

**Report on**  
**Internship Experience as a Communication Intern at BRAC**

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An internship report submitted to the Department of English and Humanities in partial fulfilment of  
the requirements for the degree of Bachelor of Arts in English

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## **Declaration**

It is hereby declared that-

1. The internship report submitted is my/our own work while completing a degree at BRAC University.
2. The report does not contain material previously published or written by a third party, except where this is appropriately cited through complete and accurate referencing.
3. The report does not contain material that has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I/we have acknowledged all main sources of help.

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## **Acknowledgment**

Reflecting upon the last four years along with my internship journey at BRAC feels like nothing short of a whirlwind. In every twist and turn, I've had the privilege of meeting individuals who have offered unwavering support and held me with great care, and for that, I'm truly grateful.

First and Foremost, my sincere gratitude to Allah (SWT) for granting me the strength and resilience to navigate this journey. I extend my heartfelt appreciation to my parents, sister, and friends for their relentless faith in me, even during moments of self-doubt. The support and positivity they have bestowed upon me throughout these four years are beyond measure, and I am forever indebted to them. I am also deeply thankful to the exceptional faculty members who have been part of my academic journey, with a special mention of Roohi Huda, Seema Nusrat Amin, Dr. Abu Sayeed Mohammad Noman, and Anika Saba. Their wisdom, support, thoughtfulness, and inspiration have been invaluable to me.

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## **Glossary**

**SDP-** Skills Development Programme

**KCMG-** “Knight Commander of the Order of St. Michael and St. George”

**TVET-** Technical and Vocational Education and Training

**BRAC ISD-** BRAC Institute of Skills Development (BRAC ISD) provides both vocational training and online skills training among Bangladeshi youths (aged 18-35) from different socioeconomic classes.

**Career Hub-** Career Hub is an innovative project of the BRAC Skills Development Programme (SDP) which provides a 360-degree career solution platform that aims to work as the bridge between employers and job seekers. The platform provides career-related information, career counselling, skills training, and career guidance to job seekers by aligning their respective skills, career expectations, and aspirations.

**Dynamic Content:** Dynamic content on websites adapts to users’ interactions, offering personalised experiences.

**Carousel Content:** Carousels showcase multiple items in a rotating sequence.

**Static Content:** Static content remains fixed, providing consistent information for all users.

**FAQ-** Frequently Asked Questions

**PWD-** Person with Disabilities

**OPD-** Organizations for Persons with Disabilities

**CDD-** Centre for Disability in Development

# Chapter 1

## Introduction

During my academic journey, finding my objective was not easy, but a quest my parents always supported. My father's carpe diem philosophy, emphasising living in the present, profoundly influenced me. He believes happiness comes from embracing the moment, an ideology I respect deeply. Conversely, my mother advocates for calculated, secure choices thinking first about the future, often reminding us that we are naturally attracted to challenges.

I found a balance between these perspectives. While I consider the future, I understand the importance of exploring the present. Moving beyond my initial interest in Science, I chose English and humanities for my higher studies, a decision that felt challenging yet liberating. Surprisingly, these four years became a transformative period, surrounded by wonderful friends and faculties who made the journey unforgettable. As I neared the end of my academic adventure, a strong desire to explore my career options guided my choices. For a considerable time, I had my sights set on the BRAC organisation for my internship. Upon joining BRAC University, I became deeply inspired by the impactful work of Sir Fazle Hasan Abed and BRAC. My mother, an ardent admirer of his initiatives, always emphasised the transformative power of individuals like him. Intrigued by this, I aimed for firsthand experience within the organisation to witness its influence on those in need. I made the decision to intern at BRAC, a choice I am profoundly grateful for.

Certainly, my daily responsibilities as a communication intern provided me with an invaluable understanding of the diverse needs of our world, emphasising the crucial importance of protection and support for vulnerable communities. This firsthand experience amplified my understanding of the global challenges we face. Moreover, throughout my BRAC internship, I delved into practical applications, bridging the gap between theory and real-world scenarios. This hands-on experience

within a nurturing work environment profoundly reshaped my understanding of conventional workplace dynamics.

## Chapter 2

### A Brief History of *BRAC* (SDP)

BRAC, founded by Sir Fazle Hasan Abed, KCMG in 1972, is the largest global development organisation that strongly upholds the belief in the inclusivity and worth of every individual. In line with this vision, BRAC's mission is to empower people and communities facing poverty, illiteracy, disease, and social injustice. BRAC also strives to bring about substantial, positive transformations through comprehensive economic and social initiatives, fostering an environment where both women and men can fully realise their capabilities. Sir Abed's dedication and contributions through BRAC have had a transformative impact on the development of Bangladesh and have left a profound influence on the global development sector. The BRAC logo symbolises unity, endurance, ongoing evolution, and virtuous cycles of interconnections of progress and development.



Figure 01: BRAC Logo

With a workforce exceeding 100,000 dedicated individuals, BRAC impacts the lives of approximately 135 million people across 11 nations. This substantial outreach is facilitated through a diverse range of resources, including microfinance, educational support, healthcare, legal rights

education, skills training, and various other initiatives. The Skills Development Programme is one of the flagship initiative programs that aligns with BRAC's core vision and mission.

The BRAC Skills Development Programme (SDP) was launched in 2015 with the objective of leveraging our nation's significant human capital and moulding them into skilled professionals, with a particular emphasis on youth, women, and people with disabilities (PWD). SDP also works for the disadvantaged and unemployed/underemployed youth in Bangladesh, a lower middle-income country with a high rate of secondary school dropout and youth unemployment through Technical and Vocational Education and Training (TVET) and on-the-job (apprenticeship) training. Its mission is to empower these individuals through disability-inclusive vocational training as well as providing skill development opportunities and facilitating decent employment, all of which contribute significantly to our nation's advancement.



Figure 02: Logo of BRAC ISD & Career Hub

In line with this mission, SDP initiated Career Hub - Powered by BRAC and BRAC ISD, two innovative projects of BRAC Skills Development Programme. Moreover, one of the key strategic priorities of BRAC for the years 2021 to 2025 is to invest in future generations and subsequently create a skilled workforce. To fulfil this, in short, these platforms are to create a comprehensive



system, specifically designed for the youth and employers to provide career and labour market solutions respectively. Additionally, it provides access to information regarding career pathways which includes information on the job market's environment, conditions, employment prospects, and future demands. Connect existing skills and provide skills development opportunities that are required in the workplace and subsequently align them to the industries or roles that best fit with the job seekers' skills and interests.

## Chapter 3

### Daily Activities at *BRAC* (SDP)

I started my internship at BRAC SDP Communications on January 18, 2023. The journey to this point involved a written test, followed by a final interview at BRAC, where I received the news of my selection through an acceptance email. My daily office schedule started at 9 a.m. and ended at 5 p.m., spanning three months with five working days each week. Upon my arrival on the first day, my initial task was to complete the necessary paperwork for my Identity Card, which was used for attendance. I had the privilege of meeting my supervisor, line manager, and the entire office team, who warmly introduced me and helped me settle into my designated workspace. The day was filled with interactions, getting acquainted with my colleagues and my comms team, and gaining insights into SDP and its projects to prepare for the tasks ahead. I also received access to the SDP intern's email for formal communications within the office.

During my internship as a communication intern at BRAC, I had diverse daily activities. Initially, my focus was on translating Success Stories into both Bangla and English, emphasising the remarkable achievements and unwavering determination of individuals. Additionally, I managed social media monitoring, ensuring content aligned with guidelines, and carefully proofread material for BRAC ISD and CAREER HUB. Providing comprehensive feedback on digital content to match BRAC's brand guidelines was also part of my role, enhancing its efficacy. Lastly, I collaborated with a team to create an E-bulletin, stressing equity and inclusion in skills development initiatives.

Subsequently, I took additional charge of managing the SDP stall at the "Hope Festival," where I shared valuable insights regarding the Skills Development Programme's positive influence on youth and individuals with disabilities. I also had a special task in preparing the opening speech for the Senior Director at BRAC, focusing on inclusive decent employment for people with disabilities during the National Policy Dialogue.



Figure 03: BRAC Interns

## Chapter 4

### Translation

I was instructed to work on translating Success Stories for projects within the SDP. The success stories are the narratives of individuals who underwent BRAC's skills training and experienced remarkable transformations in their lives as a result of skill development. I translated these stories into both Bangla and English, making them concise and focused on featuring the individuals' talents. The goal was to help readers and stakeholders understand the participants' eagerness to learn, and grow, and their willingness to become independent.

However, most of the success stories that I wrote were from case studies, therefore I reviewed the study's summary, main points, conclusions, and recommendations while identifying and incorporating keywords or phrases used repeatedly in the study, and then translating them into the required language. It was a bit challenging at the beginning because I followed a specific way of translating used by BRAC's guidelines for writing and editing, which is "paraphrasing translation" or "free translation," and using "adaption" when it is necessary. In this way of translation, the emotions and authenticity of the source text are kept intact while rephrasing and curating in conveying the meaning of the source text to the target text according to preference, but also adjusting the text to fit the cultural context, linguistic nuances, and overall tone of the target language. However, with practice, feedback, and writing drafts, I became accustomed to it. As a result, I found it much easier to create impactful success stories by analysing case studies afterward.

For example, Figure 04 shows how I translated the Bangla source text into the English target text by adding connecting words for signalling relationships between the subject and their success stories and ensuring that the writing is coherent and logical. For instance, in the first story of Al Amin, I applied free translation and added the sentence "However, he did not let his circumstances hinder his aspirations," to connect the idea of his willingness and hard work to reach his goal. Free translation,

also known as paraphrasing translation, emphasises conveying the intended message accurately in a natural tone and also it allows for creative adaptation of idioms and expressions, fostering clear and engaging cross-cultural communication. Moreover, in the second story of Nazira Khatun, adding phrases and transition words made the story more concise and also helped to emphasise particular points and highlight the importance of the context. For instance, the first and the last sentences of the target text already point out the context of the whole text because of free translation. Adding conjunctions like “despite”, “however”, and “and,” in the target text for expansion and also to strengthen arguments to persuade the readers.

শিক্ষার্থীর তথ্য: আল আমিন হোসেন নাইম

পিতা মো:জালাল উদ্দিন, মাতা:ঋণী বেগম ২ ভাই বোন। সে সূর্যাপুর গ্রামে বাবা মায়ের সাথে থাকে। বাবা অটো চালক। সে অষ্টম শ্রেণি পর্যন্ত পড়ালেখা করেছে। ২০২১ সালে ব্র্যাক দক্ষতা উন্নয়ন কর্মসূচী থেকে মোবাইল ফোন সার্ভিসিং ট্রেডে প্রশিক্ষণ গ্রহণ করেছে। প্রশিক্ষণ শেষে জুয়েল টেলিকম সেন্টারে মোবাইল ফোন সার্ভিসিং এর কাজ করে। মোবাইল ফোনের পাশাপাশি সে বিভিন্ন ইলেকট্রনিকস যন্ত্র মেরামত করা শিখছে। এখন সে মাসিক ৪০০০টাকা আয় করে ডাচবাংলা ব্যাংকে সঞ্চয় করছে। ভবিষ্যতে সে একটা দোকানের মালিক হতে চায়।

শিক্ষার্থীর তথ্য:

মোছা: নাজিরা খাতুন,

পিতা: মো:নাজিম উদ্দিন, বয়স -২৬ বছর। সূর্যাপুরঘাট, পবা রাজশাহী এলাকায় তাদের বসতবাড়ি। শারিরিক প্রতিবন্ধী এক জন মেয়ে। বালা বয়সে তার বিয়ে হয় এবং অল্প সময়ে দুই সন্তানের মা হন। তার মধ্যে আবার একটা সন্তান জন্মগত ভাবে শারিরিক প্রতিবন্ধিকতা নিয়ে জন্ম গ্রহণ করে। দিনমজুর ছাধীর আয়ে সংসার চলতো না। সংসারে অশান্তি সর্বদা লেগে থাকতো। নাজিরা ২০২২ সালে ব্র্যাক দক্ষতা উন্নয়ন কর্মসূচীর অধীনে ডিড প্রকল্পের মাধ্যমে টেইলারিং এন্ড ড্রেস মেকিং ট্রেডে ৬ মাস মেয়াদী প্রশিক্ষণ গ্রহণ করে। নারীদের সব রকমের পোশাক তৈরীতে দক্ষ হয়ে ওঠে। প্রশিক্ষণ থেকে প্রাপ্ত টাকা জমিয়ে একটা সেলাই মেশিন ক্রয় করে। প্রশিক্ষণ শেষে নাজিরা তার ওজাদের দোকানে প্রোডাকশন অনুযায়ী কাজ করতে থাকে এবং কিছু কাজ সে বাড়িতে নিয়ে করে। এ ভাবে সে প্রতিমাসে ৩০০০টাকা থেকে ৪০০০ টাকা আয় করে। সে সংসারের খরচ করে প্রতিমাসে কিছু টাকা সঞ্চয় করে। ভবিষ্যতে সে একটা টেইলারিং এর দোকান দিতে চান।

Student Name (SDP): **Al Amin Hossain Naeem**

Al Amin Hossain Naeem, an optimistic student from Surzapur village, is on a mission to pursue his dreams. With his father, Jalal Uddin, working as an auto driver, Al Amin faced financial challenges that made it difficult for him to pursue his education. However, he didn't let his circumstances hinder his aspirations, and in 2021, he received training in mobile phone servicing from the BRAC Skills Development Programme. Now, with his newly acquired skills, Al Amin works in a telecom center, earning Rs 4000 per month, which he diligently saves in Dutch Bangla Bank. Looking onward, Al Amin aims to own his shop and continue learning to repair various electronic devices.

Student Name (DID Project): **Mst. Nazira Khatun**

Mst. Nazira Khatun is a committed young woman from Surzapurghat, Poba Rajshahi, who refused to let her physical challenges and family struggles hold her back. Despite being married at a young age and becoming a mother to two children, including one with congenital physical disabilities, Nazira was determined to support her family. In 2022, she received six months of training in tailoring and dress-making through the DID Project under BRAC's Skills Development Programme. With her new skills, Nazira has been able to earn a stable income of 3000 to 4000 taka per month by working at her master's shop and taking on extra work from home. Her ultimate goal is to open her own tailoring shop and continue providing for her family with confidence and dignity.

Figure 04: Translation Bengali to English

Now if I mention the tone and mood of the target text, one of the main steps to follow while writing those stories was effectively conveying the essence of the cases to the readers. It was not easy to express the cases in a way that would truly engage the readers. I was careful not to focus too much on how BRAC helped the individuals achieve their goals. Instead, I needed to highlight the subjects themselves, their determination to make their dreams come true, their hard work, and their desire to

improve their lives through skill development and dedication. Another one was incorporating emotion into the individuals' stories through their dialogue and conversations from their case study, capturing their exact passion and essence. So, first I would summarise the case study and turn it into a story, and then lastly I would translate it into the target language. In Figure 04, the tone in the translated versions of the two stories reflects their unwavering determination to overcome numerous obstacles in life. With the support of BRAC, their skills have become sharper, their knowledge deeper, and their confidence stronger, enabling them to pursue their goals with even greater determination than before.

In simpler terms, I made sure the stories were all about the amazing individuals and their efforts, rather than mostly highlighting BRAC's work behind the process or how BRAC supported them by doing free translation for more flexibility and creativity. It was important to strike the right balance and show the participant's strong will and motivation to succeed in life.

## Chapter 5

### **Monitoring Social Media & Managing Query Management Team**

I took on additional responsibilities, which included monitoring social media (Facebook pages and groups) and managing the query management team for two projects: BRAC ISD and CAREER HUB. These projects operate under the Skills Development Programme and focus on skill development, online freelancing courses, vocational training, career counselling, career mapping, and job placement services for the unemployed group.

I maintained regular communication with the assigned query management team for these projects. My responsibilities included ensuring timely content posting, reviewing comments, and verifying if the query management team addressed concerns and responded to messages, and comments properly. For instance, after getting a heads-up from my supervisor, I proceed to upload content on social media platforms, as well as check all the comments and queries on social media are responded to correctly by the query management team. As well as to avoid any spelling mistakes or missing valuable information in their response to the queries.

In figure 05, after monitoring the social media comments of the Career Hub official page on Facebook, there was a comment regarding the registration process to join a seminar from Chattogram College and the query team provided irrelevant information rather than addressing the commenter's issue. Hence, I provided guidance to the team, emphasising the importance of responding precisely and directly to the specific questions asked.

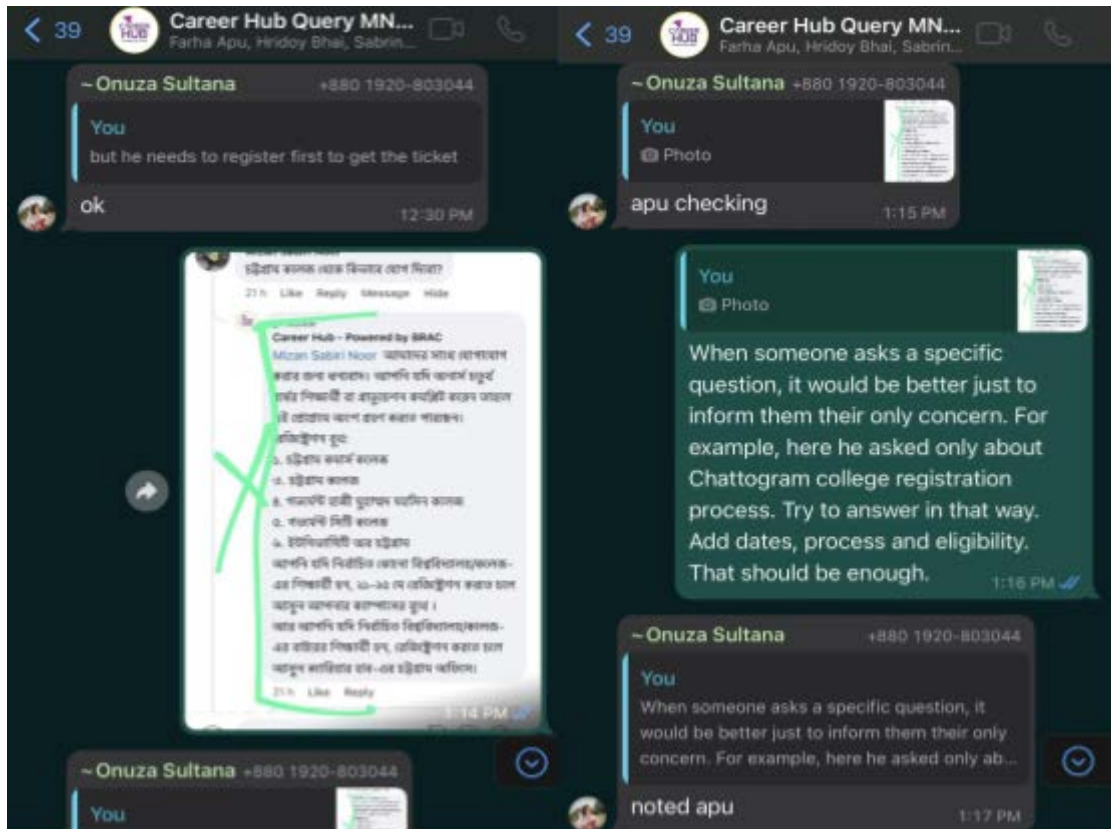


Figure 05: Monitoring Comments on Social Media and Query Management Team

Furthermore, I carefully proofread all the captions before publishing them. I also cross-checked the content with the relevant FAQ sheets to ensure consistency and accuracy. To facilitate effective communication, there were separate FAQ sheets available for both ISD and Career Hub, covering essential information such as course availability, fees, centre locations, classroom-based and online training details, and schedules. It was my duty to keep these FAQ sheets up to date and promptly notify the agency of the query management team of any changes from SDP's end, such as updated fees, course availability, trainers' information, new courses, or special discounts. I communicated with the team consistently throughout each day via our Whatsapp group for ongoing discussions and updates for prompt communication.

For example, in Figure 6, my conversation with the query team demonstrates my role in ensuring clear communication between the query team and potential customers. I addressed the management team's inquiries by providing accurate updates on who can register for the offered



courses. I also provided the query team with the current updates on the pricing and current offered courses as well as the target participants for the courses. By facilitating this transparent communication, I aimed to relay the correct information to the potential customers, fostering a smooth and informed interaction between our team and our audience.

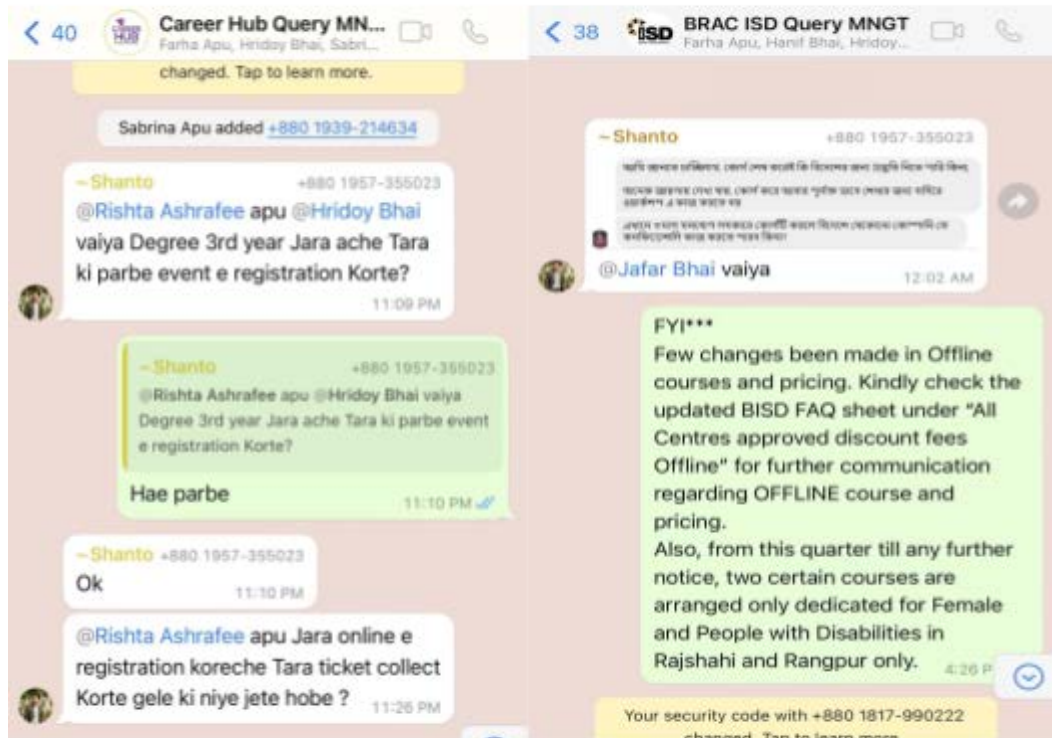


Figure 06: Monitoring Query Management Team of SDP

## Chapter 6

### Review & Feedback on Digital Content

In addition to my other responsibilities, I also supervised the feedback process for social media content related to BRAC ISD and Career Hub, with each having its respective advertising agency for content management. Receiving the content from the advertising agencies, I gave detailed feedback on content editing and writing, making sure they followed BRAC branding guidelines, symbol, logotype positioning, colours for dynamic, carousel, static content, and videos (Figure 07). This guideline specifies the exact colours, fonts, and other design elements permitted for use in the BRAC brand's visual materials. It ensures a consistent and unified visual identity for the brand.

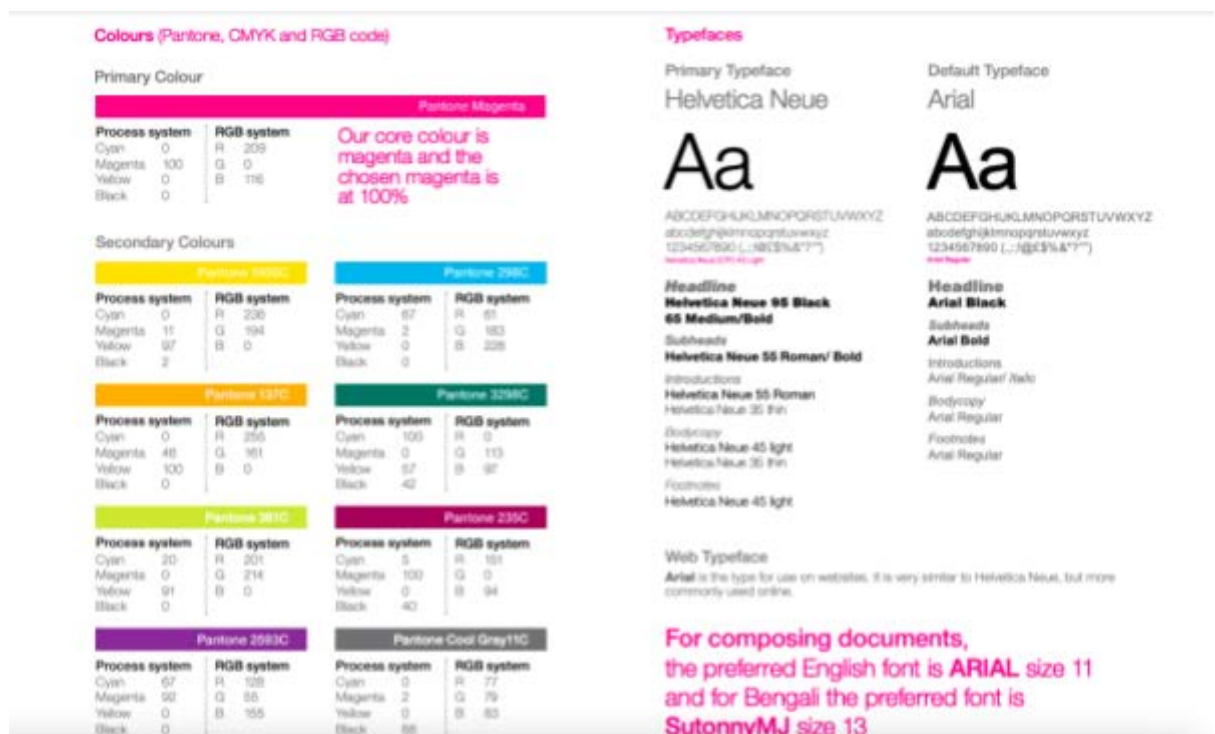


Figure 07: BRAC Branding Guideline

After reviewing the content, I would suggest improvements following the BRAC branding guideline, also for better engagement adding informative or creative elements, and editing the copy captions, captions, or any picture just like in Figure 10. For instance, in Figure 08, the static content,

as indicated, was given by the advertising agency for carousel posting. Regarding the content on the right side, my suggestion was to incorporate a question pattern into the caption. This recommendation derived from the context of the left side, which already highlighted the benefits of developing skills in one's spare time for career advancement. The intention was to create a balanced and engaging narrative and encourage the audience to reflect on their own skill development journey. This strategic change aimed to engage the audience, provoking them to consider the Graphics Design course as a viable means of income through freelancing. The objective was to generate curiosity and prompt the target group to explore the course. Additionally, I emphasised the importance of conciseness in the copy caption, ensuring the message was concise and impactful. Address details, I remarked, need not be included in details in this particular copy caption, as they would be provided separately in the post's caption.

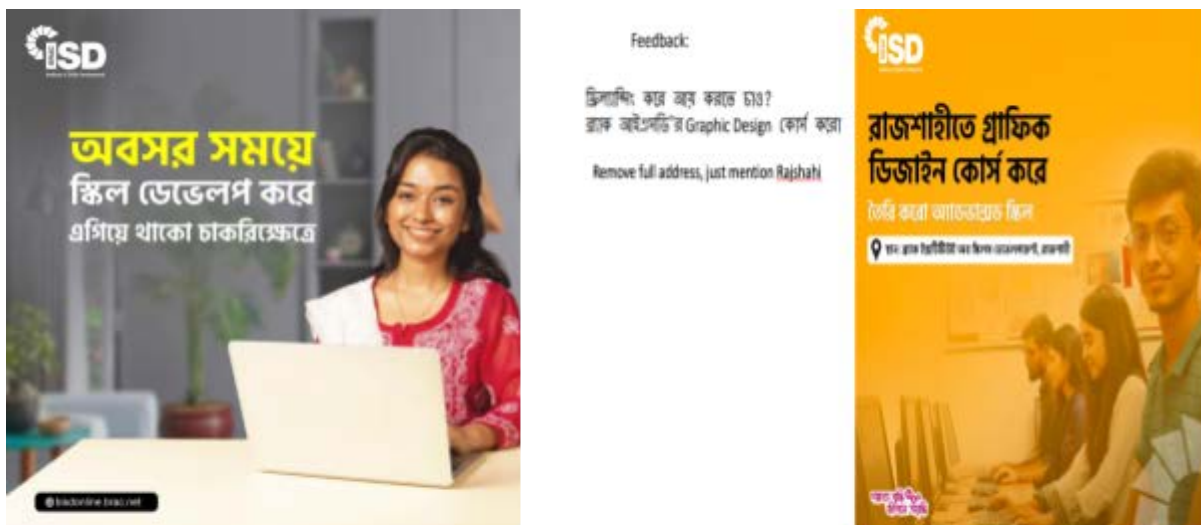


Figure 08: Writing Copy Caption & Providing Feedback

Following the compilation of my feedback, I would communicate it to our Communications team. In this collaborative process, team members might offer further insights or suggestions, ensuring its effectiveness. We then would discuss any necessary changes to resonate better with the audience and capture their attention (Figure 09).

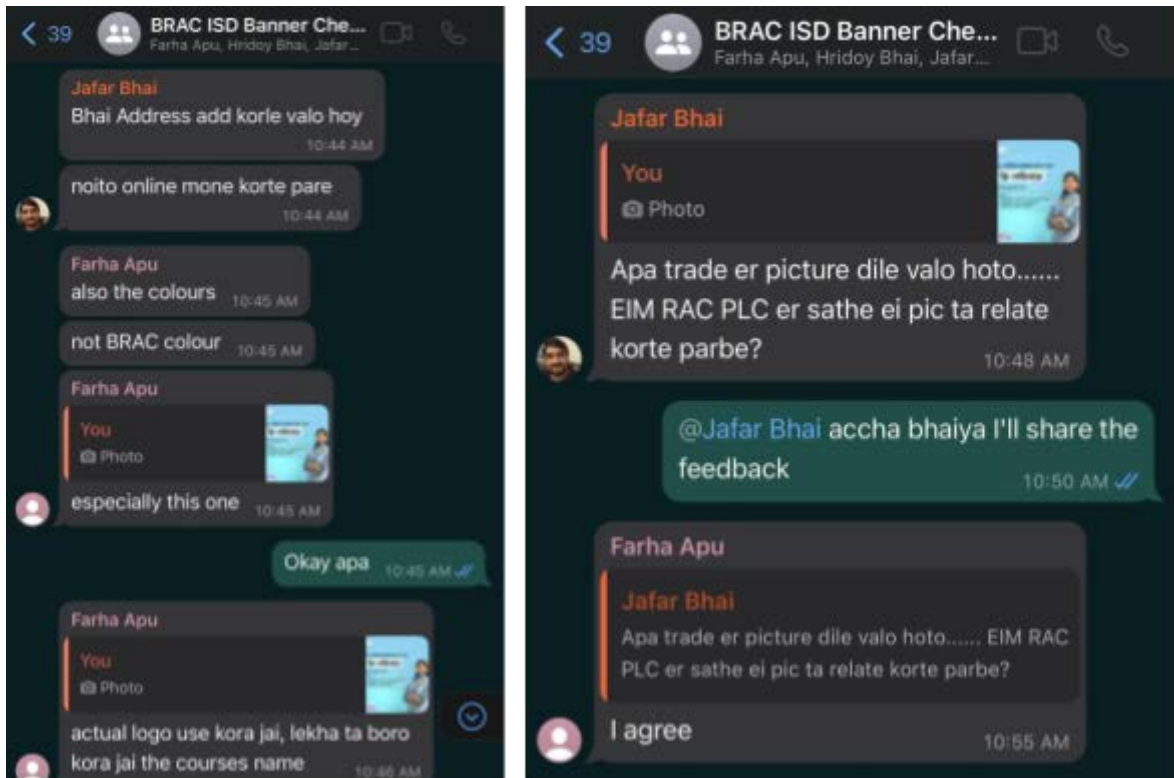


Figure 09: Communication team providing additional feedback to content

The final feedback would be sent to the agency, and we followed up to ensure the content aligned with our goals and brand. This is a continuous process that helps create engaging and effective social media content for ISD and Career Hub with new and innovative ideas as well as effectively representing BRAC's brand. Initially, I encountered a challenge in providing feedback solely for social media content, as my previous experience was more academic in nature. However, my familiarity with social media as a user helped me understand how to engage audiences with innovative content, always considering how I, as a potential customer, would react to it. BRAC encourages fresh perspectives on content, which makes it easier for me to share my thoughts and suggestions.

## Chapter 7

### Crafting a Speech

I had the opportunity to participate in an event of Brac hosting a national policy dialogue<sup>1</sup> on “Skills Training and Decent Employment for People with Disabilities” on 16 February 2023 at Hotel Renaissance, Gulshan, Dhaka. The main agenda behind this policy dialogue was to create the objective to build awareness of the need for inclusive and decent employment for persons with disabilities and pave the way forward for more collaborative efforts by key stakeholders.



Figure 10: National Policy Dialogue for PWD featuring State Minister

In this light, BRAC along with its consortium partners ADD, CDD and Light for the World launched a training programme titled “Disability Inclusive Vocational Training and Youth Employment” with the support of Inclusive Future in 2020. To Share the learnings from the project and recommend policies to create decent employment opportunities for persons with disabilities, BRAC arranged the National Policy Dialogue (Figure 10). The key targets of this policy dialogue were Government officials, policymakers, multilateral/bilateral partners, Organisations for persons with disabilities (OPD) members, academicians, CSO representatives, TVET institutions, informal market employers, civil society, media partners, and other relevant stakeholders. State Minister for

<sup>1</sup>[Brac hosts policy dialogue on skills, employment for people with disabilities | The Business Standard](#)

Social Welfare Ashraf Ali Khan Khasru was the chief guest at the event while Brac Senior Director KAM Morshed delivered the welcome remarks.

Prior to the event, I had the responsibility of preparing the opening speech for KAM Morshed, Senior Director, Advocacy for Social Change, Partnership Strengthening Unit, Social Innovation Lab, Technology and Monitoring, Evaluation, Accountability, and Learning at BRAC. The task involved crafting a comprehensive speech with the proper layout of every key detail and point to acknowledge all guests and summarise the topics covered. Moreover, in his speech, the focus was on highlighting the situation of people with disabilities in Bangladesh, their treatment, the job opportunities available to them, and the ongoing efforts to safeguard their rights and promote inclusivity.



Figure 11: Writing Opening Speech for Senior Director of BRAC

The task I was assigned was no easy feat. Crafting a speech for someone else required precision with accurate data and reliable resources. Maintaining the proper layout, and setting the tone of the event with key discussion points for the speaker was the crucial part along with thorough research (Figure 11). In the case of precision with accurate data and reliable resources in my speech, I

presented precise statistics and data, citing reliable sources such as the World Bank, the Bangladesh Bureau of Statistics, and academic studies. For example, I mentioned that according to the Labour Force Survey (LFS) 2016–17 for Bangladesh, 85.1% of employees are employed in the informal sector, and 90.3% of those are women (Figure 11). These accurate figures enhance the credibility of the speech, providing a clear picture of the situation. I also followed a structured layout, starting with a greeting to the chief guest and acknowledging special guests, colleagues, and friends. The content progressed logically, detailing the challenges faced by people with disabilities in Bangladesh, the impact of the COVID-19 pandemic, BRAC’s initiatives, and the need for policy improvements (Figures 11 & 12). This organised approach ensured that the audience could easily follow the presentation.

working primarily work for themselves (54.94%) or for other people's homes (18.32%). However, just 26.74 percent of people work in the official sector, which includes NGO and government project labor.

- Development initiatives are delivered by the government to address the condition in the nation, yet the reach was bound to a small fraction of the populace. Due to this, BRAC may serve as a bridge between the public and private sectors and communities to offer a comprehensive strategy. The BRAC Star model with the goal of integrating the needs of people with disabilities into all stages of the design of development interventions with an ambitious and groundbreaking strategy. This also underlines the need to concurrently reduce other barriers to inclusion including unfavorable misconceptions about disability, communication challenges, and the lack of expertise, confidence, and leadership capacity among people with disabilities themselves.
- Together, we must do our share to integrate individuals with disabilities into the economy, by expanding their access to education and utilizing them as human resources through practice and preparation so that they can be equipped to go past the restrictions despite their low rate of education, people may participate in employment with the right training. In this light, BRAC has organized National Policy Dialogue to share project learnings and advocate policy to develop decent employment opportunities for people with disabilities. Inclusion is a top priority for BRAC, the Gender Justice and Diversity (GJD) programme have taken some amazing initiatives to mainstream gender perspectives and disability inclusion in the development paradigm. Nobonita Chowdhury, the Director of Gender, Justice and Diversity (GJD) and lead of Disability Inclusion Unit along with her team has done an outstanding job in strategic planning and implementation of development programmes/projects, developing policies that are inclusive of and accessible to persons with disabilities.

Figure 12: Ending Speech with a “Call to Action”

Moreover, I set a profound and concerned tone, addressing the discrimination and challenges faced by people with disabilities. I was advised to highlight the challenges faced by individuals with disabilities, including disparities in education, and healthcare, limited job prospects, and elevated poverty rates. By highlighting the struggles they endure, they emphasised the urgency of the issue. Additionally, I outlined BRAC's initiatives and the need for policy improvements, suggesting a call to action (Figure 12). My task was to effectively set the tone for a competent and solution-oriented discussion on disability-inclusive policies and decent employment opportunities for the rest of the event.



## Chapter 8

### Writing E-bulletin

During the last few weeks of my internship period in BRAC SDP, I was engaged with lots of tasks and duties. However, after months of implementing cross-functional efforts to identify and develop positioning for various projects, partnerships, and people in order to significantly support the impact of BRAC SDP campaigns, I was assigned to a team for writing E-bulletin (Issue- March 2023) of SDP. This issue was focused on equity and inclusion of women and people with disabilities through skills development initiatives.

Equity and inclusion have emerged as major themes in global development as a part of the 2030 agenda for sustainable development goals<sup>2</sup>. The vision of a sustained, inclusive, and more equitable world meeting the needs of the most vulnerable with a promise to “reach those furthest behind first”. In the last 50 years, women in Bangladesh have made significant strides toward achieving comprehensive change in gender relations and inclusion<sup>3</sup>, yet the reach was bound to a small fraction of the masses. This underlines the need to concurrently reduce the barriers to inclusion including unfavourable misconceptions about disability, communication challenges, and the lack of expertise, confidence, and leadership capacity among people with disabilities themselves. In this light, we discussed the significance of mainstreaming gender and disability inclusion through skills development training considering its fight against climate change. We have also shared insights on the BRAC SDP’s intervention in women’s empowerment and disability inclusion.

To generate this e-bulletin, nevertheless, a team of 7 people was tasked. Three of the editors were in charge of directing, reviewing, and supervising us as well as providing all the necessary corrections and comments. The remaining four-including me were in charge of writing and designing.

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<sup>2</sup> <https://www.ohchr.org/en/sdgs/about-2030-agenda-sustainable-development>

<sup>3</sup> <https://www.thedailystar.net/opinion/perspective/news/how-bangladesh-faring-gender-equality-1749268>

The writing team of three separated the job into several parts to make the task more streamlined and efficient because this was a collaborative effort. This was done after initial briefing meetings and group meetings. Each of us was assigned a certain issue to research, and we gathered information from both internal and external BRAC SDP resources. I was tasked with writing the introduction or the “Dear Reader” section.



Figure 13: Writing E-Bulletin

The “Dear Reader” or the introduction part, often referred to as the “hook,” purpose is to either captivate the reader’s interest or risk losing it (Figure 13). Hence, the ultimate goal is to create the right balance between engaging and informative, extensive research was required so that it encourages readers to engage by creating awareness about the challenges faced by marginalised groups and advocating for inclusivity and equity.

The first step is to introduce the readers to context. Hence, I set the stage by providing context about Bangladesh’s economic progress and the significant roles of women and people with disabilities

in this development trajectory (Figure 14). The second step would be acknowledging the achievements till now made by Bangladeshi women in various sectors and connecting it to BRAC's celebration of International Women's Day, emphasising the role of women in the country's development, so that the readers get a picture of how important the role of the women in the working sector.

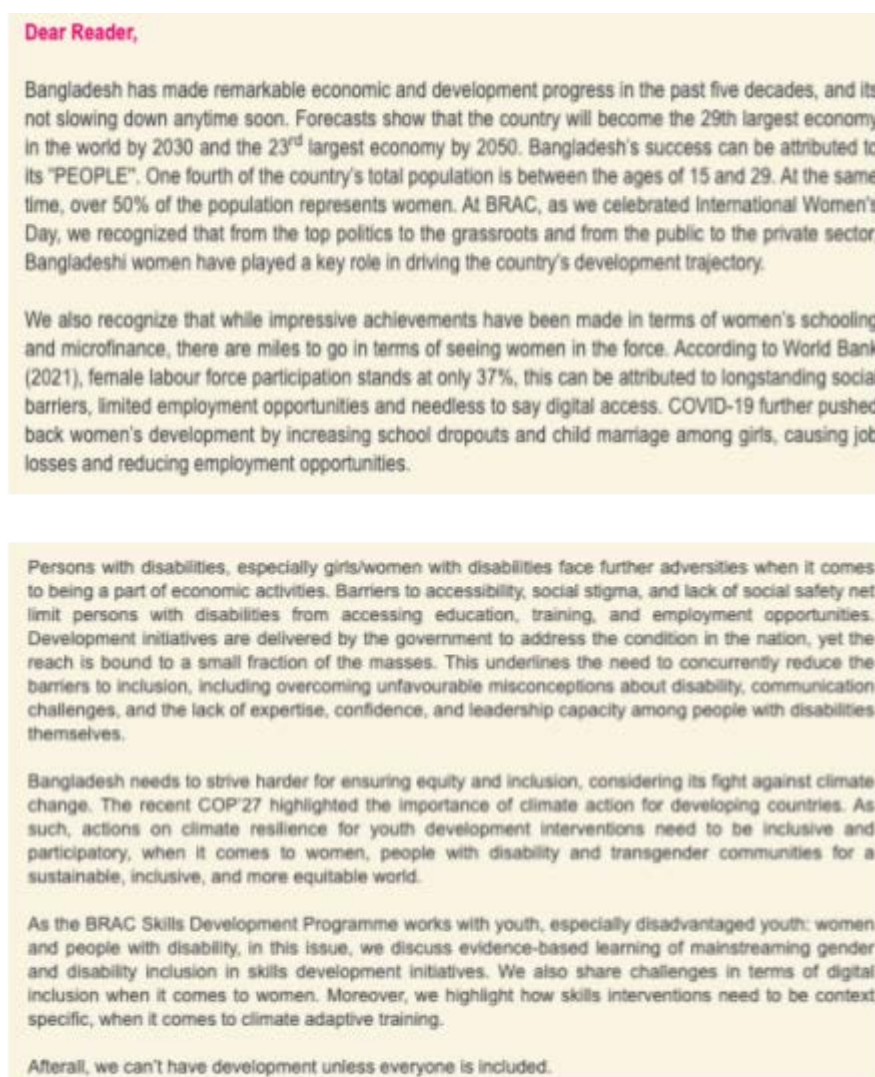


Figure 14: Curating "Dear Reader" for E- Bulletin

Nevertheless, after mentioning the progress, I addressed the critical challenges faced by women and people with disabilities, including limited employment opportunities, accessibility issues,

social stigma, lack of social safety nets, digital access issues, and setbacks caused by COVID-19, leading to increased school dropouts and job losses. In light of this, I introduced the focus of the issue of how the BRAC Skills Development Programme works with disadvantaged youth, specifically women and people with disabilities with climate-adaptive training. Lastly, I close the dear reader part with a call to action “Afterall, we can’t have development unless everyone is included,” highlighting the necessity for Bangladesh to strive for equity and inclusion, especially in the face of climate change challenges (Figure 14).

In order to obtain additional ideas and insights about how to make this article informative and data-rich but captivating I reviewed past bulletins, spoke with the officials, had one-to-one meetings, and interviewed former contributors. After numerous drafts and valuable feedback, our final version gained approval from the Associate Director of SDP at BRAC. Even though there were only 7 people in the group, everyone in the office contributed to the paper’s selection and closely coordinated with the bulletin. Everything they accomplished, from aiding with statistics and specific project details, was only feasible as a result of their ongoing participation and assistance.

## Chapter 9

### Participation in the BRAC Hope Festival

I had the opportunity to participate in BRAC’s celebratory “Hope Festival.” This three-day event took place at the Bangladesh Army Stadium in the capital on 9th, 10th, and 11th February 2023, marking the completion of BRAC’s year-long observance of its 50th anniversary.



Figure 15: BRAC Hope Festival Banner

The “Hope Festival” was a joyful blend of culture, stories, crafts, music, and art, featuring open workshops with artisans, cartoonists, and urban green scapes. It offered inspiration to attendees and included bioscopes, puppet shows, human libraries, children’s play areas, and exhibits, all emphasising the theme of hope. To ensure inclusivity, the festival incorporated accessible infrastructure for persons with disabilities, including interactive exhibits and sign language performances that provided insight into the lives of individuals with disabilities.

One of the festival’s highlights was the recognition of young innovators with the “Amra Notun Young Changemakers Award.” Additionally, three exceptional working women under the age of 35 received the newly launched “Taaga Outstanding Young Professionals Award.” Each day of the festival concluded with captivating cultural performances by renowned artists from Bangladesh.

During the “Hope Festival,” BRAC showcased its projects in stalls, and I was assigned to the SDP stall. There, visitors learned about how the BRAC Skills Development Programme empowers youth and individuals with disabilities by providing apprenticeship training and skills development for decent job opportunities (Figure 16).

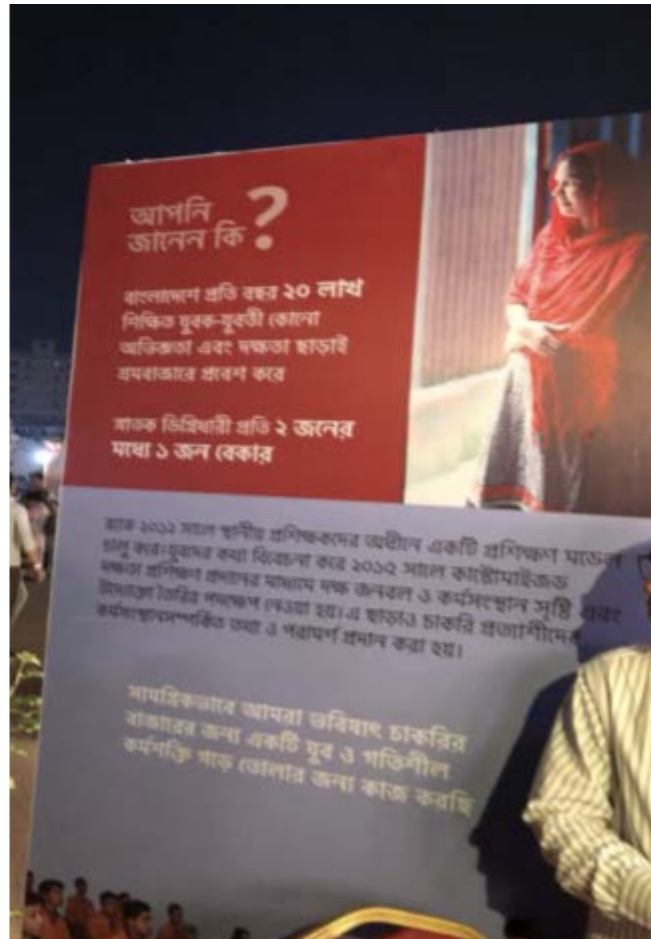


Figure 16: BRAC SDP Stall Banner in Hope Festival

Nevertheless, managing the crowd and addressing visitors’ questions after giving briefings posed challenges. As the sole intern in our Programme assigned to the stall, I initially felt overwhelmed by the responsibilities, new information, and public speaking demands. However, with the support and coordination of my supervisors and colleagues, I gained confidence in handling various situations throughout the three days. We had designated tasks for giving briefings, addressing concerns, and showcasing the stall, which made the experience more manageable. Thankfully, it

became much easier and enjoyable with the support of the entire team working together. The teamwork and support from my colleagues undoubtedly made the whole experience a success.

## Chapter 10

### Internship Experience & Working Environment

The office culture at BRAC is remarkably friendly and diverse, fostering an environment where open communication and collaboration thrive. Here, there's no hesitation in reaching out to one another, a stark contrast to many workplaces where hierarchies stifle creativity and individual input. In BRAC's culture, every employee's voice holds weight, and ideas are genuinely valued. Empathy and compassion are pervasive here, creating an atmosphere where work is not merely about duty but about meaningful contribution.

During my internship, I was fortunate to experience this inclusive culture firsthand. I was met with respect, appreciation for my work, and constructive feedback when necessary. The team imparted knowledge and skills that will undoubtedly benefit my future endeavours. Working with cross-functional teams allowed me to enhance my creative direction, strategic communication, branding, digital media, content development, cooperative advertising, creative writing, analytical skills, and leadership abilities. Another notable feature that I truly appreciated is the comprehensive onboarding sessions arranged for newly joined interns. These sessions offer valuable insights into BRAC's ecosystem, policies, and diverse working culture through informative toolkits and overviews. However, what particularly stood out to me was the safeguarding session. During this session, we received a detailed briefing on BRAC's safeguarding policies, which apply to all employees. This session enlightened me about the types of behaviours that are unacceptable and run counter to safeguarding policies. It also provided an overview of the safeguarding framework and outlined my responsibilities in preventing and reporting any wrongdoing. This emphasis on safeguarding demonstrates BRAC's commitment to maintaining a safe and respectful working environment for all its employees.



My time at BRAC also shed light on the challenges faced by marginalised individuals in Bangladesh. Poverty, compounded by mental or physical disabilities and gender disparities, can make life exceptionally tough. However, I was inspired by the incredible resilience and determination of these individuals. They only need a helping hand to uplift them, and they have the strength to overcome the rest. Being part of BRAC, an organisation that not only recognizes their presence and importance but also actively works to empower them to achieve their dreams, fills me with pride. BRAC's commitment to an inclusive culture where everyone matters and no one is left behind is truly commendable.

## Chapter 11

### Application of Course Learnings and Theories During My Internship

I decided to pursue an internship primarily to apply the theoretical knowledge I had gained throughout my academic journey to real-world scenarios. This aspiration guided my experience during my internship with BRAC Communications. In my chosen concentration of Media and Cultural Studies, my major courses are intricately interconnected, encompassing various facets and dimensions of media and communication. These courses include ENG 331: Introduction to Cultural Studies: Theory and Practice, ENG 333: Globalisation, ENG 404: Copywriting, ENG 440: English for Print Media, ENG 401: Editing, ENG 467: Translation Studies, and more.

For instance, one of my initial tasks involved translating content from one language to another. Luckily, I had previous coursework in ENG 467: Translation Studies, which came in handy as I could directly apply the theories I'd learned to this practical experience. As a communication intern, my responsibilities span a wide range, including strategic analysis and writing. Here, the media-focused courses I'd taken, like ENG 440, ENG 404, and ENG 401, proved incredibly useful throughout my internship. Most of my work revolved around branding, copywriting, editing, and reviewing content to provide feedback, so I couldn't be happier to have already become familiar with the principles of persuasive writing from my academics. Tasks such as translation, content review, and editing body copy were key in bridging the gap between my theoretical knowledge and practical application. Through these responsibilities, I seamlessly merged classroom learning with real-world challenges like translating stories, managing digital content, etc. while interning.

Moreover, my completion of the Introduction to Cultural Studies course added an intriguing layer. It allowed me to see how contemporary society still embodies the theories of critics like Foucault. While embracing new tasks and gaining fresh skills was certainly enjoyable, what truly

served the purpose for me was the ability to bridge the gap between my academic learning and its practical application in my professional life.

**Translation**

Crafting success stories, my initial task involved translating from the source language to the target language, followed by essential editing of the target text. Throughout my internship at BRAC, there was about a 50/50 split between source text in Bangla and target text in English, and vice versa. Based on my coursework, I initially followed the “Interlingual translation” approach as I aimed to faithfully interpret words and expressions in the target language, especially when the target language differed from the original (Figure 17). After composing the stories in the target language, my focus shifted to editing the TT and applying the “gist” and “compensation by merging” translation methods.



আমি রোকসনা আকতার। পিতা সৈয়দ আলম হোসেন মনেচ্ছার বেগম মে, বাবা, পুরানি ও তবোন নিয়ে আমাদের ৮ জনের পরিবার। আমার বয়স এখন ১৩ বছর। তখন এক প্রবাসী পাত্রের সাথে আমার মা বাবা আমাকে নিয়ে বেনাংরাশী আর স্বাশুড়ীর নির্মম আচরণের সহ্য করতে ৩ বছরের বেশি সময়ের জন্য আমার কপালে সহ্য হয় নি। বিয়ের ৩ বছরে আমার বিজ্ঞানচিত হয়ে যায়। এক হলে ও এক মেয়েকে নিয়ে বাবার বাড়িতে চলে আসি। কিন্তু যিনি যেতে না যেতেই জাঁইয়ের কাছে বেড়া হয়ে যায়। আমার বাবা ব্যক্ত মানুষ। তিনিও বা আমার জন্য কি করতে পারতেন। তাছাড়া আশেপাশের মানুষের কথাতো আছে। এভাবে সহ্য করতে করতে একসময় আমিও ক্রান্ত হয়ে যেতাম। তখন ঠিক করলাম এভাবে দুর্ভাগ্য হলে চলবে না। আমার নিজেকে কিছু করতে হবে। মনস্থির করলাম বিজ্ঞান পরিচয়ের কাজে লিপন। কাজে লিপনম ও কাজ শেষে দীর্ঘ দিন বছর চাকরি করার পর ক্রান্তের এক মাধ্যমে আমি যে বেকানে চাকরি করতাম সেই বেকানে আসেন আর আমাকে জানান আমাদের মত যারা ভবিষ্যতে ব্যবসা করতে চায় তাদের ব্যবসায়িক ট্রেনিং: করাবেন। আমিও রাজি হয়ে পেলাম। কারণ আমার ব্যবসা করার প্রাণে স্বাক্ষর ও কিনাবে শুরু করব তা বুঝতে পারছিলাম না। ৩ মাসে ১১টা ক্লাসের মাধ্যমে আমি যেটাটুকু একটা প্রাণ করতে সক্ষম হয়েছিলাম। আলফাম মুনিয়া ট্রেনিং শেষ হওয়ার ১ মাস পরে আমি একটা বেকানের খোঁজ পাই। আর আমার ব্যবসা শুরু করি। এখন আমার ব্যবসা আছে আছে বড় করার প্রাণে করছি। প্রত্যেককে ধন্যবাদ আমার সফলতার পথ দেখানোর জন্য।



Roksana Akhtar’s journey signifies resilience and the transformation from a place of vulnerability to one of empowerment. At the age of 13, was married off to an expatriate man, enduring years of brutal torture from her husband and mother-in-law. Eventually, after three years of marriage, Roksana found the strength to divorce and return to her father’s house with her two children. However, the burden of her presence became apparent to her family, especially her aging father, who could offer limited support to an eight-member family. Realizing that she could not depend on others, Roksana made a decision to carve out her own path. With determination, she set her sights on learning beauty parlor work, seeking to gain independence and self-sufficiency.

After three years of diligent work and dedication, she heard about the BRAC skills training programme as an opportunity for individuals like her who aspired to start their own businesses. Recognizing the value of such training, Roksana eagerly decided, acknowledging that she lacked the knowledge of how to embark on an entrepreneurial journey. In three months, Roksana received invaluable business training. Equipped with a rough plan, she wasted no time in putting her newfound knowledge into action. Within a month of completing the training, Roksana found a suitable shop and launched her own beauty parlor business. Now, she is focused on gradually expanding her business, for lighting her path to success.

Figure 17: Interlingual Translation

As I mostly wrote success stories that were curated from case studies, they often contained verbal nuances that were not necessary to highlight or bring attention to. Moreover, stakeholders and target readers preferred concise narratives rather than lengthy, wordy accounts with excessive background information. Thus I avoided “word-to-word” translation to keep the text abridge and opted instead for “sense-to-sense” translation in this case to preserve the subject’s emotion and message effectively as well as to borrow words as the subject’s point of view from the first person but I had word their stories in third person.

However, occasionally I translated stories in the “Intralingual” method, where both the origin and target language were the same (Figure 18). In these cases, I balanced the need for brevity and clarity as the target text was very wordy and repetitious, sometimes omitting and adding words to ensure the subject’s success stories were well communicated.

**Story of Ms. Mim Akter**

My name is Ms. Mim Akter, I am a 17 years old girl. I live with my mother and sister. My father is an auto driver and my mother occasionally works at other people's houses. I have physical and speech disabilities. When I was young, people used to ignore me. My aunts avoided me and didn't share food with me. As I couldn't hold things properly and faced challenges in terms of movement. I faced the same challenges from my classmates as well. I used to study at the CRP school. The children with good health didn't mix with me. The sick children were more friendly to me.

This discriminatory behavior made me feel sad. I have studied till class 5. I stopped my study during the Corona period and after that I couldn't continue it. I was sitting idle for 2 years.

My mother was acquainted with Muharari aunts. She has a tailoring shop. She used to train Brac learners who had some kinds of disabilities. One day aunty discussed with my mother about the training programme of the Brac Skills Development Programme. Soon my mother agreed to it. As she was well aware of my interest in learning tailoring dressmaking.




Figure: Ms. Mim Akter working with MOP Muharari

From the training, I have learned various techniques of dress cutting, dressmaking, and tailoring. My mother used to save the monthly 2000 BDT given as training allowances. But we couldn't save any overall money. Some of the money was spent to run the family. Mother has brought me an old sewing machine for the money of 3000 BDT. From Brac I have received an electric motor which has been fixed to the sewing machine. Since I have difficulties with my hands and legs therefore this addition of motor has lessened my efforts to manifold. Now I earn 4500 BDT on an average on a monthly basis. I contribute this money to my family. They have high hopes for me. They want me to open a big tailoring shop and earn more money.

I didn't feel scared while receiving the training. I was driven by my passion and cracked the training.

In the city, persons with disabilities face comparatively less discrimination. But in the rural area this discrimination is paramount. Sometimes parents abandon their children with disabilities and leave them to the orphanage. This is very bad. Persons with disabilities are also human beings. They also need love and care. But parents don't understand this. These children are also created by Allah SWT.

My message to the other persons with disabilities will be they should receive skills training and become self-reliant.]

**Story**

**“Stitching Success: Mim's Journey to Self-Reliance”**

Mim, a 17-year-old girl, dropped out of school due to the pandemic. She always wanted to be self-dependent in life, however, she had been bullied, harassed, and mistreated by others because of her speech and physical disabilities. One day, Mim's mother enrolled her in tailoring and dressmaking classes, which were supported by BRAC's apprenticeship-based skills training programme.

**“I was fueled by dedication rather than fear, which pushed me to complete the training successfully,” Mim claimed**

As a person with disabilities, it was tough for her to properly move her hands and legs; however, she completed the training through her unrelenting spirit and determination.

Mim bought an old sewing machine with her savings. BRAC assisted her in attaching an electric motor to the machine, an engine that helped lessen her physical struggle. Now, she earns 4500 BDT monthly and is saving up to open her own tailor shop.

Today, Mim is an inspiration to all persons with disabilities. Mim says,

**“People's perspectives have changed towards persons with disabilities. One of the main reasons for this is the efforts of different NGOs, especially BRAC. People like us can overcome discrimination by developing skills and becoming self-reliant to contribute meaningfully to society.”**

Figure 18: Intralingual Translation

## Copywriting and Editing

My work primarily revolved around branding, copywriting, and providing feedback. This experience allowed me to use my knowledge of fundamental elements of persuasive writing, like getting attention of the potential customers, focusing on the prospect rather than the product, stressing benefits, using calls to action to cause prospects to change their plans, brand preference, etc. To implement all this academic knowledge in the real world, the responsibilities during my internship at BRAC helped me in this case. Nevertheless, monitoring the query management team and SDP's social media presence was one of the key parts of my role. I also reviewed and wrote captions, as well as offered feedback to the advertisement teams. My academic background, particularly as a media major, proved to be a significant asset in these tasks.

BRAC ISD and Career Hub offer a range of online and vocational courses and services, which meant that I needed to have a deep understanding of our target audience and how our product stood out from the competition. The target audience for these projects is potential young learners ageing from 18 to 35. However, this is where my academic knowledge came into play. Writing captions for social media posts was a common task, and we often concluded them with a strong call to action to encourage engagement. For instance, we would say, “রংপুরে অংশ নাও ফ্রি সেমিনারে। ক্যারিয়ার নিয়ে যেকোনো প্রশ্ন অথবা কনফিউশন দূর করতে এই সেমিনারই তোমাকে সাহায্য করবে। তাই দেরি না করে রেজিস্ট্রেশন করো আজই!” Using compelling calls to action in our copy encouraged readers to take action, exactly what I learned from the fundamentals of persuasive writing in the copywriting course.

Also, when it came to giving feedback to the team on content planning or generating new content ideas, one approach I took was adopting a “You” orientation in the content, making it more relatable and engaging for the audience. Additionally, I experimented with thought-provoking questions and reason-why approaches techniques learned in my academic course, to infiltrate freshness and boost engagement. The reason-why approach involves explaining to the audience why they should take a specific action or believe a particular claim, making the content more persuasive and compelling. Understanding the significance of this approach empowered me to transform ordinary copy into

compelling narratives, significantly boosting audience engagement and resonance. For example, “SSC পরীক্ষার পরে প্রায় ৩ মাসের দীর্ঘ ছুটি পাচ্ছে? ৩টি কারণ কেন এই অবসর সময়ে নিজের পছন্দের কোর্সটি করা উচিত!” In the first part I used a thought-provoking question to bring their attention to the next part of wanting to know why they should use their spare time in learning a course. This way, the target audience relates the situation to themselves as it is really important to focus on the reader’s self-interest, curiosity and needs (Figure 19). Nevertheless, being familiar with these terms was incredibly valuable for me throughout my journey in BRAC.



Figure 19: Writing Copy Caption & Feedback

## Theories

### Panopticon and Globalization

The prison concept of Bentham’s Panopticon and Foucault’s adaptation of it to our daily lives consists of social intuition proving the idea that my time at the BRAC doing my internship also falls under the idea of always being monitored and controlled. On top of this, in today’s world, all we can see is computer-mediated communication. Everyone is using social media tools for work, remote office setups, and even while on the move. It’s almost like social media acts as a virtual control mechanism or modern Panopticon. As pointed out by Brignall in his “The New Panopticon: The

Internet Viewed as a Structure of Social Control” article, “If Internet providers or police agencies randomly monitor Internet users, then the Internet begins to share similar properties with the Panopticon prison structure.” This really drives home the idea that our online activities are also constantly under surveillance.

Similarly, the influence of the virtual panopticon was evident in my experience at BRAC. Utilising BRAC’s email system, Wi-Fi, and office communication tools, all served as a means to track my work. Moreover, working closely with my supervisor, line manager, and colleagues seated nearby, it often felt as though I was under constant surveillance, leading to a heightened awareness that someone might be monitoring my activities.

However, BRAC’s extensive global reach, spanning over 10 countries with 8 diverse programs and impacting the lives of over 100 million people, vividly reflects the profound impact of globalisation on the organisation’s rich culture. BRAC’s ability to effect positive change in some of the world’s most challenging environments is a testament to its inclusive and supportive approach, which empowers individuals, and communities, and fosters valuable national and international partnerships. This achievement aligns closely with the concepts outlined in the mediated interactional theory of communication media. According to Thompson, there is a fourth type of interaction apart from the previous three ones which were established in his *Media and Modernity*, face-to-face interaction, mediated interaction, and mediated quasi-interaction (Thompson, 1995). Nonetheless, Thompson introduces the new concept of “mediated online interaction” as a fourth type of interaction, particularly in the context of the digital revolution and the significant expansion of the internet and networked communication (Thompson, 2020).

Indeed, in today’s world, online interaction has revolutionised the way we connect with people across the globe, all from the comfort of our own rooms. It’s fascinating to consider the distinctions between various forms of mediated communication. Mediated interaction, often involving one-to-one communication through means like phone calls, letters, emails, or personal messages,

offers a more direct and personal connection. On the other hand, mediated quasi-interaction, represented by mass media such as television, film, and radio, provides information and entertainment to a wide audience but lacks the directness of two-way conversation. However, the modern age has brought about a new dimension through online media. It enables individuals to reach out, converse, and connect with people from all corners of the world through computer-mediated communication. This unparalleled level of global interconnectivity is truly remarkable.



## Chapter 12

### Conclusion

My time at BRAC not only improved my professional skills but also bridged the gap between theoretical knowledge and practical application. Working in this dynamic environment provided me with a remarkable opportunity to apply the concepts I had learned in my academic pursuits to real-world scenarios. This hands-on experience helped me understand the complexities of strategic communication, branding, and content development in ways that textbooks could never fully capture.

During my internship, I not only focused on the details of communication, writing, branding, and content development but also became adept with various digital applications, including social media and office tools. Moreover, this environment did not just teach me technical skills; it nurtured my ability to understand and empathise with the struggles of others. It equipped me with the courage to stand against injustice, discrimination, and social disparities. BRAC became more than a workplace, it became a platform where I improved my ability to advocate for change and champion social equality. These experiences have shaped my outlook on the world, reminding me of the immense impact we can create when empathy meets action. It taught me the importance of adaptability, creativity, and critical thinking in problem-solving, skills that are crucial in any professional sphere.

To conclude, this internship journey at BRAC secured my confidence in engaging with both professional and personal challenges. I found my comfort zone stretched, and my abilities were acknowledged to encounter a diverse array of tasks. This newfound confidence, coupled with the skills I developed, has become an invaluable asset that I am certain will guide me in my future academic, personal, and professional endeavours. As BRAC says “not just any job,” BRAC has not just been an internship to me; it has been a stepping stone toward my continued growth and success.

## Works Cited

1. Brignall, Tom. "The New Panopticon: The Internet Viewed as a Structure of Social Control." *Theory & Science*, vol. 3, no. 1, 2002.
2. Thompson, J. B. *The Media and Modernity: A Social Theory of the Media*. Polity Press, 1995.
3. Thompson, J. B. "Mediated Interaction in the Digital Age." *Theory, Culture & Society*, vol. 37, no. 1, 2020, pp. 3-28.

## Appendix

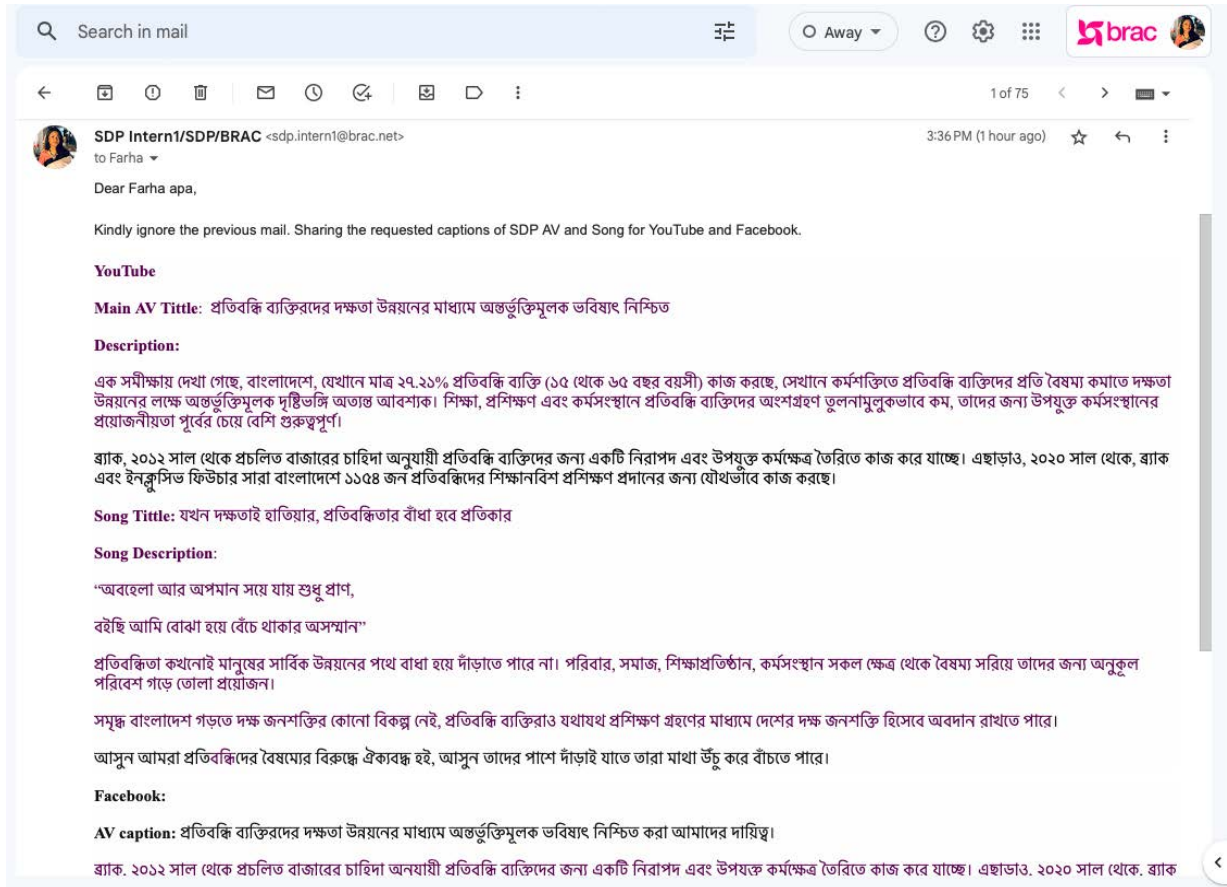


Figure 20: Writing Captions for Social Media

1. Only the book should be in 3D and dyanmic দেখে মনে হবে পেজগুলো নড়ছে
2. Remove the yes/no option and turn this into a tip/suggestion.  
---- For example: Tell first that yes, it is possible if the candidate has the ability to do the job or match the job description.

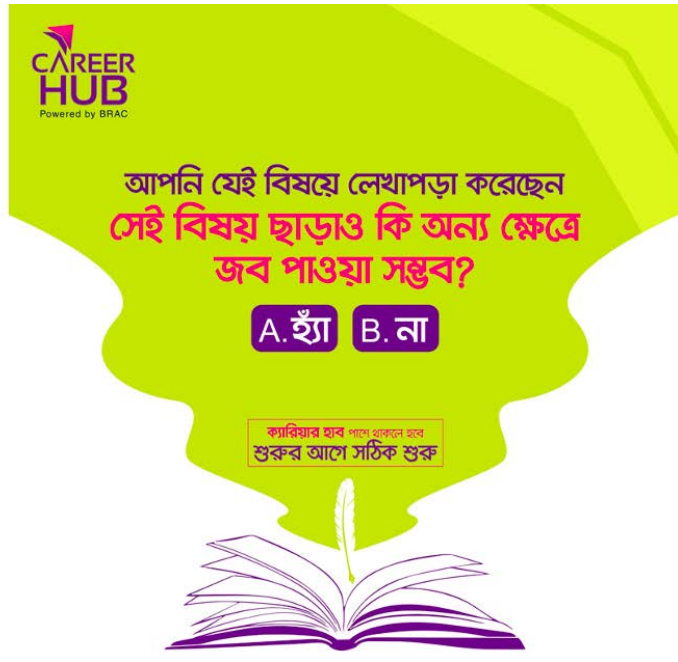


Figure 21: Providing Feedback for Social Media Content

- 1
- 2
- 3
- 4
- 5

- Can follow this Static sample for editing the color over the picture, also the font, background, font color, box color, and layout.
- The orange shaded mnemonic is not sitting well enough. No need to use this color, use the regular one from the guideline.
- কুসকমে ব্লক শেখা should be replaced with দক্ষতা বৃদ্ধি জীবনে সমৃদ্ধি.
- Same goes with every static.
- Use previous quarter copy in quarter 2 content

Figure 22: Providing Feedback for Social Media Content

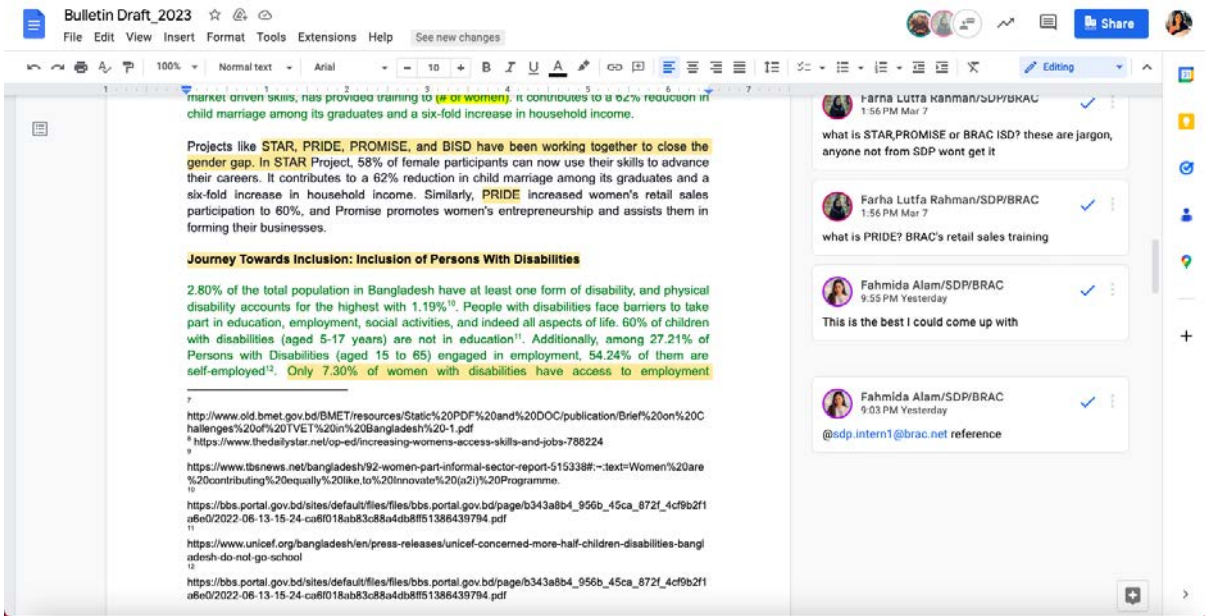


Figure 23: Draft Writing of E-Bulletin

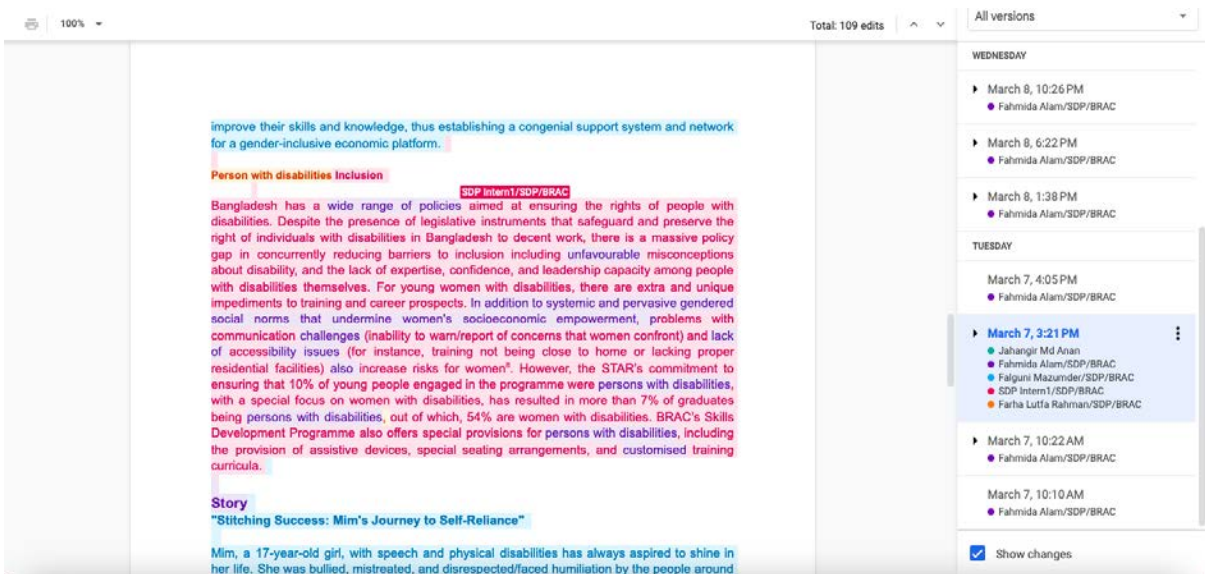


Figure 24: Draft Writing of E-Bulletin

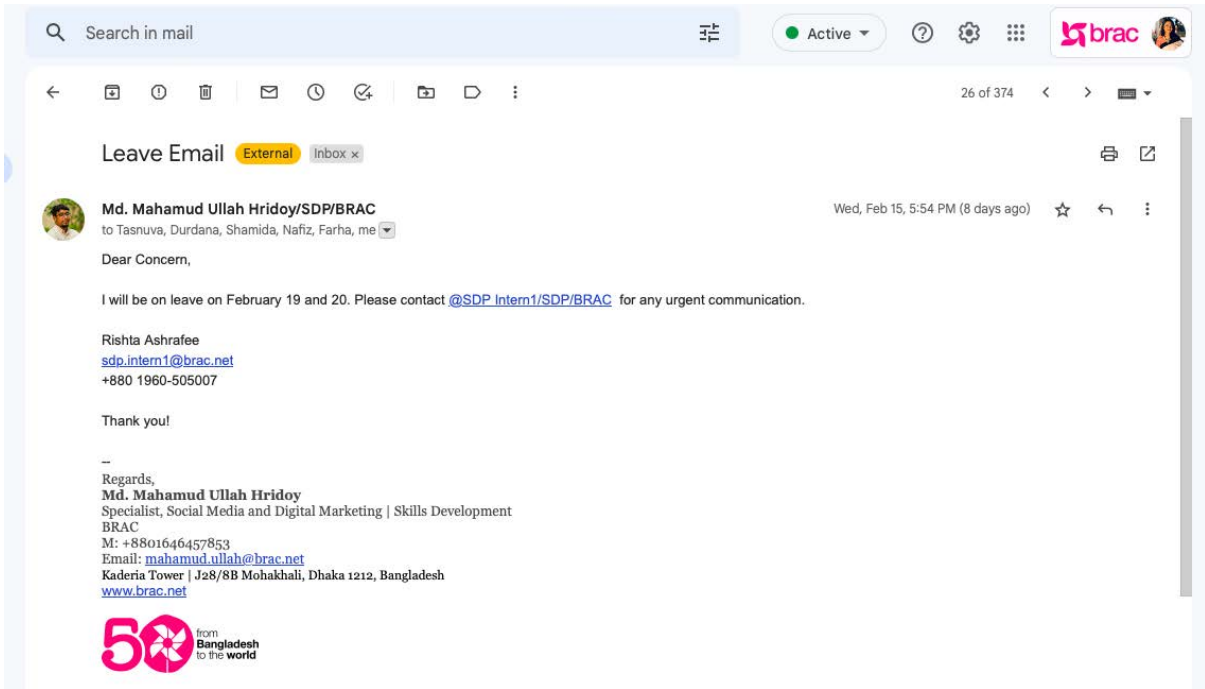


Figure 25: Stepping up in the Supervisor's Absence

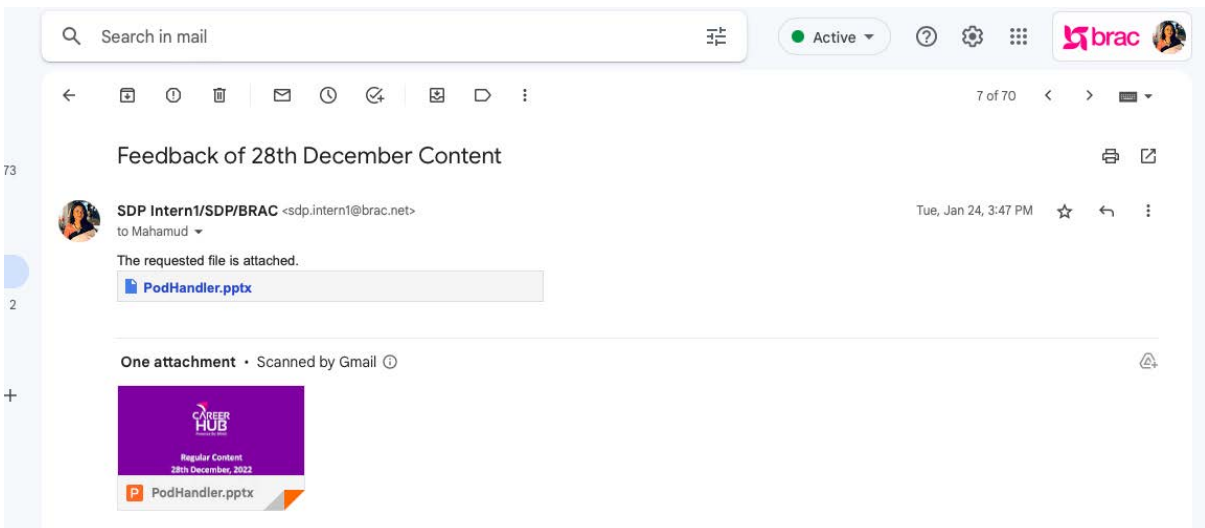


Figure 26: Submitting Feedback

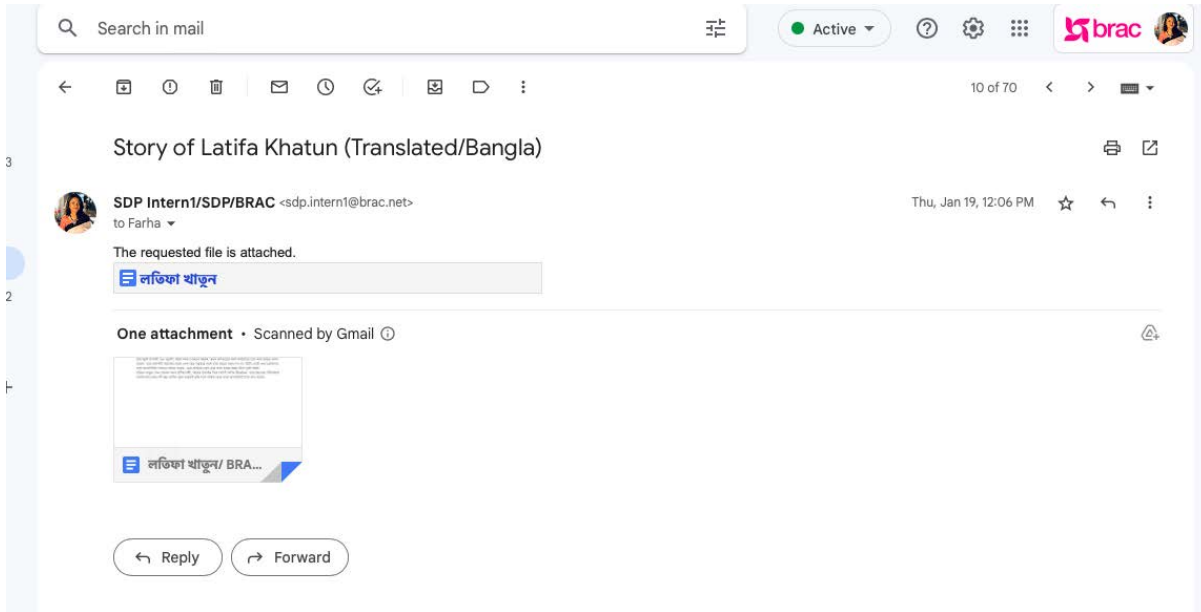


Figure 27: Submitting Translation

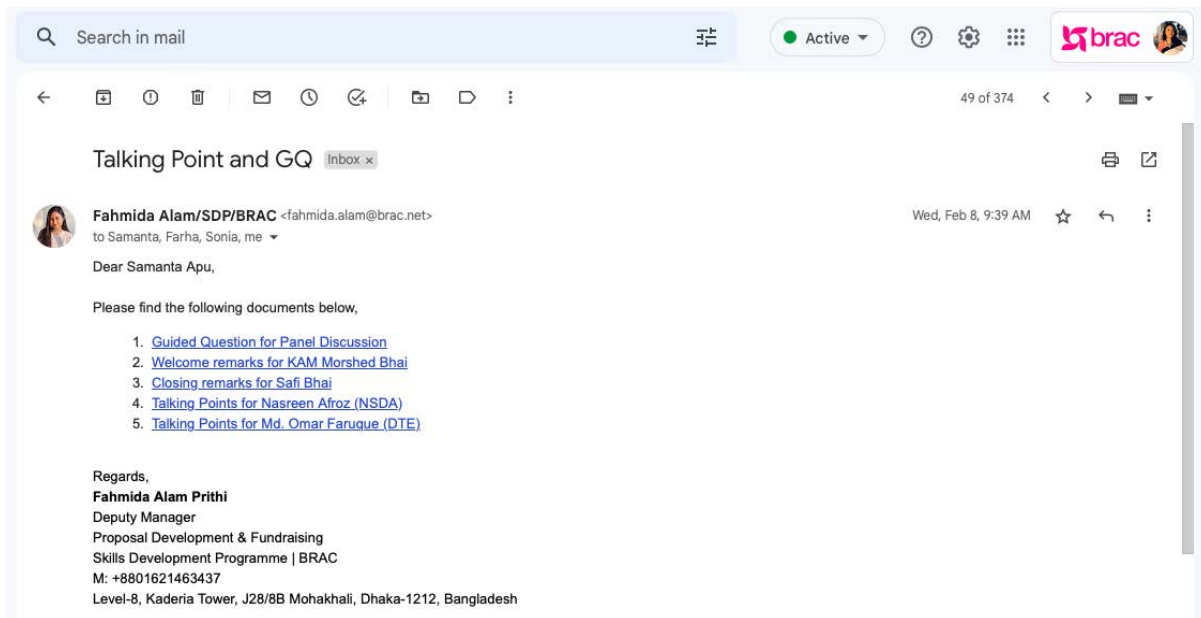


Figure 28: Dividing the Task