

INTERNSHIP REPORT

Photojournalism in Nepal

The account of a human and sociological experience from an ordinary interest to the apprenticeship of the codes of conduct and professional ethics of the career

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Prepared master: Journalism

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Location: Kathmandu, Nepal

Duration: 16 weeks from the 25th of February 2013 to the 16th of June 2013 (semester 6)

FOREWORD

I want to express gratitude to everyone who helped me somehow to make this internship the best as possible. Thanks to the staff of the Institute of Political Studies from Toulouse, France, and especially to my supervisor, **Jérôme Viguière**, for the time you will devote to read this report; to **Céline Pinel** and **Marion Faitot** of the internship department for the information and clarifications you gave me before and during my internship - your aid was really precious; and to **Coralie Dylewski** and **Frédérique Drode** as well for your friendly guidance earlier this year - your patience to answer all of my questions and the time you spent meant a lot to me and were important for my integration into the school. Thanks to the two associations who welcomed me, and especially to **Ram Prasad Humagai** from Volunteer Forum Nepal for his involvement and kindness. Thanks to **the French state** and **the region Midi-Pyrénées** that provided me a scholarship to make this project successful: a contribution was donated to support orphans in Nepal through the money I invested in RCDP Nepal by applying for their voluntary program. Thanks to **my family** for supporting me since the beginning of this adventure - to my **mother, father, brother** and **sisters, grandmothers, aunt** and **cousin**, for advising me on my studies throughout these years and dissipating my doubts, for taking the time I needed to talk about it, and the most important, for believing in me: you gave me a sense of value! I hope to make you proud of me. Thanks to the beautiful Nepalese family who put me up during these sixteen amazing weeks: **Shila, Nardev, Nasib, Muskan** and **Januka**, I wish you luck and happiness! Thanks to all the travelers I met, lived and laughed with: **Margherita, Anne, Simone, Luc, Emilie, Avril, Tobias, Jodie, Thomas** and my amazing roommates **Abril, Clara Amalie, Stèphan, Andre, Pierre-Yves, Corinne, Aubrey, Caitlin** and **Bridget** (and girls from countries with English as first language, I also thank you very much for the proof reading of this file, I would not have made such a great work without you). Thanks to all of those who agreed to answer my questions, to share their point of view, who authorized me to take pictures of them, who made me discover this country and permit me to write about it, and especially to my Nepalese friends **Sita, Prajwal, Ram Lama** and **Bobby**. Thanks to **my friends** from all around the world who did not forget me during this long time abroad, who kept writing to me and who visited my blog and encouraged me to improve my writing and photography - it would be too long to mention you all but you know how much I love you! All of you with your smile have contributed to make this rewarding trip one of the best I have done.

धन्यबाद्

**Ministère de l'éducation nationale, de
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Student's name: Marie-Eléonore NOIRÉ

Academic year: 2012-2013

Name of the organization: RCDP Nepal / Volunteer Forum Nepal

Field of activity of the organization: Photojournalism

Location (city): Kathmandu

Duration of the internship: 16 weeks

Describe in a few lines your missions during your internship: I took part in daily happenings as cultural events and demonstrations in Kathmandu Valley. My job was to take pictures, write captions for them and upload them online. I wrote besides some reports and articles about several topics I chose to study.

Theme of the internship report: Photojournalism in Nepal: the account of a human and sociological experience from an ordinary interest to the apprenticeship of the codes of conduct and professional ethics of the career.

Appreciation of your internship:

Overall assessment of your internship: The experience was great: exotic and complete.

Justification: I professionalized: I improved my English; I technically progressed in photography and also within the strict framework of journalism; I improved my writing and I dealt with subjects for which I may not have felt any interest in France

Would you rate the training you did as: not formative at all, not very formative, formative, very formative, extremely formative? Formative.

You have found that the integration into the host structure was: very bad, average, suitable, good, excellent? Excellent.

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INTRODUCTION

Who is it about? I am a French twenty-year-old student interested in journalism. I read a lot during my childhood and I have also liked to write. I realized quite young that this penchant could become my career: my love for writing and the desire to discover the world helped me to figure out that I wanted to be a journalist. It is difficult to be absolutely sure of your future at a relatively young age, but this is what the French education system requires for you before the A-level. Considering the fact that I skipped two classes (I am two years ahead), I was even younger than the other students in my class when I had to defend and consolidate my professional project, but I made choices that I do not regret and I think today I found the way in which I can develop and blossom, a domain I would love to be a part of. I am actually someone who is interested in many things, and being a journalist seemed to be the perfect combination of what I like: the arts (literature, cinema, music, photography, theatre and dance), travel, meetings and foreign languages. My tastes are obviously rooted to my upbringing and education: I learned a lot about sharing and respect as the fourth child in a family of five children. Living in such a big family taught me to enjoy the company of others and this has helped me develop an interest for inter-cultural meetings. It may seem a little bit strange to introduce yourself by first talking about your relatives, but I do it because they have inspired and encouraged me to strive for my goal: my brother and sisters guided me to find the career path I am passionate about, as they are working in their desired career choices (science, arts and video games). They made me who I am: a jaunty, smiling by nature, social, persevering, ambitious and altruistic woman who wants to keep fighting for what she believes is right.

What have I been doing? After graduating my “*baccalauréat*” (French high school diploma) in economics and social studies in 2009, my project was to improve my writing by studying in preparatory courses in literature before I applied for entrance examinations in several journalism schools. My first professional experience as a trainee in a local radio station was during my secondary school era, and this confirmed my passion for this industry. I am now currently studying Political Science, Law, Sociology, Economics and foreign languages at the Institute of Political Studies (“*Sciences Po*”) in Toulouse, France. I integrated the school thanks to the BEL (“*Banque d’Epreuves Littéraires*”) system, which permitted me to study there after following three study years in preparatory courses in literature (“*Classe Préparatoire aux Grandes Ecoles / Lettres Modernes*”). This year I studied a specific way, due to my original post-graduate school career: the first semester was equivalent to the first two years of study at the school in a condensed manner (the objective was for me to take

courses in order to return to the original structure after my preparatory courses, and to receive the same basic and multidisciplinary education as the others students), and the second semester was equivalent to the third year when students go abroad for what is called the thematic mobility, which has to be related to their future profession. I have already chosen and been accepted into a Master's degree which specializes in journalism (D4P2 way) for the next school year, after a successful interview with Olivier Baisnée, who is responsible for this specialty, in July 2012. And considering the fact that I will start this Master at the beginning of September 2013, thus I wanted to do my internship in this field: the time had come for me to test my career choice and confirm I have what it takes for this job - or if this job was made for me. To learn more about the role of a journalist, I applied to be a trainee for sixteen weeks in the photojournalism program proposed by the organization RCDP Nepal. The interests of the formation and the coordination with my personal professional project seemed perfect, knowing that my ambition is to be an international reporter.

When did my internship take place? And where was I? I left my native region Lorraine after being admitted to one of the nine Institutes of Political Studies of France for a place quite rightly called the pink city in September 2012, namely Toulouse. I had to complete an internship abroad for at least four months for my sixth semester. On February the 22nd, I left Paris, France, for Kathmandu, Nepal, to start my internship a few days after. My experience in photojournalism lasted sixteen weeks: it began on the 25th of February, 2013 and ended on the 16th of June, 2013.



Why am I writing? The thread of this internship report called “Photojournalism in Nepal: the account of a human and sociological experience from an ordinary interest to the apprenticeship of the codes of conduct and professional ethics of the career” is to explain my project through an understanding of my academic background, my professional ambitions and the work that I made here. It therefore seems essential to inquire the gain provided by this photojournalistic experience: what has been the impact of this course on my foremost professional project and which conclusion can I draw from it?

How will I answer the question of the effect of these sixteen last weeks on my professional ambition? I chose to compose this report into three parts, which are themselves organized into three chapters, which are themselves broken down into three sections. It is certainly the reflect of old habits related to my three years in preparatory class, but the goal is to account for my project in the most balanced and clear way as possible. I will firstly make inquiries about the host structure by introducing the association and the team that has allowed me to work in the photojournalism world in Nepal. On a second step, I will motivate the choice of this course and detail my activities. The paper will end with the study of one of my assignments and the analysis of its progress (its development, the problems I faced, etc.) to understand the approach I took for achieving each of my productions. The goal here is to summarize the four months I spent working abroad and to take the skills I developed there. The critical analysis will let me know if my proposed training mission matched my expectations.

FIRST PART:
PRESENTATION OF THE ORGANIZATION IN WHICH I WORKED

THIS FIRST PART OF THIS INTERNSHIP REPORT IS DEVOTED TO THE PRESENTATION OF THE TWO ASSOCIATIONS THAT HAVE WELCOMED ME IN KATHMANDU. IT IS DIVIDED INTO THREE CHAPTERS: THE FIRST ONE IS DEDICATED TO THE ASSOCIATION BY WHICH I BELIEVED I WOULD ACCESS INTO THE PHOTOJOURNALISM PROGRAM; THE SECOND ONE ADDRESSES THE ASSOCIATION THAT ACCURATELY ORGANIZED MY INTERNSHIP; AND THE TECHNICAL ASPECT WILL FINALLY GET DROPPED FOR THE THIRD CHAPTER AS IT WILL FOCUS ON THE HUMAN FIGURE AND TALK ABOUT MY COLLEAGUES.

Chapter 1: General presentation of the organization



Section 1: The services offered by the association - RCDP (Rural Community Development) Nepal is a Nepalese non-for-profit organization that encourages local development by running volunteer programs. It was founded in 1998 and has been registered with the government of Nepal's Social Welfare Council since 2002. RCDP aims to offer all kinds of volunteering opportunities to a variety of people: the association does not only promote a photojournalism program, but also teaching offers in monasteries and orphanages, medical missions, conservation work and more. As it is said in the description of their website, its primary objective is “to offer meaningful volunteer abroad experiences to international volunteers” and to show them the “real difference in the lives of orphans, underprivileged people, exploited women, and those who are languishing in the poorest communities”. The goal of the organization is also to help the Nepalese people by encouraging a form of alternative tourism: volunteering. As a volunteer, I believe you discover the country in the best way possible as you experience the life of local people by being immersed in their culture. You can “contribute in sustainable community development that benefits the underprivileged and extremely poor” and “initiate and promote grassroots community development programs [...], [construct] and [renovate] many schools and orphanages in different parts of Nepal”. These are some examples of RCDP's achievements, and since the beginning of the adventure, it built and renovated ten elementary schools and constructed an orphanage. In addition to this, it created the first volunteer-supported eco-tourism project on 750 hectares of land in Chitwan in collaboration with a British association for conservation and developed two small village-based nurseries and distribution of thousands of seedlings to local villagers to support the conservation efforts in the country.

Section 2: The location of the association - The main office of RCDP Nepal is based in Kathmandu, in the district of Kalanki (the western one of the city). The premises are relatively spacious: ground floor rooms can host volunteers and interns from all over the world; on the first floor, the offices welcome the staff of the association; and on the third one, a kitchen and a terrace are places daily used.

Section 3: The support of my project by the association - I was redirected to another organization through RCPD, which regrettably merely acted as a third party for my involvement with Volunteer Forum Nepal and was inevitably an unnecessary avenue. The fact is that the number of associations who offer you the same service is incredibly high in Nepal. To choose the organization for the internship, I trusted the seriousness of the website and of my exchanges with the international coordinator. He unfortunately did not tell me that I will depend on another association, even when I asked him if RCDP was working with Volunteer Forum Nepal few days after my registration in RCDP (I found the second association on internet, and it seemed to offer the same program for lower cost). He answered me he did not exactly remember the name of the organization RCDP was in partnership with, but told me that the photojournalism contact person it was working with had his own program as well. I really thought they were at least working together, but they were not. I am sincerely disappointed that it worked this way in Nepal even if I can understand that all the current associations working in the country are trying to help its development by making some good money. However, most of the people who are coming to Nepal through these kinds of associations are not the same tourists who come for a trekking to Mount Everest and who obviously have enough money: almost all volunteers are students and try to help the best as they can by booking a trip as volunteers or unpaid interns, but it feels like the associations are actually cheating them by pretending to offer services while they are just giving their personal information to another association. I also regret that RCDP did not give me all the details about my internship when I contacted it: some of the ones it shared with me were false, as the name of my supervisor and the situation of my host family. I understand that mistakes may creep in the information sheet it sent me, but some were misleading. Here is an excerpt of the information that was given to me before I started my internship: “You will be working with Nardev Pandey, one of the senior journalists in Kathmandu for Nepal’s pioneer online photo magazine. He has been working in *The Kathmandu Post* as a main editor [...]. [Nardev Pandey] is [a] freelance journalist and provides pictures and writings to daily, weekly and monthly newspapers. As a photojournalist, he could provide some visits to some of the newspaper available in Kathmandu. [...] He takes interns with him to the field and helps them editing and finalizing the photographs.” Nardev Pandey was the editor for *The Kathmandu Post* for fourteen years (he quit his job six years

ago), but now actually works as chairman of the association Volunteer Forum Nepal that welcomes young people interested in journalism. He manages the administrative and financial features for the association but never offers to share with trainees his experience in journalism. The freelance journalist Ram Prasad Humagai is the only program manager and runs it himself. I will not recommend to any student who wishes to follow the program of photojournalism to book through RCDP association (and I ask you not to promote it in the school either); I would recommend instead contacting directly Volunteer Forum Nepal, where the program fees were way much cheaper. The fault may come to me because I did not find the association that directly offered this course (it also has, however, a bad visibility) but I still regret that RCDP did not give me any more information about the transfer of my file to this other association.

Chapter 2: Presentation of the specific service of photojournalism



Section 1: About Volunteer Forum Nepal - VFN is the non-governmental organization who actually welcomed me for this internship. It have offered different kinds of programs for volunteers since 2005: documentary filmmaking, thesis writing, human rights research, nursing and medical elective health care, physiotherapy, working in nutrition clinic, teaching at schools and monasteries, and working with children at orphanages. It seems like all the associations from Nepal also invest some of the amount of money they collect to a national cause: like RCDP, VFN supports an orphanage. The service in which I worked was the one of photojournalism. I met a lot of people, but the one I worked the most with was Ram Prasad Humagai, my internship's coordinator: he was my main contact in the country and helped me keep up to date with all the events. As the professional freelance journalist in charge of the organization of my mission, he presented me with his all-day tasks, came with me for mine when he could, and was also my translator and cultural guide.

Section 2: The grounds of the association - The specificity of the association lies in the fact that the family that runs it lives in the building. The settle of the association is therefore... the ground floor of their domicile! The Pandey family's home and VFN are located in a quiet residential area called Baluwatar (on the North side of Kathmandu). The trainees are housed on the first floor, where is also the office where meetings take place. This room is the piece of work where we spend most of our time after a working day. The family lives on the first floor.

Section 3: Looking back - Since this internship report is a personal thought, I would like to say a word about and to the organization that has welcomed me as a former trainee. VFN seems mainly active in the photojournalism domain, and according to me, it should keep focusing on this field only. It might be better to abandon the other programs in which registrants are very few and which actually are also offered by many other associations, in contrast with the photojournalism one. A specialization and a stronger involvement in it could probably help VFN to become a reference for the years and volunteers (or interns) to come: centering all its resources for the photojournalism program

would make a lucrative phenomenon happen as it has been shown in economics.

Chapter 3: People I worked with on a regular basis

Section 1: Meet my tutor - I could not introduce my work environment to you only by summarizing it to the structure and my daily activities. The presentation of the staff that received me is also essential. I would love to tell you about the people I worked with in and out of the organization, and who took part in this beautiful adventure with me. Ram Prasad Humagai, my referent, is a forty-five-year-old photojournalist working in the Kathmandu Valley. After graduating with a master in social sciences at the Tribhuvan University of Kathmandu (one of the oldest of the country) with a study about social economic impact of community forestry in Nepal, he started working as a journalist for Nepalnews.com in 1998. This online news portal was founded in 1989 as the first one. He received his first camera from his boss in 2001, who was looking for an energetic young journalist to make a career as a photojournalist: so he started to take pictures and learned basically alone - as an autodidact, he kept this camera as a souvenir. He is now only taking pictures for Nepalnews.com: he stopped writing for it when he started to work with *The Rising Nepal* ten years ago (he is still currently working with and mostly for it). He also does freelancing researches for different organizations, and the topics he already dealt with were about Nepalese migrant's workers in India, and HIVs problems in Nepal. He works as a freelance consultant translator with UNICEF and UNDP Nepal (United Nations Development Program), and he also had a lot of publications as translated books and reports from English to Nepali. The newspaper is his permanent job and the others are an extra. Journalists in Nepal do not earn a lot of money, and because the average income is very low (300 to 400US \$ for one month), they usually need more than one job.

Section 2: The other professionals - As my internship coordinator and supervisor, Ram Prasad Humagai organized some one-day-long meetings with other professionals of the media world to assist me in discovering other parts of the journalism field. I will particularly remember the meeting with two masters in the Nepalese media world: Dinesh Shrestha and Ramesh Khadka. The first one is the most famous local landscape photographer, and his work is quite impressive because he grew up in the Himalayan region; the second one is a movie maker interested in social documentaries - we watched some of them as

education to better understand the social situation and gaps between Nepalese people from different parts of the state. These meetings have given me new knowledge about the country where I was working and allowed me to be in contact of other media professionals than journalists. As a transition between the professionals and the trainees I met and worked with, I would like to talk about Andre Malerba, a young photographer and independent visual journalist. Recently graduated from the International Center of Photography of New-York, United States of America, he owns a certificate linked to the documentary and photojournalism program he followed. Listening to him talking about his passion for photography was very thrilling. He never stopped and gave plenty of advice, which have been very beneficial for me. His comments about my own pictures helped me a lot, and not only because he knew his subject matter, but because he was interested in photography as an art and as a means of communication in journalism - he said himself he was using his images “to both tell stories and be works of art as appose to one or the other”. I learned with him to work on the technical aspect of my photos (how to chose the best angle of view, how to work on the composition, etc.), but also on the effect they were likely to occur on the public and the reason why they could illustrate my speech of an apprentice journalist and inform.

Section 3: The trainees’ portraits - These portraits are required, because even if I was the one who stayed the longest time, I was not the only intern who took part in the program. Working with other young people interested in photography and photojournalism made the experience more intense, more dynamic too, and our sharing times were very significant. I shared my experiment with Abril Marin Barruecos, a Mexican twenty-three-year-old girl studying and teaching photography in Costa Rica. She spent two months in the structure and realized a project about burned children, which motivated her to keep focusing of this kind of project and to use photography as a way to make people aware of social issues. Caitlin Vincent, a young South African stewardess on a yacht, was also part of the team for one month, and was interested in street trading and traders in Kathmandu. She took part of the photojournalism program to discover the country through her camera. Clara Amalie Koczulab, who took a year off after graduated in a Danish high school (she was nineteen years old), spent two months and a half in the program working on organic farms. Corinne Ruddick, a twenty-five-year-old Australian

backpacker spent two weeks with us to learn more about her camera. Aubrey McMullin, a twenty-three-year-old American photojournalist student started her internship during my last week. After spending one month in Tibet studying the survival of nomadic culture and education, her three focuses in Nepal were on women's roles in society, reading culture and children's education. If I had been the only one to discover Nepal through this course in the past four months, the experience would have been totally different and the lessons learned probably fewer or at least less well understood, less acquired. All of these people inspired me somehow for my own projects. Working in contact with other young people with the same professional ambitions has stimulated me and also showed me that the competition was very tough for few places in the journalism world, because a lot of other students are not only talented but also very motivated.

SECOND PART:

DETAILS OF MY ACTIVITIES

THIS SECOND CHAPTER, LOCATED AT THE HEART OF MY CASE, IS THE TURNING POINT OF THE INTERNSHIP REPORT: IT FIRST EXPLAINS THE REASONS THAT LED ME TO CHOOSE SUCH A COURSE FOR MY SEMESTER ABROAD; IT THEN DETAILS MY DAILY ACTIVITIES; AND FINALLY PRESENTS DIFFERENT TYPES OF FILES ON WHICH I HAD THE OPPORTUNITY TO WORK DURING THESE SIXTEEN WEEKS.

Chapter 1: The choice of the internship

Section 1: Justifying the choice of my internship - There are currently no benefits which can be pulled from this experience if there are no expectations initially, and the adventure should be motivated by something at the beginning. As I explained earlier in this internship report, I have always been interested in journalism: I love writing, and I believe that the right to information and freedom of speech are two very important ideas. I chose the professional mobility rather than the academic one because I thought the time has come to confront the realities of the working world. I have not developed any real research methodology to find an internship in journalism, and as I have very few contacts with professionals in this field, I used the very famous World Wide Web as my primary source for information. As I have traveled extensively in Europe, I decided to focus my research concerning an internship abroad in a journalistic structure on other continents. Offers for inexperienced students outside of France are not common, and the investigation was a lengthy process. I cannot deny I chose Nepal in part to experience the cultural shock and the human experience, and also because I knew I would really gain an appreciation for exploring a country I did not know. I also chose it to discover a foreign culture, population and language, to improve my English, to enjoy the real experience of making photo-reporting by searching, collecting, commentating, photographing, covering events and manifestations that I witness. In doing this, I have learned to better observe how the information is treated in a completely different environment, to work with passionate journalists, to share a point of view, and to give a voice to other people.

Section 2: Explanation of the connection between the classes I received and this internship - The relationship between my formation and my professional project cannot only be settled upon the basis of the lessons I received at the Institute of Political Studies because this semester I spent abroad is only the second of my education in school due to the very specific schedule I followed. One would need to go back further in time to make the connection, and that is why I will briefly summarize my school background. I received courses in economics and sociology in high school before passing my “*baccalauréat*” (the French high school diploma) in economics and social studies with a specialization in foreign languages (English, German, and Spanish). I again

received courses in these two subjects at the Institute of Political Studies after three years of literature focus in preparatory class for entry to the “*grandes écoles*”. The experience gained during these weeks has allowed me to take advantage of what I learned in sociology throughout my education, but also in foreign languages as well as French to write some journalistic productions.

Section 3: From the internship research to the beginning of the professional adventure - The RCDP Nepal organization I found on the internet proposed that I could work with a freelance photo-journalist: this made me really happy as I have a keen interest in photography. I also believe it permits better illustration of the subject, allowing it to evoke emotions, telling the reader more and enforcing the arguments developed in the text. According to me, photo-reporting is more than an aesthetic object: it makes photos an informative element, a fixed moment which transcends the language barrier. Reporting on human interest is a field I wanted to gain the most practice and exposure in, because it deals with the figure of a man, a group, a collectivity, and I was confident I could find interesting topics in Nepal. I definitely want to be a witness of my time, travel around the world and share with others what I learn. I applied for this role on the RCDP website and was required to provide a list of my educational background, volunteering and any other relevant experiences. I also explained of what inspired me to join this international program. After two weeks of waiting, I received an email confirming my acceptance in the program: I was offered a placement for sixteen weeks to discover photojournalism in Nepal. Due to the distance between our countries and the unpredictable Internet connection in Nepal, this made it impossible to arrange a Skype meeting; therefore the first correspondence before the signature of my work agreement placement was done by emails: I communicated with Hom Ohja, coordinator responsible of RCDP. My first face to face meeting with the organization was in Kathmandu on Saturday the 23th, February 2013: one of the association coordinators picked me up at the airport and drove me to the hotel of the organization for my first night in Nepal. For the next days and weeks, as mentioned by the association, Nardev Pandey welcomed me at his home.

Chapter 2: Nature of the job

Section 1: The photojournalism program - What the association offered me to do was to follow a senior journalist to various events to take pictures, to assist to press conferences, important activities attended by VIP of the country, demonstrations or rallies, to cover arrival of VIP from foreign countries, to discover the culture through the different festivals going on, to upload their photos of choice to be sent to the news editing group, to write news features which will be published in the publication. RCDP Nepal almost kept its commitments regarding this part of the program: once I was supported by VFN, it offered me the same activities, which was great.

Section 2: What I actually did as a photojournalist' trainee - Depending on the daily happenings in and around Kathmandu, I followed Ram Prasad Humagai to various events to take pictures to send to newspapers: I assisted in several conferences, demonstrations, rallies, and cultural events as festivals. I did not only follow my supervisor to cover local events, but also sometimes went by myself to different gatherings. I also practiced the journalistic writing about different topics on different formats (breves, articles, reports, etc.) and was in charge of the editing of the newsletter of Volunteer Forum Nepal.

Section 3: Details of a symptomatic week - The first week of my internship was kind of an introduction to my stay in Nepal. I received basic lessons in the morning: Ram Prasad Humagai taught me about the culture of his country, the rules of journalism and the settings of my own camera to become a real photojournalist. The afternoon was reserved for the practice and training: I had cultural visits and sightseeing, and practical application of the advice I received in the morning about photojournalism. He also taught me tips about the night photography that we practiced once a month. After this first week, the program was a bit different: the life of a photojournalist is not that organized. The information is speedy and some events are unpredictable. Ram Prasad Humagai still sent me a program each week. Regarding its constant part, here is what I can say: twice to four times a week, I took part in a cultural or political event or excursion (as festival, demonstration or hiking for example); and all the interns were also invited to a Friday meeting (the Saturday is the day-off in this country) to present the development of their own projects - as a

photojournalist trainee, I showed a best of my weekly work and receive comments about my pictures.

Chapter 3: Kinds of files I worked on

Section 1: Several works I realized in a purely photographic frame - I will only speak here of the work I have done in a photographic lens as a photojournalistic student. I attended many events as photojournalist: generally, they were cultural or political. As Nepal is a country with many festivals (the Nepalese themselves will teasingly tell you they celebrate something every day of the year), it was a very good place to take photographs of an informative and touristic nature. The events of a political nature are not less numerous: the country is a growing democracy, and the conflicts between parties occur frequently. The group of Maoists was generally involved in such events - they launch the calls for strike, march in the streets, are rampant in the villages and write their symbols wherever they can. Depending on the schedule I received at the beginning of every week, I had to go to different places to cover diverse events. The Nepalese legend is not baseless: I took pictures almost every day, and mainly for festivals, which are mostly religious and gather crowds. When there were no cultural events happening, I sometimes took the initiative to take pictures of the daily life of Nepalese people in the Kathmandu Valley - and newspapers usually prefer rural images to urban activities portraits. Once this information was shared by my supervisor, I adapted my snapshots on demand. I uploaded my best ones on the online platform of the association, which is a Flickr account and works as a kind of bank of images for the Nepalese printed press. Some of my pictures were published with the captions I wrote.



The Rising Nepal, 12th March 2013

A woman weaving straw mat in her free time for domestic use at Bungamati village of Lalitpur district. (Photo: Marie-Eleonore Noire/intern TRN)

I did not only take pictures on events in Kathmandu, but also chose topics related to Nepal for a different type of project, which lend themselves to a whole new photographic practice: a set of photographs about the same subject, which I like to call variations on a theme. Here are some of pieces of my work, miniatures from the set concerning Buddhist monks. It would be too long to include them all and exposing you to the full set would only be relevant in the context of an exhibition.



MONKS



Section 2: Written productions I composed - I also had the option of writing new features for myself. I chose to write few articles (they were not published but they were a kind of exercise for me, a chance to practice and to improve my writing and to write about my impressions of Nepal). Here is one concerning the activities of different people involved in the development of the country.

FOR THE LOVE OF NEPAL

Inspiring portraits of people from all around the world working for the development, conservation and blossoming of a small country surrounded by the two powerful actors China and India: the beautiful Nepal.

He saves architectural masterpieces -

John Sanday came to Nepal in 1970 for the first time: realizing it was a beautiful country full of challenges and promises, this young British architect moved there with his family in 1972. He has been working here for about forty years, in favor of the historical building heritage conservation for the country. His last project concerns the Mustang area: he passionately restored damaged temples from the Fifteenth Century. He wants to respond to times' effects and degradation, and, overall, he wants his work to be continued throughout the years. This is one of the reasons why he has started a program training local people about the importance

of conservation and ongoing repair of their historical monuments, offering them a chance to be responsible about their architectural masterpieces. John begins the process by educating the locals about the project, hearing their understandable concerns considering that he is mostly interested in restoring religious spaces. Once the community has accepted the project and worked in partnership with him, the best he can do is "hop[e] very much that they will continue to look after [it]". He teaches the people the correct way to go about restoring these buildings by helping them research the traditional processes and by using, as much as possible, original materials. He believes that the buildings "deserve a certain amount of respect" and that restoration does not mean rebuilding: it is totally different from remodeling, which involves the complete loss of original painting and architecture. Considering the structural aspect of the building, John and his team always try to use the same materials as in the Fifteenth Century thinking up innovative technologies to "keep the building on its feet". This is the most important thing. Several titles and

accomplishments appear on his memoir: he notably restored the Hanuman Dhoka Royal Palace of Kathmandu (for King Birendra's coronation in 1974), made some restorations in the City of Patan, and was elected as Global Heritage Fund's Regional Director for Asia. His most recent project was the restoration of Chhairo Gompa, a Seventeenth-Century Tibetan Buddhist temple in 2011. John is probably not finished with Nepal.

She works for children's education and women's empowerment - Sita Rupakheta is a forty-two-year old woman who, after being involved in different social associations, realized that she wanted to fight for education, without which she believes no improvement is possible - "without education, [...] we cannot develop our country, we do not know about our rights: we are suffering by the husbands, the culture and lots of things as a woman". She is still a very active member of the two associations she joined ten years ago (one for the migrants workers women rights and the rotary club), but because they did not focus on only one issue (and were, according to her, less effective), she decided in 2011 to create Thoughtful Steps. Her objective was to work for "for all the underprivileged and ignorant children, socially oppressed women and illiterate mass of the world" and to offer them to live their lives with dignity by "[bringing] the changes in the thoughts of every individual

in terms of gender equality and their access to education, [...] providing support of any nature possible [...] to eradicate illiteracy and ignorance from the hearts and minds of Nepalese people and thereby lunching ourselves in the other parts of the world, making them self-reliant and thoughtful in every aspect of their lives." As she started alone, she paid for everything she made. But the helpers arrived quickly: first her own family, then her friends from all around the world (people she welcomed someday in her house). She thanks all the young people who have been supporting her project by sending her money: "they have energy [...], they can make anything, they can make a difference". Thoughtful Steps is working for children and women from remote area because Sita, who was born in a village, wants to help the Chepang community: "as a woman, as a village lady, I have a bitter experience". At the contrary of her three brothers, she and her four sisters did not go school, but her mother, who was uneducated, realized she did not wish them the same hard life and started fighting with her father to make the girls go to school. It happened: Sita went to school when she was thirteen (that is to say nine years late) and then came to Kathmandu to study in college. Now that she considers she is able to help a lot of people, she works with the Pata Lini School at Adhamara, a village nearby Kathmandu: after providing them toilets; Thoughtful Steps helped with furniture and sponsored fifty of the two

hundred eighty pupils thanks to the contribution she has been receiving (note that her own children give 2000 rupees a year to sponsor kids too!). “I really like to make a difference”: she began ten years ago by sponsoring a girl from another village in a very particular way: she did not only offer her to go to school, she received her under her roof and has been considering her as her own daughter since.

You can be part of this surge of love -
Nepalis and foreigners have found different ways to participate in the development of

this beautiful country. Numerous associations will offer to work for it by applying to take part of different programs: in the field of environment, education, empowerment and more. And if you are inspired, and/or if the multitude of projects does not satisfy you, you can even decide to create something new and give to Nepal your expertise, your energy and your love. Philanthropy has no borders.

By Marie-Eléonore Noiré - 2013.

There were no restrictions to the themes chosen, so I also decided to realize some reports dealing with various topics. Here is one of my projects about the body and the way people treat it in Nepal.

THE BODY



The human body is a fascinating object. Every time you are confronted by another one, you learn something about your own, because each culture and society has their specific way to treat it. In Nepal, this way usually goes with violence. But not only. Discovery of the body treatment at the other end of the world.

Gestures - A well informed tourist can take note of these ten simple mannerisms that will help in day-to-day dealing with the locals, or better yet, look like a real Nepali: here are ten rules about how to act with your body in this country.

1. **Give and receive with both hands** instead of one. 2. **Never point with your finger** but with a flat hand. 3. **Eat and give with your right hand**, because the left one is for the toilet. 4. **Join your palms together** when you greet and show respect to someone - the higher your hands are, the more respect you are showing them. 5. Do not be afraid of spitting really loudly in public or blowing your nose without a tissue onto the street. 6. A movement of the head from the left to the right side does not mean no. 7. **Do not kiss** or demonstrate affection towards the opposite sex in public. 8. You are, however, allowed to walk hand in hand with someone of the same sex. 9. **Do not reveal your body** if you are a female - keep your sleeves long, legs covered and never reveal your bodice. 10. Never wear shoes in people's homes.

Sex - You cannot talk about the body in the Nepalese society without thinking in the representation of it in the several religions in Nepal. The two major ones, namely Hinduism and Buddhism, have many references to the naked being and sexual symbolisms. Hindus have introduced the Kama Sutra to encourage free, enriching

and full-blown sexual relationships. But the rape, which seems to be a common national practice, has nothing of all these attributes. In the neighboring country, India, the rapes cases do not only concern young foreign tourist women, but the locals do not usually speak. The same thing is happening in Nepal: the silence of the victims explains why the number of rapes is not known. But the wave of sexual assaults shocks the public and makes the voice of many young women rising: they are fighting against the male domination in the society and the humiliation they put them through - as sexual harassment. The *Nepal Public Offences and Penalties Act* of 1970 tries to change attitudes stipulates that all unwanted activities or actions with a sexual nature (verbal or physical) are considered harassment, but regardless of this act, women are still getting blamed for bringing it upon themselves by wearing provocative clothing, making the fight against sexual harassment even harder. Even the female legislator, Yashoda Subedi, who fights for an awareness of the respect of women, agrees with the fact that the Nepalese society is different from the Western ones and that women have to keep this in mind. According to an article from *The Rising Nepal*, sexual abuses concerning women and children are higher than 165 000 for the last 15 years: sexual harassment is still very common; however, punishments for rapists are stronger and longer than few years ago (between five

and fifteen years of imprisonment according to the age of the rape victim). But to convict the guilty, a trial has to take place, and everyone knows the shame the victims are feeling according to what they have experienced - then can you imagine it in a country where when they talk, they run the risk of not being supported by anyone, and even, to be abandoned? Several movements are trying to restore the confidence of women by protecting their rights, as the association WOFOWON, which fights against sexual harassment for women from villages who are trying to express their talents in the city - dancers, performers and women working in beauty center are abused by customers, co-workers and/or employers. Prevention is unfortunately not enough and there are networks to dismantle as sex is also sold in Nepal. It seems that the authorities close their eyes to the obvious prostitution and trafficking of women which is happening here. Everyone knows about this night dance in the street at the end of the day: in this country where the body is always hidden, you can recognize a prostitute meters away. They do not only work in Nepal: a lot of Nepalese women are sent to Indian brothels. The association Maiti Nepal strives to defend these women and improve their situation by saving their lives in rescue operations. The association estimate about five or seven thousands girls are sold from Nepal each year. The challenge for these associations as well as

outraged Nepali women is to make people aware of these major issues and to initiate change in laws and attitudes.

Violence - Trafficking in Nepal does not only concern the body for sex but also for human tissues: sold women for using body's tissues and make cosmetics. Women then do not seem to have a privileged place in the society. They are really concerned with the discrimination and affected by the physical violence. Gradually taking awareness to the reality of the gender equality, the Nepalese society did recently adopt *The Domestic Violence Offence and Punishment Act* "to respect the right of every person to live in a secure and dignified life, to prevent and control violence occurring within the family". And believing that no one should be discriminated because of his sex, the Nepalese government celebrates the International Women's Day each 8th of March. But there are other forms of violence perpetrated against women, as the burning at the stake for witchcraft. The fire does not only occur in kills for suspicion of sorcery, it is also present in many accidents, which involve kids. In the city of Kathmandu, the Kanti children Hospital is able to welcome twenty-two (accidentally) burned kids. Back on a full of strong emotions meeting and portraits of brave kids.



A Nepalese child body can also be seriously affected by malnutrition, which hit them and women hardest with poverty. Nepal has one of the highest rates in the world, and almost the half young people suffered from an insufficient weight. A report of the UNO (IRIN) from august 2009 explains that malnutrition is not only a problem in the mountains areas, but also in the Teraï. Four years after, the situation has not really been improved. Concerning food, there is also a discrimination against stepdaughters because they are at the bottom of the hierarchy, so they eat at the end. It does not matter if the situation in Nepal has been improved: the fact is that the country is Nepal is still running under the old norms of a patriarchal society. The main role of the women is a traditional activity: they usually take care of household chores. Education and general life opportunities are supposed to be the same but the fact is that even if the

government guarantees the non discrimination of people on the basis of sex in its constitution and signed in 1991 the United Nations Convention on the Elimination of all forms of Discrimination against Women (CEDAW-1979), the patriarchal society is still really strong.

Beauty - But Nepal is not only a country of violence and suffering where bodies get hurt in spite of what you can see in the streets (lepers, amputees and other people with damaged bodies expose themselves to beg), first because every Nepalese individual you will see will smile to you, and then because they have also a lot of tips concerning the care and ornament. The fact that the life expectancy is less than seventy years is not an excuse to do not give any attention to the body. The first artifice you can use to ornament your body is cloth - it changes according to the casts. For ladies, the the phariya is really traditional, and it is really common to see it on women who are married (and those married women always have a touch of red). Young ladies and students do not wear it: when they are not wearing their school uniform, they prefer the Western clothes, like jeans, and sometimes decent dresses. Men wear Daura-Suruwal (respectively upper and trouser, which is also the national dress for men in government positions). Ajita, a twenty-one years old student in the Fashion Design College of Kathmandu, thinks that “**being**

fashionable does not mean that you have to show your body". She respects the tradition of entirely covered women. During the Mousson time, in the rural areas, you can however see their calf because they roll their pants up to go into the paddy fields. Otherwise, during the rest of the year, you do not see women's bodies, or just the stomach - the traditional sari reveals it.

(Pictures: traditional topi and saris)



To modify and form your body, you play sport. Nepalese people are crazy about cricket - thus you can feel that even though

the country was never colonized, the influence of British India arises. But sport is not the only way to change your appearance. The body culture exists for men as for women: barber shops and beauty parlors are really loved by the people. And they also love their national muse! The Miss Nepal beauty contest, which exists for 19 years, is recorded and broadcasted on the television as it is still quite expensive to assist to the show where you meet see the Nepalese jet set (the prices of the tickets vary between 1000 Nepalese rupees for the cheapest ticket - which is more than US 11\$ - to 4000 for the most expensive). Contrary to the Western beauty contests, they do not only expect a beautiful applicant: the introduction speech seems to be the same (kind of "I want to be a beauty queen because I am beautiful and nice"), but the capacity to argue on a society issue is also evaluated. The motto of the competition could be: a beauty with a brain. Even if the requirements for the election of the beauty queen are really different from those of the Western countries (necessity to be quite clever, like really, no need to parade past in swimsuit and the minimum height is lower, the applicant should only be 1.63m tall), the Nepalese society seems to be fascinated by the Western countries: beauty products and beauty figures in Bollywood encourage the use of whiter products to make the skin lighter. They do really love natural products and use them a

lot, like lotions, soap made of yak milk and natural hair conditioners (they do also really love henna by the way), but at the same time, and as a contradiction, they love the artificial ornament. Concerning the artifices, make-up, tattoos, piercings and jewels are really common and since the youngest age. The tattoo craziness is rising in the country, as the third international convention of the month of April proved it. Alex, a French artist from Ink'side salon, is one of the best friends of Moann, the man in charge of the organization of this big event and also the most famous Nepalese artist in the tattoo's world. They met in Pokhara fourteen years ago, tattooed each other and kept in touch since.



Section 3: Other realizations - The activities of a journalist can not only be analyzed in terms of productions, and I have also participated in several events I named before as press conference (unfortunately only in Nepali), one conference, interviews, and a lot of different local festivals. Despite of my job in Nepal, I took part to a photo contest organized by the International Centre for Integrated Mountain Development (ICIMOD) on the theme of water and life (the contest coincided with the United Nation's International Year of Water Cooperation 2013). The interest was for me to improve my photography in a non-journalistic way, but still to draw the attention of the people and make them aware to the diverse uses of water in the Himalayan region. I offered photographs in all the competition categories, namely: (1) uses and benefits of water and related resources; (2) hazards, conflicts, or issues related to water (or lack thereof); and (3) good practices in water and related risk management. I have not been declared as the winner but I have been interested in a new topic, the water and its treatment in Nepal. I have also been writing a blog for friends, families and foreigners to share my pictures and my experience in the country.

THIRD PART:

PRESENTATION OF A PARTICULAR FILE

THIS THIRD AND FINAL PART OF THIS INTERNSHIP REPORT AIMS TO DEEPEN MY THOUGHT. IT ALLOWS YOU TO GO DEEPER INTO THE UNDERSTANDING OF MY WORK AND REPLACE, SOMEHOW, AN ORAL INTERVIEW IN FRONT OF A JURY THAT MIGHT HAVE GIVEN ME AN OPPORTUNITY TO PRESENT ONE OF THE ISSUES ON WHICH I WORKED DURING MY INTERNSHIP. THE AMBITION TO ACHIEVE THE FULLEST POSSIBLE RECORD LEADS ME TO INTRODUCE ONE OF MY REALIZATIONS AS AN EXAMPLE AND ILLUSTRATION FOR THE REST OF MY PRODUCTIONS. THE CHALLENGE IS TO EXPLAIN SPECIFICALLY THE PREPARATION OF THIS PROJECT, ITS PROGRESS, THE CHALLENGES I HAD TO FACE AND HOW I MANAGED TO OVERCOME THEM.

Chapter 1: The file

EDUCATION FOR GIRLS IN NEPAL



Strolling through the streets of Kathmandu offers the opportunity to attend at any time a parade of schoolchildren and students. They come and go with a necktie, wearing uniforms: they are in the buses, on the streets, at the markets. This image gives the impression of a generalized access to education in the country and a very high level of education offered by a strict system, but the reality is quite different from the appearance. The Nepalese education system is marked by many different kinds of discriminations. The first one is financial and social: according to the environment from which they come and the financial resources of their families, young Nepalese people can attend public or private schools. In the collective imagination, private schools are better: the teaching of courses is in English, the teachers are more competent and the premises more modern. After the poor, girls are victims of the system: it is not only better to have the money to study in Nepal, but it also is easier when you are a boy. Since the society is very traditional, the idea that a women's place is at home is still installed in the mind. - Meeting with the less lucky but not unhappy students of the nation: the young girls from the Padma Kanya Secondary School, the only public girls' school in Kathmandu.

The principal's office is one of the most decorated places in school: while classroom walls are white, sometimes marked with names of former students or extracts of lessons, the ones of the office are abundantly well stocked. The portraits of all the former directors of the school are hung in front of the desk: all ensure the direction of Rita Tiwari, a sciences teacher newly appointed executive. She is paradoxically only the fourth woman who is leading this girls' establishment. She was happy to get this promotion even if she keeps saying that it means a lot of responsibilities. She is energetic, non delusional and she hopes to instill a breath air of change to make things happen. Her first plan is to get one hundred percent of results for the exams next year: the objective is not only to give to the girls a

chance to go to college, but also to prove to everyone that governmental schools can provide you a good education as well. Behind the desk, watching over her, are hanging the icons of the gods Ganesh and Saraswati, and the photography of the Indian spiritual master Sai Baba. Above, the faces of the ex-royal family are still present: the king and queen are still in the school, many years after the end of the monarchy. A flag recalls the patriotism of the school and a whiteboard announces the philosophy that all teachers must - and probably have - adopt (and teach it to the children): "Our greatest weakness lies in giving up. The most certain way to succeed is always to try just one more time. - Thomas A. Edison". This definitely reflects again the persistence demonstrated by public schools to improve their

situation. According to Miss Rita Tiwari, governmental schools are now winning recognition. They still have to work, but she will not give up, and her involvement would probably need to be doubled as if she was running a private school, especially because of the numerous political parties' orders that governmental school should follow.

Around one thousand girls are currently going to the Padma Kanya Secondary School every day: five hundred are following courses from the first grade to the tenth one, and five hundred from the tenth one to the twelfth one (they are divided into four different houses and identified thanks to colorful ribbons added to their braided hair braided). It may sounds a bit strange that even the headmaster of the school is not able to give the exact number of students that make up the school, especially when you consider that at the time of the call, every morning before the first lesson of the day, the first teacher do not call the students by their name and first name but by a number. "One? Yes Sir! Three? Yes Sir! Five? Yes Sir!": every girl stands up when she is called. However, another ritual marks the beginning of a typical day at school: it is called the assembly. Row one behind the other, the girls sing together the national hymn of Nepal and recite prayers. Because of course, a governmental school honors her government.

After that, everyone joins her class. The girls are divided according to their level, but in terms of their social background and the place where they come from, they may have sixteen years and only study in fourth grade. But for all these girls to have the same opportunities to succeed once they integrate the school, the Japanese scholarships it receives are used to pay for the equipment of many schoolgirls from very poor families: bags and uniforms are then provided by the school.

And yet: "**we are blind girls**", explains Rachana, a student of grade nine. She is aware that the education she receives today is decisive for her future and she works hard. She feels fortunate, but she also knows that some other young Nepalese are entitled to better treatment than she is. And forty teachers for a thousand of students, this is not enough. Yet the direction researches sponsors to advertise for school to fill the empty buildings with new students.

Rita Tiwari judges that it is not good to separate boys and girls for their education (she sends her own children in mixed private schools), but she is aware of what she can offer to the girls from Padma Kanya: a chance to be educated.

Chapter 2: Features of the file

Section 1: Interests of the file - For the last three weeks of my internship, I decided to deal with a new topic which required an investigation more important than the other: I wanted to write about schools in Nepal. Although I first wanted to make a series of photographs of schoolchildren in Kathmandu, I found that the way I was first interested in treating the subject was more attractive than informative. Thus, after realizing that the photograph set was not enough, I figured out that the topic had to be completely studied through the writing to share properly about the Nepalese education system. To share about this topic, I needed to combine both projects and to use both resources: photography and writing. To get there, I not only wanted to talk with teachers and schoolboys, but I also wanted to live their life for a time long enough to know my subject really well and to be able to write fittingly about it. I decided to become integrated in a school: my coordinator gave me his approval and helped me to find a contact to join the only public school for girls in Kathmandu. The point was to infiltrate this world as a member of it and not only watch it from the outside. After spending around fifteen hours there, I felt ready to talk about it. I did not reveal my project when I met the teacher of whom I was caring for the classes, and neither did I reveal it when I met the rest of the staff and the direction team. I really wanted to be considered as a foreigner volunteer who wanted to teach English in a school, and not as a journalist.

Section 2: Problems I was confronted with. Throughout any experience, difficulties are encountered: for the writing of this report, the major one was to be objective as I was studying a big issue I am concerned with as I also am a student myself. The girls attending the school I studied, as the teacher, have been speaking freely about the situation of education in Nepal. They definitely know what needs to be improved, but they also are content with what they have and assure me that the school level is still relatively good. I had to investigate in a sociological way while taking care not to fall into ethnocentrism. I would say that is was the only difficulty I had to face, but it was not the least. Setting aside your own opinion to truly understand a phenomenon is not something easy, especially for someone like me who likes to defend her ideas and is committed to them. Another point is that I struggled to use the photos I took for

this report, which finally looks more like a simple article. I also acknowledge having taken a shorter time to work on the theme of education for girls in Nepal, and that this maybe explains why the final result is not as good as I wanted it to be.

Section 3: Solutions I found - Problems never come alone, there always are solutions, and the first one I found was to focus on my role as a teacher and on the preparation of the English courses I gave to the girls. By trying to improve the content and methods of my teaching, I was able to establish a dialogue, and the exchange was enriching. I tried to mostly listen (I was mainly talking to raise new issues, thus resisting the urge to give my opinion on the answers they brought me), and to ask the right questions to get the answers to my own interrogations and to transcribe them on paper. I applied a method I considered effective for my first interviews: I was preparing a list of questions but I did not hesitate to raise new ones if the exchange brought me there. I wrote the raw answers without ever thinking about it, and reread my notes later in the day. Concerning the use of pictures, I chose one for what could be called the front page: I think the portrait of the girl I opted for in the end is a proper embodiment of all the schoolgirls I met. The reader will hopefully feel the same.

Chapter 3: Critical look and personal reaction about the development of the file - and about my productions in their global nature

Section 1: From this particular file to all the others - The file I chose to present as an example gives you an idea of the work I have done during my internship. I have been interested in social and political issues much more than sport or cultural ones (even if writing about the Nepalese society led me to talk about the culture of this people). I realized that writing about another country in a journalistic manner was not that easy, and that it takes time.

Section 2: About all my realizations - I was very ambitious at the beginning of my internship, I had a lot of ideas, and I felt the desire to do as much as possible. I thought that only the number of projects could bring me some experience. The reality is that it is to have worked extensively on each of them that I learned the most. Overall, I think I lost myself for the performance of my various works. I had to abandon many projects, because of a lack of time and/or organization, but I have still tried to do the maximum. By multiplying the projects and their nature, I complicated my own task. I do not regret it because I think I have provided a substantial amount of work and I am still satisfied even if I think that I may not have been sufficiently thorough it. Having few obligations within the strict framework of the internship made me want to use all the time spent alongside a journalist to learn as much as possible. I think I will set more specific goals before a new mission and I will better be mapping the boundaries of my projects.

Section 3: From the end of the internship to the pursuit of the photojournalistic experience - This course will not only be a past experience: I want to continue to use what I learned. That is why I am planning to exhibit my photographs in public places. The cultural café of my parents' town (the *Bar B'Arts* at Pont-à-Mousson, France) has already accepted that my photographs displayed for this summer. The preview should take place in July. And to allow more people to see and to enjoy it, I hope that my approach will also be accepted in Toulouse, at the cultural café *Un bout du monde*. I do not exclude either to contact the Nepalese consulate located in Toulouse: my pictures could find a permanent place and, maybe, delight lovers of Nepal.



CONCLUSION, BALANCE SHEET AND LESSONS LEARNED

This internship was a great opportunity and an incredible experiment, humanely as well as on a professional point of view. Even if it was full of interests for the next steps of my formation, I will probably remember more the human aspect of this stay. However, it is advisable to draw up the final result of the experience without neglecting any of these two aspects. I would like to briefly recall what my expectations for this course were and show what objectives have been achieved. I really expected to follow a journalist on the ground to discover the reality of the career. Thus I was hoping to conduct interviews, discover a culture about which I could write, and learn how to build a photo shoot for a magazine. I now use my camera as a professional photojournalist and I feel able to write articles in English. I still have progress to make in writing long reports but I will continue to practice - alone or during another internship. Discovering Nepal was probably the best thing I could have done this year, but the nature of the job of journalist in this country is, in my opinion, quite different from other parts of the world. The rhythm in Nepal does not seem to be the same: people take their time and there is no rush, even in the capital. I guess that this is how it works in an underdeveloped country where most of the people are only trying to live day-by-day, to survive. Even if I theoretically learned the rules of editing concerning pictures for journalism, I am a little disappointed to not have learned how to use any professional software to edit my pictures. I know that the association who welcomed me for sixteen weeks cannot afford it due to its small financial means, but it is frustrating in a way to settle with amateur software that has been used for several years (even if you know it better than a new and professional one). I do not have any other negative criticisms to put forward. I still thank my internship's coordinator for the time he has given to me - and for the program as well. I will never forget and probably never ever find another place where people are smiling and laughing so hard even if they are living the worth. They just never give up and keep fighting for life, and this is very inspiring (at least, it was for me).

ANNEXE:

PHOTO GALLERY

THIS INTERNSHIP REPORT WOULD NOT HAVE BEEN COMPLETE WITHOUT DEVOTING A PART TO MY IMPRESSIONS ABOUT NEPAL. THIS COUNTRY FROM THE THIRD-WORLD IS AMAZING, AND PROPERLY SPEAKING: I WAS THE DAILY WITNESS OF A LOT OF INEQUALITIES AND CONTRASTS, BUT I SAW PEOPLE SHARING AND FIGHTING FOR THEIR RIGHTS AND FOR EACH OTHER AS WELL; I DRANK BLACK TEA; I ATE DHAL BAHT WITH MY RIGHT HAND; I DANCED TO NEPALESE MUSIC; I ALMOST DIED WHEN I CROSSED THE ROAD; I WORE A SARI; I FOUND GREAT PERSONALITIES IN ORDINARY PEOPLE; I MEDITATED IN A BUDDHIST MONASTERY; AND THE LIST COULD BE MUCH LONGER. I DID MORE. BUT IF I DO MY BEST TO EXPLAIN HOW IT FEELS TO LIVE THERE, I COULD NOT USE ANY WORDS ANYMORE, I COULD AND WILL ONLY USE PICTURES.



Woman selling bananas at the market - Bhaktapur, Nepal, 2013.



Sacrificed chicken for Sindur Jatra - Thimi, Nepal, 2013.



Man and sheep - Mustang, Nepal, 2013



Mother and daughter - Bhaktapur, Nepal, 2013



Buddhist prayer flags / The Himalayas - Jomsom, Nepal, 2013



Old man mixing western inspiration and tradition / Adidas x topi - Nepal, 2013



Female worker building a mall - Sanga, Nepal, 2013



Village life - Kathmandu Valley, Nepal, 2013



Procession for Maha Shivratri at Pashupatinath Temple - Kathmandu, Nepal, 2013



Swayambunath / Monkey Temple - Kathmandu, Nepal, 2013

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Citation from Thoughtful Steps: <http://www.facebook.com/pages/Thoughtful-Steps/206282176094826>

Logo of the Bar B' Arts: <http://bar-bars.com>



EVALUATION CARD OF THE STUDENT

(for the attention of the person in charge of the training organisation)

3rd Year 2012-2013

Please, fill in this form and give a copy to the student

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S5

S6

Year

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Dates of the internship period : From 25 Feb, 2013 to 16th June, 2013

1/ EVALUATION OF THE TRAINEE

Concise description of the work carried out by the trainee : During her internship she took a lot of happening pictures (rallies, protests, sit-in programme) in Kathmandu as well as other pictures for her individual projects. She also prepared explanatory research reports in different topic like: body treatment, girls education etc.

This form shall be used by the person in charge of the organisation as a means of evaluation. The evaluation required is an appreciation which relates to the work achieved during the training course. This work is the same one which has been described above.

EVALUATION OF THE TRAINEE

This evaluation, in accordance to the rules of the examinations in the IEP of Toulouse, is worth 1/3 of the final note of the training course. Please check one box and complete note.

Interest for work <input checked="" type="checkbox"/> Very interested. Very enthusiastic. Work well done is a question of honour. <input type="checkbox"/> Interest and enthusiasm for work higher than average. <input type="checkbox"/> Average interest and motivation for work. <input type="checkbox"/> Not very constant interest and motivation for work. <input type="checkbox"/> Poor interest for work.	Note 10 /10
Initiative <input checked="" type="checkbox"/> Autonomy. Asks for more things to do. Looks for work to do. Does not waste his/her time. <input type="checkbox"/> Acts with a certain autonomy in the majority of his/her responsibilities. <input type="checkbox"/> Acts with a certain autonomy in his/her daily responsibilities. <input type="checkbox"/> Depends on others. Waits often for someone to tell him/her what to do. <input type="checkbox"/> Always waits for someone to tell him/her what to do.	9 /10
Analytical skills and quality of work <input type="checkbox"/> Exceptional. <input checked="" type="checkbox"/> Very good. <input type="checkbox"/> Average. <input type="checkbox"/> Weak. <input type="checkbox"/> Poor.	8 /10
Judgement <input checked="" type="checkbox"/> Exceptionally good. Decisions based on a perfect comprehension of the problems. <input type="checkbox"/> Good common sense. Takes usually good decisions. <input type="checkbox"/> Good judgement usually on the normal situations. <input type="checkbox"/> Judgement often not very reliable. <input type="checkbox"/> Bad judgement. Takes conclusions without good knowledge.	10 /10
Written communications <input type="checkbox"/> Always clear, well organised and easy to understand. <input checked="" type="checkbox"/> Usually very clear, well organised and easy to understand. <input type="checkbox"/> Usually clear and concise. <input type="checkbox"/> Occasionally. He/she finds difficult to write clearly and concisely. <input type="checkbox"/> Never clear, which causes confusion and harms work.	17 /20
Oral Communications <input type="checkbox"/> Always clear, well organised and easy to understand. <input checked="" type="checkbox"/> Usually very clear, well organised and easy to understand. <input type="checkbox"/> Usually clear and concise. <input type="checkbox"/> Occasionally. He/she finds difficult to express himself/herself clearly and concisely. <input type="checkbox"/> Never clear, which causes confusion and harms work.	16 /20
Human Relations skills <input checked="" type="checkbox"/> Excellent collaborator. Contributes to the good relations and to the efficiency within the group. <input type="checkbox"/> Nice and helpful. Makes a good team with his/her colleagues. <input type="checkbox"/> Keeps a good relationship with the others. <input type="checkbox"/> He /she has often conflicts with the others or stays silent. <input type="checkbox"/> He/she disagrees very often from the others. Harms the group.	9 /10

Punctuality			5
<input checked="" type="checkbox"/> Always on time.	<input type="checkbox"/> Regular.	Irregular	/5
Respect			5
<input checked="" type="checkbox"/> Respectful and polite	<input type="checkbox"/> Correct.	<input type="checkbox"/> Disrespectful and uses bad language words.	/5
TOTAL			89
			/100

Strong points : She is very much dedicated, and hard working. She can easily adopt the different situations/cultures and she also has good analytical skills. She is prompt and punctual. She did interviews with few people for her research project, and I found she was well prepared.

Points that need to be improved :

Every thing is fine on her professional ability. The only thing I recommend she improve her skill in the English language.

Global Evaluation of the trainee :

As I worked with her for about 4 months I found that she is the right person in the right profession. I strongly recommend her continue further study in journalism.

2/ EVALUATION FORM FOR THE TRAINING REPORT

Elements	Evaluation (circle the corresponding note) 1=needs to improve a lot 2=passable 3=good 4=very good 5=excellent
A – Investment of the trainee	
<ul style="list-style-type: none"> Investment, quality of the research of the training course Motivation, integration in the structure 	<p>1 2 3 4 5</p> <p>1 2 3 4 5</p>
B – Presence of the elements required :	
Is the text able to clearly identify :	
<ul style="list-style-type: none"> The sector of activity of the organisation, its structure and its regulation. The different functions within the company (concise description) The tasks carried out 	<p>1 2 3 4 5</p> <p>1 2 3 4 5</p>

<ul style="list-style-type: none"> The experience obtained 	1 2 3 (4) 5
<ul style="list-style-type: none"> The liaison between the training course and the courses already taken at the IEP 	1 2 3 (4) 5
<ul style="list-style-type: none"> The personal and academic accomplishments 	1 2 3 4 (5)
Does the report respect the number of pages required ?	(Yes) Non
C – Organisation of the Ideas <ul style="list-style-type: none"> Logical sequence, that enables to follow the expressed of ideas perfectly and to understand the different stages of the training course 	1 2 3 (4) 5
D – Use of the accurate terms <ul style="list-style-type: none"> The student has generally been introduced to a new management environment. Has he/she assimilated the vocabulary ? Is he/she able to use it properly to describe his/her experience ? 	1 2 3 (4) 5
E - Professional level of the report <ul style="list-style-type: none"> Presentation Syntax / Orthography Level 	1 2 3 4 (5) 1 2 3 4 (5) 1 2 3 4 (5)
TOTAL	54/60

Other comments : _____

FINAL MARK

(Evaluation of the trainee + evaluation form for the training report)

Signature and stamp of the organisation



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NOTA : We would be grateful if you could send us a copy by return of post or by fax

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