

Internship as Communication Assistant of Social Compliance Programme, BRAC

By

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An internship report submitted to the Department of English and Humanities

In partial fulfillment of the requirements for the degree of

Bachelor of Arts in English

Department of English and Humanities

BRAC University

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Declaration

It is hereby declared that.

1. The internship report submitted is my original 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 full 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 have acknowledged all main sources of help.

Student's Full Name & Signature:

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Assistant Professor
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Letter of Transmittal

Ms. Roohi Huda

Assistant Professor

Department of English and Humanities BRAC University

Kha-224 Merul Badda, Dhaka, 1212

Subject: Internship report on Internship experience as a Communication Assistant at Social Compliance Programme, BRAC

Dear Ma'am,

I am delighted to submit the internship report titled “Internship Experience as a Communication Assistant at Social Compliance Programme, BRAC.” I am very thankful that this report was possible with your guidance and supervision. Furthermore, I have included relevant, accurate, and essential information, integrating theories learnt in media courses to provide a comprehensive overview of my internship experience.

I hope this report meets your expectations and fulfils the internship report requirements.

Yours sincerely,

Mushfiqur Rahaman

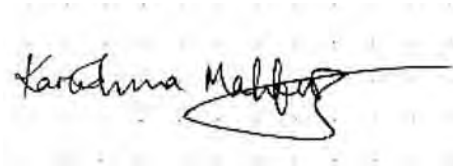
ID: 21103028

BRAC University

Date: May 25, 2025

Non-Disclosure Agreement

This agreement is made and signed by the undersigned student, Mushfiquir Rahaman, at BRAC University, and Social Compliance Programme, BRAC. The purpose of this agreement is to prevent the unauthorized disclosure of the organization's confidential data.

A handwritten signature in black ink, appearing to read 'Karishma Mahfuz', with a stylized flourish extending from the end.

Karishma Mahfuz, Manager, Social Compliance Programme, BRAC

Mushfiquir Rahaman

Acknowledgment

Where I stand today is a reflection of the unwavering support, belief, and kindness I have received from the people around me. This report would remain incomplete without acknowledging those who have shaped my journey with their encouragement, love, and guidance.

First and foremost, I owe my deepest gratitude to my family. Their constant support has been my anchor. My mother's quiet strength and tireless sacrifices have always inspired me to push forward. My father, whose wisdom and warmth guide me in everything I do. Without them, none of this would have been possible.

I am also incredibly grateful to my mentors and academic guides who have influenced both my intellectual and personal growth. I would especially like to thank **Ms. Roohi Huda**, Assistant Professor, Department of English and Humanities at BRAC University, for her mentorship as my internship supervisor. Her guidance, patience, and belief in my abilities have made this experience not only productive but also deeply enriching. I extend my sincere thanks to **Ms. Fahmida Rahman**, **Ms. Sabreena Ahmed**, **Mr. Moiyen Zalat Chowdhury**, **Mr. Sayeedur Rahman**, and all the faculty members of the Department of English and Humanities for their continuous support and academic insight, which have helped shape my understanding of the world.

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Glossary

SCP: Social compliance programme

RSP: Road safety programme

MIS: Management information system

NGO: Non-governmental organisation

ASK: Ayeen of Salish Kenda

GBV: Gender based violence

SH: Sexual harassment

BRAC: Bangladesh Rural Advancement Committee

Inverted Pyramid: A writing structure categorized into three steps

Panopticon: It is an idea of an all-inclusive system of control within the facility designed by Jeremy Bentham

Chapter 1

Introduction

1.1 What is Journalism?

Journalism is often described as the lifeblood of democracy because it is the best practice of gathering, analyzing, reporting, and promoting factual information through various modes of communication such as news, film, radio, television, magazines, podcasts, blogs, and websites.

Practicing journalism consists of researching, investigating, and verifying information to ensure its accuracy and reliability for the consumer. A journalism department is a group of editors, correspondents, assistant editors, reporters, sub-editors, proofreaders, cartoonists, photographers, videographers, and online news collectors. The role of a journalist is not only about collecting and analyzing the data, but also about ensuring the relevance, authenticity, and necessity of the data to serve the wider range of consumers.

There is a widely recognized saying that journalists are the mirror of a society. This line contains the meaning and worth of being a journalist with ethics. The reality of any country needs to be depicted through the medium of a neutral entity. Therefore, a journalist encapsulates by the profound responsibility of reflecting society's struggles, triumphs, and transformations to its people.

1.2 NGO in Bangladesh

In Bangladesh, non-governmental organizations (NGOs) have played a crucial role in shaping the country's development landscape, public discourse, and policy advocacy after the liberation war. Amid thousands of NGOs in 2025, BRAC (Bangladesh Rural Advancement Committee) stands out as one of the largest and most influential NGOs, both nationally and

globally, with its vast resource' mobilization, vision and mission, structured communication strategy, and maintaining a strong media presence. Almost every organization has lined up with their own communications team dedicated to crafting narratives that showcase its developmental achievements. Through partnerships with leading newspapers like *The Daily Star* and *Dhaka Tribune*, BRAC also sponsors development-focused stories, video documentaries, and human-interest features. Therefore, the connection between the news outlets and the NGOs of Bangladesh is both interconnected as well as interdependent.

With a similar intention, each development-based organisation is connected to the human rights-based foundations like ASK (Ain o Shalish Kendra) and BLAST, which work dedicatedly to identify the infrastructural issues through investigative journalism and fact-checking of societal issues. Most of these organisations regularly publish detailed reports on extrajudicial killings, gender-based violence, and labor rights violations, which are cited by journalists associated in different ways with the vision and mission of those organisations. Therefore, the NGO is not constrained to work dedicatedly with only the technical human resources, but also the media and journalism professions at the same time.

Chapter 2

History of the Organisation

2.1 History of BRAC

Bangladesh Rural Advancement Committee (BRAC) is a leading development organization that began its journey back in 1971 under the name of “Tran Sonngho.” In 45 years, BRAC has been recognized as the largest development organization in the world through its objective implementation strategies that have reaching impacts nationally and globally. The primary objective of this non-government organisation was to eliminate poverty by empowering people living below the ultra-poor level.



Figure 1: BRAC LOGO

Vision: BRAC’s vision is to create a world free from exploitation and discrimination where everyone can realize their potential.

Mission: BRAC’s mission is to empower people and communities in situations of poverty, illiteracy, disease, and social injustice. Its interventions aim to achieve large-scale, positive changes through economic and social programmes that enable men and women to realize their potential.

Moreover, BRAC has 16 development programmes and 18 social enterprises, including a health service sector and a university. Among these, BRAC International is officially registered

as a separate foundation. The official name of this foundation is Stichting BRAC International. It is registered under the laws of the Netherlands, with its headquarters in The Hague, and was established on March 16, 2009. It was incorporated in 2010. With 40 years of proven track record, and specialists in testing and scaling up ideas cost-effectively, without compromising quality, the objective of BRAC International is to engage in charitable purposes and social welfare activities. As per the report of this year, BRAC International has ongoing programmes in Afghanistan, Sri Lanka, Pakistan, Uganda, Tanzania, South Sudan, Sierra Leone, Liberia, the Philippines, and Haiti for the country's needs, and providing support from every corner of the sectors that BRAC upholds worldwide.

2.2 Governing Body and Organogram

The governing bodies of BRAC are based on the culmination of different programmatic relations and the capacity-strengthening system for the entire organizational growth. Here are the

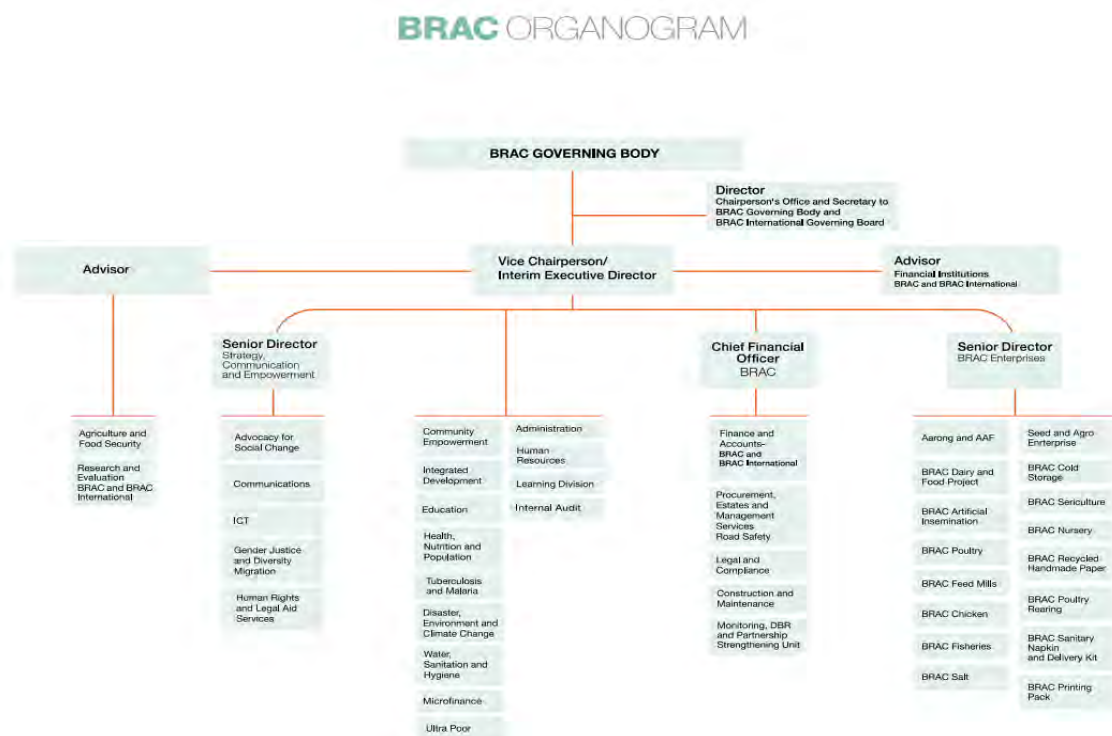


Figure 2: Governing panel of BRAC

central governing bodies of BRAC and the team of Human Resources.

The organogram is designed based on the role, responsibility, and ability to direct the entire team of a particular programme. Similarly, the social compliance programme of BRAC has a governing and designed organogram for each project. For instance, here is the organogram of the AGNEE projects

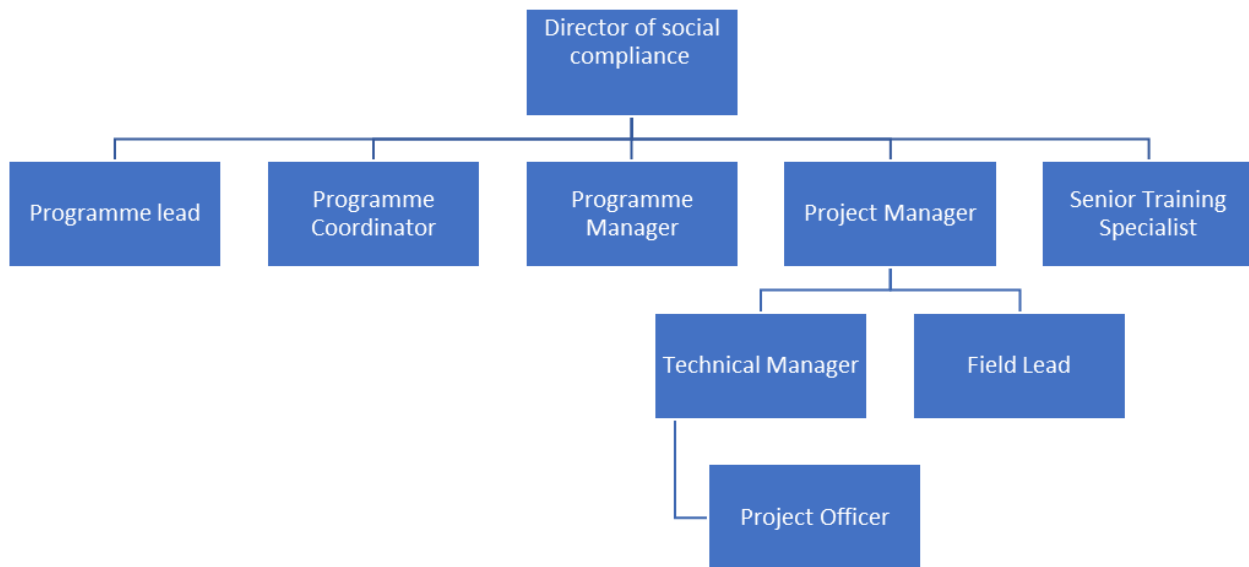


Figure 3: Organogram of Social Compliance Programme, BRAC

2.3 Job Responsibilities

During my internship period, I worked with the communication team of the Social Compliance Program as an assistant and management person, where I had to provide support in different segments of each event and campaign. From my experience, I worked independently, ensuring the scope to apply my learning in real-world scenarios. Specifically, in terms of writing the editorial pieces and designing the campaign materials, I have been appreciated by my supervisor and other staff.

The key responsibilities of my internships included

1. Support the communication team with designing and writing.
2. Assist in data collection, transcribing, and reporting channels to design the draft for the project documentation.
3. Ensure support in all projects of the programme as a coordinator and resourceful person.
4. Support the training teams through facilitation and drafting reports on them.
5. Building strategies with different local and national news outlets to ensure compliance-related policies/journalistic ethics for different campaigns administered by BRAC.

2.4 Facilities for the workers at BRAC

BRAC believes in and ensures equality and zero tolerance for any inappropriate circumstances for each employee. Nothing exceptional for the interns as well, eventually, sometimes, interns do have access to different types of work to gain experience. For Example, I had access to the entire communication department for any queries and getting approval for my travel pass, and other benefits. BRAC also provides financial benefits for its staff, including the interns. Also, the facilities that are part of any high-voltage campaign are an additional value-adding aspect for interns.

Chapter 3

Editing Procedures

3.1 Copy Editing

The most common editing practice is gathering the most relevant data, crafting them to standard and sending it to the editor for approval. The role of an editor is to cross-check grammatical and spelling errors, sentence structure errors, and source accuracy. An editor is also responsible for checking the readability of the writing and its reliability for mass communication purposes. Therefore, the editor plays a crucial role in making any editing source as appealing as possible.

As an assistant communication intern, I was also responsible for performing the pre-task of editing a draft. For example, I collected information from various reports and newspapers, checked the facts of that information, wrote taglines for communication materials, calendars, headlines for press releases, and titles for case studies. Specifically, I had to draft case studies guided by the European Union and expected to showcase the impact of all the activities we have done to combat Gender Based Violence (GBV) through the writing. Therefore, the conciseness and the storyline of the draft needed to be impressive to represent on the international stage. My focus was to grab readers' attention from the very beginning with the anecdotes and facilitate an emotional connection towards the victims. For example, during the task, I had to represent the story as an anecdote of the victim to make it more engaging and connect with the human emotions.

Similarly, I brought a few quotations from the narratives into the case studies to make it more relatable for the audience. I had to be very cautious about spelling, names, places, or figures

mentioned in the story. Since the purpose of these case studies was to showcase on the international platform for further funding or to depict the situation, I had to attach a few pictures of the narrator as well as the story owner. In terms of clarity, my supervisor added a few pieces of feedback on my work, such as:

1. Using 's' instead of 'z.'
2. Avoid abbreviations without explanation.
3. Following the punctuation rule during writing
4. Addition of hyperlinks to any statistics as a reference

3.3 Editing Campaign Brochure

We launched a campaign on the 25th of November, targeting the sixteen days of activism in different locations of Dhaka and Gazipur. For that campaign, I had to edit a brochure on guidelines for an art competition that we launched for students at different levels in different

“রঙ তুলিতে সমতার গল্প” চিত্রাঙ্কন প্রতিযোগিতা

এই প্রতিযোগিতার উদ্দেশ্য হলো নারী পুরুষের সমান অধিকার চিত্রের মাধ্যমে উপস্থাপন করা, যেখানে অংশগ্রহণকারীরা নারী বৈষম্যবিহীন সমাজ এবং সমতা প্রতিষ্ঠার জন্য চিত্রের মাধ্যমে নারীর শক্তি, কাজ এবং সমাজে তার গুরুত্বপূর্ণ ভূমিকা তুলে ধরবেন।

প্রতিযোগিতায় অংশগ্রহণের সম্ভাব্য বিষয়সমূহ:

১) নারী ক্ষমতায়ন বিষয়ক চিত্র:

এটি দ্বারা প্রতিযোগীরা বাংলাদেশের নারীদের নেতৃত্বের অবস্থান ফুটিয়ে তুলবে।



যেমন: নারী পুলিশ, নারী উদ্যোক্তা, নারী সাংবাদিক, নারী ভোটার ইত্যাদি।

২) বাল্যবিবাহ ও যৌতুক বিরোধী একটি সুন্দর ভবিষ্যতের চিত্র:

এ ধরনের চিত্রের মাধ্যমে বাল্যবিবাহ ও যৌতুক প্রথার ক্ষতিকর পরিণতি এবং এগুলোকে ছাড়া একটি সুন্দর ও সমৃদ্ধ সমাজ গড়ার সম্ভাবনা তুলে ধরবে।

Figure 4: Brochure for art competition

schools.

In terms of designing this brochure, I have been instructed to follow a few guidelines related to BRAC's editing procedure, including:

1. Use concise and compelling language so that students can understand easily
2. Incorporate high-resolution, relevant images
3. Prioritize a clear call to action, as using (N.B.)
4. Use the logo of BRAC and the EU

3.2 BRAC Writing Style

BRAC follows a detailed guideline for writing anything related to their activity. Since every department more or less has writing features, the materials are public to use.

a. Article

In terms of article writing, BRAC encourages maintaining the equilibrium of the article's size and the story's impact. The maximum capacity of an article is set at 300-500 words.

In exceptional cases, the size can exceed 1000 words with the permission of the Head of Communication.

b. Headline

BRAC follows the standard headline length, which is a maximum of 70 characters.

c. Spelling

BRAC always insists on using British English spelling for any writing format within or outside of BRAC.

Chapter 4

Translation

4.1 What is translation?

Translation is the central process of converting any message from a source language to a target language. The primary requirement of this task is to keep the meaning intact during translation. Translation can be categorized as verbal and nonverbal. We consider all kinds of written translation to be nonverbal translation.

4.2 Type of translation

ENG 466: Translation course that I have taken as a part of my BA degree, has equipped with the knowledge about the types and methods of translation. According to the course material, two different types of translation methodologies exist. The first is known as “literal translation,” which refers to a word-for-word translation. Each word of the source text needs to be replaced by its closest corresponding words in the target language in the literal translation. Secondly, the free method or the “sense for sense” method is also the most familiar and traditional method used in translation. This type of translation method is only used to summarize or extend the exact meaning of the source text in the target text. This method also helps the translator make the target text more comprehensive by incorporating the cultural context of a particular text.

4.3 Translating Case Stories

During my three months of internship, I was assigned to translate all the success case stories of the AGNEE project, funded by the European Union and implemented by BRAC. The case stories are the narratives of individuals who practically implemented all the activities

associated with the AGNEE project and successfully contributed to changing the traditional structure of society. However, I also translated a few press releases and concept notes for events. This was one of the areas where I applied all my academic knowledge of translation theories to develop these copies. Generally, the case stories were translated following the literal translation method. In contrast, the press releases and the concept note of an event were translated following the sense-for-sense theories. One of the translation strategies I have applied in the translation of the case stories in *Figure 5* is retaining the quotations as they are by using the literal method of translation. My supervisor also gave the instructions for these tasks.

According to the BRAC communication policies in translation, it has been strictly mentioned that the quotations from any interview should be interpreted to convey a similar meaning. These guidelines are also applicable for translation and transcribing purposes. In terms of translation, I preferred to use an online dictionary, with the extreme consideration of spelling, contextual meaning, and impact-driven writing. Since the case stories were meticulously



Figure 5: Case story: Translation from Bengali to English

designed to showcase the overall impact of the project, I had to write the stories using some impact-driven words such as “empowered, capacitated, and sensitized” that represented the effectiveness of the activities initiated by BRAC, while keeping the meaning same.

Figure 5 demonstrates the types of translation methodologies I have employed in my internship journey. The first picture references the literal translation, and the second one concerns the freer method.

Utilization of the theories:

❖ Vinay and Dorbelnet's Model:

1. **Literal translation:** The method used here is “literal translation” to keep the meaning the same. For instance, the phrase “হাসি বিয়ে করতে চাননি” is translated into “Hasi did not want to marry” in as direct and literal way.
2. **Transposition:** Some sentences have been translated following different grammatical structures. For instance, “আর্থিক সমস্যা এবং ঋণের সাথে লড়াই করা তার বাবা তাকে বিয়ে দিতে রাজি হয়েছিলেন, এমনকি বিয়ের তারিখও নির্ধারণ করেছিলেন” has been translated into “Her father, struggling with financial difficulties and debt, had agreed to marry her off, even setting a wedding date.”

❖ Catford and Translation 'Shifts':

1. **Level Shift:** A Level Shift occurs when something expressed by grammar in the ST is translated by lexis (vocabulary) in the TT, or vice versa. In this translation, the Bengali “রয়েছে” is a grammatical existential verb, while in English, I referred to "has," which is a lexical verb.

Therefore, I have attached only one piece *in Figure 5* of my total work as a reference for this internship report here. I have translated five pieces of writing in three segments, such as case stories, concept notes, and presentation speeches, from Bangla to English and vice versa.

Chapter 5

Media and Investigation Monitoring

5.1 Monitoring social media, MIS, and News Circulation of AGNEE

In BRAC, it is prevalent practice to monitor and cross-check the facts of the monthly reporting system of each developmental project with the central MIS to bring updates to the media pages or outlet circulations. Similar activities have been done by the social compliance programme, where the AGNEE project (funded by the European Union) has been designed with a few activities regarding the promotion of awareness using social media and news outlets. The activities were executed through online media coverages such as *Facebook* and the local and national media channels such as the *The Daily Star*, *Protidiner Bangladesh*, and *Jugantor*. My task was to fact-check the news that the partner organisation of BRAC had published. Also, after that, I was responsible for cross-checking the MIS data with the report sent by Ayeen o Shalish Kendra (ASK) as a documentation of the AGNEE annual report to the European Union.

5.2 Process of monitoring

To elaborate on the process, it is imperative to understand the scope and limits of my interventions in the monitoring part of my internship. I have been assigned to do two types of work for this activity. Firstly, the AGNEE project had a few activities related to a social media campaign on anti-gender-based violence mechanisms. I monitored the official *Facebook* page of our partner organisation, ASK, and evaluated their campaign strategies and activities in terms of response. I have checked each of their comments and reported how they responded to the people and the number of audiences they have reached. All these monitoring-based activities were

reported in the annual report of the AGNEE project, which has been submitted to the European Union.

Secondly, the primary requirements of Ain o Shalish Kendra (partner of BRAC) were to investigate the cases of gender-based violence reported in Rajshahi and publish a progress report



Figure 6: Social media campaign post

on each reported case to the local government and different newspaper outlets. ASK was also required to submit all the statistics about their research on anti-GBV activism and the progress report to BRAC. As an intern, I have also been assigned to monitor all the statistics related to the online campaign in the reports they submit and compare them with the project proposal of the AGNEE project. This part was segregated into three ways:

1. Review the primary guidelines for gender-based investigations.
2. Verify the number of activities based on the central MIS data.

3. Check the number of media outlets and news coverage for each activity.

However, I was also responsible for mentioning the reason if any MIS data was missing in the annual report of AGNEE project. After I completed the primary draft of my reporting, my supervisor, Karishma Mahfuz, cross-checked the monitoring process and made changes if necessary.

5.2.1 Review the primary guidelines for the gender-based investigations.

To review the primary guideline of the investigative report, I followed specific theoretical knowledge based on my academic coursebook. However, the ASK report was a third-level or investigative-level report. The inputs for two different activities, namely *Activity 1.2.2* and *Activity 1.2.3* in *Figure 7*, are the compiled version of the original

Activity 1.2.2 Data Management (data collection from three layers of data sources, data insert, cleaning etc.)

It is an on-going activity from year-1 of the project. Two Data Consultant has been hired in the first year for both project areas to data collection from three layer of data sources, data insert, cleaning etc activities. Data collection process is going on. Objective of these data collection is to prepare a data base on gender-based violence and sexual harassment incidents from three layers of data sources e.g., police stations, local, district and national news dailies and grassroots levels (community level) at the two working areas Rajshahi and Gazipur. To achieve the objectives two training courses on Data collection had been organized in the first year to make understand to CSO's members on data collection procedure and they received guidance on data collection strategy so that they can carry out the related activities efficiently. After receiving these trainings members of CSOs are collecting data from their locality and sending to concern Data consultants for improving data base. Data consultants are inserting data to data base by segregating different types of violence on SH and GBV upon the CSOs data collecting forms and also from local and national Dailies. Both of data Consultants organized collected data for conducting semi-annual meetings in the two districts to share data. At the end of the project period, a report would be published on the data collected throughout the project duration and the lessons learned from it will provide evidence of the utility of documentation and monitoring data from three different sources for better reporting of GBV and SH incidents (police station, district and community level). This action will help in consolidating data on SH and GBV incidents regularly which will be shared periodically with relevant stakeholders.

Activity 1.2.3 Periodical dissemination (half-yearly)

We have organized total 03 periodical (half-yearly) dissemination meeting with journalists at Rajshahi and Gazipur. We disseminated 01 periodic report (January to December 2024) on gender-based violence and disseminated data on GBV which committed specially at Rajshahi district and 02 periodic reports (March 2023 to January 2024) for Gazipur. Total 68 journalists from local & national newspapers of Rajshahi and Gazipur district participated these meeting, among them 64 were male 04 were female. The news regarding these published in local newspapers of Rajshahi and Gazipur. The objectives of these periodic dissemination meeting were to orient to the project goal and encourage to generate broader awareness on SH and GBV and increase awareness to play a supportive role to prevent and protect SH and GBV as well as achieving the project goals. Through these meetings the journalists got a brief idea about the incidents of gender-based violence in both districts and be concerned about the achievements of AGNEE project till December 2024. So that they can create public awareness in their daily responsibilities to remedy and prevent gender-based violence and play a supportive role in achieving the project goal.

Figure 7: Compiled version of investigations and procedures

investigation. Due to the confidentiality of the victims, I have used this annual report of their investigation with the permission of my supervisor in my internship report. The *activity 1.2.2* Data management section has elaborated on the investigation process by the consultants/journalists, which established the fact of being harassed, the exact number of days

the victims were harassed, and the number of victims. Furthermore, from my observation, the reports were written in a clear and concise structure with well-cited information about the factors increasing the ratio of gender-based violence in Rajshahi. Therefore, the reports seemed to be maintained by a fresh perspective and without any bias.

5.2.2 Verify the number of activities based on the central MIS data

In continuation of the process, the second task was to verify the activities based on the central MIS data. This management information system was developed based on the project proposal to keep the activity progress on track. My job was to identify the activities that were proposed to be done in the last year of the project report and check the number of times that the activities had been conducted. For example, the ASK report, in *activity 1.2.3*, highlights that they have conducted a total of 3 periodical dissemination meetings with journalists. Therefore, I

					Month Wise Achievement												Achievement			
Sl.	Activity Details	Implementer body	Unit of Measures	Project Target	March	April	May	June	July	August	Sept	Oct	Nov	Dec	Janu	Feb	Year-3 Achievement	Achievement Year 2	Achievement Year 1	Total
6.6	Lesson Learning Workshop	BRAC-SC	Time of meeting	2	2	0	0	0	0	0	0	0	0	0	0	1	3	4	0	0
Output 1: Capacity building of 14 CSOs on identification.																				
1.1. Provide training and annual refresher to 14 CSOs																				
1.1.1	CSO analysis and selection in the project area	ASK	visit	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	18	
1.1.2	Meeting with selected CSOs	ASK	meeting	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	15	
			Total Participant		0	0	0	0	0	0	0	0	0	0	0	0	0	0	261	
			Female		0	0	0	0	0	0	0	0	0	0	0	0	0	0	233	
			Male		0	0	0	0	0	0	0	0	0	0	0	0	0	0	27	
			Transgender		0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	
			Disiable Male		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
			Disiable Female		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
1.1.3	CSOs needs assessment survey	ASK	survey	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	
1.1.4	Community women leaders selection & leadership training including refresher training by the CSOs	ASK	in of training	28	0	0	0	0	0	0	0	0	0	0	0	0	0	14	14	
			in of participants		0	0	0	0	0	0	0	0	0	0	0	0	0	242	267	
			women with		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
1.1.5	Training module development program	ASK	Training Module	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	
			in of training	Page 11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
			total		0	0	0	0	0	0	0	0	0	0	0	0	0	161	154	
			male		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
1.1.6	Arrange training on prevention, protection and referral services with CSO representatives and development of action plan	ASK	Female		0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	
					0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
					0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
					0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
			in of training	14	0	0	0	0	0	0	0	0	0	0	0	0	0	14	14	
			total		0	0	0	0	0	0	0	0	0	0	0	0	0	242	267	
			male		0	0	0	0	0	0	0	0	0	0	0	0	0	231	233	
			Female		0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	
			Transgender		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
					0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
					0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
1.1.8	CSO strengthening and institutional capacity building	ASK	month		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
			Time of meeting	61	61	0	0	0	2	10	4	2	8	16	10	9	0	61	61	
			Total Participant		0	0	0	33	167	65	56	132	267	162	147	0	1009	1009		
			Female		0	0	0	33	167	60	35	127	260	152	139	0	859	859		
			Male		0	0	0	1	9	5	4	5	6	9	7	0	46	46		
			Transgender		0	0	0	0	1	0	0	0	1	1	1	0	4	4		
			Disiable Male		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
			Disiable Female		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
AGNEE Compiled Report Total																				

Figure 8: Data table of Management Information System

checked how many times this activity was proposed to be done in the MIS and what impact it

had had by the end of this activity. Also, a remark section was added that indicated the reason why. (If any activity were cancelled/ remains to be done).

5.2.3 Check the number of media outlets and news coverage for each activity

This was the most relevant and essential part of the process. To do this, I maintained regular communication with the media outlets and our partner organisation, ASK. Most of the coverage was through local news outlets. I have communicated with the local news outlets to get



Figure 9: Published news article of ASK activity

the exact circulation number of their coverage every day so that we could measure the impact of each news and to consider it as the impact of the campaigns. Here, the formula I used to calculate the implications was = the total number of news coverage * the total days of circulation. Furthermore, I have been assigned to read a few news coverages to check whether they maintained the media ethics and editorial requirements during their publication, so that the annual report can refer only to the quality news coverage of the EU delegations and preserve the organizational values.

Theories related to this Chapter

1. **Editors, Law and Ethics:** As one of the references, *Figure 9* does not demonstrate any component of the libel of any group or people, not even the men (as the title might seem to be targeting men). Here, the legal definition of libel is any published defamation of a person/group that represents them, holds them in hatred or ridicule. Since the news is crafted only based on the statistics, the possibility of being libelous is near zero. Therefore, the article avoided any kind of libel and maintained the fairness of the facts collected by the data collection team and quality research.
2. **Typography:** Despite being a local news coverage outlet, each article maintained the typographic norms of news writing. For example, this news headline followed the measurement of typing, which should be calculated in points rather than inches. The headline measurement of the articles was 24-point type, which means the type is 24 points tall.

Chapter 6

Review & Feedback on Digital Content

6.1 Review of the BRAC branding guideline

In addition to monitoring, I was also responsible for overseeing the design and providing feedback for social media content related to the Social Compliance Programme, BRAC. Each of these designers worked with their respective advertising agencies for content management. Upon receiving content from the agencies, I provided detailed feedback on editing and writing,

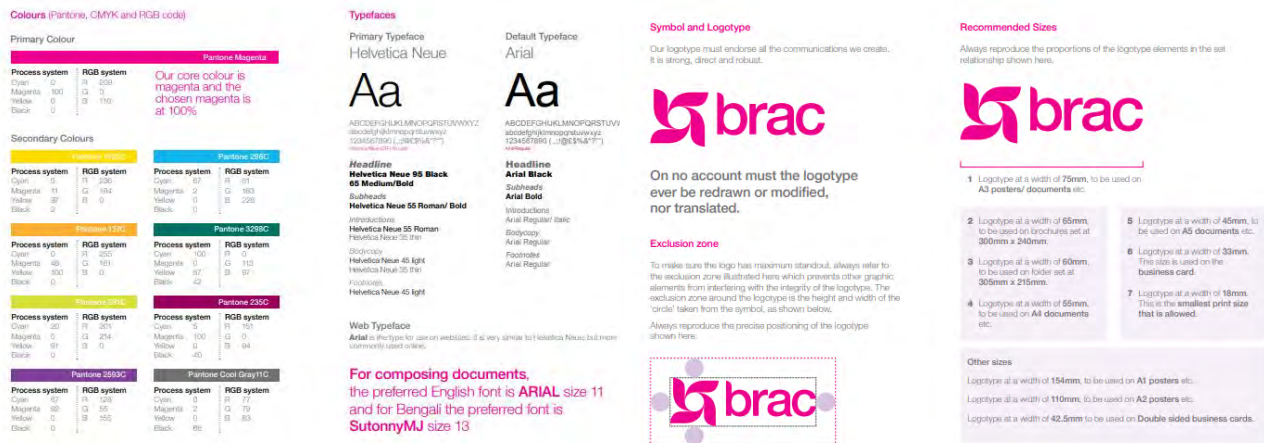


Figure 10: BRAC branding guidelines and policies

ensuring that all materials adhered to BRAC's branding guidelines. This included verifying the correct usage of the BRAC symbol, logotype positioning, and the specific color palette for dynamic, carousel, static content, and videos. The guidelines specify the exact colors, fonts, and design elements that are allowed, ensuring that all visual materials maintain a consistent and unified identity for the BRAC brand.

6.2 Feedback on Digital Poster Design

After reviewing the poster, I recommended several improvements to align with BRAC's branding guidelines and enhance engagement. This included adding informative or creative



Figure 11: Initial draft of the Safeguarding poster

elements, as well as refining the copy and captions, as shown in Figure 09. For example, in Figure 09, the static content provided by the advertising agency was intended for the BRAC University posting. My supervisor incorporated my suggestions and listed six more improvements, such as:

1. Create an additional version of the poster in the color of blue, ensuring that the shade of blue closely matches the green used in the current version.
2. Remove the human logo from the top-central portion of the poster and replace it with the following text as the title:

"Sexual Harassment, Exploitation, Bullying and Ragging Elimination Committee (SHEBREC)".

3. Insert the BRAC University logo at the top left corner of the poster.
4. Insert a telephone icon/logo in the top right corner and include the following contact numbers:
 - +88013*****
 - +88013*****
 - +88017*****
5. Change the title, logo, and definition of "discrimination" to "**Ragging**". Please replace the current logo with one that represents the meaning of Ragging and use the definition from your previous poster work related to ragging for this section.
6. The contact details should be updated as follows:

Version 1: BRAC Main Campus (This information is applicable for the blue poster):

- SHEBREC: shbrec@bracu.ac.bd
- Office of the Proctor (for students only): complain.proctor@bracu.ac.bd
- HRD (for employees only): complaint.hr@bracu.ac.bd
- Counsellors: counseling@bracu.ac.bd
- Whistleblowing/Anonymous complaints: whistleblowing@bracu.ac.bd

Version 2: BRAC Residential Campus (This information is applicable for the green poster):

- SHEBREC: shbrec@bracu.ac.bd
- Office of the Proctor (for students only): complain.proctor@bracu.ac.bd
- HRD (for employees only): complaint.hr@bracu.ac.bd
- Counsellors: counseling@bracu.ac.bd
- Campus Superintendent (for residential semester only): sadik.faisal@bracu.ac.bd
- Whistleblowing/Anonymous complaints: whistleblowing@bracu.ac.bd

The goal was to create a more balanced, message-driven approach that would encourage the audience to take action on any sexual harassment issues within the university premises. By doing so, the intention was to spark curiosity about knowing and being familiar with the GBV preventive mechanism in educational institutions.



Figure 12: Final poster design for BRAC University

Additionally, I stressed the importance of brevity in the copy caption to ensure a clear, impactful message. I also recommended adding an anonymous section for submitting students' problems, as many students fear speaking out against others. Consequently, Figure 10 has been processed and selected as the final version of the poster.

Chapter 7

Training and Workshops on Mobile Filmmaking

7.1 What is filmmaking/ media-based communication?

Film is a unique art form that was initially introduced as a way of visualizing what we do not pursue in reality. After the Second World War (WWII), it shifted towards a tool of manipulating viewers to understand the real space and time that reflects the culture in the visualization. Stuart Hall acknowledged communication through his four stages of theory: production, circulation, use (which he calls distribution or consumption), and reproduction (Viviani). Film is one of the most vibrant tools for applying all four stages of communication to spread messages across the globe, intermediating the interconnectedness of these four stages of communication that uphold everything related to human beings and their evolution.

In reference to the brief background of filmmaking, between the 1890s and approximately 1920, American society was significantly transformed due to rapid industrialization. This shift prompted a mass migration from rural agricultural settings to urban industrial centers, resulting in the growing concentration of the population in cities. Concurrently, the emergence and expansion of mass communication technologies through film, advertising, and radio took the central stage for spreading cultural norms related to taste, desire, behavior, and language. These media played a pivotal role in diminishing regional distinctions and developing a more unified and standardized national culture. In particular, the film industry significantly influenced public behavior, as audiences nationwide began to emulate prominent cinematic figures' speech patterns, fashion, and conduct (Hassi and Storti). In line with the rapid pace of industrialization, the media practice in the Asian subcontinent had emerged. It was increasingly adopted in countries like East and West Pakistan, India, etc.

film has been selected and accepted into the Dhaka Mobile Film Festival 2025. Therefore, *Figure 13* is the vertical poster of the film we have chosen to showcase in the festival.

7.3 Utilization of the media theories

The entire film was developed using references from the theoretical knowledge provided by the ENG 205 course, which was taken by Zaki Rezowan, Lecturer of BRAC University. A few key theories have been shortlisted below to help understand the process of following the theories.

1. **Narrative Structure:** This is the first requirement for a film to be developed. A film will never represent the narrative without the sequence of stories and their plots. In our film, we have integrated two different stories, one related to the protagonist's past trauma and



Figure 14: Theory of Narrative Structure

the redemption of the trauma. Also, the plots were designed as mentioned in Figure 13.

Here, we also consider the five methodologies of plot creation.

2. **Cinematography:** To portray the situation in a more real and engaging way, the film had to have a few theories of cinematography. 80% of the visuals of the film were in black and white. Therefore, I needed to structure the frame so that the audience could easily understand and relate the story to reality. I followed the theory of camera angle, composition, framing, and camera distance and details in the field to do so. Therefore, I have applied a few editing theories to develop the film and submitted it to the festival.

Chapter 8

Press Releases and Publications

As a central unit intern at Social Compliance Programme BRAC, I assisted in editing and publishing press releases on the SHIKHA project's inception event for different news outlets such as *Bangladesh Pratidin*, *The Business Standard*, *The Daily Sun*, and *The Daily Star*. As my supervisor was the Manager of Communication and Stakeholder Relations, she assigned me to cross-check the press releases with the program's agenda and monitor part of the publication as well. In this chapter, I will present the challenges of handling press releases. Therefore, I focused on implementing the media outlet's policies using my English 401: Editing course. Since I am a media student, my supervisor utilized my area of understanding in seeking the guidelines of the media outlets.

8.1 Understanding the press release

Press releases are one of the key documentation processes in journalism. It provides accurate information about events, product launches, and services to media organisations for publication. The rationale for press release publication is to promote and engage people in the particular subject. The primary way to develop a press release can be in both Bangla and English. The development of a press release and its publication depends on the consumer's ability to read or watch news channels on TV or newspapers.

8.2 Vetting the quotations

Using quotations in press releases is widespread in media organisations. It increases the authenticity and reliability of the news or the fact of the release. However, some strict guidelines exist for incorporating quotations while editing the press release. One of the most significant regulations for editing a quotation is vetting it from the higher officials or the owner of the quote.

In this process, it must ensure that all the quotation materials are authentic, consented to by the author, applicable for the mass communication purpose, and aligned with the publication's standard. However, there are also a few guidelines that need to be followed during editing the press release, such as the use of commas, colons, and other writing-based communications guidelines.

8.3 Press release editorial guidelines of BRAC

There are a few strict guidelines on editing the press release under any programme of BRAC. Most of the guidelines were provided for any writing component on behalf of BRAC for public relations. It was crucial for a better understanding as well as alignment with the brand about the information, so that people perceived it as trustworthy with a professional tone. As mentioned in *Figure 15*, there are some criteria to maintain, such as using double spacing and commas, the structure of capitalising in designations, and the word limitation.

1. Double spacing	DO NOT use double spacing after a comma or full stop. Always ensure single spacing. Use punctuation properly, especially the comma, to make the sentences more reader-friendly
2. Overcapitalising headings	DO NOT overcapitalise headings, eg Protecting migrants before departure , not Protecting Migrants Before Departure
3. Full stops in bullet points	Avoid full stops in bullet points, unless they are written in complete sentences
4. Health care/healthcare	Write healthcare (British), NOT health care (American) Exception: HNPP's essential health care programme. In the case of this programme, we must write health care because it is an official name, and write healthcare in running text
5. Follow-up on/follow-up with	Follow up with someone, NOT follow up on someone Follow up on the case, NOT follow up with the case
6. Persons	DO NOT write the word persons in sentences. Although the word does not appear incorrect, it loses the essence of a sentence. Instead of writing persons , write people
7. Phonetic spellings	While writing Bengali words/phrases, we usually tend to write in phonetic spellings. However, never mistake the pronunciation of bh with v , or of ph with f eg, bhai NOT vai ; phool NOT fool
8. Beneficiary	DO NOT use the word beneficiary , instead, write clients . Distinguish what each programme calls their programme participants: clients (microfinance), students/teachers (education), patients/health promoters/health workers (health). For other programmes, write programme participants and members
9. Gender sensitisation in professions	While writing about professions, avoid mentioning the person's gender unless the context demands it. In such cases, be gender sensitive and diplomatic. For example, instead of writing women drivers , write drivers who are women in first mention and simply drivers in subsequent mentions
10. Capitalising designations	DO NOT capitalise designations such as officers, managers, directors, executive director and chairperson in sentences, unless they are being addressed by their titles eg, in press releases and other written documents, write in any one of the three formats: - Present among the speakers was Asif Saleh, Senior Director, Strategy, Communications and Capacity, BRAC - Present among the speakers was the senior director of strategy, communications and capacity, Asif Saleh - Present among the speakers was the senior director of BRAC's strategy, communications and capacity * BRAC promotes equality following its value of inclusiveness. Think, if we do not capitalise the words driver or bua, why should we do the same with managers or directors?

Figure 15: Basic guideline in writing PR material

Furthermore, regarding language, BRAC always insists on using British instead of American spelling. For instance, I used the spelling “programme” instead of “program”. Moreover, the word ‘organisation’ was used throughout the editing. Not only the English spelling but also BRAC has a clear guideline on phonetic spelling, where basically in writing the



Figure 16: Sample of Press Release I wrote

Bengali word/phrases, such as utilising the spelling “bh” instead of “V” and “ph” instead of “F” in Bengali words like “Phool”, “Bhai,” etc. In comparison to *Figure 15*, I edited and sent two types of press releases to the communication team for vetting: one in Bengali and one in English. My supervisor provided a few feedback on my writing, such as “EU” instead of “European Union” in the headline to maintain the headline appeal. After cross-checking, the draft has been sent to the central unit for vetting the writing and quotations.

Chapter 9

Integration of Media Theories in My Internship

9.1 Introduction of the theories

As a communication intern in the social compliance programme at BRAC, I have integrated all my major theories to get the best outcome of my tasks. In this regard, foundationally, I have utilized three core theories directly associated with the knowledge of my academic courses, such as ENG 401 and 404. The theories are: (1) The inverted pyramid structure to ensure the clarity and impact in written communication, (2) The concept of panopticon and gaze in the workplace, (3) The conceptual framework of the theory “cultural imperialism,” and (4) The theory of “proper distance.” These theoretical integrations have significantly informed my approach, allowing me to deliver thoughtful, impactful, and contextually concerned communication outputs.

9.2 The Inverted Pyramid Structure

In terms of writing, I grasped the inverted pyramid structure as a method of my writing, which helped me to write and edit any newspaper-based material, such as articles, case studies, and even press releases. This writing format strategically brings the most fundamental information at the very beginning of the edit. This works as a pyramid where the category includes important details, and background info. However, the structure creates a hierarchical system in the writing components according to the nature of the information. According to Crystal David, the inverted pyramid structure is a mode of communication that provides a detailed sequence of some questions at the very first paragraph of any article or piece of news regarding who, what, where, when, why, and how, as mentioned in *Figure 17* (Roberts, n.d.). In addition, this information gives readers a concrete idea of what or whom they are learning about

from the writing. The inception of this writing method can be tracked back in the time of the American Civil War, as the most commonly used technique of communication due to the reliance on telegraphy for transmitting information, which, given the classified nature of the messages, necessitated the conveyance of entire communications within a limited number of lines or paragraphs.

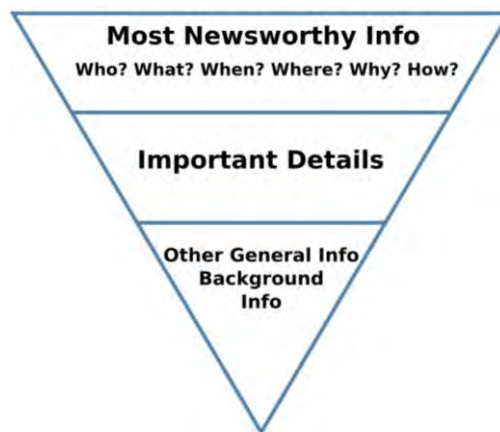


Figure 17: Inverted pyramid structure

For my internship, I wrote the tagline for different activities of the AGNEE project using the pyramid structure of writing. Since the tagline requires three to four sentences to state everything related to a particular activity, this module also helped me structure the writing for the reader. Furthermore, this method helped me to understand the project proposal in terms of writing the annual report of the projects run by the Social Compliance Programme, BRAC.

9.3 Panopticon and Gaze

The concept of Panopticon was proposed by the English philosopher, Jeremy Bentham. It refers to an institutional architectural model that is designed to control individuals. Upon the foundation of this controlled monitoring mechanism, I found that the flux of the industrial revolution brought about a few doctrines about the worker's productivity and the strategy to

make it more action-oriented. A French philosopher, theorist and critic, Michel Foucault, extended the discussion of Bentham's theory and the way of its implementation. He argued that the significance of the theory lies into the name of it where the word "Pan" refers to 'everything' and the word "Opticon" refers to 'observe' (Foucault 150). Similar to the Panopticon, Foucault called it "The Gaze." He defined gaze as a form of internalized surveillance where individuals regulate their behavior under the assumption that they are being observed, regardless of whether observation is actually occurring. In my internship experience, the most thought-provoking part was about the BRAC monitoring system because it had also a surveillance mechanism similar to the theory of "Panopticon" as well as "The Gaze."

Similar to the concept of the Panopticon, I was under direct surveillance and monitored by my supervisor in every task I was assigned. Furthermore, the presence of multiple CCTV cameras made me more conscious about my work and helped me to be stay focused throughout the working hours. This infrastructural mechanism of observation worked as a thought police in my office. Every moment I intended to do something else like using social media, or watching *YouTube*, my brain reminded me about the CCTV cameras and brought me back into my job. It was my belief that the footages were being watched by someone and would be evaluated for my internship performance based on the observation. Here, Foucault's theory "the gaze" was applied in BRAC office, they eliminated the necessity of physical violence and material limits through the installment of the CCTV cameras. From my experience, I did not know whether the CCTV cameras were working or just a symbol of the presence of an overseer but worked as monitoring agent to make me feel accountable. This experience connected me with the Foucault's "internalization of Gaze."

Similarly, the LAN system of BRAC played a crucial role of surveillance, when the employee used their office internet system. As Michel Foucault argued, this term is a way to discipline individuals without even applying any direct force; all activities of an employee were traceable for BRAC through the internal screen monitoring access. For instance, I was given a laptop by BRAC for my work and the internet system was set up by them. Several software applications were used for screen sharing and monitoring. Also, BRAC internet users were restricted from disconnecting their official internet within the premises. Therefore, I always felt that I was being observed by the authority through the laptop they provided me. This is also a way of applying the theory of gaze. As a result, to me self-discipline was even more important to appear as professional as possible. The same goes for the remote work, I internalized the accountability of being present and updating the work status even when physically unsupervised, which demonstrates the persistence of the “internalization of the gaze.”

9.4 Cultural Imperialism Theory

From the cultural perspective of any development-based project, it is essential to design the project for two parties: (1) for the local beneficiaries and (2) for the donor's benefits. The Social Compliance Programme is no longer different from this framework practice. Though the entire project outline is designed to combat the ongoing issues, the donations require following the central rule for implementing the acts. For more understanding, every development NGO must follow some principles in designing the project, such as the thematic area of working, the policies they want to work with/change, and the compliances they must follow for the entire project. However, to me, all these design parts of each project proposal seemed to be a mirror of Western policies and regulations. For example, project AGNEE was developed and designed to combat sexual harassment and gender-based violence in schools and the readymade garments

sector of Bangladesh. Here, the reason behind the development was focused on mitigating a particular issue in the context of Bangladesh, but in terms of law enforcement, the entire proposal followed some conventions and laws oriented by Western nations, such as the ILO convention (though using worldwide), due diligence, and OECD guidelines. These standards, while well-intentioned, were often culturally abstract to the people they were supposed to protect, like RMG workers and school students. For example, policies around individual grievance mechanisms made sense in principle, but workers often hesitated to speak out in collectivist societies like Bangladesh with strong hierarchies. Not because they do not understand their rights, but because the social cost of doing so was culturally significant. Also, the annual report writing structure requires some strict guidelines that mirror the Western writing style, such as the writing format of the case study. Also, the aforementioned news headlines reflect the feature of cultural imperialism in the working of the Social Compliance Programme, BRAC.

9.5 *The Proper Distance* by Roger Silverstone

One of the most important theories I applied during my internship as a communication assistant is *Proper Distance* by Roger Silverstone. It is a crucial tool to reduce self-bias and to build a measured and responsible relationship with others when I am representing them through any form of storytelling, such as writing, editing, or advocating. This theory is rooted in the moral philosophy of communication through the influence of philosopher Emmanuel Levinas. He argued that the real ethical behaviour does not begin with rules or emotional identification, but rather with one's irreducible difference. Here, the irreducible difference refers to an individual's perspective or notion shaped by their lived experiences (Silverstone).

During my internship, this theory became particularly relevant in how I handled sensitive communication tasks, such as collecting and editing case stories of gender-based violence survivors from the marginalized communities across five districts of Bangladesh. Considering the culture of their vocal tone, I had to give preference to their perspective rather than what I understood from the discussion. Silverstone was also against mistaking digital connectivity for moral engagement, and my role required constant ethical reflection to ensure that the narratives I helped present did not exploit personal trauma or reduce complex human experiences into symbolic content for mass consumption. Though I had to follow a pattern given by the donor organisation as compliance, it has also been indicated that the stories should not be exploited or influenced by the collector or the survivors; rather, I must use quotations to maintain their perceptions to reflect their voice through the study. However, beyond recognizing their irreducible differences, I often had to acknowledge my limitations in empathetic portrayals of the survivors.

Considering all the theoretical components, I drafted the case stories ensuring that the language was inclusive, respectful, and did not sensationalize trauma rather showcased their achievements in a more appropriate manner. Therefore, I have also applied this theory when designing and preparing campaign materials because any visual or verbal misrepresentation could distort the intended message or misalign with the lived realities of the people represented.

Chapter 10

Conclusion

The journey of my internship not only improved my communication skills but also helped me gain the confidence to work in a professional setting. As a token of appreciation, my supervisor arranged a small farewell for me, indicating my dedication to my work. It was tough for me to balance academic writing, rigorous field visits, and event management. However, to have a smooth journey, my on-site and academic supervisor helped me a lot by considering all these issues together. From this internship, I realized and learnt that cooperativeness and mutual respect are the fundamentals of taking responsibility and effective workflow. BRAC has become one of the world's largest NGO because of its cooperative nature towards newcomers, because they believe in the youth's capacity to make changes. The same goes for me; I had the chance to represent my creativity for official use.

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Appendix-1

Wednesday, May 17, 2023

DhakaTribune

E-PAPER NEWS BUSINESS WORLD SPORT OPINION SHOWTIME FINANCIAL D2 DTUBE MORE

Business

Fresh জীবন অগুরু করুক প্রতিদিন!

EU, Brac launch Shikha project to combat gender-based violence

This initiative aims to create safer public and private spaces by strengthening prevention and response mechanisms against gender-based violence, bullying, and sexual harassment

Facebook Twitter WhatsApp Telegram Messenger Email Print



Press Release
Publish: 27 Feb 2025, 06:02 PM | Update: 27 Feb 2025, 06:02 PM

Recent studies reveal that 80% of women in garment factories, 74% of female students in educational institutions, 94% of women using public transport, and 68% of women on online platforms have experienced some form of violence or harassment in Bangladesh.

BSRM
building a safer nation

WALTON
দেখতে ভালো লাগে
একটুকু ক্যাশিওর ফোন
আবারও
মিলিয়নিয়ার
কতকগুলো লক্ষ টাকার ক্যাশিওর ফোন
কোটি কোটি টাকার মিলিয়নিয়ার
পাওয়া যায়
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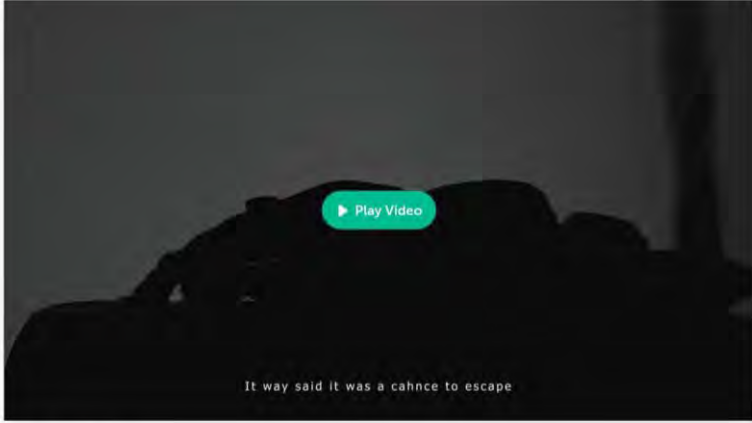
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Appendix-2


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A decision

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It way said it was a cahnce to escape

A decision

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A young refugee, trapped by memories of war and loss, faces the indifference of power. In her darkest moment, a small act of defiance sparks a glimmer of hope.

Director Biography - Mushfiqur Rahman



Mushfiqur Rahman is an emerging leader, scholar, and changemaker whose multifaceted achievements span academia, social impact, and the arts. A dynamic individual from Bangladesh, Mushfiqur is currently an undergraduate student in the Department of English and Humanities at BRAC University, where his academic concentration delves into media, anthropology, and cultural studies.

Adept at harmonizing theory with practice, Mushfiqur holds a distinguished position as the Impact Associate and Head of the Thought Leadership Department at Social Impact Lab, BRAC University. In this role, he oversees critical projects such as revising research reports, developing strategic project proposals, and preparing comprehensive budgets. His leadership extends to mentoring six small social projects in their implementation phases, conducting rigorous research, and analyzing data to support sustainable and meaningful initiatives.

His academic and professional journey is deeply interwoven with his commitment to social justice and civic engagement. A Millennium Fellow under the prestigious United Nations program, he has utilized his platform to co-create impactful projects targeting vulnerable communities in Bangladesh. His participation in global programs like Get Engaged Conference, Berlin and the Civic Engagement Course at Central European University, Budapest has further honed his skills in project management, strategic planning, and cross-cultural collaboration.

Director Statement

This film is a tribute to all refugees who have endured unimaginable hardships, sacrificing lives to rise the voice of struggle and discrimination, even as their faces fade into memories.

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Appendix-3

Saturday, 17 May, 2025

বাংলাদেশ প্রতিদিন ENGLISH VERSION

National International Sports Entertainment Business Shuvosangho More Today's Headline

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EU, BRAC launch project to combat gender-based violence

Online Desk

The European Union (EU) and BRAC officially launched the SHIKHA project on Thursday, an initiative aimed at tackling gender-based violence in society.

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Appendix-4




Sexual Harassment, Exploitation, Bullying and Ragging Elimination Committee (SHEBREC)

Safeguarding for all

Protecting everyone from sexual harassment, bullying, exploitation and Ragging

STOP 			
Sexual Harassment: Inappropriate, unwanted and unsolicited conduct or behaviour of a sexual nature perceived as harassment by the receiver	Bullying: Any repetitive behaviour which may belittle, dominate, target or single out someone in a derogatory manner	Exploitation: Any actual or attempted abuse of a position of vulnerability, differential power, or trust, education for sexual purposes	Ragging: A form of bullying that involves abuse, humiliation, or harassment of new entrants or junior students by the senior students.

If you face any of the above, feel free to report your experience to the following:

- SHEBREC: shebec@bracu.ac.bd
- Office of the Proctor (for students only): complain_proctor@bracu.ac.bd
- HRD (for employees only): complaint.hr@bracu.ac.bd

- Correspondence: corresponding@bracu.ac.bd
- Whistleblowing/Anonymous complaints: whistleblowing@bracu.ac.bd

Note: SHEBREC is dedicated to maintaining the utmost confidentiality when addressing complaints.

<https://www.bracu.ac.bd/academics/offices/office-proctor/campus-safeguarding>