
Ethical Reporting of Sexual Violence

One-Day Training Workshop with University Students of Media Studies

War Against Rape (WAR)



Beach Luxury Hotel, Karachi

January 05, 2011

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Activity: Workshop on “Ethical Reporting of Sexual Violence”

Date of Execution: 5th January 2011

Time: 09:00 am – 05:00 pm (8 Hours)

Venue: Beach Luxury Hotel, Karachi

Number of Participants: 17

Facilitator

Sajida Ali	Training Officer
Rukhsana Bibi	Clinical Psychologist
Syed Ali Bilgrami	Report Writer

Guest Speakers

Sumaira Jajja	Sub-editor/Reporter – The News
Madiha Latif	Cooperative Lecturer – Dept. of Psychology, Bahria University

INTRODUCTION

Media are a growing business in Pakistan. The past decade has seen expansion in the media industry with ever-rising numbers of media channels (print, and electronic), and recently a wave of social journalism. With this growth, a need has been created to analyze how media are depicting women issues and what messages are being transmitted to address gender disparities in society. This need is more pressing as most civil society organizations working on violence against women are largely attempting to challenge attitudes, perceptions and behavior that are responsible for marginalizing women and their rights. Media with its ability to shape or change perceptions thus becomes a critical strategic partner as a mean to widen the impact of their work.

Media representation of rape cases is often insensitive and further traumatizing for survivors of sexual violence. From revealing the survivor's identity against her wishes to identifying her/him through pictures and footages, the media in Pakistan is often brutal in its coverage of such crimes to the detriment of survivors and affected families. Lately, as more cases are being reported in the media, a kind of frenzy often surrounds cases where the media is seen harassing survivors and their families for a story seemingly unmindful of the trauma or damage they may be causing in their pursuit of truth. Due to the public scrutiny that follows, many survivors are forced to retrench to escape the prying eyes of the public.

WAR relies heavily on media for timely information on cases of sexual violence and to support its advocacy efforts. It has also been looking at media's depiction of such crimes critically to identify blatant ethical violations. Additionally, media schools in Pakistan are largely not imparting any specialized courses on ethical reporting standards that respect the survivor's rights to privacy and confidentiality. Feeling the need for change at grass root level, WAR's training component has tailored a sensitizing and training program for the students of media studies who will be joining this profession in near future. This program addresses a stereotypical, inaccurate and prejudicial view of survivors of rape in media and equips the students with knowledge of sexual violence and ethical reporting of crimes committed against women. By training and sensitizing these young professionals WAR is preparing allies of survivors of sexual violence in media.

This was the basis of a need felt by WAR to hold this workshop with youth in the last year of their professional studies that are going to join the field of journalism.

We appreciate Prof. Dr. Nasreen Aslam Shah (Director – Centre of Excellence for Women's Studies, University of Karachi), Prof. Dr. Shaista Tabassum (Chairperson – Department of International Relations, University of Karachi) and Mr. Mazhar (Manager Administration – AIMS Institute of Media Sciences) for their interest and cooperation in capacity building of their students. We are thankful to Ms. Madiha Latif (Cooperative Lecturer – Institute of Professional Psychology, Bahria University) and Ms. Sumaira Jajja (Reporter – The News) for their presentations in the workshop.

Last but not the least we are thankful to Ms. Musarrat Jabeen (Deputy Secretary – Technical, Women's Development Department) for her presence at the workshop certificate distribution ceremony to support the cause and encourage the participants.

OVERVIEW

War Against Rape (WAR) KHI.

War Against Rape (WAR) is a registered non-profit and non-governmental organization (NGO) working in the areas of service delivery and advocacy in Karachi since 1989. It takes a holistic approach towards addressing the issue of sexual violence and is currently implementing two large-scale projects that include service provision such as free legal aid, psychotherapeutic counseling, and advocacy for state-sponsored support for survivors.

Rape Survivors Support Programme (RSSP)

WAR's Services are extended through the *Legal Aid* program, which is complemented by the *Rape Survivors Support Programme* (RSSP) that has the overall objective of 'addressing the issues of rape and all other forms of sexual violence against women and children through lobbying for good governance, adoption of preventive measures and provision of rights-based rehabilitative services at the state level, through raising awareness and active intervention by working with all relevant stakeholders'.

Workshops with Media

The media often resort to subjectivism when reporting cases of violence though it has played a critical role in highlighting violence against women over the last few years; some media have no qualms about publishing addresses and printing photographs of survivors in their stories.

Unfortunately, these media have a wider circulation among the less literate and they play an important role on how the masses view and understand violence. For the media, one workshop is held by WAR's training component to discuss these ethical issues and to engage journalists in advocacy against discrimination and for policy change.

Objectives

Project Specific:

- a) Creation of awareness and sensitivity towards survivors according to their needs.
- b) Networking and coalition building for joint planning, resource mobilization and sharing of best practices.

Workshop Specific:

- a) Address a stereotypical, inaccurate and prejudicial view of survivors of rape in media.
- b) Explore common myths and misconceptions and biases on the issue.
- c) Impart knowledge about the issue of sexual violence and ethical reporting of sexual violence.

Expected Results

By the end of the workshop participants have

- a) Understanding of WAR's mission, objectives and services as well as the objectives of the workshop.
- b) Better understanding of sexual violence, power, force, will and consent.
- c) Better understanding of the rights of privacy and confidentiality.
- d) Cleared myths and misconceptions around the issue.
- e) Understanding of sending the right message.
- f) Learn to interact with survivors of sexual violence.

- g) Understand the reasons for underreporting of sexual violence in media.
- h) Understanding of media's impact in Retraumatization of survivor of sexual violence.
- i) Explored questionable reporting of sexual violence in media.

Target Group(s) University students of media studies.

REVIEW

In the year 2009 WAR conducted one (1) workshop with professionals from print and electronic media. In October 2010 Training & Capacity Building Department reviewed the objectives, methodology and results of workshop conducted in the year 2009.

Considering last year's experience and need to sensitize media at the grass root level it was decided that this year the target group of the training will be – university students of media sciences.

After evaluating the situation and new target group the training team reached the following conclusions:

(format)	- The training module shall be highly participatory (including group work and brainstorming) to encourage and stimulate learning.
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RISK ASSESSMENT

Risk ID	Risk Category	Description
Very Likely	R-01, R-06	R-15
Likely	R-16	R-02, R-07, R-08, R-09
Unlikely	R-04, R-14	R-10, R-11, R-12
Very Unlikely	R-05	R-13
Risk ID	Risk Category	Description
R-01	<i>ER</i>	Participants do not attend the training because of unrest in the city.
R-02	<i>ER</i>	The concepts explored may not be consistent with the beliefs and values of the participants and consequently they might not use the skills and information delivered in the training.
R-03	<i>TR, IR</i>	Lack of incentive may affect the participants' motivation to join/carry on the training program.
R-04	<i>IR, ER</i>	The funding for the program is cancelled and WAR is unable to find any other donor to support this program.
R-05	<i>ER</i>	WAR shuts down.
R-06	<i>IR</i>	Due to unrest in the city the trainings are delayed or cancelled.
R-07	<i>ER</i>	The training need assessment is not conducted and the training design does not address the participants' KSA level.

R-08	<i>TR, IR</i>	Sessions are not sufficiently timed. The training will exceed the planned time limitations and participants lose interest due to untold extra time.
R-09	<i>TR</i>	Training design is not compatible to and challenges the local norms and values.
R-10	<i>TR</i>	The training event is not staffed and equipped adequately.
R-11	<i>IR</i>	Weather conditions may affect the training in delay or cancellation.
R-12	<i>ER</i>	The training is less participatory and more cognitive. This will result in participants being bored and becoming uninterested.
R-13	<i>TR, PR</i>	Waterfall training design. Participants will lose their interest due to no visible reason for doing an activity until late in workshop; session switching is rigid, heavy reliance on handouts and difficulty in discussion that seems to lead nowhere.
R-14	<i>TR</i>	Rude, strict and judgmental behavior of the trainer. Participants are annoyed and refuse to take input from the trainer.
R-15	<i>PR</i>	Risk management is not done.
R-16	<i>IR, TR</i>	Human resources are being used extensively in several other activities allowing less time for preparation.

Risk Categories

Internal Risks = IR External Risks = ER Performance Risks = PR Training Specific Risks = TR

METHODOLOGY

For this workshop, a participatory training methodology was adopted to impart knowledge and promote the development of relevant skills. The participants were involved in several group activities, brainstorming and group discussions. These activities were supported by handouts to supplement discussions. One session was, however, designed following the cognitive approach due to the nature of topic and time constraints. Participants were seated in a closed circle.



WORKSHOP PROCEEDINGS & OUTPUT(S)

A one-day training workshop was designed based on past experiences of the organization in tracking media reports on sexual violence cases and the objectives of the Program. The training comprised eight sessions.

The workshop started later than scheduled time because the participants joined in a late fashion because a day earlier a famous political figure was assassinated hence there was a chance of unrest in the city. The facilitator welcomed the participants to the workshop and briefly shared the objectives and methodology of the day.

Before a formal start, a variety of objects were placed in the center of the circle with enough space in between them so that they could be seen. After welcoming the participants, the facilitator asked the participants to choose an object from the center of the circle and bring it back to their seats. Participants were asked to reflect on their object for a moment and consider the following question:

How does this object represent who I am?

The facilitator then asked participants to pair up with another person in the room, introduce themselves to that person and tell them how their respective objects represented them. Their partners were to then introduce their partner and answer the question for them once back in the circle.. The training team participated in this activity.



Following were some comments shared by some of the participants after this exercise:

“I never related any inanimate thing with my personality before. I didn’t know it could be done.”
There are many things that we use but we are not aware of their importance.”

“We do not analyze ourselves the way we analyzed these objects.”

At this point the participants unanimously agreed on the best sentence uttered during this exercise which was the following:

“Is duniya main kagaz ki hakumat hai.” (This world is ruled by paper.)

After the introductions the facilitator asked the participants to brainstorm workshop norms. The following were identified by the participants:

- ❖ Make direct communication
- ❖ Be respectful during discussions
- ❖ Stay focused on the topic being discussed
- ❖ Do not indulge in mini-meetings
- ❖ One person should speak at a time
- ❖ Everyone’s opinion is important
- ❖ Everyone should actively participate
- ❖ Cell phones should be turned silent

- ❖ If someone needs to make a call or text through his/her phone he/she should do it from outside the training room

The facilitator asked the participants to be the guardians of the norms.



Hopes & Fears

Once the workshop norms were agreed upon the participants were divided into two (2) groups. Each group was asked to brainstorm what their expectations and fears are regarding the workshop and present their expectations and fears in the plenary.

Group 1

(Hopes):

- This training will be interesting, informative and effective.
- The focus will be on discussion so that everyone can get everyone's view.
- The environment will be friendly.
- Report writing will be informative for us.
- Best part will be the certificate which will be helpful in our careers ahead.
- Lunch and tea will help us boost up our energy.

(Fears):

- Someone might get emotional and the situation might get tricky facilitators to moderate.
- Perception of sexual violence amongst the participants might be a barrier in learning.
- People might not communicate openly.
- Workshop's time might not be properly managed.



Group 2

(Hopes):

- We will learn many things from this workshop.
- Our communication skills will be enhanced.
- We will learn more about women's image in media and how it is affected by the norms of our society.
- We will explore dynamics of sexual violence and its effects on survivors.
- Whatever we will learn in this training we will be able to give others as well.

(Fears):

- Law and order situation in the city gets worse.
- One of group member has a pet at home that might get hungry because he is attending this workshop and no one is attending his pet.



The facilitator summarized the hopes and fears that were presented by the groups. The facilitator emphasized that this training is on ethical reporting of sexual violence in media so we will be focusing only on the skills and topics relevant to our objective.

Understanding Sexual Violence and related concepts

After addressing the hopes and fears of the participants, they were divided into four (4) groups. Each group was given a flipchart and asked to write down their understanding of sexual violence and any words that they can associate with actions of sexual violence. The participants were instructed to come back to the circle once they finish their work.

After the groups were back in the plenary the facilitator shared the definition of sexual violence¹ with the participants and asked them how it was different from their definitions. Following were the group responses:



¹ See Annex 3

Group 1

We did not use the terms but defined it in our own words.

Groups 2 & 3

We did not include the psychological aspect in our definition as we did not know it could also be a form of sexual violence.

Group 4

We have included blackmailing as well.



At this moment the facilitator asked the groups that why did they focus more on sexual harassment in their presentations while defining sexual violence. Following was groups' response:

"We emphasized on sexual harassment because it leads towards sexual violence. A person who is sexually harassing someone can also sexually assault in future."

After that each group was given a set of 4 case studies² and asked to identify and note actions that can be related to sexual violence. The facilitator asked the groups to come back to the circle when they are done.

Then the groups were asked to categorize the words on one flipchart and categorize them. After that participants were asked to identify the categories and give them titles. After that the facilitator shared the four (4) categories³ of sexual violence.

² See Annex 3

³ See Annex 3

After that the participants were asked to go back in their groups. Each group was given a flip chart and asked to write down their understanding of the following concepts: Power, consent, will and use of force/force⁴

When the groups finished their work the facilitator shared the definitions for the above concepts and then asked them to refer back to four (4) case studies given to them earlier and answer the following questions in their presentation after reading the case studies:

- 1- Who has the power in this story?
- 2- What kind of power that person has?
- 3- Was force used?
- 4- Who was the victim?
- 5- Was the victims' will involved?
- 6- Did the victim give consent?
- 7- Why did the victim give consent?

The groups successfully answered the questions.



⁴ See Annex 3

Understanding rights of survivor in context of media

In the next session the facilitator asked the participants go back in their groups. The facilitator told the participants that there is now going to be a competition on how much we know about human rights. A prize will be given to the winner. The facilitator wrote down the following on a flip chart:

- a- Safety (Group A)
- b- Privacy (Group B)
- c- Health (Group C)
- d- Justice (Group D)

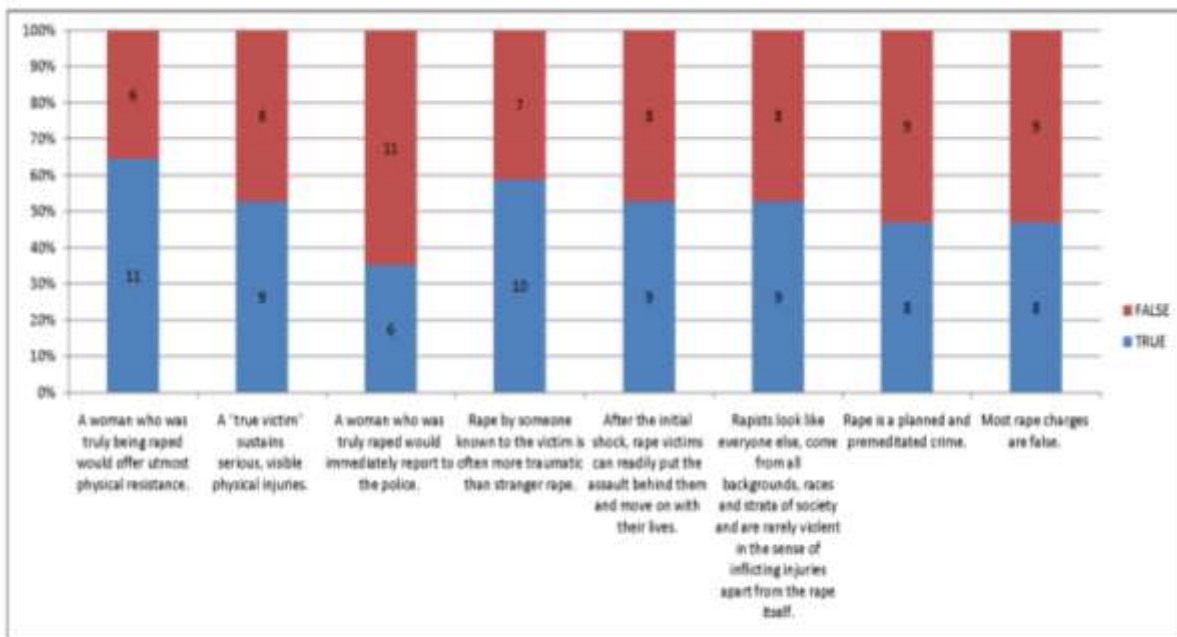


A pile of chits were given to each group. The facilitator told the groups that these chits have several human rights written on them which are taken from Universal Declaration of Human Rights (UDHR). The facilitator informed the participants that they have exactly one minute to go through the pile, take out the rights relevant to their category and post them under their group's category. Group that gathers the most rights will win the game.

Once the game was over and prize was given, the facilitator shared with the participants that media usually violates the survivors' rights to privacy and confidentiality to get the story. These are very important and universally inherent human rights. Violating these rights may re-traumatize the survivor and damage the case as well. The facilitator gave the participant an example of a recent rape case in which the survivor took her case back due to bad reporting of the case in media.

Exploring common myths and misconceptions around rape

In the next session the facilitator informed the participants that now there is going to be a competition on how much we know about the issue of rape. A prize will be given to the winner. Each participant was given a handout⁵ of myths and misconceptions related to rape. Participants were asked to fill it in. When all the participants completed the questionnaire, they were asked to exchange their handout with someone else. The facilitator asked the participants to mark the exchanged handouts on an answer sheet⁶ which was provided to them after the activity. In order to mark the correct answers the participants were provided the handout⁷ with correct answers and explanations. A participant voluntarily read the handout aloud. After each explanation the facilitator asked the participants whether or not they agree with this explanation. In most myths the participants agreed with the explanations and research findings.



Once all the answers were reviewed the winner was given the prize.

Importance of sending the right message

In the next session the facilitator assigned each participant a number (1,2,3...n). Facilitator asked the participants to remember numbers assigned to them and the one after theirs. Then each participant was placed on a different spot in the room. Facilitator gave a message⁸ to participant no. 1 on a piece of paper and asked participant no. 1 to carefully read the message and memorize it. When the participant no.1 finished reading the message the facilitator took back the message and asked the participant no.1 to go to participant no. 2 and whisper the message in his/her ear. Then participant no. 2 will go to participant no. 3 and whisper the message and so on till the last participant gets the message. When the last participant got the message the facilitator asked her to

⁵ See Annex 3

⁶ See Annex 3

⁷ See Annex 3

⁸ See Annex 3

loudly repeat what was whispered to her, it was completely different from the original message. After that the facilitator read the actual message and asked participants the following question:



- 1- How did they feel during the activity?
- 2- How did they feel after hearing the actual message?
- 3- In their opinion what was changed in the message?
- 4- In their opinion how did the message change?
- 5- In their opinion why did the message change?

Participants gave the following responses:

“Now we know how a simple thing can be turned into gossip.”

“It was a serious message but it turned into a joke. Which is not good and it happens in our society.”

“Even good and sensitized people became part of the joke.”

“The early content of the message was changed.”

“The first person did not hear it attentively and did not show responsibility for forwarding the right message.”

“The first listener did not take interest in the message; one reason could be that the message was too long. Additionally, the person who first got the message was not sensitized.”

Retraumatization – Impact of media

In this session a psychologist from Bahria University (Department of Psychology) gave a presentation⁹ on media’s role in re-traumatization of survivor. Her presentation covered general psychological and behavioral problems that rape survivors face, post traumatic stress disorder, depression and rape trauma syndrome. In her presentation she stated that media usually exploits the survivors reactions that stem from different phases of rape trauma syndrome. These reactions are not normal reactions but media does not portray them as abnormal reactions hence damage their image and case as well. She also shed light on the defense mechanism rape survivors use to cope with the trauma.



Addressing questionable representation of women in media

In the next session the participants were divided in three groups. Each group was given an ad clip, a TV news clip and a newspaper clipping. The facilitator asked them to go through this material and answer the following:

- 1- Their feelings after watching the material.
- 2- What was out of place and should not be there?
- 3- What was not there and should have been there?
- 4- What changes should be made to make it better represent women?

⁹ See Annex 4

Newspaper clippings¹⁰

It's inappropriate. We don't feel good watching this material. We feel fearful, awful, shameful and bad. Details about the survivor and her family should not be published. The respect for privacy was not there. Privacy of the survivor should be respected. Survivor's picture should not be shown. Name of the accused was not there. Removing the above would make it better. Media should cover these crimes more sensitively. Words like respectful, young, innocent and thrown are used to sensationalize the news, they should be omitted.

Ads

The women are portrayed very sensually. The focus of the commercial was on the woman not on the product. The ad tried to sell the product by showcasing the woman. Product designing should be made better and ads should be in accordance with our culture.



News Clips

“We felt that media representatives were not serious nor was the persons who were being interviewed. The persons shared personal information of survivors with the media. They also shared the mental and physical state of survivors. The media representatives made comments on survivors. The names and condition of the survivors should've been omitted. The media should've been more sensitive.”

Interaction with survivor

In this session a senior journalist from a reputable national newspaper delivered a presentation¹¹ on how media reporters should behave while interviewing the rape survivor.

¹⁰ See Annex 3



Learning Statements

In this session the facilitator asked the participants to state one thing that they've learnt today. Following was the participants' feedback:

"We gained knowledge about sexual violence and its dynamics."

"I learnt how media can influence the masses."



"I learnt how survivors react in different ways to cope with the trauma."

¹¹ See Annex 4

“I learnt that in crimes of sexual violence power and force are always involved. Power is not always physical or monetary nor is force always physical or weapon-based.”

“I learnt that will and consent are different.”

“I learnt about the myths and misconceptions that are so common amongst us. I never thought about these common views like this before.”

“I’ve learnt that media has a responsibility towards giving news to the masses. We should be sensitive and responsible while breaking news.”

“I gained knowledge of survivors’ rights which as a media professional I should respect. And that if I cannot I should not cover the story.”

“I’ve learnt that the news does not belong to the media. It is the story of the survivor. We should be careful in sharing the story.”

“I learnt how to interview a survivor.”

“I’ve learnt the ethics of reporting sexual violence. I never thought how a simple communication can make a wrong and huge impact on the life of survivor.”

Closing and certificate distribution

The facilitator invited Ms. Musarrat Jabeen (Deputy Secretary Women’s Development Department – Sindh) to distribute certificates amongst the participants.



After the certificate distribution Ms. Musarrat Jabeen spoke on the importance of media in highlighting the sexual violence in our society. She appreciated WAR’s efforts in raising awareness

on this sensitive issue. She also said that Women's Development Department will support WAR in its efforts.

After that the facilitator thanked Ms. Musarrat and the participants for attending the event and closed the floor.

ANNEXURE

Annex 1	Lesson Plan
Annex 2	Participants' List

Annex 1**Workshop Lesson Plan**

	Time	Session
1.	09:00 – 09:45	Introduction of the session and of the participants
2.	09:45 – 09:55	Agreeing workshop norms with all participants
3.	09:55 – 10:05	Exploring participants hopes and expectations from the workshop
4.	10:05 – 10:20	Tea Break
5.	10:20 – 11:20	Understanding Sexual Violence and related concepts
6.	11:20 – 12:05	Understanding rights of survivor in context of media
7.	12:05 – 12:50	Exploring common myths and misconceptions around rape
8.	12:50 – 01:30	Lunch
9.	01:30 – 02:00	Importance of sending the right message
10.	02:00 – 02:20	Retraumatization – Impact of media
11.	02:20 – 03:20	Addressing questionable representation of women in media
12.	03:20 – 03:35	Tea Break
13.	03:35 – 03:55	Interaction with survivor
14.	04:55 – 05:25	Learning Statements
15.	05:25 – 05:40	Certificate Distribution

Annex 2**Participants' List**

S.No	Name	Institute name
1.	Zarbano	Department of Women Studies University of Karachi
2.	Syeda Noor Ul Ain	Department of Women Studies University of Karachi
3.	Sabeen Saleem	Department of Women Studies University of Karachi
4.	Anum Irfan	Department of Women Studies University of Karachi
5.	Sitara Qamar	Department of Women Studies University of Karachi
6.	Shahida Sahar	Department of Women Studies University of Karachi
7.	Tehmina Azima	Department of International Relation University of Karachi
8.	Dure-E-Rehma	Department of International Relation University of Karachi
9.	Naima Maudood	Department of International Relation University of Karachi
10.	Marina Zaidi	Department of International Relation University of Karachi
11.	Sadia Saqib	Department of International Relation University of Karachi
12.	Nauman Khan	Department of International Relation University of Karachi
13.	Arbab Jahangir	Awaz Institute of Media Sciences
14.	Hasan Askari	Awaz Institute of Media Sciences
15.	Seheryar Zaidi	Awaz Institute of Media Sciences
16.	Arbab Jahangir	Awaz Institute of Media Sciences
17.	Hasan Askari	Awaz Institute of Media Sciences



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