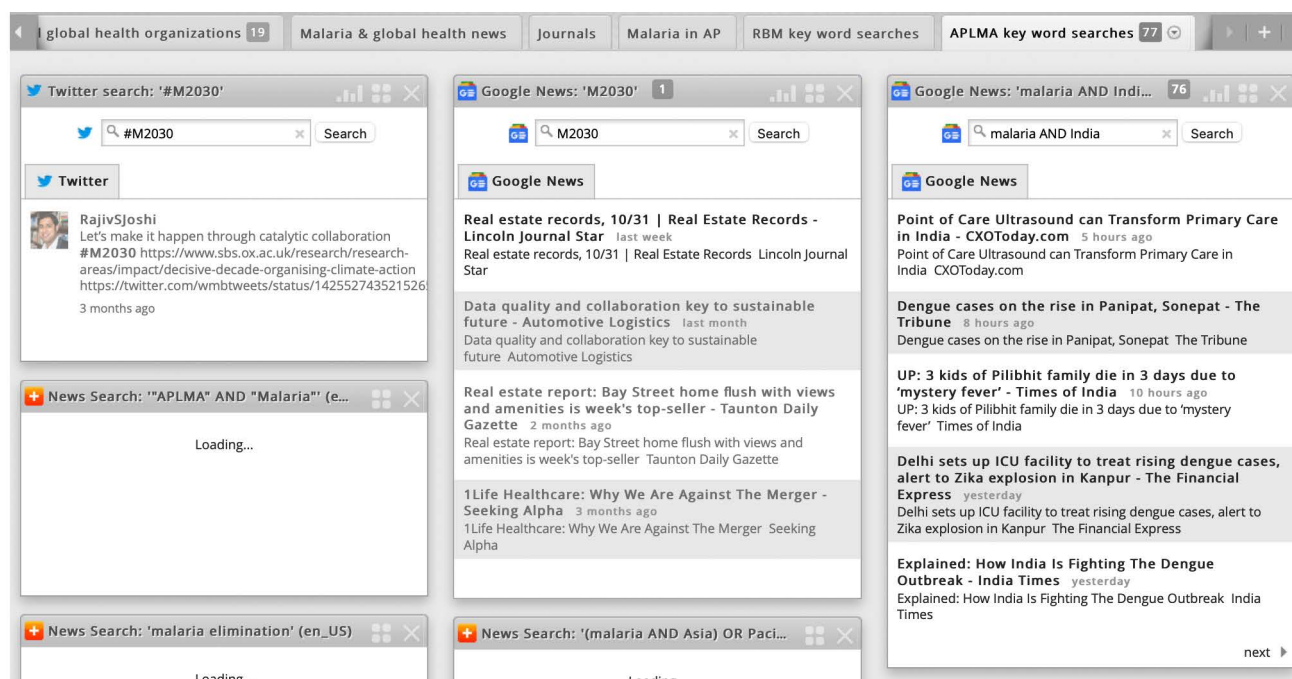
SOCIAL MEDIA PLATFORMS:
- Be familiar with specifications regarding content, share graphics/images or videos that are compatible to each social media platform.
- Be familiar with LIVE streaming options as well as tools to schedule content on different social media platforms.
- Be familiar with add-on functions like alt text and subtitles for videos.
- Identify usernames of who to tag in posts (and photos where relevant) and most relevant hashtags.

WHAT TO SHARE?
- Links to articles, news, reports, analysis, blog posts, photos, videos, engaging with those who comment or like/dislike.
- Live streaming.

WHERE TO SHARE?
- Facebook page(s) of all partners involved with the campaign.
- Your own personal or organisational page or group on Facebook.
- Other pages and groups on Facebook that are related to the subject matter you wish to share (such as RELEVANT local, country, regional or global groups, etc.).

VIDEOS ON YOUTUBE, VIMEO OR INSTAGRAM TV OR OTHER APPLICATIONS:
- The shorter the video, the better it is – but not always, so make your call on the length of the video to capture all necessary details (four to eight minutes is often cited as the sweet spot).
- Use an appropriate title and description to support the video with hash tags/keywords.
- Thumbnail used for YouTube videos should be well designed.
- Embed the video on your website and encourage partners or other like-minded groups to do the same.
- Promote the link to your video through social media platforms (such as Twitter (using appropriate hashtags), Facebook (pages, groups, your own profile, etc.), as well as through applications like WhatsApp, or electronic discussion forums like Yahoo! Groups or Google Groups.
- Build your audience on your YouTube channel.
- Be creative in disseminating this video link.
- Process the main recording into smaller videos of shorter durations featuring different speakers or subject matter – and release them on your channel after main recording has gone up on the channel, or as a precursor to the premiere of the main recording.
- Additional resources on effectively using other social media platforms like Instagram, LinkedIn.

EIGHT tips for using Twitter around health-related events

1 Remember, they're following YOU

If you have 100 followers or a million, they track you because of what you say and who you are. Try to relate what you hear during an event to your own knowledge and experience. 'Speak your world' by sharing your reactions and opinions openly. That's what your followers want to hear.

2 Be their ears and eyes too

For every person physically present during an event, there are probably hundreds (if not thousands) of 'remote participants' watching from afar, many wishing they could have had the same opportunity. Try to stay conscious of what your followers and other remote participants might be most interested to read, see or find out – and not only what you want to tell them.

3 Use the event # hashtag

The more people who use the same hashtag, the more likely they are to connect with one another and share thoughts/ ideas. Find out the #hashtag the organizers have chosen for the event and use it – consistently.

4 Be original ★

Your tweets will be valued most by your followers if they include something they could not easily obtain or find out elsewhere: Your opinion; a useful link to an interesting site or article; a relevant hashtag (other than the event hashtag); another user's username. Don't hit the retweet button without including your own view or added value, and avoid posting overused rhetoric about an issue. Stay fresh.

5 NO time like the present

Tweet as soon as something grabs your attention or evokes a reaction in you. Share your impression or mood as well as the information content. If someone posts something you agree/disagree with, say so and why, or ask a follow-up question of your own. It is hard to find the time when you are taking part in an event, but commenting and responding in real time to others' posts adds real depth and value to discussion.

6 Quote of the day… really?

If you must tweet direct quotes, listen out for particularly incisive or original comments, and quote them for what they say, not who said them. Find the speaker's username if you have time. Avoid repeating what the high profile speakers say, they'll be tweeted and reported by everyone.

7 A picture, a thousand words etc.

Use the same rules for photos/ videos as you do for text content: Add value for your followers and give them something they cannot get elsewhere, such as photos of presentation, conclusion slides, new data or the cover of a publication you have seen for the first time at an event. Avoid photos of meeting rooms and high-profile speakers.

8 Be a Twitter advocate

Remind other delegates that they can also Tweet from the event. If someone tells you something interesting/ important, encourage them to Tweet about it. If they are not Twitter users, take a few minutes to tell them why they would benefit if they were. Encourage them to sign up and follow you!

The use and popularity of social media have thrown open the doors of health-related events. Now a statement made during a conference plenary, a new health policy set by a government, or a funding decision by a major donor, can all be read about, watched or heard by thousands of interested onlookers all over the globe. In an instant.

Based on analysis of the use of social media around such 'moments', this brief guide offers eight tips for making the most of one social media platform – Twitter – around the next health event on your calendar.

It was prepared by @francetim and @GlobalHealthTom. Comments and suggested improvements are warmly welcomed.

Anatomy of a Tweet

User's real name ···· Twitter username ···· Event hashtag ···· Date posted

User's profile photo

7thAPCRSHR @7thAPCRSHR 15Jan
President Aquino will be at #7APCRSHR opening ceremony. More info http://bit.ly/1eBiYSR #SRHR #ICPD, also follow @mulatpinoy for updates

← Reply ⇄ Retweet ★ Favorite ··· More ···· User options

Mentioning other users · Link · Subject-related hashtag

Twitter glossary

Twitter	Information network made up of 140-character messages
Tweet	A message posted via Twitter
@	The @ sign is used to mention other users
Username	Your identity on Twitter (e.g. @BillGates)
#Hashtag	The # symbol is used to highlight keywords or topics (e.g. #7APCRSHR)
Link	Hyperlink to a useful website or online article
Follow	To follow someone on Twitter is to subscribe to their Tweets
Follower	A follower is another Twitter user who has followed you
Reply	A Tweet posted in reply to another user's message
Retweet (or RT)	A Tweet by another user, forwarded to/by you. Often used to spread news or share valuable information on Twitter

#7APCRSHR

www.7apcrshrmanila.org
@7thAPCRSHR

www.mulatpinoy.ph
@mulatpinoy

www.iniscommunication.com
@InisCom

www.citizen-news.org
@bobbyramakant

www.twitter.com

MODULE 5

For Gender Justice
Advocates

ASIA PACIFIC REGIONAL MEDIA LEADERSHIP NETWORK FOR GENDER EQUALITY AND HUMAN RIGHTS

OBJECTIVE

- To understand how regional media leadership network for gender equality and human rights can play a possible role in increasing sensitive and rights-based sustained coverage, and power advocacy and change.
- To understand how regional media awards can help advance the cause.
- To look at examples where similar approaches have helped do the above.

TIME

1 hour

PROCESS

- Do a prior needs assessment with the target audience on what is the information/skill gap and plan the module accordingly in terms of content as well as time duration.
- (15 minutes) Sharing some examples where media leadership networks or similar approaches have helped advance a cause, power advocacy for change, and increased rights-based sensitive and sustained coverage overtime.
- (15 minutes) A possible regional network of media for gender equality and human rights in Asia and the Pacific (or at national or sub-national level).
- (15 minutes) Sharing how media awards can play a catalytic role and some examples.
- (10-15 minutes) Open discussion, Q&A, sharing/ thoughts/reflections/utility of this approach.

MATERIALS TO BE SHARED POST-SESSION

- Slide presentations of all experts (who used slides and are willing to share).
- Link to recording of the session.
- Contact details of resource people to help clarify any query or provide further assistance online towards helping participants in using the approaches discussed in this session, in their local context and within resources.

READING

To increase and sustain media engagement, there could be few more options (at sub-national, national, or regional level) - such as:

- Asia Pacific regional media leadership network for gender equality and human rights.
- Asia Pacific regional awards for reporting on gender equality and human rights.

Asia Pacific Regional Media Leadership Network for Gender Equality and Human Rights

- Media leaders from across the Asia Pacific region, or selected 48 Asian and 15 Pacific nations, get selected/recommended/self-nominated/nominated by Asia Pacific gender justice community or media or others.
- They attend time-bound specific number of e-learning/ knowledge sharing sessions of time-limited virtual sessions (e-learning, knowledge sharing and capacity building sessions). We can design this virtual experience using many options such as:
    - > Breakout rooms for country specific discussions with in-country partners/experts, affected and other agencies like govt representatives, UN agencies, among others.
    - > Polls.
    - > Pre- and post-session surveys, feedback.
    - > Media leaders file in-depth stories based on thematic focus of above sessions as well as in-country/regional interviews/analysis, etc.
- Those who complete the leadership programme get awarded an online certificate and lead/manage the regional network.
- Those who meet the eligibility, may be invited to become founding leaders of the proposed regional media network.
- In subsequent years, the leadership programme can be a vehicle to engage more journalists/ media/influencers.

ASIA PACIFIC REGIONAL AWARDS FOR REPORTING ON GENDER EQUALITY AND HUMAN RIGHTS

- Media from Asian and Pacific nations register to not only attend time-bound specific number of virtual and time-limited sessions (e-learning, knowledge sharing and capacity building sessions), but also engage actively in increasing gender-sensitive reporting rooted in human rights and development justice.
- Breakout rooms for country specific discussions with in-country ARROW partners/experts and other agencies like govt representatives, UNFPA, UN Women, among others.
- They file a pre-announced number of in-depth stories based on thematic focus of above sessions as well as in-country/regional interviews/analysis etc, published within a specified time duration.
- An independent panel of judges representing experts on a range of gender justice issues are requested to review the articles, radio/TV broadcasts, online content or others (like podcast) for virtual award ceremony in different categories (organising committee can decide on different categories which best suit the purpose).
- Those who qualify as candidates are also invited to be part of the regional media network.
- Those who complete the leadership programme get awarded an online certificate and lead/manage the regional network.
- In 2022 the awards as well as the leadership programme can be a vehicle to engage more journalists/media/influencers.
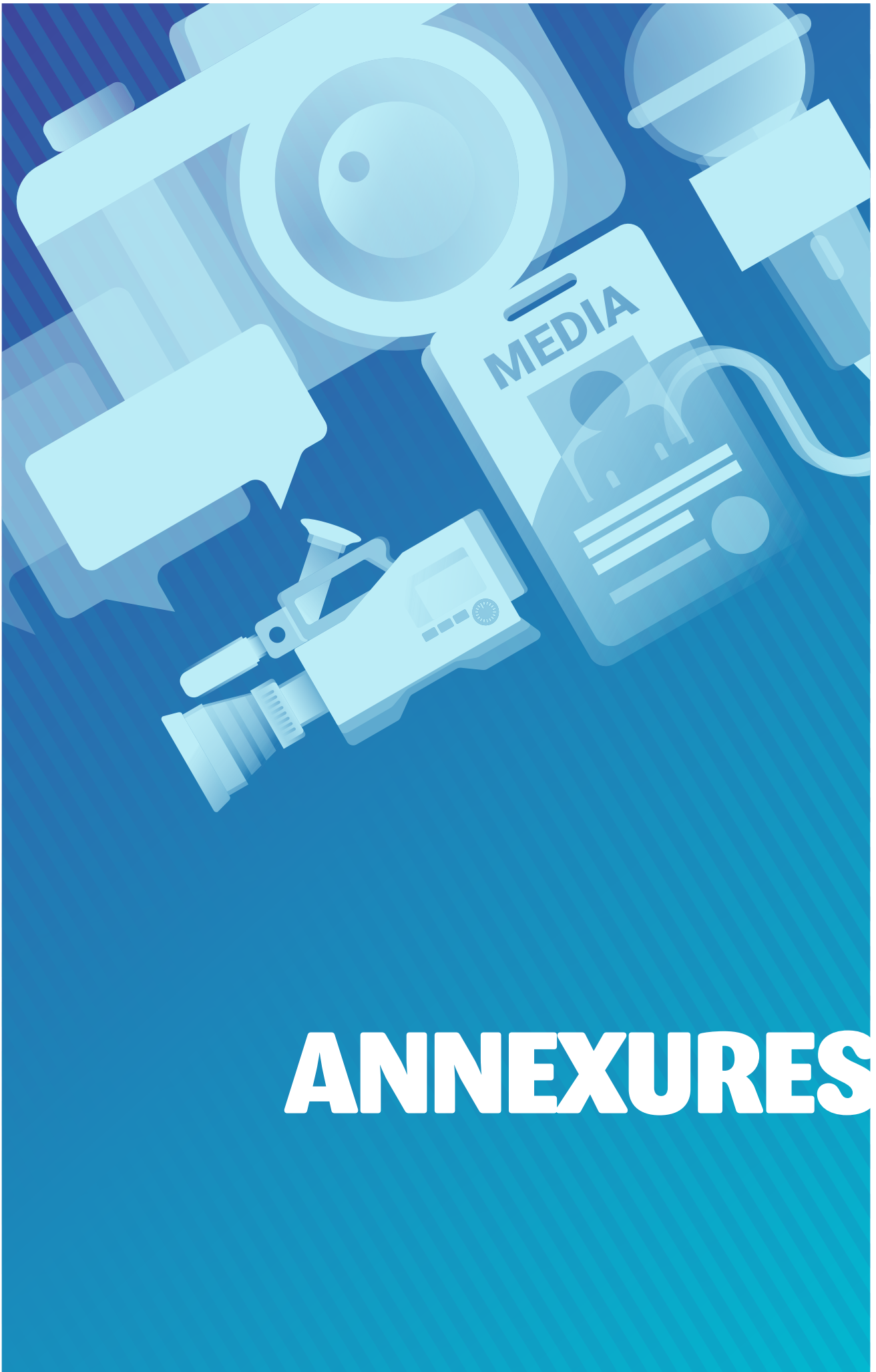
ANNEXURES

ANNEXURE 1
CNS Workbook on Article Construction

SOME TIPS TO KEEP IN MIND:
- This guide gives one of the possible ways for writing a news feature story, not an opinionated blog post.
- When you frame a story, you are the best judge of what should be the best flow to tell the story impactfully. So, feel free to move the 'five-steps' around!

STEPS	SUGGESTED LENGTH	DESCRIPTION	POSSIBLE SOURCE TO GET CONTENT FOR EVERY STEP
1 **FIRST PARAGRAPH**	100 words	> Telling your story briefly *(identifying central theme)*.	> Webinar *(see 'why join' text)*, issue brief.
2 **EXPERT'S QUOTES(S)**	150-200 words	> To support and further elaborate on why this story and the issues it raises are important, and how these issues could be resolved *(interchangeable with Step 3)*.	> Webinar panel of experts *(or other interviews with experts mentioned in issue brief)*, local experts you may interview.
3 **AFFECTED COMMUNITY VOICE(S)**	150-200 words	> To support and further elaborate on why this story and the issues it raises are important, and how these issues could be resolved *(interchangeable with Step 2)*.	> Affected community members live and/or deal with the central issue on a daily basis. Or have lived knowledge of this issue. Patient networks, or networks of affected communities (such as people living with HIV), should be interviewed. > *Please take special care of confidentiality, ethics and privacy when interviewing.*
4 **MAIN BODY**	200-300 words	> Most (or all) of the content in the main body should be interview-backed. Please interview someone or attribute to report(s) cited. > Main body is not opinionated. Find someone to speak on the issue you wish to raise. Or a report to back up what you wish to say!	> Presentations of webinar panel of experts, *and/or* > Q&A in the webinar, *and/or* > Reports mentioned in issue-brief as 'reference materials' and you may cite policy/data/statistics/situation at local, state or national level, global best practices, *and/or* > More interviews with local experts, global experts, etc.
5 **CONCLUSION**	100 words	> Propose recommendations based upon your story above.	

ANNEXURE 2
CNS Guide to Taking Interviews

Interviewing is the easiest and most authentic way for citizen journalists to get information and know and understand the story straight from the source. Journalists, and subsequently citizen journalists, must have information from direct sources such as witnesses and experts. Remember the Golden Rule: Citizen Journalism does not mean journalism tenets are not relevant – rather basic tenets of journalism are more relevant as never before if you want to be heard and read. So be responsible, focussed, and attentive while capturing frontline issues.

Journalists are observers and typically they may not experience the event first-hand, but their sources often do. But how do citizen journalists get the right information to support their stories? This guide shows participants some of the ways on how to approach, conduct and interpret an interview.

MATERIALS
- Writing tools.
- Tape recorder (digital) [Note: most mobile phones have in-built recorders].
- Handouts of the questionnaire for interview (have two copies, sometimes interviewee may like to read the question).

POOR INTERVIEW ETIQUETTE
> Getting the person's name (and pronouns) wrong.
> Looking disinterested at times.
> Flipping through your notes.
> Not listening.
> Using only the questions you have written down.
> You did not prepare.
> Talking over the participant.
> Interrupting to talk about yourself for a second without asking a question.
> Asking long rambling questions.
> Asking inappropriate questions.

GOOD INTERVIEW ETIQUETTE
> Get the person's name right and ask them to spell it for you (+ pronouns).
  - Ask if they are a Dr/have a title that they work hard for! And use it.
> Pay attention.
> Make eye contact.
> Allow for silence – see if the respondent fills it in with an answer.
> Float away from your questions – go with the flow of the interview.
> Keep the questions brief.
> Be engaged – ask appropriate questions.

ANNEXURE 3
Step-by-step Guide to Use Mail Merge Option of Microsoft Word

1. Open a new Word document and format the email you wish to send to the media list using the Mail Merge option of Microsoft Word. Leave the NAME field BLANK (for example, "Dear,"). Mail Merge will take the name from the Excel sheet later.

2. Click on MAILINGS, then START MAIL MERGE, then choose Email messages.
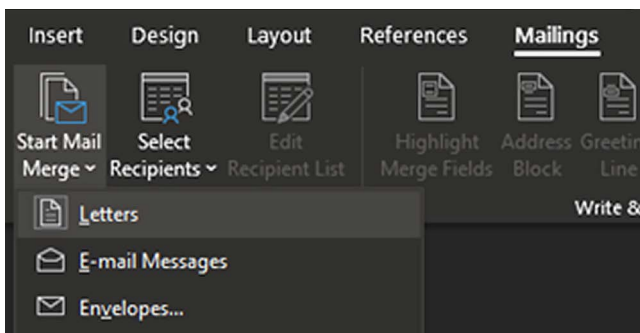
3. Then click on SELECT RECIPIENTS and choose USE AN EXISTING LIST.
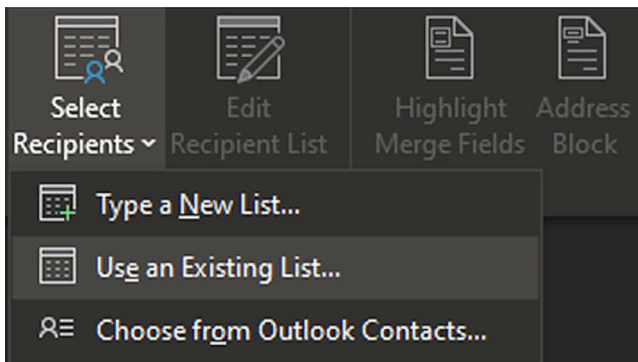
4. After clicking on USE AN EXISTING LIST, choose the EXCEL SHEET file located on your computer with the entire list of media to whom you wish to send the email.

5. Now take the cursor in the email text to the exact location you wish to insert <FIRST NAME>.

6. Click on INSERT MERGE FIELD.
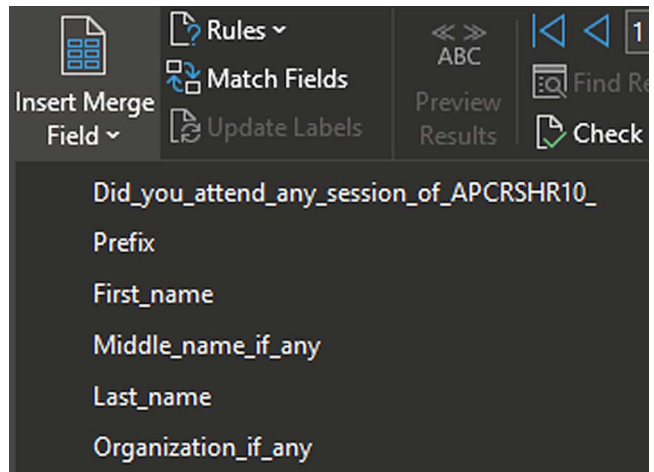
You can choose multiple fields to insert from the Excel sheet (such as first name, last name, name of media, etc.) and add them as mentioned above. For example, multiple fields could look like: Dear <first name> <middle name> <last name>, <media organization>, <country>...

You can also use features like Bold, Italics, or change the font size of the above field. You can preview results if all is okay and to your satisfaction. Be very thorough and carefully check the results.
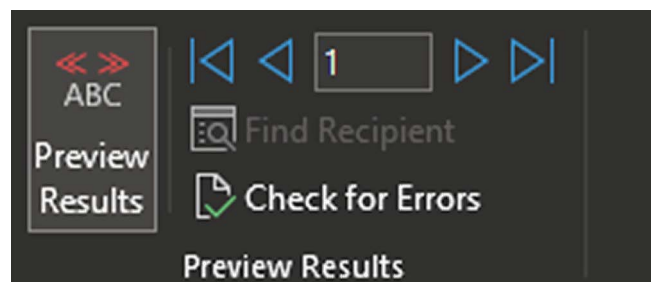
7. Now click on FINISH AND MERGE, and choose SEND EMAIL MESSAGES.
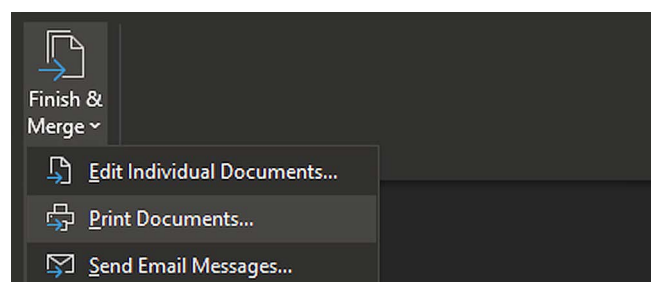
Note:
Emails will go out using your default email address in Microsoft Outlook.

About ARROW

ARROW is a regional non-profit women's organisation based in Kuala Lumpur, Malaysia. It has consultative status with the Economic and Social Council (UN ECOSOC) of the United Nations. ARROW strives to enable women to be equal citizens in all aspects of their life by ensuring their sexual and reproductive health and rights (SRHR) are achieved.

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arrow

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LinkedIn	linkedIn.com/company/arrowomen