

# Evaluation Report on Supporting Democracy and Peace-Building through Investigative Journalism

**A three year project (2013-2015 ) jointly implemented by  
Centre for Investigative Journalism (CIJ) Nepal  
and  
VIKES, Finland**

Consultant

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## **Abbreviation**

CIJ: Center for Investigative Journalism

IJ: Investigative Journalism

VIKES: Finnish Foundation for Media and Development

CPA: Comprehensive Peace Accord

FNJ: Federation of Nepali Journalists

NGO: Non-Government Organization

ToR: Term of Reference

ToT: Training of Trainer

## Executive Summary

Supporting Democracy and Peace-building through Investigative Journalism in Nepal (*Tutkivan Journalismin Nepalissa* – in Finnish) is a three year project (2013-2015) jointly implemented by two organizations: the Centre for Investigative Journalism (CIJ) and the Finnish Foundation for Media and Development (VIKES). The main objective of this project was to refresh and enhance the skills of journalists in investigative journalism, which is key to increasing the quality of the debate in the media. This evaluation covers the three years project (2013-2015) jointly implemented by CIJ and VIKES. The overall objective of this evaluation is to assess the impact of the project. In this study qualitative approach has been employed. Based on this approach discussion, interview and other appropriate data collection tools have been developed and used.

During this three years project 70 journalists were trained about investigative reporting out of which 59 were male and 11 were female journalists. They also disseminated their investigative assignments through various media outlets, some of which has had a greater impact in the society.

Overall, the training was found useful and effective. Employed training methods, mentoring technique for the entire story production process was considered to be very useful which helped to boost the confidence and passion to carry out more investigative stories.

This training mainly gave the participant information collection, information filtration, and information presentation and story development skills. All of the trainees involved in discussion and interview affirmed that story planning, reporting, writing and presenting skills have been learnt which are precondition of IJ. Some of the journalists have faced intimidation at the local level, and have been cautioned about their own safety. Trainers recommend that future trainings should incorporate elements about the journalist's safety, which was not dealt in earlier training.

CIJ –as an NGO-was revitalised with the support of VIKES. Rural journalists are trained and the rural issues are linked in mainstream media, new training process and method has been established.

From the above, it is evident that the project's overall objective of increasing the number of IJ reporters, and developing their skills and confidence have been successful. Likewise, relationship between CIJ and VIKES has flourished through periodic exchange of knowledge and experience. Some important recommendation to promote IJ in the country have been noted which are placed in the report. The common observation of the interviewed stakeholders is, the need of investigative journalism is increasing and so is need to update the reporter's skills to help them remain relevant. Given that, the rise of digital journalism has affected Nepali media landscape, it is recommended that CIJ and VIKES continues to support reporters by providing them with necessary skills to do investigative reporting in the new media age.

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# Section I

## Background

### Context

Nepal's violent conflict (1996-2006) ended in April 2006, which marked the beginning of the peace process. However, the protracted transition witnessed frequent changes in government, which also delayed the process of adopting a constitution. The Constituent Assembly elected in 2008 was dissolved in May 2012, when the government declared fresh elections after failing to prepare a constitution. An election government headed by the Chief Justice of the Supreme Court was formed in April 2013, and fresh elections were held in November of the same year.

The protests turned violent with both the protesters and the government forces attacking the media and journalists, who were often accused of one-sided coverage of the protests. Despite the new government in February 2014, constitution-making continued to progress slowly until after the 25 April earthquake, that killed nearly 9,000 people, injured 22000 and affected 8 million<sup>1</sup>.

Constitution-making began gathering momentum in early June. The new Constitution was promulgated on 20 September 2015. The Constitution, however, did not lead to peace. Instead, it triggered protests of political and identity groups with their own demand in some part of the country. The Federation of Nepali Journalists (FNJ) release on 31 December 2015 reported 102 incidences against media and journalists during the protests. This included 75 journalists who had been attacked, threatened or subjected to misbehavior from both sides during the protests.<sup>2</sup>

One of the biggest side-effects of the long-drawn transition is, the everyday issues of mal-practices and corruption in the governance, increasing crime and insecurity, as well as other sectoral development issues remained unaddressed, still are. With the country finally moving beyond its transitional politics, there was a need for a strong media vigilance. especially, to strengthen the transparency, good governance and accountability. It is in this context, the need for a strong investigative reporting is realized and needed.

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<sup>1</sup> Post Disaster Need Assessment report 2015 prepared by the National Planning Commission of Nepal.

<sup>2</sup> Report of the International Mission to Nepal for Promoting Freedom of Expression and Safety of Journalists 2016



## Background of the Project

Centre for Investigative Journalism (CIJ), established in 1996, is a group of well established Nepali journalists who are engaged in different leading media institutions of Nepal. The centre was established with the objective of producing well researched reporting, publications and broadcasts for ensuring democracy, peace and good governance. Until 2007, CIJ was a part of Himal Association and after that it was established as an independent organization as a Non-Government Organization (NGO).

Supporting Democracy and Peace-building through Investigative Journalism in Nepal (*Tutkivan Journalismin Nepalissa* – in Finnish) is a three year project (2013-2015) jointly being implemented by two organizations: the Centre for Investigative Journalism (CIJ) and the Finnish Foundation for Media, Communication and Development (VIKES)<sup>3</sup>. The role of VIKES was basically to provide financial support for the project and some technical support, whereas CIJ was given the role of developing human resources in investigative journalism and making local arrangements for implementing the project.

The main concept behind this project is to support democratization, peace building and governance in Nepal by building capacity of journalist in conducting well-researched, in-depth investigation of national issues with an assumption that it would help increase quality of debate in the media and public forums. This project was designed at a very crucial time when the constitution making process through constitution assembly election in place.

Well-researched, in-depth and explorative report was deemed essential to promote quality debate on national agenda including the discussion on democratization, peace-building and governance in Nepal. With this broad concept, the project was designed to train about 70 mid-career journalists to produce well-researched and in-depth stories on various aspects of governance, accountability and transparency and democracy and to publish them in local, regional or national media.

The concept of this project was consistent to CIJ's earlier works since its inception in 1996, offering an applied course on investigative reporting to Nepali journalists. With the support of VIKES, CIJ expanded the coverage of this course, training the reporters at the national, regional and local level.

This project was formulated following a request from CIJ, Kathmandu to VIKES to support *investigative journalism training* in Nepal. VIKES also was convinced that the CIJ, as it had similar pre-experience in the field, is better placed to effectively implement the project.

The three year project has completed its duration and this final evaluation is planned to measure its accomplishments, strengths and challenges. Standard evaluation criteria assessing relevance, efficiency and effectiveness, impact, and sustainability have been applied along the guidelines provided in the ToR.

As the nature of this evaluation demanded, views and perceptions of different stakeholders, participatory interactive, in-depth and telephonic interviews as well researchers observations during various interactions have also been incorporated.

### **Project Objective**

The overall objective of the project was to increase and widen the field of investigative journalism, and the intermediate objectives are as given below:

- Refresh and enhance the skills of journalists in investigative journalism, which is key to increasing the quality of the debate in the media
- Produce a quality content that will “raise the bar” for investigative reports in Nepali media.
- Inform the public on the issues in a manner that is not done by the mainstream media, which essentially remains caught up in day-to-day reporting.
- Contribute towards policy decisions, and influence public debate on various issues of governance and peace process.

### **Expected outcome of the project**

The expected outcome of the project was to support democratic governance and peace process in Nepal through investigative journalism, for which the immediate outcomes were:

- Provide training to 75 young journalists from different parts of Nepal in the field of investigative journalism;
- Produce at least 50 well- researched articles and publish them in the media.
- All or the best articles compiled and published as a book (in Nepali and English) for wider dissemination
- Better understanding of IJ issues and greater coverage by media

## Beneficiaries of the project

The direct beneficiaries of the project were the trainees who participated in the 10 days training program, provided in two phase. Among 75 expected trainees, minimum 33% of them were expected to be women, 13 % *Dalits* , 13 % from other disadvantaged indigenous nationals (based on the intensity of exclusion), and the remaining from upper class/castes. Likewise, different media organizations that would gain from well-trained reporter and their quality investigative reports, as well as others who benefitted from reading the reports were the indirect beneficiaries.

## Importance of the Project

Looking at the existing situation of the country, where corruption, bad governance and conflict have weakened institutions of the state, there is even greater need to promote investigative journalism. Besides few individual efforts, mainstream media has not done enough to promote and strengthen investigative journalism.

IJ requires energy, passion, commitment and skillful journalists who can pursue and investigate issues effectively, and expose the wrongdoings. With the increase in the number of investigative reporters and reports, society becomes more accountable and transparent. Consistently ranked below 100 in Transparency International's corruption Index in recent years, Nepal has some distance to go before it attains that goal.

The decade long conflict and long transition into constitution drafting and political instability had ravaged Nepal's economy. There was no local government to oversee local development and social harmony was still frail.

Against this backdrop, this project was deemed very relevant and timely, as it helped investigative reporters to get over the war time intimidation and reaffirm their commitment to journalism in the public interest.

## Section: II

### Objective, Scope and Methodology

The section concentrates on objective, scope and methodology of the evaluation. These are aligned to the ToR and the project document.

The overall objective of this evaluation is to assess the impact of the project. The specific objectives (as per the terms of reference) are to:

- Identify the number of journalists trained and understand their perception towards the training
- Assess the published reports and its quality
- Discuss the role of trainers and mentors
- Understand the strengths and identify the challenges in realizing the objectives of the project; and
- Provide recommendations for the future.

### Scope of work

This evaluation/assessment follows the scope of work entrusted to the evaluators:

- Conducting interaction, discussion and in-depth interview with the trainees and fellowship recipients, and observations of interactions and meetings held at different time and venues.
- Observing interactions with trainers, mentors and editors of newspaper and magazine and media outlets.
- Organising interactions with the CIJ management team regarding the strength, challenges and execution of the project.
- Overall evaluation of the project outputs like training module, training method, trainees and their mentoring process and assignment.
- Financial review based on audit report.

## Methodology

Primarily qualitative approach has been employed for the purpose of this evaluation. Appropriate tool have been developed and shared with the team prior to finalization. After reviewing all necessary project documents such as project document, implementation reports, progress reports, and training modules; a work plan and methodology was developed for the evaluation process. The methodology was shared with the concerned authorities of CIJ prior to the evaluation process. A consultation session was also organized with the Executive Director of VIKES.

The following were process and tools were employed during the evaluation:

- **Instrument Development:** Checklist and in-depth Interview tools were developed to gather information in a systematic manner.
- **Document Review:** In order to have overall and holistic perspective of the project, the, project document was minutely studied and analyzed. Three progress reports (2013, 2014 and 2015) were reviewed which reflected year-wise progress and achievement. Likewise, financial audit report was also reviewed.
- **Stories Review:** Sample of selected stories prepared and published by the fellowship recipients were also reviewed. The stories were taken as evidence of the quality writing, issues exploration, mentoring method and ultimately effectiveness of the training. A total of 10 selected news stories were analyzed.
- **In-depth Interview:** In-depth interviews were conducted with leadership and management team of CIJ, trainer and mentor, trainees and senior editors of independent media outlets. Interview with chairperson was focused on the overall direction and goal, vision of CIJ to promote investigative journalism and VIKES role in promoting IJ in Nepal. Management team including finance personnel was interviewed regarding the overall learning, challenges and experiences of implementing this project, including selection process and logistics arrangement. Likewise, three trainers and mentors were interviewed to acquire valuable information about the course of study, learning environment, method and techniques of training and mentoring method. Ten trainees who published their news stories were also interviewed to gather their impressions about the quality, usefulness and importance of training focusing on their learning. An interview was also scheduled with Executive Director

of VIKES to find out his overall impression and achievement of the project as well as the partnership aspect between the two organizations.

- **Telephone Interview:** Telephone interview was also used to collect information from trainees outside Kathmandu valley. Ten trainees from various remote districts were interviewed.
- **Participation in Meetings:** The evaluators participated in meetings organized for trainees, senior editors of independent media outlets and CIJ trainers and mentors. Another discussion was held with the management team of CIJ and VIKES which comprised representative of VIKES, board of CIJ, staffs of the project.

### Limitations

The evaluation was done within given time and resource constraints, and as a result evaluator's perceptions regarding the quality of achievement of the stated objective must only be taken as indicative. However, feedback and opinion from a variety of project stakeholders have been gathered which adequately supports evaluation of quality in the project output.

Out of 70 trainees, 18 (slightly over 25%) were consulted to collect their experiences and learning. Likewise three mentor and trainers each were also interviewed.

## Section: III Analysis

### Overall Finding

Compared to the journalists living in Kathmandu, journalists working outside the valley very rarely receive training opportunities. CIJ organized these trainings outside Kathmandu valley and gave them new opportunities to enhance their knowledge and skills regarding investigative journalism. This was found to be a new initiative in Nepal in the field of journalism training.

It is difficult to find a competent and interested trainees in the remote districts, who are motivated and willing to devote their time to investigative reporting. But it is also true, the need of such training is most in the remote regions where the reach of national media is limited.

In this regard, the project was a bit risky, but turned out to be quite successful to meet the challenges. This is evident from the high level of participation of the trainees from remote regions, and their published assignment reports.

A trainee from far west development region expressed, "We are really thankful to CIJ which has supported us by enhancing our investigative reporting skills, as well as writing and presentation skills. CIJ training was by far the most useful training I have attended."

Most trainees seem to agree, experiences from the training have helped to develop their interest, appetite and idea for investigative stories. And that the mentoring services helped them to learn the art of producing one, step by step. Most of the trainers and mentors seemed happy with the achievement of the trainees.

**Effective Method:** General impression of the participants was that the training method employed was very balanced and effective. Both trainers and trainees agreed that discussing investigative issues, and its context enabled them to learn how to approach their report effectively. In addition, step-wise mentoring was considered to be very useful method for learning.

**Participatory Approach:** Most of the trainees' felt that the training was very interactive, and the trainers constantly encouraged them to share their reporting ideas and experiences, which made the trainees feel good about their own knowledge and skills as well. We consider this a very motivating approach to learning.

**Growth as a professional journalist:** The training and mentorship at CIJ has increased journalists' passion and confidence to carry out more investigative stories. Due to the skill development in research and storytelling, journalists seemed more at ease venturing into any investigative issues. After the publication of an investigative piece in collaboration with CIJ, journalists also seemed to have greater realization of their own professional accountability. This was confirmed by more than one journalist during the interview.

There were numerous times when a journalist has approached their mentor at CIJ with a certain story idea which has been later developed into a more detailed and intricate investigative report. With the guidance of mentors at CIJ, journalists have been able to refrain from limiting themselves while pursuing any issue. One of the examples of such story was narrated to us by Sumitra Bhattarai from Kailali district. Bhattarai wanted to get to the bottom of the rumor that a group of 'anti-hindus' had slaughtered cows in the nearby village. Based on the rumor, a political party had already announced a general strike in the district, which continued for three days. The reporter shared this issue with the trainer and expressed her desire to investigate on the issue. Applying the skills she had learned in the training, Bhattarai gathered background information and did some basic fact-checking. She found out, there was no mass slaughtering of the animals, as rumored and political outfits were inciting communal sentiments in the region to push their own vested interest.

After Sumitra's report was published by CIJ through its website, it was syndicated widely in the mainstream Nepali media. As a result, the political outfits fanning the protests were forced to take it back. The report may have, thus, prevented an imminent communal conflict in the district. 'It is one of the most satisfying piece of reporting I have done.', she reckons.

**Competent Trainer and Mentoring Service Matters:** Most of the participants of group discussion and in-depth interview said that the trainers were experienced, capable and cooperative which was the central part of their successful learning. Specially, the issue based discussions, sharing of skills and experience by the trainers, as well as brainstorming sessions were very useful. However, the trainers and mentors admit, with the growing demand for higher skills, the quality and contents of the training need to be revised. The mentors were also of the opinion, there is a need to groom new batch



of senior reporters to take up mentorship roles in the They suggest some kind of ToT and refresher training on investigative reporting.

Mentoring was another unique feature of this training. Depending on the contents, those who produced their stories received support between few weeks to six months, including long distance mentoring through emails and telephone. The mentors commented on the draft reports, while the mentee worked on the comments. This helped the trainee to learn the art of collecting relevant information, avoiding unnecessary ones, and arranging them to produce a story.

**More than Training: Relationship building Exercise:** All the trainings were conducted in two phases. Even after the training the mentors/trainers and trainees were in close contact via meeting, telephone conversation and email. Through these means of communication, the trainers continuously helped the trainees while they worked on their investigative assignments. The trainees believe, it was more of professional relationship building exercise for them.

Most of the trainees said that after taking IJ training and mentoring services, they are motivated and encouraged to explore more investigative stories. They all agreed that its impact and satisfaction is highly rewarding. We feel, this is a motivating factor that will keep them in the field for long and help in the growth of IJ in the country.

The trainees were in agreement that investigative reporting needs constant following up, because only a repeated follow-up can push the concerned authorities into action, create a public opinion around the issue and ensure accountability.

The trainees felt, with the growing impact of digital media, they require knowledge of advanced digital skills to be relevant in the changing media landscape. It would certainly be timely for CIJ and its partners to work towards addressing these needs of the journalists. Most of the interviewed trainees were from outside Kathmandu, and highlighted the need for such skill trainings for journalists working in the far-flung districts. Given that the country is moving towards federal administration, it makes sense for CIJ to help groom investigative reporters keeping in mind future provincial administration.

**Enhanced Skill and Confidence :** Although major thrust of the training was on developing investigative skills of the reporter through information gathering, verifying and presenting techniques, the trainees admit they gained more than the learned skills, as their confidence to take on investigative issue and develop a well-researched report around it was boosted.

One of the trainees put it this way: "After participating in the two phase training and working with the mentors at CIJ, my fact-checking skills have improved and I have learned the value of proper documentation that are backbone to any investigative report." This shows the trainees have learned their basics right, that an investigative reporter must not just rely on oral statement of their sources, but gather evidences to support the claims to be made in their report.

Another positive gain of the project was, the trainee reporters have maintained their close contacts with CIJ, seeking the centre's support and guidance in discussing story ideas to stages of preparing the report. This has made CIJ a hub for investigative reporters from all over the country.

**Higher learning curve:** Both trainers and trainees agree that this training has contributed to higher learning curve of the journalists. In this context, a trainee from far-west Nepal said, 'Before participating in the training, I thought the training would be a good opportunity to meet experienced senior journalists, and i would also get a certificate with their signature which would look good on my resume. But we were told there would be no certificate, and that our assignment reports would be the only certificate to prove that we are capable of doing an investigative reporting. There was no easy way to earn that certificate, we had to complete the assignment report.'

The trainee reporter now feels this hard way of learning has benefitted her and that the knowledge and skills she acquired during the training is reflected better in her work than as a paper certificate.

**Safety of Journalist is also crucial:** Most of the trainee journalists we interviewed said, they had not experienced any degree of insecurity due to news reporting before, but now feel they need to be more cautious. Some of the trainees revealed that they have begun to experience some kind of intimidation after doing regular investigative reporting.

Trainers have acknowledged this new challenge that the reporters are facing and agree that future CIJ trainings should also address journalist's safety concerns.

According to a study by Committee to Protect Journalists, an independent organization working to protect journalists around the world, 978 journalists have been killed between 1992 and April 2013, 20% of them were investigating corruption in their country. Many more are being injured, harassed, threatened or illegally detained<sup>4</sup>.

There is no authentic data to show how many journalists have been threatened or adversely affected due to their investigative reporting in Nepal, but there is a good basis to infer that investigative reporters in Nepal also face certain degree of threat.

**Realization in the newsroom:** Senior reporters and editors who participated in a focussed group discussion admitted that there is a growing realization inside the newsroom about the need for regular investigative reporting. The participants seemed to agree, preparing investigative reports costs more but its impact in society is far greater. However, the editors admitted that setting up and funding investigative reporting cell within the newsroom was expensive, and has so far been a limited exercise rather than a permanent feature. Hari Bahadur Thapa of Kantipur Daily, Nepal's largest newspaper in circulation, revealed that their newsroom had established the cell and it had worked effectively for some time, however, it could not be sustained for financial and other practical reasons.

**VIKES Contribution:** "VIKES support to CIJ has been crucial in promotion and giving direction to investigative reporting in Nepal, and shares the credit for our current achievements.", says Namrata Sharma, Chairperson of CIJ. CIJ trainers, mentors and members of the management echo her statement and agree the 5 year of project partnership with VIKES has been a supporting pillar that has helped to establish investigative reporting in Nepali newsroom.

Following the dark years under the monarchy, between 2002-2005, when media institutions were systematically weakened, CIJ revived its activities with the support from VIKES. The project between 2010-2015, mostly trained journalists from remote districts.

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<sup>4</sup> see <https://www.oecd.org/cleangovbiz/InvestigativeMediaDraft.pdf>

The two phase of 5 days training, based on a module developed especially under the project, has proved very effective and has become a trademark approach to CIJ's trainings. Founding Chairperson and trainer of CIJ Rajendra Dahal says, 'Through this approach, we were successful in encouraging journalists to actively participate in the learning process. Besides, the exposure that the local journalists got due to participation of VIKES trainers, and their sharing of global experiences, also played an inspiration and motivational role.'

## Section IV

### Sectoral Findings

Analyzing the outcome of the project, we noted some sectoral issues which are mentioned below:

#### Impact of the stories

The project trained 70 journalists working in national and local TV, Radio, Newspapers, magazines and online media, out of whom 59 were male and 11 were female. Six national and two international trainers were involved in the training. In the project document, it was expected 33 percent female journalists would participate. However, given low employment rate of female journalists in Nepali media and low applicants for the training, this was not realised. The trainees produced and disseminated most of the investigative reports through their respective local and national media outlets. However, some of these were also published by national print newspapers and magazines, including Himal Khabar Patrika (Himal Magazine), Shikshak Magazine (Teacher magazine), Hakahaki Magazine (Face to face), Naya Patrika Daily, Karobar Daily. Similarly, the stories were also disseminated via leading online portals and radio networks, including onlinekhabar.com, Ujyalo Radio and Online network.

Some of these reports had greater impact, and even led to tangible results. However, the trainers and mentors say, the primary objective of the training was to impart the skills to the journalists and teach them to produce a credible investigative report, rather than dwelling on its impact. It is important to keep on playing the role of a watchdog.

Most of the trainees seem to have internalized the fact that a good investigative report has the power to generate accountability from concerned authority. Shiva Gaunle, the editor and mentor of CIJ, insists that investigative reporting is an effective medium for exposing misuse of power and public resources; which in turn fosters accountability.

There are sufficient evidences to support that published reports by trainees have led to concerned state agencies taking action against the wrong-doers. The latest example being an assignment report by a trainee reporter from Achham, which exposed how local authorities forged the documents and embezzled around US \$ 10000, in the name of purchasing an ambulance for a local hospital,.

Alarmed by the reporter investigating the case, the embezzled money was returned back by the accused, even before the report was published by CIJ.

Most of the published reports prepared by the trainees were found to be related with corruption and misuse of power and resources. Interestingly, most of these stories also bring to light problems in local governance, away from media centres in Kathmandu valley. In this sense, the project can be considered as a pioneer initiative in empowering local media to report against corruption and misuse of power through investigative reporting.

‘In the first year, we were a bit unsure, whether the local journalists would be motivated enough to work on local investigative issues, but now we are encouraged with the result and believe, if we want to empower local media, these journalists must be groomed further.’

Following are some of the reports, prepared by the trainees between 2013-2015, which were published via various media;<sup>5</sup>

SN	News story	Media Outlet	Remarks
1	Bad Schooling: How a reputed public school became hotbed of local politics	Sikshak Monthly (Teacher Monthly)	National Monthly which is a leading education specialized Magazine
2	Victims of development: A village under threat	Haka Haki (Face to Face)	Renowned national Magazine specialized and environment and development issues
3	In the name of the people: How a war-era decision comes back to haunt 3500 families in a remote district	Himal Fortnightly	Leading National Magazine
4	Helping self: Corruption in the Self-employment fund	Karobar Economic Daily	Business Specialized First Daily Newspaper of Nepal
5	Unholy politics: How religious outfits flared communal tensions to push enveloped agendas.	Online Khabar (Online News)	Popular Online news portal
6	Story of a village that has been rebelling for the last six decades	Himal Khabarpatrika	Leading National Magazine

<sup>5</sup> All the reports were produced in Nepali language. Some of the reports have been translated into English and is available at CIJ website.

7	Killing Clinics:Backdoor abortion and female feticide continues unabated in remote districts.	CIJ Online	
8	Paper ambulance:A remote district hospital purchased an ambulance,which existed only in paper.	Pahilopost.com ( First Post online)	A popular news portal
9	Tragic tale of Satbariya village	Pratik Daily (Symbol Daily )	A popular local daily news paper
10	Reckless recruits: How teacher appointments are made in Nepal's public schools violating prescribed criteria.	Shikshak Monthly (Teacher Monthly)	A leading education specialized magazine
11	Bribing lessons: Local public schools bribe officials for funding.	Naya Patrika (New Paper Daily)	A National Daily Newspaper
12	Dead-end: Embezzlement in Dumre-Besisahar road extension.	Himal Magazine	A leading magazine
13	One's dead is the other's privilege: How local politicians are embezzling funds in the name of martyrs.	CIJ Online	
14	Poor to poorer: Government's badly designed poverty alleviation program has made life worse for the poors of a remote district.	CIJ Online	
15	Fraud network: How locals, lured to invest into network business are being cheated	Ujyalo Radio	A Popular Network Radio

Although most of the reports were published locally, some of them were also published by national daily newspapers, magazines, and online media. Senior editors of various media outlets were glad when CIJ offered them the reports for publication, and committed to publishing such high quality contents in future. The editors were open to the idea of joining forces by encouraging their newsroom reporters to work with CIJ on investigative issues.

## **Advancing Investigative Journalism**

Not only editors and reporters, but CIJ leadership has also realized the need for advancing IJ from technological standpoint. There is a general agreement that the centre should equip the journalists with modern skills and equipments including cameras and microphones, suitable for sensitive investigative reporting assignments.

There is sufficient demand and scope for advanced journalism training, focusing on the use of new media tools, including multimedia, datajournalism and advanced googling techniques. Given that most government and non-government bodies now put their information online and have good database in their websites, a well equipped investigative reporter who can mine and analyze those data from online sources is able to investigate issues much efficiently. Accessing information through online sources also gives the reporter greater security and anonymity during the investigation, than while having to access the same information through personal sources.

## **Visibility and Branding of CIJ**

There is no doubt that CIJ has become a pioneer organization in the field of investigative reporting within the country. In its journey of two decades, the organization has proven its credibility by producing good investigative reporters and reports. The project has further contributed to building that credibility and recognition.

Recently, the centre has also developed its own portal, to disseminate the reports in addition to disseminating them through other media outlets. Publishing the reports prepared by the trainees through its online platform, where the reports are published both in Nepali and in English, has enabled CIJ not just to reach out to larger audience within the country, but also to global audience. This has helped in visibility and branding of the centre outside Nepal.

## **Editors' Concern**

Most of the editors who participated in the discussion shared that the demand and need for investigative reporting has increased in Nepali media. However, they were quick to point at the lack of sufficient resources in the newsroom.



Kiran Nepal. The Editor of leading Himal Magazine put it strongly, ‘For most part of its 25 years in existence, independent media in Nepal was pre-occupied with safeguarding of democracy and press freedom and human rights, as well as working to minimize the political conflict. But as the country moves towards post-conflict governance under the new constitution, the media will give increasing coverage to impending issues of economic development and the governance constraints that are impediment to national prosperity. These will include issues of corruption,abouse of authority and mismanagement of resources. We will need organization like CIJ more than before, to keep promoting investigative reporting by enhancing journalists’ capacity to take up these issues.’

Rajan Sharma, editor of Rajdhani Daily further added, ‘The decade long conflict and protracted transition has weakened public institutions to a point where policy corruption is rampant and harming the society. There is a need for even greater cooperation between the media and CIJ to continue promoting and supporting investigative reporting.’

Some Editors were also thrilled to share how they were able to hire a good reporter trained under the VIKES project and admitted that knowledge and skills learned by their reporters in the CIJ training has remarkably improved their day to day reporting skills as well. The editors also agreed a good investigative reporter is an asset in the newsroom, simply due to the credibility he/she brings to the media through his/her high quality reporting.

Narayan Wagle, a freelance senior journalists also pointed at the constraints of working with the newsroom journalists who is already overburdened with day to day reporting, and suggested that CIJ may find it more fruitful training and producing freelance reporters.

## **Management and Financial Governance**

All the trainers and trainees participated in the discussion and interview expressed their satisfaction regarding the logistics management. No complaints against logistic management during the training were recorded. Likewise, there was a good coordination between trainers and CIJ management which helped to create a conducive environment for the training.

As indicated in the audit report, CIJ received a total support of Euro 105,913 from VIKES for three years project (2013-2015). The project planned to accomplish its objective by investing 300 Euros on each journalist, to train 75 journalists in 3 years. The project reached close to this original goal and trained total of 70 journalists, mostly from remote districts. CIJ has also maintained a strict financial discipline throughout the project implementation, that included systematic bookkeeping and timely auditing.

Remarkably, the project was run efficiently by a small management team that included a Program Manager, a Finance Officer and a Desktop Assistant, who supported the Editor/Trainer at all times. Additional helps, like hiring trainers and mentors during the training, was done on periodic contract basis. This minimized the administrative costs and made the project economically viable.

The audit report confirms that the project also complied with financial guidelines and regulations prescribed by the government, and all transactions attributed to the project were done in a transparent manner.

## Challenges

Although the project was successfully implemented, it faced its share of challenges. ‘During the three years of project implementation, we had to put off trainings and postpone other project activities few time. This was mostly due to internal political disturbances, but also due to natural disaster, the earthquake of April 2015 that killed more than 8000 people and ravaged several districts including Kathmandu valley.’, informed Project Manager Anurag Acharya. ‘But we were aware that we live in a politically and geographically sensitive zone, and had taken these risks into consideration while preparing for the project. Hence, we were able to continue with the project activities by making slight adjustments like rescheduling the dates or venue of the training.’, he further added.

Rajendra Dahal, one of the founding figures and a senior trainer with CIJ believes, although certain investigative reports produced by CIJ have been received well by the media outlets, the general acceptance towards IJ is still lacking. He point at the need for high resource investment as a major factor for this reluctance by the media.

‘Another factor that challenged us during the project implementation was, balancing between selecting an inclusive pool of trainees and ensuring the quality of the group we were going to train.

Although, we were looking to be inclusive while selecting training applicants, we had to be biased in favor of quality, to ensure we were putting the donor money to good use.’ , informed Dahal.

Investigative reporting trends in the country have also changed during the last three years of project implementation. As the media itself becomes technology oriented and expands, there is a need to augment the capacity and number of CIJ mentors and trainers. In this respect, the future CIJ projects needs to be geared at not just training reporters, but also to create its own pool of equipped trainers and mentors who can groom more young reporters in the future.

This will need a sizable investment in the coming years, and managing the required resources is another challenge CIJ will have to face.

## Section V

### Conclusion and Recommendation

The evaluation concludes that, results and achievements under the project “Supporting Democracy and Peace-Building through Investigative Journalism” were highly satisfactory and commendable. The trainings proved useful in enhancing the capacity of working journalists in the remote districts of the country, and succeeded in motivating them to take up investigative reporting issues which have direct impact in the society. The project trained 70 journalists from four different regions, which is a big boost to improving capacity of local media outside Kathmandu. Although the training was conducted in two phases of 5 days each, the dropout rate was nominally around 15 percent. This shows the dedication of trainees, and their interest in the training.

The training module as well as the training design was found to be effective in achieving the project goal. The content in the module adequately supports the objective of imparting relevant skills and motivating the trainees towards IJ. The training method was practical, which eased the learning process.

The project was able, not just to provide theoretical and practical skills need to produce an investigative report, but also to drive in basic understanding among the trainees why investigative journalism is so important. Some of the published reports that led to impactful changes, have also contributed to that understanding and will continue to inspire the trainees to take up such challenging reporting assignments.

The project was also successful in supplying a quality human resource and investigative contents in Nepali media market. Overall, CIJ’s effort through this project has been impressive, but it needs to build on this achievement and continue to train journalists, imparting them with higher skills, to sustain and support investigative journalism in the country.

### Recommendations

- Looking at the relevance and scope of the project, the need for continuation of such projects in the country is absolutely vital. CIJ should continue such training program to journalists and to bring investigative practices increasingly in the media.

- The success of this project relies on the trainers' and mentors' commitment toward the development of IJ in the country along with their efficiency and expertise. The enthusiasm of trainers and mentors is encouraging and it needs to be sustained
- There is a need for regular follow-up support for trainees to make them professional. It requires developing a network of investigative journalists in the country.
- Besides exposing incidences of wrongdoings and raising sectoral issues, CIJ reports should instill broader debate on democracy and good governance.
- There is a need to review CIJ's existing training module and develop it as per the need.
- Long-term support of VIKES is recommended to strengthen both journalists' capacity as well as CIJ as an organization.
- There should be effort to follow up on the published stories. As it will continue to alert the concerned authorities, make them accountable and inform the general public about the issues.
- CIJ and VIKES should work on a future project that focuses on training Nepali journalists new media skills such as multimedia and data journalism techniques.
- CIJ needs to bring together investigative reporters trained under the project and form a network which, among many things, will provide valuable feedbacks and suggestions for CIJ's future projects and promoting IJ.

Annex: 1

**Participants of Discussion with Editors**

*Lalitpur*

*9 March 2016 (Hotel Himalaya)*

<b>SN</b>	<b>Name</b>	<b>Designation</b>	<b>Media Outlet</b>
1.	Rajendra Dahal	Editor	Shikhak Monthly
2.	Shiva Gaule	Editor	CIJ
3.	Rajan Sharma	Editor	Rajdhani Daily
4.	Kunda Dixit	Editor	Nepali Times Fortnightly
5.	Hari Bahadur Thapa	News Editor	Kantipur Daily
6.	Ujjwal Achary	Coordinator	IFJ South Asia
7.	Manteshwori Raj Bhandari	Editor	Ujyalo FM
8.	Dr.Pius Raj Mishra	Executive Director	SODEC- Nepal
9.	Anurag Acharya	Manager	CIJ
10.	Namrata Sharma	Chair Person	CIJ
11.	Kiran Nepal	Editor	Himal Khabar Patrika
12.	Niklas Kaskeala	Executive Director	VIKES
13.	Narayan Wagle	Senior Journalist	Setopati
14.	Pawan Acharya	News Editor	Radio Kantipur

## Annex: 2

**List of Participants: Group discussion with trainees***CIJ, Lalitpur**8 March, 2016*

SN	Name	Age	Media	Years of Experience	Contact no	Email
1.	Ekal Silwal	36	Freelancer	17	9845050355	<a href="mailto:hiekal@gmail.com">hiekal@gmail.com</a>
2.	Radheshyam Patel	29	Prateek Daily	8	9855033292	<a href="mailto:radhereporter@gmail.com">radhereporter@gmail.com</a>
3.	Navin Jha	28	Journalist	7	9803970739	<a href="mailto:nkantipur@gmail.com">nkantipur@gmail.com</a>
4.	Hari Bahadur Thapa		Journalist	22	9851036642	<a href="mailto:hbthapa2@gmail.com">hbthapa2@gmail.com</a>
5.	Krishna Gyawali	29	Journalist	9	9851088432	<a href="mailto:Kg9851088432@gmail.com">Kg9851088432@gmail.com</a>
6.	Hari Gautam	26	Journalist	7	9857834404	<a href="mailto:Caviagt.hari@gmail.com">Caviagt.hari@gmail.com</a>
7.	Yuvaraj Shrestha	26	Journalist	8	9856045863	<a href="mailto:yjunun@gmail.com">yjunun@gmail.com</a>
8.	Tufan Neupane	29	Himal	7	9858320591	<a href="mailto:abouttufan@gmail.com">abouttufan@gmail.com</a>
9.	Ramu sapkota		Himal	6	9840073654	<a href="mailto:Rspress.sapkota5@gmail.com">Rspress.sapkota5@gmail.com</a>
10.	Shiva Satyal	33	Rajdhani	12	9851136854	<a href="mailto:satyalshiva@gmail.com">satyalshiva@gmail.com</a>
11.	Govinda Luitel	28	Shishka Magazine	7	9849873625	<a href="mailto:Govindag121@gmail.com">Govindag121@gmail.com</a>
12.	Mina Sharma	27	Mahilakhabar.com	7	9851161751	<a href="mailto:Minasharma22@gmail.com">Minasharma22@gmail.com</a>
13.	Kalpana Bhattarai		Nagarik Daily, Reporter	6	9847290744	<a href="mailto:newskalpana@gmail.com">newskalpana@gmail.com</a>
14.	Sumitra Bhattarai	24	Paschim Today, Reporter	4	9843334535	<a href="mailto:Bhattaraisumitra2015@gmail.com">Bhattaraisumitra2015@gmail.com</a>
15.	Hira Prasad Gharti	27	Nagarik daily, Reporter	7	9748519473	<a href="mailto:hirarolpa@gmail.com">hirarolpa@gmail.com</a>
16.	Pramod Acharya		CIJ	7	9860636869	<a href="mailto:Acharyapramod11@gmail.com">Acharyapramod11@gmail.com</a>

## Annex: 3

### Centre for Investigative Journalism (CIJ) Training / workshop on Investigative Reporting Detailed Course Outline (First Phase)

#### Module One: Concept of Investigative Journalism

#### Day I

Session	Topics	Objectives	Contents	Methods	Materials	Facilitator
<b>9:00</b>	Getting started	At the end of the session participants will have been: <ul style="list-style-type: none"> <li>• Introduced to each other and to the course coordinators/ trainers;</li> <li>• Introduced to the course and its requirements; and</li> <li>• Prepared and motivated for active participation in the learning activities of the course.</li> <li>• Goal settings</li> </ul>	<ul style="list-style-type: none"> <li>• Opening of the course</li> <li>• Getting to know each other</li> <li>• Setting of group norms</li> <li>• Collection of participants' expectations from the course</li> <li>• Programme briefing</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Group discussion</li> <li>• Trainer presentation</li> </ul>	Meta Cards  White boards	<b>Shiva Gaunle</b>
<b>9:00-11:00</b>	Overview of investigative journalism	At the end of the session participants will be: <ul style="list-style-type: none"> <li>• Define investigative journalism; and</li> <li>• Describe philosophy and attitudes of investigative journalism.</li> </ul>	<ul style="list-style-type: none"> <li>• Definition of investigative journalism, both traditional and modern</li> <li>• Philosophy and attitudes of investigative journalism</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive lecture</li> <li>• Group discussion</li> </ul>	• Reading notes	<b>Shiva Gaunle</b>
<b>11:00-11:15</b>	Tea break		•	•	•	
<b>11:15-13:00</b>	Need and scope of investigative journalism	At the end of the session participants will be able to: <ul style="list-style-type: none"> <li>• Explain the roles of journalists; and</li> <li>• Describe scope of investigative journalism.</li> </ul>	<ul style="list-style-type: none"> <li>• Roles of journalists</li> <li>• Scope of investigative journalism</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive lecture</li> <li>• Reading text</li> <li>• Group discussion</li> </ul>	• Reading note	<b>Rajendra Dahal</b>



<b>13:00-14:00</b>	Lunch		•	•	•	
<b>14:00-15:30</b>	Recent practices of IJ in Nepal	At the end of the session participants will be able to: <ul style="list-style-type: none"> <li>• be familiar with the best practices in Nepal's media</li> <li>• Describe the tools and techniques in collecting information while in preparing IJ reports</li> </ul>	<ul style="list-style-type: none"> <li>• Samples of the story: Jhyanmara Ghar and How CJ released a quack in bail ?</li> </ul>	<ul style="list-style-type: none"> <li>• Reading text</li> <li>• Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of stories</li> </ul>	Shiva Gaunle
<b>15:30-15:45</b>	Tea Break					
<b>15:45-17:00</b>		Tools and Techniques of IJ				

## Module Two: Information Collection for Investigative Journalism (28 hrs)

### Day II

9:00	Review of the previous day	<b>Building way forward</b>	• previous day contents	• Memory	• Brain test	
9:00-11:00	Sources of information: people	At the end of the session participants will be able to: <ul style="list-style-type: none"> <li>• Explain the need of interview for information collection;</li> <li>• Identify the right persons to interview; and</li> <li>• Use various techniques of interview for information collection</li> </ul>	<ul style="list-style-type: none"> <li>• Why to interview for collecting information?</li> <li>• Whom to interview for collecting information?</li> <li>• Planning interview: various types of questions and follow-ups</li> <li>• Interview conditionalities, catching elusive sources and checking interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive lecture</li> <li>• Group discussion</li> <li>• Exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> </ul>	<b>Mohan Mainali</b>
<b>11:00-11:15</b>	<b>Tea</b>		•	•	•	
11:15-13:00	Sources of information: observation	At the end of the session participants will be able to: <ul style="list-style-type: none"> <li>• Explain the need for observation for information collection; and</li> <li>• Describe what and how they should observe</li> </ul>	<ul style="list-style-type: none"> <li>• Need for observation</li> <li>• What to observe?</li> <li>• How to observe?</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive lecture</li> <li>• Group discussion</li> <li>• Exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> </ul>	<b>Mohan Mainali</b>
<b>13:00-14:00</b>	<b>Lunch</b>		•	•	•	
14:00-16:00	Field visit for observation (field	At the end of the session participants will be able to:	•	<ul style="list-style-type: none"> <li>• Field visit</li> <li>• Observation</li> </ul>	•	<b>Rajendra Dahal</b>

	to be identified)	<ul style="list-style-type: none"> <li>• Collect information for writing scene from the field</li> <li>• Collect interview from the field</li> </ul>		<ul style="list-style-type: none"> <li>• Interview with people</li> </ul>		
16:30-16:15	Tea		•	•	•	
16:15-18:00		<ul style="list-style-type: none"> <li>• Transcribe interview</li> </ul>	•	<ul style="list-style-type: none"> <li>• Exercise</li> </ul>	•	

### Day III

**Optional session: Information management (Keeping records of audio, interview transcribe and photographs)**

9:00	Review of the previous day	<b>Building way forward</b>	<ul style="list-style-type: none"> <li>• previous day contents</li> </ul>	<ul style="list-style-type: none"> <li>• Memory</li> </ul>	<ul style="list-style-type: none"> <li>• Brain test</li> </ul>	
9:00-11:00	Writing scene:	At the end of the session participants will be able to: <ul style="list-style-type: none"> <li>• Learn the tools and techniques of writing and rewriting the scene based on the information they</li> </ul>	<ul style="list-style-type: none"> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation by the participants</li> <li>• Feedback from the facilitator</li> <li>• Exercise</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<b>Mohan Mainali</b>
<b>11:00-11:15</b>	<b>Tea</b>		•	•	•	

Date and Time	Topics	Objectives	Contents	Methods	Materials	Facilitator
9:00	Review of the previous day	<b>Building way forward</b>	<ul style="list-style-type: none"> <li>• previous day contents</li> </ul>	<ul style="list-style-type: none"> <li>• Memory</li> </ul>	<ul style="list-style-type: none"> <li>• Brain</li> </ul>	<b>Shiva Gaunle</b>
9:00-11:00	Identification of issues for investigation	At the end of the session participants will be able to: <ul style="list-style-type: none"> <li>• Identify the sources of story ideas for their stories;</li> </ul>	<ul style="list-style-type: none"> <li>• Sources of story ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive lecture</li> <li>• Group discussion</li> <li>• Exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Reading note</li> <li>• Samples of advertisement, news</li> </ul>	Shiva Gaunle

					clips and letters to the editor	
<b>11:00-11:15</b>	<b>Tea</b>		•	•	•	
11:15-13:00	Hypothesis formation and planning for the story	At the end of the session participants will be able to: <ul style="list-style-type: none"> <li>• Explain the need for formulating hypothesis in investigating stories;</li> <li>• Formulate hypothesis about a story to be investigated; and</li> <li>• Plan for investigating a story.</li> </ul>	<ul style="list-style-type: none"> <li>• Need for formulating hypothesis in investigating stories</li> <li>• Process and technique of formulating hypothesis</li> <li>• Process and technique of planning for story investigation</li> <li>• Focus of the study</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive lecture</li> <li>• Group discussion</li> <li>• Exercise</li> </ul>	• Reading note	<b>Chandra Kishore</b>
<b>13:00-14:00</b>	<b>Lunch</b>		•	•	•	
14:00-15:30	Sources of information: document	At the end of the session participants will be able to: <ul style="list-style-type: none"> <li>• Identify various sources of information for investigating corruption stories;</li> <li>• Identify different types of documents useful for journalists for investigation; and</li> <li>• Collect information by using documents.</li> </ul>	<ul style="list-style-type: none"> <li>• Various sources of information for investigating corruption</li> <li>• Secondary and primary sources of information</li> <li>• Public and non-public records</li> <li>• Collect information by using documents.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive lecture</li> <li>• Group discussion</li> <li>• Exercise</li> </ul>	• Reading note	<b>Shiva Gaunle</b>
15:30-15:45	Tea		•	•	•	
15:45-17:00	Continuation of previous session	• Collect information by using documents.	<ul style="list-style-type: none"> <li>• Collect information by using documents.</li> <li>•</li> </ul>	• Exercise	• Reading note	Shiva Gaunle

### Day III

9:00	Review of the previous day	<b>Building way forward</b>	• previous day contents	• Memory	• Brain test	
9:00-11:00	Sources of information: people	At the end of the session participants will be able to: <ul style="list-style-type: none"> <li>• Explain the need of interview for information collection;</li> </ul>	<ul style="list-style-type: none"> <li>• Why to interview for collecting information?</li> <li>• Whom to interview for collecting information?</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive lecture</li> <li>• Group discussion</li> <li>• Exercise</li> </ul>	• Slides	<b>Shiva Gaunle</b>

		<ul style="list-style-type: none"> <li>• Identify the right persons to interview; and</li> <li>• Use various techniques of interview for information collection</li> </ul>	<ul style="list-style-type: none"> <li>• Planning interview: various types of questions and follow-ups</li> <li>• Interview conditionality, catching elusive sources and checking interviews</li> </ul>			
<b>11:00-11:15</b>	<b>Tea</b>		•	•	•	
11:15-13:00	Continuation of previous session	<ul style="list-style-type: none"> <li>• Explain the need of interview for information collection;</li> <li>• Identify the right persons to interview; and</li> <li>• Use various techniques of interview for information collection</li> </ul>	<ul style="list-style-type: none"> <li>• Why to interview for collecting information?</li> <li>• Whom to interview for collecting information?</li> <li>• Planning interview: various types of questions and follow-ups</li> <li>• Interview conditionality, catching elusive sources and checking interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive lecture</li> <li>• Group discussion</li> <li>• Exercise</li> </ul>	• Slides	<b>Shiva Gaunle</b>
<b>13:00-14:00</b>	<b>Lunch</b>		•	•	•	
14:00-15:30	Sources of information: electronic trail	<p>At the end of the session participants will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the importance of electronic trail for information collection; and</li> <li>• Use electronic trail for collecting information.</li> </ul>	<ul style="list-style-type: none"> <li>• Importance of electronic trail for information collection</li> <li>• Use of electronic trail (internet, mailing lists) for information collection</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive lecture</li> <li>• Group discussion</li> <li>• Exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Reading note</li> <li>• Computer with internet access</li> </ul>	<b>Shiva Gaunle</b>
15:30-15:45	Tea		•	•	•	
15:45-17:00	Sources of information: observation	<p>At the end of the session participants will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the need for observation for information collection; and</li> <li>• Describe what and how they should observe</li> </ul>	<ul style="list-style-type: none"> <li>• Need for observation</li> <li>• What to observe?</li> <li>• How to observe?</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive lecture</li> <li>• Group discussion</li> <li>• Exercise</li> </ul>	• Reading note	<b>Shiva Gaunle</b>

**Day IV**

8:30-9:00	Review of previous session	<b>Building way forward</b>	• previous day contents	• Memory	• Brain test	
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9:00-11:00	Selection of issues for investigation	paving a story path sticking with hook	<ul style="list-style-type: none"> <li>• Information</li> <li>• Importance</li> </ul>	• Interaction	• White boards	<b>Rajendra Dahal</b>
<b>11:00-11:15</b>	<b>Tea</b>		•	•	•	
11:15-13:00	Contents of an investigative story	Cases Anecdotes Statistics Quotes Description of scene Analysis Comparison	<ul style="list-style-type: none"> <li>• Weighrages</li> <li>• Magnitude</li> <li>• Impacts</li> </ul>	• Reading materials	• Examples of investigative stories	<b>Rajendra Dahal</b>
<b>13:00-14:00</b>	<b>Lunch</b>					
14:00-15:30	Selection of issues for investigation	Timeliness people centric	Relevance and Reactions	Interaction	Examples	Rajendra Dahal
<b>15:30-15:45</b>	<b>Tea</b>					
15:45-17:00	Selection of issues for investigation	Timeliness people centric	Relevance and Reactions	Interaction	Examples	Rajendra Dahal

Day V

**Module Three: Information Management for Investigative Journalism (20hrs)**

9:00-13:00	Finalization of participants' story proposal and plan	Assignments	way forward	interaction	example	Rajendra Dahal
<b>13:00-14:00</b>	<b>Lunch</b>					
14:00-15:00	Finalization of participants' story proposal and plan	Assignments	way forward	interaction	example	Rajendra Dahal
<b>15:00-15:30</b>	<b>Tea</b>					

Day VI

Centre for Investigative Journalism (CIJ)  
**Training / workshop on Investigative Reporting**  
 Detailed Course Outline (2nd phase)

**Writing Skills for Investigative Reporting**

Sessions	Topics	Objectives	Contents	Methods	Materials	Facilitators
08.00-8.45	Registration / Breakfast	Getting enrolled	Attendance	Participatory		Managements
<b>Day One</b> 9:00 -10:00 am	<b>Getting started</b>  Introduction	At the end of the session, participants will have been: <ul style="list-style-type: none"> <li>• Introduced to Importance of presentation skills</li> <li>• Familiarized with the writing course</li> <li>• Able to set the goal for investigative writing</li> </ul>	Writing is a system / it should be systematic  Writing has formats  Writing has norms	Mini lecture Group discussion	Meta cards or Computer Screen	<b>Sarad Adhikari</b>
10:00 - 11:30 am	<b>Reporting from the field</b>  Skills of Information gathering and  Winnowing the information	<ul style="list-style-type: none"> <li>• At the end of the session, participants will be able to:</li> <li>• Differentiate strong information and weak information</li> <li>• Define facts and figures</li> <li>• Describe relation between facts and the given contexts</li> <li>• Describe the facts and figures Express the relation between facts and the explanations</li> </ul>	<ul style="list-style-type: none"> <li>• Preparation of general message of the researched stories</li> <li>• 5WH in Message board</li> <li>• Practical session for winnowing the information.</li> </ul> Pair Group (for suggestions)	Group discussion Interactive workshop pair discussion	Reading notes	.....

11:30-11.45	Recess					
11.45-12.30pm	Examining the potentials of the researched stories	At the end of the session, participants will be able to: <ul style="list-style-type: none"> <li>• Demonstrate the validity of the research work</li> <li>• Define Values of each Information</li> </ul>	<ul style="list-style-type: none"> <li>• Define message from the given issue</li> <li>• Determine the values of reporting</li> </ul>	Interactive lecture	Reading notes	Rajendra Dahal
<b>12:30-13.30pm</b>	<b>Lunch Break</b>					
13:30-14.30pm	<b>Social impacts of Investigative Reporting (Journalism)</b>	At the end of the session participants will be able to: <ul style="list-style-type: none"> <li>• Identify the strengths of investigative stories</li> <li>• Analyze need for investigative stories</li> </ul>	<ul style="list-style-type: none"> <li>• Investigative stories for change</li> <li>• Investigative stories for the people and by the people</li> <li>• Roles of investigative journalists</li> </ul>	Interactive lecture followed by QA session	Samples	Shiva Gaunle
14.30-14.45pm	Tea break					
14.45-16.30pm	<b>Compliance and Ethics of Writing for public</b>	At the end of the session participants will be able to: <ul style="list-style-type: none"> <li>• Recognize the importance of honesty during investigation</li> <li>• Identify truths from the information</li> </ul>	<ul style="list-style-type: none"> <li>• Reporting the Truth</li> <li>• Minimizing the Harm</li> <li>• Acting independently</li> <li>• Becoming accountable</li> </ul>	Interactive lecture followed by QA session		Rajendra Dahal
1630 pm Onwards		Day assignments and closing of the day	Participatory	Group work		

## 22 November: Formats of Writings

Sessions	Topics	Objectives	Contents	Methods	Materials	Facilitators
<b>Day Two</b> 08.00-8.45	Breakfast	Getting enrolled				
9:00 - 11:00 am	Identification of usable information and suitable formats for the investigated Issue	At the end of the session, participants will be able to: <ul style="list-style-type: none"> <li>• Identify the formats of story to be presented</li> </ul>	<ul style="list-style-type: none"> <li>• Summary writing</li> <li>• News reporting Formats</li> <li>• Feature writing formats</li> <li>• Answering of who, what, when, where, why and how.</li> <li>• First person and active voice.</li> <li>• Show the scene and actions</li> </ul>	Interactive lectures Exercise	<ul style="list-style-type: none"> <li>• Reading notes</li> <li>• Samples and clips</li> </ul>	Rajendra Dahal
11.00- 11.15	Recess		•	•	•	
11:15 - 12:30 am	Shaping a story with the investigative work  (Checking investigated information for a story)	At the end of the session, participants will be able to: <ul style="list-style-type: none"> <li>• Simplify and localize the investigated issues</li> </ul>	Narrative approach of story writing Summary: One paragraph Background Information: Pertinent background information Violations: List all violations of the laws, regulations, and labeling found during the investigation, including violations that did not contribute directly to the story <ul style="list-style-type: none"> <li>• Witnesses / Evidence: All information needs witness or evidence</li> </ul>	• Interactive lectures	Reading materials	Shiva Gaunle
12.30- 13.30	Lunch Break	•	•	•		



13:30-14:30	Investigative Journalism in European newsrooms	-Trainees will get an overview of international trends in IJ	<ul style="list-style-type: none"> <li>• Orientation on IJ in European newsrooms and how stories are done. Discussion on recent investigative reports published in Europe.</li> <li>• multimedia tools and techniques being used by European Journalists</li> </ul>	Interactive lecture	Power-point presentation	Eeva
14:30-15:30pm	Building a block for a people centric investigative story	At the end of the session, participants will be able to : <ul style="list-style-type: none"> <li>• localize the issues</li> <li>• Simplify specific information</li> </ul>	<ul style="list-style-type: none"> <li>• Localising the issue</li> <li>• Methods of simplification</li> <li>• Assembling information with human feelings / Touch</li> <li>• Use local and specific languages</li> </ul>	Interactive lectures	Reading materials	Rajendra Dahal
15.30-15.45	Break		Video session			
15.45 - 17:30pm	Lead writing	At the end of the session, participants will be able to : write an outline of the story	<b>Logistics</b>			
	Lead writing	At the end of the session, participants will be able to : write an outline of the story				
17.30 Pm	QA Session for Speaker 2					

### 23 November: Skills of presentations and editing

Sessions	Topics	Objectives	Contents	Methods	Materials	
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<b>Day Three</b> 08.00-8.45	Breakfast	Getting enrolled				
<b>9:00-11:00</b>	Discussion on Investigative reports from Finn Watch	Trainees will benefit from knowledge on how international and cross border investigations are carried out by journalists	Detailed discussion on how journalists developed sources, gathered information and prepared the report.	Interactive lecture	Reading materials	Eeva
<b>11.00-11-15</b>	Recess					
11.15-12.30	<b>Steps before presentation</b> Step 1: Concepts / ideas Step 2: interpretation of facts	At the end of the session, participants will be able to write : * Clarified information * Suitable interpretation of the information	* Language interpretation skill * Message interpretation skills * Relation between language and interpret message * Some writing tips	* Interactive lectures	Reading materials	Shiva Gaunle
12.30-13-30	Lunch Break		*	*		
13-30-14.30	Step 3: Contents analysis • Language, information and words	At the end of the session, participants will be able to : * choose the appropriate words to clarify a story message * Understand language sensitivity * Fix harmony between words	* Exemplary works * Clear message and unclear message * Construction / Destruction of the stories	Interactive lectures	Reading materials	Rajendra Dahal
14.30-15.30	Step 4 : Self Editing	At the end of the session, participants will be able	Exercise	* Group discussion	* Reading notes	Rajendra Dahal

	<ul style="list-style-type: none"> <li>• Rewriting</li> <li>• Copy editing exercise</li> </ul>	to: <ul style="list-style-type: none"> <li>• Self Edit</li> <li>• Rewriting</li> <li>• Copy editing exercise</li> </ul>		*Exercise		
15.30-15.45	Recess		*	*	*	
15.45-16.30	Step 5 : Formats <ul style="list-style-type: none"> <li>• Formatting the story</li> <li>• Formal presentation</li> </ul>	At the end of the session, participants will be able to: <ul style="list-style-type: none"> <li>*Improve skills of writing</li> <li>*Focuses on writing skills</li> </ul>	*Practical exercises	*Group discussion *Exercise	*Reading notes	Shiva Gaunle
16.30 Onwards	Day assignment	Day assignments and closing of the day	*Discuss on story idea	*Group interaction	Reading notes	

#### 24 November: Presentation Skills

Session	Topics	Objectives	Contents	Methods	Materials	Facilitators
<b>Day Four</b> 08.00-8.45	Registrations Breakfast	Getting enrolled				Shiva Gaunle
09.00-11.00	Model's of Investigative stories  Formats of presentations	At the end of the session, participants will be able to : <ul style="list-style-type: none"> <li>• Discuss the models of exemplary writing</li> <li>• Follow the rule of creative writing</li> <li>• Prepare a story in a format</li> </ul>	*Tips for creative writing *Presentation skills	Interactive lecture	*Reading notes	Rajendra Dahal
11.00-	Recess	•	*	*	*	

11.15						
11.20-12.30	Presentation skills	At the end of the session, participants will be able to : Create lead and links to the body of a story	Lead writing Links writing Body writing Simplifying hard facts	* Exercise	Reading notes	
12.30-13.30	<b>Lunch Break</b>	*				
13.30-14.30	Verification of the information	At the end of the session, participants will be able to : • Hypothesis and the end result	* Exercise	* Interactive lecture * Group Exercise	Reading notes	
14.30-14.45	recess					
14.45-16.30	Meaningful information in the story	• Hypothesis and the end result	Winnowing of information Concretization of information	* Exercise	Practical session	Shiva Gaunle
16.30	Day assignments	Day assignments and closing of the day	* Discuss on story idea	* Group interaction	Reading materials	

### 25 November: Research and interview skills (for in-depth reporting)

Sessions	Topics	Objectives	Contents	Methods	Materials	Facilitators
<b>Day Five</b> 08.00-8.45	Registrations Breakfast	Getting enrolled				
09.00-11.00	<b>Re-enforcing research skills</b>	At the end of the session, participants will be able to :	<b>* Hunting the evidence</b>	* Practical session	* Reading notes	Shiva Gaunle

		<b>• Seek out research findings</b>				
11.00-11.15	Recess		*	*	*	
11.15-12.30	<b>Re-enforcing research skills</b>	At the end of the session, participants will be able to : <b>• Interview as research tool</b>	<b>* Interview as an evidence</b> <b>* Interview skills</b>	* Exercise	* Reading notes	
12.30-13.30	Lunch Break		*	*	*	
13.30-14.30	<b>Re-enforcing research skills</b>	At the end of the session, participants will be able to : <b>• Fact test research</b>	<b>* Becoming Vigilance</b>	* Exercise	* Reading notes	
	Recess		*	*	*	
14.30-16.30	Commitment and Announcement	At the end of the session, participants will be able to : * Accept assignments	* Commissioning for a story project	*	*	Rajendra Dahal
16.30	Closing Ceremony	ASSIGNMENTS	* End of the course.			
16.45pm	<b>Administrative matters</b>		*			

