



#### Module 1

# The World Agenda and the SDGs

**Capacity Building Materials** 



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#### User's Guide

This handbook is intended as a comprehensive resource for teachers of the SDGs Journalism Reporting Course and for journalists who may find the suggested reading materials and resources relevant to their professional practice.

Each of the units in these modules has been designed to have specific learning outcomes on topics linked to sustainable development and journalism, thus providing concrete tools to apply knowledge about the SDGs and address the skill sets needed for professional media reporting on the SDGs.

Activities, tasks, reading materials, relevant videos and links to other different resources are provided. Supplementary materials (PowerPoint presentations, video recordings of the ToT training sessions) are also available on the SDGs Journalism Reporting platform. While work has been done to ensure the accuracy and relevance of this Capacity Building Material, it is important to acknowledge that new developments, research, and insights are constantly emerging; therefore, trainers are encouraged to update this manual with information, additional resources and case studies that reflect the latest trends and practices in journalism and sustainability in the world in general and in their region in particular. Engaging with current events, guest speakers and industry professionals can further enrich the educational experience. The content of this specialised textbook can be adapted to best suit local, national and/or institutional teaching and learning contexts.



## Unit 1: Origin and Political Process of global agenda. Main agreements. The consensual global ethic of SDGs

2 h presentation (pptx., infographics, video clips) 1 h games, exercises, conclusions, and discussions 23 h autonomous learning

#### **Course questions**

What is sustainable development? How are the SDGs different from the MDGs? What is the 2030 Agenda? What are the SDGs, their targets and why are they important? What is their relevance and how can we benefit from them?

#### **Objectives/Competencies**

An understanding of the SDG framework and how it can be used to address long-standing and challenging sustainable development issues, including what the SDGs and Agenda 2030 are, their purpose and importance, their connection with other global commitments; Students will familiarize themselves with concepts such as sustainable development and the SDGs, while critically reflecting on their own cultural assumptions and practices.

Activating critical thinking, cross-cultural skills, creativity, empathy, self-awareness, reflection, integrated problem-solving, and anticipatory, normative, strategic and collaboration competencies; entrepreneurship; curiosity and learning skills; social responsibility; partnership competencies; interdisciplinarity skills; critical-ethical analytical skills; influencing change.



Time	Unit 1	Activities & Contents	Resources and materials	Assessment Unit 1
3 h	5' Introduction Presentation of the topics and objectives	Introduce students to the concept of sustainability and present the Sustainable Development Goals.  Brainstorm ideas about the concept of sustainability and write key words on the flipchart.	Suggested readings before class: https://www.ucl g.org/sites/defa ult/files/the sd gs what localg ov_need_to_kn ow_0.pdf  https://www.un dp.org/content/undp/en/home/l ibrarypage/sust ainable-development-goals/from-mdgs-to-sustainable-development-for-all.html  https://www.ucl g.org/sites/defa	Project on how students can promote sustainability in campus.
			https://www.ucl	



Time	Unit 1	Activities & Contents	Resources and	Assessment
			materials	Unit 1
			g_the_sdgs_0.p	
			<u>df</u>	
			https://www.ucl	
			g.org/sites/defa	
			<u>ult/files/deliveri</u>	
			ng_the_post-	
			2015_develop	
			ment agenda r	
			eport_web.pdf	
			771	
			Flipchart	
			D D: (	
			Power Point –	
	151 5		slides, 1	
	15' From the	It is important for students to understand the transition from one agenda to the	D D:	
	MDGs to the	other, so that they further understand the challenges posed by how to	Power Point –	
	SDGs	communicate and use the SDGs in journalistic materials to inform, educate,	slides, 2	
		advocate, increase awareness and nurture local citizenship.	https://www.un.	
		As you go along, make sure to explain concepts and specialized language as	org/en/conferen	
		students may not be familiar with the jargon.	ces/environment/rio1992	
		Introductory videos: <a href="https://www.youtube.com/watch?v=tmIAl7TKXeE">https://www.youtube.com/watch?v=tmIAl7TKXeE</a>	<u>/f101992</u>	
			https://www.alo	
		or https://www.youtube.com/watch?v=5_hLuEui6ww	https://www.glo balgoals.org/res	
		or		
		https://www.youtube.com/watch?v=pBqe8JD62QE&t=149s	<u>ources</u>	
		or	https://sdgs.un.o	
		https://www.youtube.com/watch?v=Mdm49_rUMgo	rg/goals	
		nttps://www.youtube.com/waten:v=wtuni49_10wtgo	18/80018	
		Introduce the 17 SDGs by comparing and contrasting them with the MDGs.	https://www.yo	



Time	Unit 1	Activities & Contents	Resources and materials	Assessment Unit 1
		In the following link you can find useful information on the progress made by countries with regard to the MDGs. <a href="https://www.undp.org/content/undp/en/home/librarypage.html">https://www.undp.org/content/undp/en/home/librarypage.html</a>	utube.com/chan nel/UC5O114- PQNYkurlTg6 hekZw	
		At this point reinforce for the students the concepts that have been introduced: sustainability, development, sustainable development and clear aspects regarding terminology and abbreviations: MDGs, SDGs, UN, etc. Here is a link to a resource that offers an introductory perspective on what's new about the 2030 Agenda and the SDGs, on their relevance to emerging global and	https://www.yo utube.com/chan nel/UCRfuAYy 7MesZmgOi1E zyOng	
	10' Group exercise	national issues.https://unsdg.un.org/sites/default/files/2019-11/UNSDG-SDG-Primer-Report.pdf  Draw two columns on the flipchart with the titles: MDGs and SDGs.  Mark each row with a different colour and tell the students that there is one	Power Point – slides MDGs to SDGs	
	0.202 0.20	similarity and 10 differences between the SDGs and the MDGs. Invite students to stand up, choose a card and place it a correct place.  Make sure you prepare the 22 cards in advance.	https://www.loc al2030.org/libra ry/251/From-	
		The 10 major differences and 1 similarity between MDGs and SDGs (see Table 1) Wrap up the exercise and ask students: 1. Do they see any important changes in the 2030 Agenda? 2. Which aspects of the 2030 Agenda are the most important for the local context?	MDGs-to- SDGs-What- are-the- Sustainable- Development- Goals.pdf	
	20' The pillars of the SDGs	SUSTAINABLE DEVELOPMENT GOALS – OVERVIEW First, you will need to identify the 5 thematic areas (pillars) of sustainable development goals: people, planet, prosperity, peace and partnership – the 5 Ps of the SDGs and explain their relevance to students.	PowerPoint Slide with the 5 Ps of the SDGs	



Time	Unit 1	Activities & Contents	Resources and materials	Assessment Unit 1
		Focus on the local dimension of the SDGs.		
	15' Memory Game	Use the SDG Memory Game to help them visualize the connections between the 5 Pillars and their corresponding SDGs.  Divide the students into small groups and give each group the cards from the Memory Game and allow them 10 minutes to assign each of the 17 Goals to one thematic area.  Wrap up the exercise and discuss the findings with the students:  - 5 of the SDGs focus on people ending poverty and fighting inequality,	https://www.lear ning.uclg.org/le arning-games https://sdgtoolki	
		<ul> <li>ensuring healthy lives, knowledge &amp; inclusion and empowerment of women and children.</li> <li>5 of the SDGs focus on the planet (water and sanitation, sustainable consumption, fighting climate change, marine and terrestrial ecosystems).</li> <li>6 of the SDGs focus on prosperity calling for new strategies for sustainable business, finance, and socio-economic development.</li> <li>1 SDG refers to peace, justice, and accountability as key concepts for sustainable development (SDG16).</li> </ul>	t.org/find-tools- by-goal/  PowerPoint Slides	
		- 1 SDG (SDG17) focuses on the need to promote a new partnership to catalyze global solidarity for sustainable development.	https://www.glo balgoals.org/res ources	
	80' The SDGs, a brief history From global to local	Presentation of the SDGs and their targets. Use the diagrams and infographics to help students understand the main aspects and principles of the SDGs. Why do we need the SDGs and how can they respond to the complex challenges the world faces today? Focus on the <b>multi-dimensional approach</b> to sustainable development and on the global motto is " <b>Leave no one behind</b> ", as the 2030 Agenda is for all people and addresses the most pressing global challenges of our time. SDGs are also inclusive and require involvement at all levels.	https://www.un. org/developmen t/desa/dspd/203 Oagenda- sdgs.html	



Time	Unit 1	Activities & Contents	Resources and materials	Assessment Unit 1
	35' Conclusions Discussions	Ask students to identify examples of SDG preoccupations and/or implementation at local level to tell you and whether those aspects were covered in the media. Also, ask them to give other examples of how/if/ media covered topics related to the SDGs.  Steer the discussion to how the media and the journalists can raise awareness about the Sustainable Goals and how can they educate the public on the need for action. For example, The BBC issued an internal guide on how to report on climate change, which links to every goal ( <a href="https://www.carbonbrief.org/exclusive-bbc-issues-internal-guidance-on-how-to-report-climate-change">https://www.carbonbrief.org/exclusive-bbc-issues-internal-guidance-on-how-to-report-climate-change</a> ) and The Guardian updated its style guide so that includes terms such as: "climate change", "climate emergency" ( <a href="https://www.theguardian.com/environment/2019/may/17/why-the-guardian-is-changing-the-language-it-uses-about-the-environment/">https://www.theguardian.com/environment/2019/may/17/why-the-guardian-is-changing-the-language-it-uses-about-the-environment/</a> ).  Enhance the idea that for them, as future journalists, it is important to understand that they are in the first line when it comes to informing, drawing attention, raising awareness of the goals and calling for action. Also, they need to develop a critical attitude towards political discourses on development and provide different perspectives for reporting, to be able to bring forward stories that make people understand and take positive actions and regain their trust in mass media. Use as a resource//possible topic for discussion the article issued in Foreign Policy right after the SDGs emerged in 2015.  Other question you can prompt students to discuss (or create a debate competition):  How does media present the SDGs (locally, nationally)?  Do our consumer habits impact the lives of others? How? To what extent?  Project Prompt	https://sdgs.un.org  https://sdg.guide/chapter-1-getting-to-know-the-sustainable-development-goals-e05b9d17801  https://foreignpolicy.com/2015/09/28/the-sdgs-are-utopian-and-worthless-mdgs-development-rise-of-the-rest/	Unit 1



Time	Unit 1	Activities & Contents	Resources and materials	Assessment Unit 1
		Ask students to think of ways in which they can promote sustainability in campus. Here are some ideas <a href="https://drive.google.com/file/d/1iMdE6DLLuCqwq3K9U-DaTUWB6KyMa8QG/view">https://drive.google.com/file/d/1iMdE6DLLuCqwq3K9U-DaTUWB6KyMa8QG/view</a>		





### Unit 2: The 17 SDGs and identification with local problems

#### **Course questions:**

What are the 17 goals and their targets? Where are we today, how do they came to be, what do they stand for and what challenges they pose? Is there an interest for the SDGs in the media? How do journalists reflect government concern for sustainability and the 2030 agenda in your area?

#### **Objectives/Competencies:**

Understand the universality and relevance of the 17 goals to all countries in general and local areas in particular, the connections and interrelations between the goals, goals and targets and targets themselves. Understand key SDG concepts such as "leave no one behind" and how the framework can be used as a tool to enhance positive impact on sustainable development. To understand the interdependence between local, national and global in the implementation of the SDGs.

To reflect on their role as people and future journalist in sustainability//sustainable journalism.



Time	Unit 2	Activities & Contents	Resources and materials	Assessment
3h	15' Review activity	A brief Q&A session to check students' understanding of the main concepts related to sustainable development.  Brainstorm ideas with a simple and fun activity to reinforce the learning outcomes from the previous lecture. Ask the students to write down three words that come to their minds when they hear <i>sustainable development</i> . Then ask them to come to the board//flipchart and stick the post-its so that they will create a mind map of sustainability. Discuss their ideas.	Board//Flipchart Post-it cards	and A session
	15' Introduction to the unit topic	Do you know all the SDGs? Introduce the topic of the lecture using a short clip to help students visualise and remember the goals that were briefly introduced in the previous lecture.  Possible follow up questions: - What did you already know about sustainable development? - How did the clip fit with your knowledge about sustainable development? - What are the characteristics of a sustainable society?  Another clip that may help to raise students' awareness about the current issues of the planet and the importance of advocating for sustainable development can be watched at the following link: <a href="https://www.youtube.com/watch?v=sTt5YW7Pagc">https://www.youtube.com/watch?v=sTt5YW7Pagc</a>	https://youtu.be/0XTBYMf ZyrM	



Time	Unit 2	Activities & Contents	Resources and materials	Assessment
	90' Presentation of the 17 goals and 169 targets Approach the subject gradually from a global perspective to a local one.	Point out that each country in the world is facing specific challenges in implementing the goals of sustainable development; however, special attention is given to the most vulnerable countries.  For each of the 17 goals, there is a list of specific targets that also need to be accomplished by 2030. The goals and their targets are broadly presented in the guide that can be found here <a href="http://mcic.ca/uploads/public/files-sf/SF-Full-FINAL-WEB-ISBN-2021-EN.pdf">http://mcic.ca/uploads/public/files-sf/SF-Full-FINAL-WEB-ISBN-2021-EN.pdf</a> together with learning objectives associated with each goal, educational resources and case studies for each of the SDGs. For a more detailed list of all the 169 targets, visit GlobalGoals.org.  Explain to the students why it is important to understand who//what is affected by the SDGs and what actions can we take as individuals, communities, and nations.  Ask students to investigate issues that are new or challenging to them thus helping them to develop a relationship between themselves and the issues.  Present each goal indicating the targets and guide the students so they can discover that all of them are integrated and interconnected and that they balance the three dimensions of sustainable development: the economic, social and environmental one.  You can ask them to read and discuss the following article: <a href="https://www.sustainablegoals.org.uk/interconnected-goals/">https://www.sustainablegoals.org.uk/interconnected-goals/</a> Also, discuss with them about opportunities and barriers behind each goal so they can get a full picture, bringing the discussion to local issues related to the SDGs.  Possible questions to prompt:  - Evaluate the sustainable level of society in our country?	http://mcic.ca/uploads/public/files-sf/SF-Full-FINAL-WEB-ISBN-2021-EN.pdf PowerPoint slides Clips Article https://sdg-tracker.org/	Assessment



Time	Unit 2	Activities & Contents	Resources and materials	Assessment
		development (social, economic, and environmental)? - What do you think are the biggest challenges to obtain a sustainable development?		
		At this point introduce their role as future journalists and elicit answers to the question: how can mass-media play a meaningful part in achieving the SDGs? (Raising awareness, publishing in-depth stories, with quality multi-media content, educating people, help make connections between experts, civil society, and the public, etc.)		
	10' Conclusions and Quiz	To check the understanding of the SDGs, you can ask students to individually to the following quiz (they can access it on the computer, or on their mobile phones) <a href="https://www.bookwidgets.com/play/5KJEEM">https://www.bookwidgets.com/play/5KJEEM</a>		
	50' Practical activity	One Issue - Three Angles (more ideas of similar tasks that can be adapted for students: www.fn.no/content/download/39053/941378%3Fversion%3D6+&cd= 1&hl=en&ct=clnk≷=ro		
		This task challenges the students to explore the three different perspectives of sustainable development.  The students will be asked to explain in detail the connections and interactions between the three elements (social, environmental and economic) of sustainable development.  Ask your students to write down in pairs a particular challenge that the society is facing. It can be either a local, a national or a global issue (air pollution, tax havens, plastic waste in the ocean, an	https://en.unesco.org/theme s/education/sdgs/material https://www.un.org/sustain abledevelopment/student- resources/	





Time	Unit 2	Activities & Contents	Resources and materials	Assessment
		people or the extinction of species).		
		Ask the students to use ten minutes on defining the social, economic		
		and environmental perspectives of the selected issue/challenge.		
		Ask the pairs to present their work to the rest of the class, and discuss		
		the following questions:		
		- Have you ever thought about global issues in the same way as you did today?		
		- How did you find the three different perspectives of your selected		
		issue? Was it easy or challenging?		
		- How does the media normally present these issues?		
		Southeast Asia Subregion Challenges and Priorities for SDG		
		Implementation		
		https://www.unescap.org/sites/default/files/Southeast%20Asia%20Sub		
		region%20Challenges%20and%20Priorities%20for%20SDG%20Impl		
		ementation%202017.pdf		
	Autonomous	Food for Thought		
	Learning	Ask students to choose one day of week and create their own log of		
		activities and fill in as much detail as they can. They should create a		
		chart with the following items: time, activity, emotional experience,		
		impact on themselves, impact on others, impact on natural		
		environment. After they complete the chart ask them to reflect on the following question: are there areas where I could improve my own		
		well-being, the well-being of others, and/or the natural environment?		
		went seeing, the went seeing of others, and of the natural crivitoninent.		





Awareness Resources:

Be the Change https://www.un.org/sustainabledevelopment/be-the-change

The Lazy's Person Guide to Saving the World <a href="https://www.un.org/sustainabledevelopment/takeaction">https://www.un.org/sustainabledevelopment/takeaction</a>

- students should identify the national and local actors responsible with the implementation of the SDG and observe the public policies of the government in their country;
- students should identify the main national organizations that promote human rights, environmental protection and conservation, etc.
- students should monitor the mainstream media in their country and to observe to what extent this reflects the issue of SDGs;
- students should be instructed to read reports on freedom of expression and independence of journalists in their own country.





### Unit 3: Articulation of reference SDGs and Identification with local problems

2 h presentation; pptx slides (key words, short texts, images, graphics, data), a short video;

1h exercise

23 h autonomous learning

#### **Course questions**

How can we identify social, economic, or environmental issues related to SDGs in our area? What are the biggest challenges for our local communities? Why these kind of topics should be media covered? Which is their relevance for citizens?

#### **Objectives/Competencies**

Acquaintance and understanding the localization process and the political levers involved; understanding of associated processes such as decentralization; stimulating and motivating students to identify and understand social, economic and environmental issues in the area where they live; correlating SDGs as a global vision with local reality; understanding the role of journalism as an activity for the benefit of society and the dual role of journalists as information filters, but also as responsible influencers for public(s) opinion; activating critical thinking.

Time	Unit 3	Activities & Contents	Workshop materials	Assessment Units 3, 4
3h	5' Recap  5' Introduction to the lesson subject	The most important aspects of the previous lessons are pointed out; Students may be asked what are the most important aspects of the SDGs that they have retained.  Explain what the topic is about and what is the perspective of approaching it: students taking an SDGs Journalism Reporting course need to know the 2030 agenda, understand the links between the global and local perspectives, and develop skills to find the best / relevant / impact sources and appropriate experts, when documenting journalistic material from a huge variety of possible topics related to SDGs. But before that, journalists have to understand the process of implementing	1-2 slides 1-2 slides	Report writing on the identification and evaluation of SDGs in your country
		the SDGs in the areas in which they operate, and the process requires		



Time	Unit 3	Activities & Contents	Workshop materials	Assessment Units 3, 4
	1.20.1	knowledge of legislative frameworks, ongoing national projects, concerns and government priorities to implement some SDGs.	15 111	
	1.20 h	- explain the meaning of <i>localization</i> in SDGs terminology; presents	15 slides	
	Conceptualization definitions,	some of the abbreviations used in the terminology of SDGs, as LGRs or LRGAs;	The Sustainable Development Goals: What	
	explanations "localization" process description examples	- correlate this main concept <i>localization</i> with other key terms as: <i>glocal</i> , <i>multi-level governance</i> , <i>cross-level</i> , <i>domestication</i> , <i>contextualization</i> , <i>territorialization</i> ; give examples to help students understand the concepts; you can use a case study to illustrate the concept of	Local Governments Need to Know From MDGs to Sustainable Development For All:	
	F	localization;	Lessons from 15 Years of	
		- localization of SDGs contributes to the <i>decentralization</i> agenda and	Practice	
		promote new forms of cooperative governance (multi-level and multi-	Local and Regional Voices	
		stakeholder governance). You could show students what the	on the Global Stage: our	
		decentralization of some states over the last five decades looks like,	Post-2015 Journey	
		using the chart in this <u>handbook</u> , p.33.	Roadmap for localizing the	
		- journalists should understand notions such as <i>decentralization</i> and the	SDGs: Implementation and Monitoring at Subnational	
		interconnections generated by the <i>bottom-up vision</i> , from the local to the central level, when we refer to decisions, measures, actions on	Level	
		sustainability.	Ecver	
		- experts encourage LRGs to work with universities and research		
		institutes to argue their decisions and present scientific evidence in their		
		advocacy work; in this point, you could give examples of collaborations		
		between your university and local/central institutions.		
		- a summary point of the topic on localization is related to the		
		preoccupation of the local press to mediate topics on sustainability; here		
		are some examples of good practice;		
		- exemplification: present to the students graphs, maps, data from the		



Time	Unit 3	Activities & Contents	Workshop materials	Assessment Units 3, 4
		report, to see comparatively the degree of involvement of their own country in the localization process. To connect the topic with the media, ask students to give examples of local initiatives related to the implementation of the SDGs that they have observed debated in the central or local mass-media.		
	10' Conclusions	Students in Journalism/Journalists have to know that local authorities are key factors in sustainable development around the world. Among the <b>roles of the press</b> , an important one is to monitor the actions of policy makers, to publicize them, to explain them to ordinary people and last but not least to sanction skidding. Some policy decisions may affect the sustainable development of communities, may affect vulnerable groups or the environment, while others may benefit people. Journalists have to observe these things and talk about them for the sole purpose of truth & public interest. In thematic block 4 which is specifically dedicated to journalism and its current techniques we will develop and detail this idea.	2 slides	
	20' clarification questions &answers	Encourage students to ask questions on the topic and try to answer their classmates argumentatively; through the heuristic conversation the teacher can lead the students to become aware of the realities in their area of residence.		
	1h exercise	<b>Exercise&amp;debate</b> (for understanding and empathy), in three steps: ask, present, debate. Topic: <i>Poverty in our region</i> . Introduce students to the definition of poverty and relative poverty, then use visual and mental representation tools to talk about poverty in terms of causes and consequences (for inspiration, see this <a href="handbook">handbook</a> , pp. 9-12). Ask students if they have noticed that the local media attach importance to the topic.	1 slide (with directions)	



Time	Unit 3	Activities & Contents	Workshop materials	Assessment Units 3, 4
		Then, ask them to bring an example of such material by the next course and argue why they think it is relevant.  Let's finish with a 1 min. test. You can propose your students an immersive exercise about their daily habits and sustainable development, such as this test developed by Finnish experts: <a href="https://lifestyletest.sitra.fi/test">https://lifestyletest.sitra.fi/test</a> . The goal is to raise awareness on a micro scale of the impact that each of us can have on the planet. of course, they can use their own devices		
23h	Autonomous learning	Here are some of the recent and relevant resources on locating SDGs; students should be motivated to find others, such as reports, guides, statistics, applications, infographics, etc., to help them understand the localization process in their areas of origin.  Together they could develop a collaborative archiving project (for example a document in google drive where to structure by categories the relevant digital multimedia resources on this topic & a folder for their own materials designed for this course.	Localizing the Post-2015 Development Agenda: Dialogues on Implementation Delivering the Post-2015 Development Agenda: Opportunities at the National and Local Levels Making Global Goals Local Business Manual on Addressing the Sustainable Development Goals in the Work with Young People Global Sustainable Development Report/2019 Stephenson, Paul: Twenty years of multi-level governance: 'Where Does It Come From? What Is It?	





Time	Unit 3	Activities & Contents	Workshop materials	Assessment Units 3, 4
			Where Is It Going?'	

- students should monitor the local media to see how the decisions of the authorities on sustainability are connected with the journalists daily work;
- students should be able to identify local leaders, from institutions or NGOs that have sustainability projects on their agenda and start to monitor their activity;
- through individual study, students should become familiar with the vocabulary related to the localization of SDGs and its abbreviations;





### Unit 4: The country assessment of the SDGs. Major agencies

2 h presentation; pptx slides (key words, short texts, images, graphics, data), a short video; 1h exercise

23 h autonomous learning

#### **Course questions**

Are there concerns at national level - strategies, policies, projects carried out with third parties - of the state / government regarding specific SDGs or in the direction of sustainable development in general? Are there such concerns at the zonal / local level? Are there collaborations, partnerships between local / central institutions, local NGOs, local media and University? To what extent does mainstream media reflect government concern for sustainability and the 2030 agenda?

#### **Objectives/Competencies**

Understanding the interdependence between local, national and global in the implementation of the SDGs; knowing the realities in data from one's own country; initiation in understanding the role of journalism with reference to sustainability; initiation in understanding the difference between Journalism and other types of public communication, such as PR; activating critical thinking.



Time	Unit 4	Activities & Contents	Workshop materials	Assessment Unit 3,4
3h	5' Recap	You can use the brainstorming method to bring together on the board the main features of the local&national sustainability context;	board/flipchart	Report writing on the identification
	15' Introduction to the unit topic	Introduce students to sequences from this video, to draw their attention and raise awareness about the current problems of the planet. Integrate any discussion of SDGs implementation in your country in a comparative zonal and global context.  A short review of the content of this publication:  "The Sustainable Development Goals:  What Local Governments Need to Know", to analyze the evolution of the SDGs in your country and the most relevant target in each of them.  "The publication explains how each of the 17 SDGs relates to the daily work of local and regional governments. It also lists the most relevant targets of each goal to local governments and highlights the relationship between the goals and other international agendas, such as climate change and Habitat III."	1-2 slides	and evaluation of SDGs in your country
	1.15 h Approaching the subject from global to regional and national and vice versa; presentation of the country assessment of the in data.	Explain to the students what it means a "holistic approaches and coherent action by global, regional and country level actors, in order to ensure interlinkages between the regional and country levels." Use the latest UN SDGs report for recent data, from which you can extract content relevant to journalism students. https://unstats.un.org/sdgs/report/2020/The-Sustainable-Development-Goals-Report-2020.pdf Present students to the current situation in their own country; use existing reports, data, statistics with reference to the 2030 agenda approach. It is important to place your country in the global context of the 2030 agenda. For this you should ask UN experts questions:	The Sustainable Development Goals: What Local Governments Need to Know  The Sustainable Development Goals Report/2020	



Time	Unit 4	Activities & Contents	Workshop materials	Assessment Unit 3,4
		<ul> <li>Did the country approve a national strategy to implement the SDGs?</li> <li>Did LRG (Local and Regional Government) participate in the elaboration process of the national strategy?</li> <li>Are there governance platforms (multi-level and multi-stakeholder) for the monitoring of the national strategy? Are LRG taking part in these platforms?</li> <li>Are LRG participating in the Agenda in other ways? How? Through awareness raising initiatives? Aligning their development strategies to the SDGs?</li> <li>You can use this platform in order to voluntary national reports that each country includes. Discuss in terms of cause and effect the main sustainability issues of your country, providing as examples journalistic materials that use scientific sources.</li> <li>Identify and discuss the main media outlets in your country that show interest in SDGs; give examples of good practice in journalism related to SDGs. Explain to students that journalists are not government spokespersons, but independent actors who only consider the public interest.</li> </ul>	1-2 slides	
	10' Conclusions	The content of the presentation should relate government policies on the SDGs to the role of the media in this process. In conclusion, the main issues should be pointed out at the level of that country and in relation to national approaches to sustainability, but also in relation to the role of the media in your country.		
	15' clarification questions&answers	Through a question-and-answer session try to reach a consensus with the students regarding the most relevant resources regarding the country	1 slide (with directions)	



Time	Unit 4	Activities & Contents	Workshop materials	Assessment Unit 3,4
	1h exercise	Divide students into teams of four. Every team will open this <u>UN site</u> and type in the search field the name of your country and the names of other Asian countries, (including neighbouring countries). Then, choose from the displayed multimedia resources a video content that reflects one of the priority SDGs in each of these countries. Ask students to observe how the material is made, what they think are its strengths and what its weaknesses are (with reference to theme, perspective, conception or style). Ask them to critically evaluate the content and argue whether they think it is journalistic or PR content. (about 30 minutes).  One student from each team will present the argumentative assessment in 3-5 minutes.		
23h	Autonomous learning	Check your own perception of the world doing Hans Rosling test from its book <i>Factfulness</i> (for understanding how close to the real data is their vision of the world). Scholar Hans Rosling's book is a useful reading recommendation for journalism students.  National concern for SDGs: institutions & public policies, government, academia (students could be encouraged to communicate ontopically with colleagues from other universities where the project is implemented (as appropriate in Cambodia, China or Malaysia), to develop active networking at the zonal level.		





- students should investigate the websites of national and local authorities related to the 2030 Agenda students should investigate the websites of national and local authorities related to the 2030 Agenda and observe the public policies of the government in their country.
- students should identify the main national organizations that promote human rights, environmental protection and conservation, etc.
- students should monitor the mainstream media in their country and to observe to what extent this reflects the issue of SDGs;
- students should be instructed to read reports on freedom of expression and independence of journalists in their own country

### Unit 5: SDGs on the information agenda of each country

1,5 h presentation & guest speaker; pptx slides (key words, short texts, images, graphics, data)

1,5h exercises

23 h autonomous learning

#### **Course questions**

What concrete steps has your country taken to make the UN 2030 Agenda possible? What government department is there and who are the politicians involved in implementing the SDGs? What official documents are on the websites of the government in your country in this direction? Have officials in your country talked about sustainability measures and strategies in line with Global SDGs? Has the national media covered this information? Do ordinary people have knowledge/information about of the implementation of SDGs in your country?

#### **Objectives/Competencies**

Documentation and selection of information sources; knowledge of strategies for implementing the SDGs at national level; media monitoring and analysis; interrogative thinking, critical thinking.



Time	Unit 5	Activities & Contents	Workshop materials	Assesement Unit 5
3h	5' Recap	In the last unit (5) of module I, you can make a brief recapitulation of the first four modules, asking the participants to explain three main aspects that they have learned from the previous lessons.	board/flipchart	port writing on the identification and
	15' Introduction to the unit topic	Nowadays, information in the public sphere is generated by three main actors: politicians, journalists and ordinary people (we can include civil society & NGOs here, as well as ordinary users); introduce your students to the concept of mass communication; identify together (new)media channels through which information about SDGs can reach different audiences.  It is important for students to understand the differences between journalism and PR activities; further, regarding the SDGs it is important to observe the discourse of the rulers and the official representatives, on one hand, and the discourse of the independent press, on the other hand.	4-6 slides (graphics, images such as maps, online information resources; https://unesdoc.unesco.org/ark:/48223/pf0000261065/PDF/261065eng.pdf.multihttps://muprssa.weebly.com/blog/the-difference-between-journalism-and-prhttps://medium.com/@Adeeb1/journalism-vs-public-relations-521881fd4f39	evaluation of SDGs in your country
	1.30 h The approach can be done in two sessions: the first being a short presentation of the teacher, and the second the	<ul> <li>1<sup>st</sup> session (45 min.):</li> <li>Present your students some key concepts, such as: media freedom, media independence, freedom of information (for this last aspect you could search laws by your country)</li> </ul>	1-2 slides with most relevant explanations https://freedomhouse.org/issues/media-freedom World Press Freedom Index https://rsf.org/en/ranking	



presentation of an official guest, competent in the issue of SDGs in your country; the guest can also participate remotely in an online video meeting that can be recorded and stored as a resource for students;  Prepare for the next session, encouraging students to be curious, participative and to ask as specific questions as possible, through which to get concrete answers with references about actions, information resources, government strategies; based on the knowledge gained in previous units, encourage students to ask pertinent questions about access to useful public information and concrete actions of the rulers in the territory. Also, as future journalists (or journalists in service), it is important for your students to have courage to ask uncomfortable questions.  2nd session (45 min):  Invite a government representative from your country to talk to students about national and local strategies in implementing the UN 2030 Agenda. After the presentation, the guest will answer students' questions in this session, which you can design in a similar way to a press conference.  Formulate the main conclusions of unit 5, integrating them in the main  Present the most important official sources of information /public documents for SDGs in your country; explain the extent to which they have been covered by the mainstream press and independent news sites.  Prepare for the next session, encouraging students to be curious, participative and to ask as specific questions as possible, through which to get concrete answers with references about actions, from the knowledge gained in previous units, encourage students to ask pertinent questions about access to useful public information and concrete actions of the rulers in the territory. Also, as future journalists (or journalists (or journalists (or journalists in service), it is important for your students to sak pertinent questions about access to useful public information and concrete actions of the rulers in the territory. Also, as future journal public information and	Time	Unit 5	Activities & Contents	Workshop materials	Assesement Unit 5
		official guest, competent in the issue of SDGs in your country; the guest can also participate remotely in an online video meeting that can be recorded and stored as a resource for	<ul> <li>documents for SDGs in your country; explain the extent to which they have been covered by the mainstream press and independent news sites.</li> <li>Prepare for the next session, encouraging students to be curious, participative and to ask as specific questions as possible, through which to get concrete answers with references about actions, information resources, government strategies; based on the knowledge gained in previous units, encourage students to ask pertinent questions about access to useful public information and concrete actions of the rulers in the territory. Also, as future journalists (or journalists in service), it is important for your students to have courage to ask uncomfortable questions.</li> <li>2nd session (45 min):</li> <li>Invite a government representative from your country to talk to students about national and local strategies in implementing the UN 2030 Agenda. After the presentation, the guest will answer students' questions in this session, which you can design in a similar way to a press conference.</li> </ul>	1-2 slides with instructions  Rogers, Tony. "6 Tips for Reporters Covering Press Conferences/ https://www.thoughtco.co m/covering-press- conferences-2073875 (!!!This resource is only for the guidance of students who are new to Journalism, to understand the practice of journalism in Western countries; there are significant differences between journalistic practices in Northwestern Europe and those in the	
Try to find out from your students what the dilemmas, the ambiguities    Conclusions of entire Module 1;   Connection, screen, web   applications suitable for			conclusions of entire Module I;		



Time	Unit 5	Activities & Contents	Workshop materials	Assesement Unit 5
	10' Conclusions  15' clarification questions&answers  1h exercise	accumulated during module I are. Encourage them to express their knowledge needs, regarding Sustainability, in order to clarify and detail them during module II.  Coordinate students in making a pop vox outside the classroom to see if their peers at other university specializations are aware of the SDGs. Decide together a main question and 2-3 other helpful (adjacent) questions, then ask students to check the voice recording app on their mobile phone. During the break between two courses, go out to interview other students on campus. Process and interpret the results, taking into account that this exercise is not sociological, but journalistic, and the sample is homogeneous and limited.  The aim of the exercise is to conduct short audio-video interviews, to select various answers and to develop interpersonal communication skills.	live and video recording  2-3 slides with the most important highlights of module I  You can use even online feedback questionnaire;  About 2 slides with instructions; https://www.journalism.co.uk/tip-of-the-day/tip-starting-out-with-vox-pops/s419/a736764/ 11 Ways To Record Better Vox Pops https://thegingerguy.com/blog/vox-pop	
23h	Autonomous learning	At the end of the first module, students can review, update, complete, the taxonomy of the digital resources archive (started with autonomous learning of Unit 3), related to the SDGs (global, national, local); they can work in teams for this task or tasks can be assigned to them individually.	Bibliographic recommendation: Ronald Holzhacker and Dafri Agussalim (Editors). 2019. Sustainable Development Goals in Southeast Asia and ASEAN, vol. I, Brill.	





- students should to continue the actions of Unit 4, with a view to observing the way in which public information and communication channels are used by governments and journalists
- students should monitor the main national organizations that promote human rights, environmental protection and conservation, etc.
- students should notice the mainstream media in their country and to observe to what extent this reflects the issue of SDGs;
- students should be instructed to read reports on freedom of expression and independence of journalists in their own country;
- students should be oriented to use authorized and reliable sources of information, use scientific resources to document SDGs and Sustainability



#### ASSESSMENT MODULE 1 ToT ONLINE TRAINING SESSIONS DUE: 22 JULY 2022

#### **Instruction**:

- Answer **ALL** questions.
- Write your name, your organization and module name on the front page of your document.
- When saving your files, please use this format: Name ASSESSMENT 1, for example, "JOHNDOE ASSESSMENT 1"
- Email your assessment to sdgsjruum@gmail.com
- Title of email: Name ASSESSMENT 1, for example, "JOHNDOE ASSESSMENT 1".

#### Questions

- 1. SDGs have been introduced in 2016 by the United Nation as part of achieving 2030 Agenda. Why do you think it is important for a Journalist to understand 2030 Agenda?
- 2. To what extent, Social Media can play roles better than traditional platform to convey the importance of SDGs.
- 3. Give one problem the planet is currently facing now, briefly highlight how SDG should be implemented?





#### FEEDBACK FORM MODULE 1

We are looking forw	ard to receiving you	ir feedback and commen	nts for the ToT ses	ssion for Module 1,
Capacity Building Co	ourse for SDGs Jour	rnalism Reporting. The	form takes approx	ximately 5 minutes to
complete.				
SECTION I				
Name:				
E-mail address:				
SECTION II				
WAS THE TRAIN O	OF TRAINERS SES	SSION USEFUL FOR Y	OU?	
To which extent did	this training session	workshop fulfil your e	xpectations?	
Not at all satisfied	Dissatisfied	Neither satisfied	Satisfied	Very satisfied
		nor dissatisfied		
Were the objectives of	of this training sessi	on accurately determine	ed at the beginning	g?
Strongly disagree	Disagree	Neither agree	Agree	Strongly agree
		nor disagree		
Was the content of th	nis training session o	delivered in a clear and	well-structured m	anner?
Not at all satisfied	Dissatisfied	Neither satisfied	Satisfied	Very satisfied
Tiot at all satisfied	Dissatisfied	nor dissatisfied	Suisied	very sucisfied
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Can you use the knowledge and information that you received in this training session in your daily activity in your institution?

Strongly disagree	Disagree	Neither agree	Agree	Strongly agree
		nor disagree		

SECTION III				
	THE CONTENT O	F THE TRAINING SE	SSION	
How would you rate				
Not at all satisfied	Dissatisfied	Neither satisfied	Satisfied	Very satisfied
Not at all satisfied	Dissatisfied	nor dissatisfied	Satisfied	very satisfied
		nor dissatisfied		
In general, to which e	extent are you satis	fied with the content of	this training works	shop?
Not at all satisfied	Dissatisfied	Neither satisfied	Satisfied	Very satisfied
		nor dissatisfied		
			<b>'</b>	<b>-</b>
SECTION IV				
	ΓHE TRAINER(S)	/ FACILITATOR(S)		
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ASSESSMENT OF Thom would you rate this training session?  Not at all satisfied  How would you rate  Not at all satisfied  How would you rate concerns?	Dissatisfied  the trainer's preparation described descri	Neither satisfied nor dissatisfied ration for this training se Neither satisfied nor dissatisfied lility and openness to res	Satisfied  ession?  Satisfied  pond to your speci	Very satisfied  Very satisfied  Very satisfied





















### MODULE 1:

# THE WORLD AGENDA AND THE SDG

### **UNIT 1:**

Origin And Political Process Of Global Agenda. Main Agreements. The Consensual Global Ethics Of SDGs





### WHAT IS SUSTAINABLE DEVELOPMENT?

- The 17 Sustainable Development Goals also known as the SDGs or the Global Goals
- came into effect on January 1, 2016 following an historic United Nations Summit in September 2015.
- 193 governments from around the world agreed to implement the Goals within their own countries in order to achieve the 2030 Agenda for Sustainable Development





### WHAT IS THE 2030 AGENDA?

The 2030 Agenda is universal, transformative, and rights-based. It is an ambitious plan of action for countries, the UN system, and all other actors. The Agenda is the most comprehensive blueprint to date for eliminating extreme poverty, reducing inequality, and protecting the planet. The Agenda goes beyond rhetoric and lays down a concrete call to action for people, planet, and prosperity. It encourages us to take bold and transformative steps which are urgently needed to shift the world onto a sustainable and resilient path.





# WHAT ARE THE SDGS, THEIR TARGETS AND WHY ARE THEY IMPORTANT?









































# WHAT ARE THE SDGS, THEIR TARGETS AND WHY ARE THEY IMPORTANT?

The SDGs provide worldwide guidance for addressing the global challenges facing the international community. It is about better protecting the natural foundations of life and our planet everywhere and for everyone, and preserving people's opportunities to live in dignity and prosperity across generations.







# HOW ARE THE SDGS DIFFERENT FROM THE MDGS?







### From MDGs to Sustainable Development For All

- 2000: world leaders adopting the Millennium Development Goals (MDGs). The MDGs were the first attempt to use Global Goals to capture and advance the shared interest we all have.
- 2015: world leaders set out to defy the odds, committing themselves to achieve 17 ambitious and far-reaching Sustainable Development Goals (SDGs) by 2030.





### From MDGs to Sustainable Development For All

- Its findings suggest that the MDGs had more impact when they were brought into popular discourse and when local leaders and change agents considered them less a rigid framework and more of an opportunity to:
  - ✓ Motivate popular engagement;
  - ✓ Build consensus on national priorities;
  - ✓ Generate international support;
  - ✓ Improve coordination within and between governments;
  - ✓ Make the needs and contributions of particular groups visible; and/or
  - ✓ Boost transparency and hold leaders to account.





### From MDGs to Sustainable Development For All

 All of the SDGs have targets that are directly or indirectly related to the daily work of local and regional governments. Local governments should not be seen as mere implementers of the agenda.







### SOURCE:

- <a href="https://www.undp.org/publications/mdgs-sustainable-development-all">https://www.undp.org/publications/mdgs-sustainable-development-all</a>
- <a href="https://www.uclg.org/sites/default/files/the\_sdgs\_what\_localgov\_need\_to\_know\_0.pdf">https://www.uclg.org/sites/default/files/the\_sdgs\_what\_localgov\_need\_to\_know\_0.pdf</a>
- https://www.unssc.org/sites/default/files/2030\_agenda\_for\_sustainable\_development\_kcsd\_primer\_en.pdf
- <a href="https://www.ntu.eu/news-archive/the-importance-of-the-sustainable-development-goals/">https://www.ntu.eu/news-archive/the-importance-of-the-sustainable-development-goals/</a>
- <a href="http://mcic.ca/uploads/public/files-sf/SF-Full-FINAL-WEB-ISBN-2021-EN.pdf">http://mcic.ca/uploads/public/files-sf/SF-Full-FINAL-WEB-ISBN-2021-EN.pdf</a>
- https://idfi.ge/en/why\_does\_sdgs\_matter























### MODULE 1:

# THE WORLD AGENDA AND THE SDG

### **UNIT 2:**

The 17 current SDGs and identification with local problems.





### WHAT ARE THE 17 GOALS AND THEIR TARGETS?





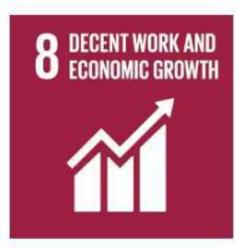




































#### SDG 01: END POVERTY IN ALL ITS FORMS EVERYWHERE.

- This goal is about raising the incomes of the poorest, but it's also about ensuring access to basic services, and protecting everyone from human-caused and natural disasters.
- SDG 1 takes a multi-dimensional view of poverty and therefore requires multiple, coordinated responses.
- Our responsibilities for local basic services, such as water and sanitation, make us key partners in the achievement of SDG1.
- OTHER RELEVANT INTERNATIONAL AGENDAS
- ✓ Sendai Framework for Disaster Risk Reduction 2015-2030
- ✓ Financing for Development
- ✓ Habitat III





1.1 by 2030, eradicate extreme poverty for all people everywhere, currently measured as people living on less than \$1.25 a day

1.3 by 2030 ensure that all men and women, particularly the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership, and control over land and other forms of property, inheritance, natural resources, appropriate new technology, and financial services including microfinance

1.2 by 2030, reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions

1.4 by 2030 build the resilience of the poor and those in vulnerable situations, and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters





## SDG 02: END HUNGER, ACHIEVE FOOD SECURITY AND IMPROVED NUTRITION AND PROMOTE SUSTAINABLE AGRICULTURE.

- This goal is about making sure that everyone can enjoy a safe, nutritious diet, all year round
- Local and regional governments' management of natural resources in rural areas, particularly land and water, underpins food security for the surrounding territory.
- Local governments can use healthcare services and schools to identify and tackle child malnutrition.

- ✓ Sendai Framework for Disaster Risk Reduction 2015-2030
- ✓ Financing for Development
- ✓ Beijing +20
- ✓ Cimate Change





2.1 by 2030 end hunger and ensure access by all people, in particular the poor and people in vulnerable situations including infants, to safe, nutritious and sufficient food all year round

2.3 by 2030 double the agricultural productivity and the incomes of small-scale food producers, particularly women, indigenous peoples, family farmers, pastoralists and fishers, including through secure and equal access to land, other productive resources and inputs, knowledge, financial services, markets, and opportunities for value addition and non-farm employment

2.2 by 2030 end all forms of malnutrition, including achieving by 2025 the internationally agreed targets on stunting and wasting in children under five years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women, and older persons

2.4 by 2030 ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters, and that progressively improve land and soil quality





## SDG 03: ENSURE HEALTHY LIVES AND PROMOTE WELLBEING FOR ALL AT ALL AGES.

- This goal is about helping people to live long and healthy lives.
- The provision of clean water and sanitation is essential to lowering infant, child and maternal mortality.
- HIV/AIDs are increasingly being understood as a local governance issue. Urban areas are often the
  nexus for the spread of HIV/AIDS because of their high population density, transport hubs, and
  prevalence of vulnerable groups.

- √ Financing for Development
- ✓ Beijing +20
- ✓ Habitat III
- ✓ Climate Change







- **4.1** by 2030 reduce the global maternal mortality ratio to less than 70 per 100,000 live births
- 4.2 by 2030 end preventable deaths of newborns and under-five children
- **4.3** by 2030 end the epidemics of aids, tuberculosis, malaria, and neglected tropical diseases and combat hepatitis, water-borne diseases, and other communicable diseases

- **4.4** by 2020 halve global deaths and injuries from road traffic accidents
- **4.5** by 2030 ensure universal access to sexual and reproductive health care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes
- **4.6** by 2030 substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water, and soil pollution and contamination





## SDG 04: ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL POTENTIAL.

- This goal is about enabling everyone to study, learn, and fulfil their full potential.
- Education, particularly at primary level, is a direct responsibility of local governments in many countries.
- This means local governments will be called on to help achieve SDG4.
- OTHER RELEVANT INTERNATIONAL AGENDAS
- ✓ Financing for Development
- ✓ Beijing +20
- ✓ Habitat III







- **4.1** by 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
- 4.2 by 2030 ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education
- 4.3 by 2030 ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university

- **4.4** by 2030, increase by x% the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
- 4.5 by 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations
- 4.6 by 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through EDUCATION FOR SUSTAINABLE DEVELOPMENT and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development





### SDG 05: ACHIEVE GENDER EQUALITY AND EMPOWER ALL WOMEN AND GIRLS.

- This goal is about ending violence and discrimination against women and girls and making sure they have equal opportunities in all areas of life
- Education, particularly at primary level, is a direct responsibility of local governments in many countries.
- This means local governments will be called on to help achieve SDG4.
- OTHER RELEVANT INTERNATIONAL AGENDAS
- √ Financing for Development
- √ Beijing +20
- ✓ Habitat III







5.1 end all forms of discrimination against all women and girls everywhere

5.2 eliminate all forms of violence against all women and girls in public and private spheres, including trafficking and sexual and other types of exploitation

**5.3** by 2030 ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university

- **5.4** recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies, and the promotion of shared responsibility within the household and the family as nationally appropriate
- **5.5** ensure women's full and t all levels of decision-making in political, ecoeffective participation and equal opportunities for leadership anomic, and public life
- **5.6** undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance, and natural resources in accordance with national lawslife





### SDG 06: ENSURE AVAILABILITY AND SUSTAINABLE MANAGEMENT OF WATER AND SANITATION FOR ALL

- This goal is about making sure everyone has access to clean drinking water and toilet facilities.
- Ensuring access to clean water and sanitation is usually a responsibility of local governments, and relies on effective local governance, natural resource management, and urban planning.
- In urban areas, the main challenge is often a lack of access to basic services in informal settlements, or high prices and a lack of quality control of water from private vendors.
- OTHER RELEVANT INTERNATIONAL AGENDAS
- √ Financing for Development
- ✓ Climate Change
- ✓ Habitat III







**6.1** by 2030, achieve universal and equitable access to safe and affordable drinking water for all

- **6.2** by 2030, achieve access to adequate and equitable sanitation and hygiene for all, and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations
- **6.3** by 2030, improve water quality by reducing pollution, eliminating dumping and minimising release of hazardous chemicals and materials, halving the proportion of untreated wastewater, and increasing recycling and safe reuse by x% [to be decided] globally

- **6.4** by 2030, substantially increase water-use efficiency across all sectors and ensure sustainable withdrawals and supply of freshwater to address water scarcity, and substantially reduce the number of people suffering from water scarcity
- **6.5** by 2030 implement integrated water resources management at all levels, including through transboundary cooperation as appropriate
- **6.6** by 2020 protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes





### SDG 07: ENSURE ACCESS TO AFFORDABLE, RELIABLE, SUSTAINABLE AND MODERN ENERGY FOR ALL.

- This goal is about making sure everyone has access to green energy
- Local governments are often best placed to identify gaps in access to affordable energy among vulnerable groups in our communities.
- In cities, local transport and urban planning policies, as well as new 'smart city' technologies, can have a significant impact on energy efficiency and carbon emissions.
- OTHER RELEVANT INTERNATIONAL AGENDAS
- √ Financing for Development
- ✓ Climate Change
- ✓ Habitat III



TO AFFORDABLE, RELIABLE, SUSTAINABLE AND MODERN FOR ALL.





7.1 by 2030 ensure universal access to affordable, reliable, and modern energy services

7.2 increase substantially the share of renewable energy in the global energy mix by 2030

7.3 double the global rate of improvement in energy efficiency by 2030







### SDG 08: PROMOTE SUSTAINED, INCLUSIVE AND SUSTAINABLE ECONOMIC GROWTH FULL AND PRODUCTIVE EMPLOYMENT AND DECENT WORK FOR ALL.

- This goal is about creating decent jobs and economic opportunities for everyone
- Local governments can:
- √ identify children at risk of child labour and work to ensure they attend school
- ✓ act as an example in providing safe and secure working environments, and in guaranteeing equal

pay for equal work.

- √ Financing for Development
- ✓ Climate Change
- ✓ Habitat III







- **8.1** promote developmentoriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage formalisation and growth of micro-, small-and mediumsized enterprises including through access to financial services
- 8.2 by 2030 achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value
- 8.3 by 2020 substantially reduce the proportion of youth not in employment, education or training

- **8.4** take immediate and effective measures to secure the prohibition and elimination of the worst forms of child labour, eradicate forced labour, and by 2025 end child labour in all its forms including recruitment and use of child soldiers
- 8.5 protect labour rights and promote safe and secure working environments of all workers, including migrant workers, particularly women migrants, and those in precarious employment
- 8.6 by 2030 devise and implement policies to promote sustainable tourism which creates jobs, promotes local culture and products





### SDG 09: BUILD RESILIENT INFRASTRUCTURE, PROMOTE INCLUSIVE AND SUSTAINABLE INDUSTRIALISATION AND FOSTER INNOVATION.

- This goal is about making sure everyone has the infrastructure they need to connect to the rest of the world
- Regional and metropolitan governments are particularly important in developing and maintaining infrastructure to serve urban areas and to link them up with their surrounding territories.

- ✓ Financing for Development
- ✓ Climate Change
- ✓ Habitat III
- ✓ Sendai Framework for Disaster Risk Reduction 2015-2030







**9.1** develop quality, reliable, sustainable and resilient infrastructure, including regional and trans-border infrastructure, to support economic development and human wellbeing, with a focus on affordable and equitable access for all

9.2 increase the access of small-scale industrial and other enterprises, particularly in developing countries, to financial services including affordable credit and their integration into value chains and markets

9.3 significantly increase access to ict and strive to provide universal and affordable access to internet in ldcs by 2020







### SDG 10: REDUCE INEQUALITY WITHIN AND AMONG COUNTRIES.

- This goal is about reducing the gap between the richest and the poorest
- Local governments are essential to the reduction of inequality within countries.

• It will be vital to channel resources to local governments in the most deprived areas, and to build

our capacities to identify and tackle poverty and exclusion.

- √ Financing for Development
- ✓ Climate Change
- ✓ Habitat III





10.1 by 2030 progressively achieve and sustain income growth of the bottom 40% of the population at a rate higher than the national average

10.2 by 2030 empower and promote the social, economic and political inclusion of all irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status

10.3 ensure equal opportunity and reduce inequalities of outcome, including through eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and actions in this regard

10.4 adopt policies especially fiscal, wage, and social protection policies and progressively achieve greater equality

10.5 protect labour rights and promote safe and secure working environments of all workers, including migrant workers, particularly women migrants, and those in precarious employment

10.6 by 2030 devise and implement policies to promote sustainable tourism which creates jobs, promotes local culture and products





### SDG 11: MAKE CITIES AND HUMAN SETTLEMENTS INCLUSIVE, SAFE, RESILIENT AND SUSTAINABLE.

- This goal is about putting cities at the heart of sustainable development in an urbanizing world
- The rapid urbanization of many cities in the global south has led to the growth of slums.
- City governments must develop strategic urban plans to prevent their growth and work with slumdwellers to improve conditions and provide basic services where slums already exist.

- ✓ Financing for Development
- ✓ Climate Change
- ✓ Habitat III
- ✓ Sendai Framework for Disaster Risk Reduction 2015-2030
- ✓ Agenda 21 for Culture







- **11.1** by 2030, ensure access for all to adequate, safe and affordable housing and basic services, and upgrade slums
- 11.2 by 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons
- 11.3 by 2030 enhance inclusive and sustainable urbanization and capacities for participatory, integrated and sustainable human settlement planning and management in all countries

- 11.4 strengthen efforts to protect and safeguard the world's cultural and natural heritage
- 11.5 by 2030 significantly reduce the number of deaths and the number of affected people and decrease by y% the economic losses relative to gdp caused by disasters, including water-related disasters, with the focus on protecting the poor and people in vulnerable situations
- 11.6 by 2030, reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality, municipal and other waste management





#### SDG 12: ENSURE SUSTAINABLE CONSUMPTION AND PRODUCTION PATTERNS.

- This goal is about reducing our impact on the planet by only producing and consuming what we need
- Local and regional governments can support short supply chains, thereby reducing transport and carbon emissions, through land management, infrastructure, urban planning, education and training, and public markets.

- ✓ Financing for Development
- ✓ Climate Change
- ✓ Sendai Framework for Disaster Risk Reduction 2015-2030







- 12.1 by 2030 achieve sustainable management and efficient use of natural resources
- 12.2 by 2030 halve per capita global food waste at the retail and consumer level, and reduce food losses along production and supply chains including post-harvest losses
- 12.3 by 2020 achieve environmentally sound management of chemicals and all wastes throughout their life cycle in accordance with agreed international frameworks and significantly reduce their release to air, water and soil to minimize their adverse impacts on human health and the environment

- 12.4 by 2030, substantially reduce waste generation through prevention, reduction, recycling, and reuse
- 12.5 promote public procurement practices that are sustainable in accordance with national policies and priorities

12.6 by 2030 ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature





## SDG 13: TAKE URGENT ACTION TO COMBAT CLIMATE CHANGE AND ITS IMPACTS.

- This goal is about dealing with the effects of global warming
- Local and regional governments, especially in cities, are often on the frontline of dealing with the
  effects of climate change.

- √ Financing for Development
- ✓ Climate Change
- ✓ Sendai Framework for Disaster Risk Reduction 2015-2030
- ✓ Habitat III
- √ carbonn Cities Climate Registry (cCCR)
- ✓ Compact of Mayors







## RELEVANT TARGETS FOR LOCAL GOVERNMENTS

13.1 strengthen resilience and adaptive capacity to climate related hazards and natural disasters in all countries

13.2 improve education, awareness raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction, and early warning 2030 halve per capita global food waste at the retail and consumer level, and reduce food losses along production and supply chains including post-harvest losses

13.3 promote mechanisms for raising capacities for effective climate change related planning and management, in ldcs, including focusing on women, youth, local and marginalized communities

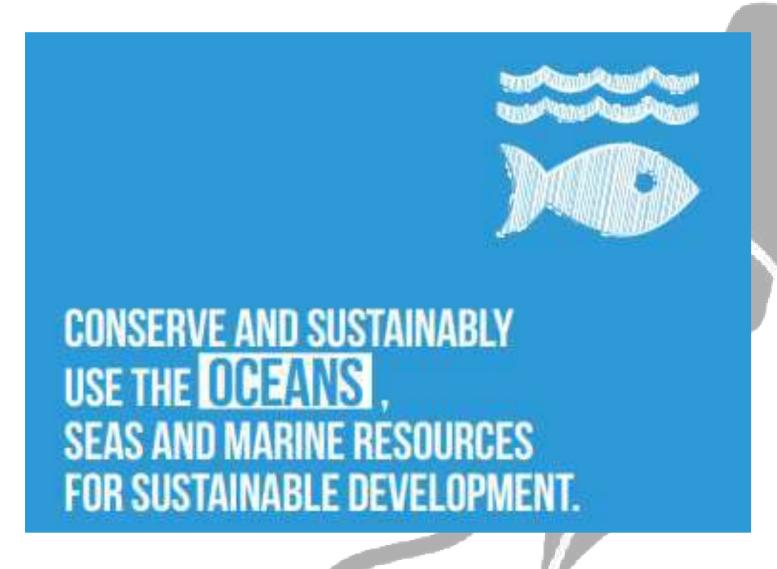






## SDG 14: CONSERVE AND SUSTAINABLY USE THE OCEANS, SEAS AND MARINE RESOURCES FOR SUSTAINABLE DEVELOPMENT.

- This goal is about protecting our coasts and oceans
- Urban sanitation and solid waste management are essential to reducing coastal zone pollution, as is collaboration between municipalities and at regional level.
- OTHER RELEVANT INTERNATIONAL AGENDAS
- √ Financing for Development
- ✓ Climate Change
- ✓ Sendai Framework for Disaster Risk Reduction 2015-2030





## RELEVANT TARGETS FOR LOCAL GOVERNMENTS

14.1 by 2025, prevent and significantly reduce marine pollution of all kinds, particularly from land-based activities, including marine debris and nutrient pollution

14.2 by 2020, sustainably manage and protect marine and coastal ecosystems to avoid significant adverse impacts, including by strengthening their resilience, and take action for their restoration, to achieve healthy and productive oceans

14.3 by 2020, conserve at least 10 per cent of coastal and marine areas, consistent with national and international law and based on best available scientific information







# SDG 15: PROTECT, RESTORE AND PROMOTE SUSTAINABLE USE OF TERRESTRIAL ECOSYSTEMS, SUSTAINABLY MANAGE FORESTS, COMBAT DESERTIFICATION, AND HALT AND REVERSE LAND DEGRADATION AND HALT BIODIVERSITY LOSS.

- This goal is about protecting our natural resources and wildlife
- Local governments' role as service providers (especially of water, sanitation, and solid waste management), coupled with our ability to incentivize behavioural change in our communities, puts us in a unique position to protect natural resources and habitats.

#### OTHER RELEVANT INTERNATIONAL AGENDAS

- ✓ Financing for Development
- ✓ Climate Change
- ✓ Sendai Framework for Disaster Risk Reduction 2015-2030







## RELEVANT TARGETS FOR LOCAL GOVERNMENTS

15.1 by 2020 ensure conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular forests, wetlands, mountains and drylands, in line with obligations under international agreements

 $15.2\,$  by 2020, promote the implementation of sustainable management of all types of forests, halt deforestation, restore degraded forests, and increase afforestation and reforestation by x% globally

15.3 take urgent and significant action to reduce degradation of natural habitat, halt the loss of biodiversity, and by 2020 protect and prevent the extinction of threatened species







# SDG 16: PROMOTE PEACEFUL AND INCLUSIVE SOCIETIES FOR SUSTAINABLE DEVELOPMENT, PROVIDE ACCESS TO JUSTICE FOR ALL AND BUILD EFFECTIVE, ACCOUNTABLE AND INCLUSIVE INSTITUTIONS AT ALL LEVELS.

- This goal is about keeping people safe and making sure that government works effectively and fairly
- local governments have led the way in experimenting with new forms of participatory decision—making, such as participatory budgeting and planning.
- OTHER RELEVANT INTERNATIONAL AGENDAS
- ✓ Financing for Development
- ✓ Habitat III







## RELEVANT TARGETS FOR LOCAL GOVERNMENTS

16.1 significantly reduce all forms of violence and related death rates everywhere

16.2 substantially reduce corruption and bribery in all its forms

16.3 develop effective, accountable and transparent institutions at all levels

16.4 ensure responsive, inclusive, participatory and representative decisionmaking at all levels

16.5 ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements





### SDG 17: STRENGTHEN THE MEANS OF IMPLEMENTATION AND REVITALISE THE GLOBAL PARTNERSHIP FOR SUSTAINABLE DEVELOPMENT.

 This goal is about working together at global level to achieve the SDGs and make the Post-2015 Agenda a reality

• It is at the local level that coherent policies can be developed to address the multiple challenges of

poverty reduction and sustainable development.

- OTHER RELEVANT INTERNATIONAL AGENDAS
- ✓ Financing for Development
- ✓ Habitat III







## RELEVANT TARGETS FOR LOCAL GOVERNMENTS

17.1 strengthen domestic resource mobilisation, including through international support to developing countries to improve domestic capacity for tax and other revenue collection

17.2 enhance policy coherence for sustainable development

17.3 enhance the global partnership for sustainable development complemented by multi-stakeholder partnerships that mobilise and share knowledge, expertise, technologies and financial resources to support the achievement of sustainable development goals in all countries, particularly developing countries

17.4, encourage and promote effective public, public-private, and civil society partnerships, building on the experience and resourcing strategies of partnerships

17.5 by 2020, enhance capacity building support to developing countries, including for ldcs and sids, to increase significantly the availability of high-quality, timely and reliable data disaggregated by income, gender, age, race, ethnicity, migratory status, disability, geographic location and other characteristics relevant in national contexts





#### IS THERE AN INTEREST FOR THE SDGS IN THE MEDIA?

- The media plays a crucial role in educating and making individuals, communities, and society conscious about sustainable development, the need for more sustainable patterns of production and consumption, and encouraging them to take action directed towards change and a more sustainable future.
- According to the findings of the International Conference on Education for a Sustainable Future (Centre for Environmental Education 2005), the media has an important role in fostering debate, influencing public opinion, and encouraging people to make behaviour changes towards sustainability.
- A major point for understanding the role of the media in achieving a sustainable society is that ESD does not only target those in the regular educational system (i.e. school going children and adults attending non-formal education), but the majority of the public. These people can most efficiently be reached through all available mass media including newspapers and other printed media, radio, television, and the internet.





#### **SUSTAINABLE JOURNALISM**

- The aim of Sustainable Journalism is to study journalism in relation to sustainable development. It deals with the sustainable future of society as well as journalism, and departs from two topical sustainability crises:
- ✓ The sustainability crisis of society, e.g. environmental crises, democratic crises, poverty, financial crises, armed conflicts etc.
- ✓ The sustainability crisis of journalism, which stems from lower advertising, falls in consumption, more unemployment, and the fierce competition from online information brokers.





#### SOURCE

- <a href="https://www.undp.org/publications/mdgs-sustainable-development-all">https://www.undp.org/publications/mdgs-sustainable-development-all</a>
- <a href="https://www.uclg.org/sites/default/files/the\_sdgs\_what\_localgov\_need\_to\_know\_0.pdf">https://www.uclg.org/sites/default/files/the\_sdgs\_what\_localgov\_need\_to\_know\_0.pdf</a>
- https://www.unssc.org/sites/default/files/2030\_agenda\_for\_sustainable\_development \_kcsd\_primer\_en.pdf
- https://www.un.org/sustainabledevelopment/student-resources/
- <a href="http://mcic.ca/uploads/public/files-sf/SF-Full-FINAL-WEB-ISBN-2021-EN.pdf">http://mcic.ca/uploads/public/files-sf/SF-Full-FINAL-WEB-ISBN-2021-EN.pdf</a>
- <a href="https://www.local2030.org/library/234/ICLEI-SDGs-Briefing-Sheets-04-The-importance-of-all-Sustainable-Development-Goals-SDGs-for-cities-and-communities.pdf">https://www.local2030.org/library/234/ICLEI-SDGs-Briefing-Sheets-04-The-importance-of-all-Sustainable-Development-Goals-SDGs-for-cities-and-communities.pdf</a>





















### MODULE 1:

# THE WORLD AGENDA AND THE SDG

**UNIT 3:** 

**Articulation Of Reference SDGs And Identification With Local Problems** 



#### FROM MDGs TO SUSTAINABLE DEVELOPMENT FOR ALL

In 2000: world leaders adopting Millennium Development Goals (MDGs).

-First attempt to use Global Goals to capture & advance shared interest we all have, in a more just, peaceful & prosperous world.

In 2015: world leaders set out to defy the odds, committing themselves to achieve 17 ambitious & far-reaching Sustainable Development Goals (SDGs) by 2030.

From report (MDGs to Sustainable Development For All: Lessons of 15 years practice) analyzes what worked under MDGs and why. It ends with 10 concrete recommendations for SDG implementation, suggesting policies, processes & practices that help local leaders, change agents & stakeholders maximize impact of Global Goals.





### 2030 Agenda: A plan of action for people, planet and prosperity

Goals and targets will stimulate action over next fifteen years in areas of critical importance for humanity & planet:

People

• End poverty & hunger, in all their forms & dimensions, to ensure all human beings fulfil potential (dignity, equality & healthy environment)

Planet

• Protect planet from degradation, including through sustainable consumption & production, sustainably managing its natural resources & taking urgent action on climate change, so it can support needs of present & future generations.

Prosperity

• Ensure all human beings enjoy prosperous & fulfilling lives that economic, social & technological progress occurs in harmony with nature.

Peace

• Foster peaceful, just & inclusive societies which free from fear & violence. There can be no sustainable development without peace & no peace without sustainable development.

▼ Partnership • Mobilize the means required to implement this Agenda through revitalized Global Partnership for Sustainable Development, based on a spirit of strengthened global solidarity, focused in particular on needs of the poorest, most vulnerable and with the participation of all countries, all stakeholders and all people.



#### THE SUSTAINABLE DEVELOPMENT GOALS WHAT LOCAL GOVERNMENTS NEED TO KNOW

SDGs are universal- apply to every country in the world.

UCLG, facilitating Global Taskforce of Local & Regional Governments

All SDGs have targets related to daily work of local & regional governments.

#### Local governments:

- Not as mere implementers of agenda
- Policy makers
- Catalysts of change
- Link global goals with local communities

Goal 11 ("Make cities and human settlements inclusive, safe, resilient and sustainable")-hard-fought campaign by local governments, associations & urban community.

SDG11 marks major step forward in recognition of transformative power of urbanization for development, & role of city leaders in driving global change from bottom up.







### NO POVERTY SDG 01

Raising incomes of poorest, ensuring access to basic services & protecting everyone from human-caused & natural disasters.

#### Why does SDG1 matter to local governments?

Takes multi-dimensional view of poverty therefore requires multiple, coordinated responses.

#### Local governments:

- Identify people living in poverty- to target resources & services
- Developing local economic development strategies

#### **Relevant targets for local governments**

ERADICATE EXTREME POVERTY

Reduce half proportion of people of all ages living in POVERTY IN ALL ITS DIMENSIONS

Equal rights to economic resources,
ACCESS TO BASIC SERVICES,
ownership, control over land & other
forms of property, inheritance,
natural resources, appropriate new
technology, financial services
including microfinance.









## **SDG 02**

Making sure everyone can enjoy safe, nutritious diet, all year round

#### Why does SDG2 matter to local governments?

Management of natural resources in rural areas (land & water)

Support agricultural production & local economic growth

Use healthcare services & schools

Manage collective resources & reform land tenure.

In urban areas, ensure people able to purchase & cook safe, affordable, nutritious food.

#### **Relevant targets for local governments**

**END HUNGER** & ensure access by all people (poor & in vulnerable situations including infants)

END ALL FORMS OF MALNUTRITION

**Double agricultural productivity** & **incomes** of small-scale food producers







# GOOD HEALTH AND WELL-BEING SDG 03

Helping people to live long & healthy lives

#### Why does SDG3 matter to local governments?

Urban rates of child mortality areas stagnating in many countries.

HIV/AIDs increasingly being local governance issue

- Urban areas -nexus spread of HIV/AIDS
- Identifying local needs, mainstreaming HIV/AIDS activities across departments, coordinating prevention & response activities.
- Provide education, information & services to prevent HIV/AIDS

Urban planning & public transport to reduce air pollution, foster healthy lifestyles & prevent deaths (road traffic accidents)

Contribute to reduction of deaths from water & soil pollution

#### **Relevant targets for local governments**

Reduce global **MATERNAL MORTALI**TY ratio

Prevent deaths of newborns & underfive children

End epidemics of (AIDS, tuberculosis, malaria, etc.)

Halve global deaths & injuries (ROAD TRAFFIC ACCIDENTS) Universal access to SEXUAL AND REPRODUCTIVE HEALTH CARE **SERVICES** 

Substantially reduce number of deaths & illnesses





Enabling everyone to study, learn & fulfil their full potential

#### Why does SDG4 matter to local governments?

Education (primary level) -direct responsibility of local governments in many countries.

To identify & tackle barriers school attendance in communities

Integrate technical & vocational training programmes into local economic development strategies

Reach out vulnerable, marginalized individuals & communities

#### **Relevant targets for local governments**

Girls & boys complete free, equitable and quality PRIMARY AND SECONDARY EDUCATION EQUAL ACCESS FOR ALL
WOMEN AND MEN to
affordable quality technical,
vocational and tertiary
education, including
university

Increase number of youth & adults relevant skills (employment, decent jobs & entrepreneurship)

Eliminate gender disparities in education

Ensure learners acquire knowledge & skills needed to promote sustainable development

BUILD AND UPGRADE EDUCATION FACILITIES







### **SDG 05**

Ending violence & discrimination against women & girls & have equal opportunities in all areas of life

#### Why does SDG5 matter to local governments?

Model for gender equality & empowerment of women through non-discriminatory service provision to citizens & fair employment practices.

Identifying & tackling violence & harmful practices against women.

Regional, governments & rural municipalities identify & tackle barriers to women's equal access to land control & ownership

Getting more women into elected office at local level

Mainstream gender equality across all areas of their work in order to tackle multiple barriers to women's empowerment

#### **Relevant targets for local governments**

Recognize & value unpaid care & domestic work

Women's full & Effective participation & equal opportunities for leadership AT ALL LEVELS OF DECISION-MAKING (POLITICAL, ECONOMIC, PUBLIC LIFE)

Women EQUAL RIGHTS TO ECONOMIC RESOURCES, access to OWNERSHIP, CONTROL OVER LAND, other forms of property, financial services, inheritance, natural resources in accordance with national lawslife

Adopt & strengthen SOUND POLICIES & ENFORCEABLE LEGISLATION







### **SDG 06**

Making sure everyone has access to clean drinking water & toilet facilities

#### Why does SDG6 matter to local governments?

Ensuring access to clean water & sanitation (responsibility of local governments)

Improving water quality through environmental protection measures & sustainable solid waste management

Water resources management requires horizontal cooperation in planning & environmental policy between municipalities & regions across borders

#### **Relevant targets for local governments**

Achieve universal & equitable access to SAFE , AFFORDABLE DRINKING WATER for all

Achieve access to adequate & equitable SANITATION & hygiene for all

Improve water quality by REDUCING POLLUTION

Substantially increase WATER-USE EFFICIENCY across all sectors

Implement INTEGRATED WATER RESOURCES MANAGEMENT AT ALL LEVELS

Protect & restore water-related ecosystems

Support & strengthen PARTICIPATION OF LOCAL COMMUNITIES for improving water & sanitation management







## 

Making sure everyone has access to green energy

#### Why does SDG7 matter to local governments?

Local governments identify gaps in access to affordable energy among vulnerable groups in our communities.

Contribute to energy efficiency directly by investing in energy efficient buildings & green energy sources in public institutions (government offices, schools, etc.)

Local transport & urban planning policies, as well as new 'smart city' technologies, can have a significant impact on energy efficiency & carbon emissions

#### **Relevant targets for local governments**

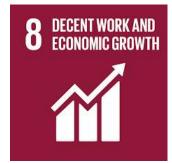
**UNIVERSAL ACCESS** to affordable, reliable, modern energy services

**Increase substantially** the share of RENEWABLE ENERGY in global energy mix by 2030

Double global rate of improvement in **ENERGY EFFICIENCY** by 2030







## 8 DECENT WORK AND ECONOMIC GROWTH SDG 08

Creating decent jobs & economic opportunities for everyone

#### Why does SDG8 matter to local governments?

Generate growth & employment from bottom up through local economic development strategies.

Identify children at risk of child labour & work to ensure they attend school

Example in providing safe and secure working environments, in guaranteeing equal pay for equal work

#### **Relevant targets for local governments**

**Promote development** oriented policies that support productive activities, DECENT JOB CREATION, entrepreneurship, **CREATIVITY AND INNOVATION** 

**Achieve full &** productive employment, **DECENT WORK FOR ALL WOMEN** AND MEN

Reduce proportion of **YOUTH** not in employment, education or training

immediate & effective measures to secure prohibition & elimination of worst forms of CHILD LABOUR, eradicate FORCED LABOUR

Protect labour rights & promote SAFE & **SECURE WORKING ENVIRONMENTS** of all

Devise & implement policies to promote SUSTAINABLE **TOURISM WHICH** CREATES JOBS, PROMOTES LOCAL CULTURE, **PRODUCTS** 







## 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

Making sure everyone has infrastructure they need to connect to the rest of the world

#### Why does SDG9 matter to local governments?

Regional & metropolitan governments developing & maintaining infrastructure to serve urban areas, link them up with their surrounding territories

Include promotion of small-scale industry & start-ups in their local economic development strategies Identify gaps in access to ICT & internet in our communities, take steps to bridge them

#### **Relevant targets for local governments**

Develop quality, reliable, sustainable and resilient **INFRASTRUCTURE** 

Increase access of small-scale industrial & other enterprises in developing countries,

Increase ACCESS TO ICT & strive to provide universal & affordable ACCESS TO INTERNET in LDCs







# 10 REDUCED SDG 10 Reducing gap between r

Reducing gap between richest & poorest

#### Why does SDG10 matter to local governments?

Reduction of inequality within countries.

Particular role to play in political inclusion at local level Implement best practices in terms of equality & nondiscrimination in our own institutions & operations

Include progressive local taxation in fiscal policy & dedicate local budgets to boosting employment opportunities, income of poorest households in communities

#### **Relevant targets for local governments**

Achieve & sustain INCOME GROWTH OF THE BOTTOM 40% of the population

Empower & promote SOCIAL, **ECONOMIC & POLITICAL** INCLUSION of all age, sex, disability, race, ethnicity, origin, religion or economic or other status

**Equal opportunity** & reduce inequalities of outcome

Adopt policies (FISCAL, WAGE, SOCIAL PROTECTION POLICIES)

Facilitate orderly, safe, regular, responsible MIGRATION & mobility of people







## 11 SUSTAINABLE CITIES AND COMMUNITIES

Putting cities at heart of sustainable development in an urbanizing world

#### Why does SDG11 matter to local governments?

Directly calls on mayors, city governments to play our role in the Post-2015 Agenda

City governments must develop strategic urban plans to prevent their growth & work with slumdwellers to improve conditions

City governments must regulate land & housing markets to guarantee the right to housing to their poorest residents

City governments have responsibility for promoting use of public transport in urban areas to improve road safety & reduce emissions.

Local governments are vital in defining, identifying & protecting tangible, intangible urban cultural heritage for future generations.

Take action to mitigate effects of climate change & protect most vulnerable in our communities from effects of natural disasters

Urban governments cooperate with rural & regional counterparts to make sure that cities work in harmony







### 

Reducing our impact on planet by only producing &n consuming what we need

#### Why does SDG12 matter to local governments?

Support short supply chains, thereby reducing transport & carbon emissions

Fostering sustainable consumption & production of energy water

Establish procurement criteria that take waste & carbon emissions from potential providers into account

Raise citizens'
awareness the
importance of
sustainable production
& consumption

Key partners in developing & implementing tools to monitor impact of tourism in our jurisdictions

#### **Relevant targets for local governments**

Achieve sustainable management & EFFICIENT USE OF NATURAL RESOURCES

Halve per capita global **FOOD WASTE** 

Achieve environmentally
SOUND
MANAGEMENT OF
CHEMICALS & ALL
WASTES

Substantially reduce waste generation through prevention, REDUCTION, RECYCLING, REUSE

Promote PUBLIC PROCUREMENT practices

Ensure people have relevant information & **AWARENESS** for sustainable development & lifestyles in harmony with nature

Develop & implement tools to monitor sustainable development impacts







### **SDG 13**

Dealing with the effects of global warming

#### Why does SDG13 matter to local governments?

Local & regional governments (in cities)- frontline of dealing with effects of climate change.

Capacities to deal with climate related hazards & natural disasters strengthened to protect communities, particularly (most vulnerable).

Local governments in most vulnerable cities- integrate climate change adaptation & mitigation into urban & regional planning to reduce emissions of our cities & increase their resilience to environmental shocks.

#### Relevant targets for local governments

Strengthen RESILIENCE & adaptive capacity to climate (hazards & natural disasters) in all countries

Improve education, AWARENESS RAISING, human & institutional capacity on climate change mitigation, adaptation, impact reduction & early warning

Raising capacities for effective **CLIMATE CHANGE RELATED PLANNING & MANAGEMENT**, in LDCs, focusing (women, youth, local & marginalized communities)





#### Why does SDG14 matter to local governments?

Prevent & significantly reduce marine pollution of all kinds

Sustainably manage & protect marine & COASTAL ECOSYSTEMS

**CONSERVE AT LEAST 10 PER CENT OF COASTAL & MARINE AREAS** 

Provide access of **SMALL SCALE ARTISANAL FISHERS** to marine resources & markets

#### Relevant targets for local governments

Strengthen **RESILIENCE** & adaptive capacity to climate (hazards & natural disasters) in all countries

Improve education, AWARENESS RAISING, human & institutional capacity on climate change mitigation, adaptation, impact reduction & early warning

Raising capacities for effective **CLIMATE CHANGE RELATED PLANNING & MANAGEMENT**, in LDCs, focusing (women, youth, local & marginalized communities)





#### Why does SDG15 matter to local governments?

Local governments' role as service providers (water, sanitation, solid waste management)

Coordinate partnerships with private sector & communities (necessary at local level for complex task of integrated water resources management)

Ensure biodiversity conservation is an integral part of urban planning & development strategy.

Biodiversity conservation requires cooperation between municipalities across borders (creation of transboundary, biodiversity & wildlife corridors)

Community-based participation & management-powerful tool to halt biodiversity loss & prevent extinction

#### Relevant targets for local governments

Conservation, restoration & sustainable use of terrestrial & inland FRESHWATER ECOSYSTEMS & their services

Sustainable management of all types of forests, halt deforestation, restore degraded FORESTS, increase afforestation & reforestation

Reduce degradation of natural habitat, halt loss of **BIODIVERSITY**, protect & prevent **EXTINCTION** of threatened species

Integrate ecosystems & biodiversity values into national & LOCAL PLANNING

Mobilize RESOURCES FROM ALL SOURCES AND AT ALL LEVELS





### **SDG 16**

Keeping people safe & making sure that government works effectively & fairly

#### Why does SDG16 matter to local governments?

Become more effective & accountable to our citizens

Local governments have led the way in experimenting with new forms of participatory decision-making

Reducing violence in urban areas will be increasingly important in the quest for global peace & security

#### Relevant targets for local governments

Reduce all forms of VIOLENCE & related death rates everywhere

Reduce CORRUPTION & bribery in all its forms

Develop EFFECTIVE, ACCOUNTABLE & TRANSPARENT INSTITUTIONS at all levels

Ensure RESPONSIVE, INCLUSIVE, PARTICIPATORY & REPRESENTATIVE DECISIONMAKING at all levels

Public ACCESS TO INFORMATION & protect fundamental freedoms, in accordance with national legislation & international agreements





### **SDG 17**

Working together at global level to achieve SDGs & make Post-2015 Agenda a reality

#### Why does SDG17 matter to local governments?

Local tax & revenue generation must play its part in financing sustainable development.

Coherent policies can be developed to address multiple challenges of poverty reduction & sustainable development

Encourage & facilitate partnerships between public bodies, private sector & civil society in our communities

Local governments have been collaborating internationally as part of international municipal movement.

Reliable local data-essential tool to monitor sub-national variations in progress & in targeting resources to make sure that no one is left behind.

#### **Relevant targets for local governments**

Strengthen domestic resource mobilisation, including through international support to developing countries

enhance POLICY COHERENCE for sustainable development

Enhance GLOBAL PARTNERSHIP for sustainable development complemented by multi-stakeholder partnerships

Encourage & promote effective public, public-private, civil society PARTNERSHIPS

Enhance capacity building support to developing countries, including for LDCs & SIDS

Build on existing initiatives to develop measurements of progress on sustainable development that complement GDP & support STATISTICAL CAPACITY BUILDING in developing countries





#### **ROADMAP FOR LOCALIZING THE SDGs:** IMPLEMENTATION & MONITORING AT SUBNATIONAL LEVEL

For localizing SDGs drawn up by Global Taskforce of Local & Regional Governments, UNDP & UN Habitat to support cities & regions to deliver 2030 Agenda.

It covers range of strategies that can be adapted to specific contexts, needs of different cities & regions.

Part of toolbox for Localizing SDGs (support local & regional governments & other local stakeholders in implementing the 2030 Agenda at local level)

Toolbox provides concrete tools & practices to:

Raise awareness & advocate active role of local actors in | Support them to make decisions that contribute towards localization of SDGs

achievement of SDGs.

Roadmap aims:

- Support local & regional governments and their associations to implement and monitor the SDGs
- Influence national policy-making with a view to creating an enabling environment for action at local & regional level.
- Be a useful resource for national policymakers, international organizations, civil society organizations, academia & anyone involved in implementation & monitoring of SDGs

Has 5 parts:

- AWARENESS-RAISING getting to know the SDGs at subnational level
- ADVOCACY including a subnational perspective in national SDG strategies
- **IMPLEMENTATION** the SDGs go local!
- **MONITORING** evaluating and learning from our experiences
- WHERE DO WE GO FROM HERE?





Involvement of Local and Regional Governments (LRGs) in the 'localization' of the Sustainable Development Goals (SDGs)

#### What does "localizing the SDGs" mean?

Process of taking into account subnational contexts in achievement of 2030 Agenda, from setting of goals & targets, to determining the means of implementation & using indicators to measure and monitor progress.

Localization relates both to how local & regional governments support achievement of SDGs through action from bottom up & how SDGs can provide framework for local development policy.

SDG 11, on sustainable cities & human settlements, is the lynchpin of localizing process. Its inclusion in 2030 Agenda is the fruition of the advocacy work of the broad urban community (particularly local & regional government associations) & is also thanks to growing international recognition of importance of subnational dimension of development. Linking SDG 11 up with urban dimensions of other 16 goals will be an essential part of localization of SDGs.

#### Why does localizing matter?

While SDGs are global, their achievement will depend on our ability to make them a reality in our cities & regions.

All SDGs have targets directly related to responsibilities of local & regional governments, particularly to their role in delivering basic services. That's why local & regional governments must be at heart of 2030 Agenda.

(UN Secretary General, Ban Ki-moon) in a rapidly urbanizing world, "our struggle for global sustainability will be won or lost in cities".1 Cities & regions ideally positioned to transform broad & abstract 2030 Agenda into a concrete & efficient one. They can approach goals & targets in pragmatic way, fit them into their own particular context & help their citizens understand how local action contributes to their achievement.



Localization ensure more accurate reflection of wellbeing of populations & provide detailed subnational picture of progress.

Effective decentralization & subsidiarity form the basis of development in almost all countries consulted.

Local strategic planning promotes integration of 3 dimensions of development (social, economic & environmental)

Integrated multi-level & multi-stakeholder approach is needed to promote transformative agendas at local level.

To strengthen local self-government, efforts must be made to ensure local government has access to sources of revenue, effective fiscal decentralization should increase local governments' ability to rely on their own resources.

Partnerships come in a wide variety of shapes and sizes, operate at levels from local to global.

#### Criteria for a multi-stakeholder partnership to be effective and add value.

- Clear delineation of responsibilities between various partners, and for dialogue and transparency of decision-making processes.
- Clear division of labour needed between different levels of government, taking into account comparative advantage of each level
- Coordination mechanisms that harmonize efforts.
- Accountability mechanisms within partnership, including mandatory social & environmental safeguards.
- Importance of building trust for constructing successful partnerships.





https://www.uclg.org/sites/default/files/the\_sdgs\_what\_localgov\_need\_to\_know\_0.pdf

https://www.undp.org/publications/mdgs-sustainable-development-all

https://www.uclg.org/sites/default/files/our\_post-

2015\_journey.pdf?utm\_source=Base+de+datos+%255BEN%255D&utm\_campaign=dd53fb36ac-

The+SDGs\_+what+local+governments+need+to+know&utm\_medium=email&utm\_term=0\_f6d8315489-dd53fb36ac-73772521

https://www.uclg.org/sites/default/files/roadmap\_for\_localizing\_the\_sdgs\_0.pdf

https://www.uclg.org/sites/default/files/dialogues\_on\_localizing\_the\_post-2015\_development\_agenda.pdf

https://www.uclg.org/sites/default/files/delivering\_the\_post-2015\_development\_agenda\_report\_web.pdf

https://www.salto-youth.net/downloads/toolbox\_tool\_download-file-1413/T-Kit%20Get%20it%20global.compressed.pdf

https://sustainabledevelopment.un.org/content/documents/24797GSDR\_report\_2019.pdf

https://hal-sciencespo.archives-ouvertes.fr/hal-01024837/document

https://www.un.org/development/desa/dspd/2030agenda-sdgs.html























# MODULE 1:

# THE WORLD AGENDA AND THE SDG

**UNIT 4:** 

The country assessment of the SDGs Major agencies





#### Current problems of planet we faced now & how SDG should be implemented

1. Climate & planet

Climate change due to pollution & action of the man made

#### **Temperature rise**

- Extreme weather around the world
- Wildfires
- Animals killed
- Plant destroyed
- Air pollution

#### **Drowning**

#### **Floods**

#### Rainforest disappearing

- Animal & plant extinction
- Loss habitat

#### Ocean animal extinction

- No. of plastic in oceans
- Water pollution

#### **Locus swarms attack**

Destroyed crops



#### Halve global emission of co2 by 2030 through:

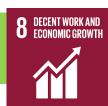
Invest in renewal energy by doing transition from **SDG** 7 > 11 > 13







- No new coal power stations
- Stop subsidizing fossil fuels
- Government should taxing the carbon rather than people
  - Will increase output & employment 8 DECENT WORK AND ECONOMIC GROWTH by go green jobs









Stop deforestation





- By planting tree instead of chopping
- Respecting & protecting planet
- Farm sustainable
- Consume responsibility
- Reducing foodwaste











#### Current problems of planet we faced now & how SDG should be implemented

2. Poverty & inequality Reduce by providing:



B. A SAFETY NET

A SAFETY NET

& BETTER DEALS FOR WORKERS

8 DECENT WORK AND CONTROL OF THE POWERTY

SECONOMIC GROWTH

CONTROL OF THE POWERTY

CONTROL

C. SOCIAL PROTECTION

WORKER'S RIGHTS
LIVING WAGE

LIMITS ON HOUR OF WORK

FOR EVERYONE

D. EDUCATION

QUALITY ACCESS FOR ALL



E. INTERNET
FOR EVERYONE





FIX FINANCIAL SYSTEMBY FIX DEBT PROBLEM





H. RESPONSIBLE SOCIAL MEDIA

Source: Nations United: Urgent Solutions for Urgent Times | Presented by Thandie Newton - YouTube





#### Current problems of planet we faced now & how SDG should be implemented

- 3. Justice & human rights By
  - STOP INJUSTICE IN RACE, SEX, RELIGION, OPINIONS
  - RESPECT DISABILITY & DIFFERENCES
- 4. Gender inequality Provide solution by:





EQUAL REPRESENTATION MEN & WOMEN



В.





F.



**INVEST IN FEMALE EDUCATION** 

REPRODUCTIVE HEALTHCARE &

**FULL ACCESS TO SEXUAL &** 

REPRODUCTIVE RIGHTS

c. AN END
VIOLENCE TO WOMEN

10 REDUCED INEQUALITIES

ECONOMIC EMPOWERMENT FOR WOMEN

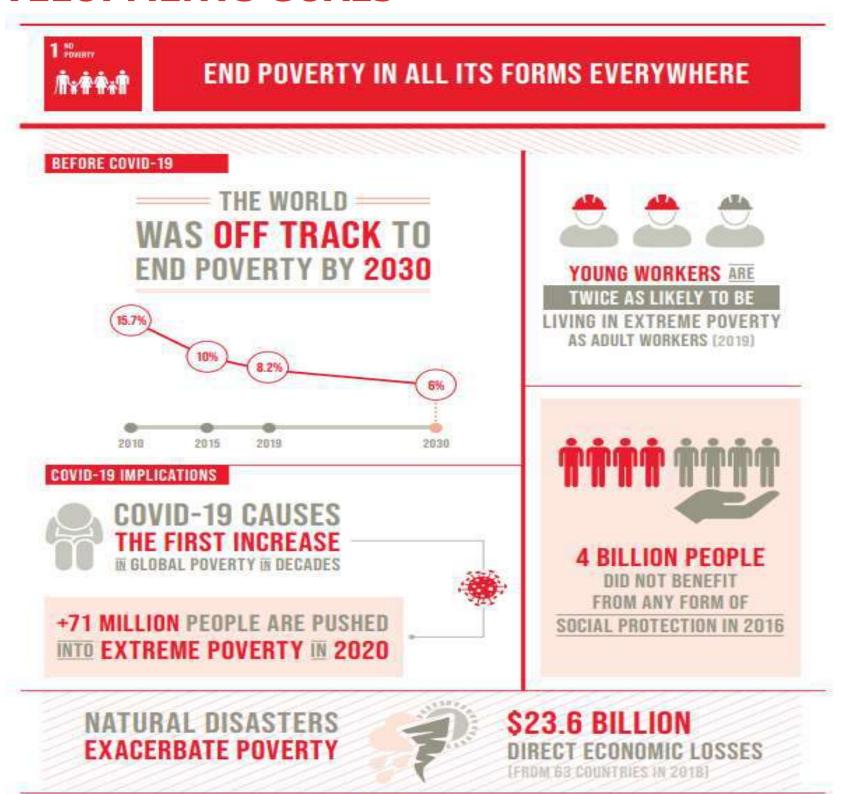
Their bodies & life

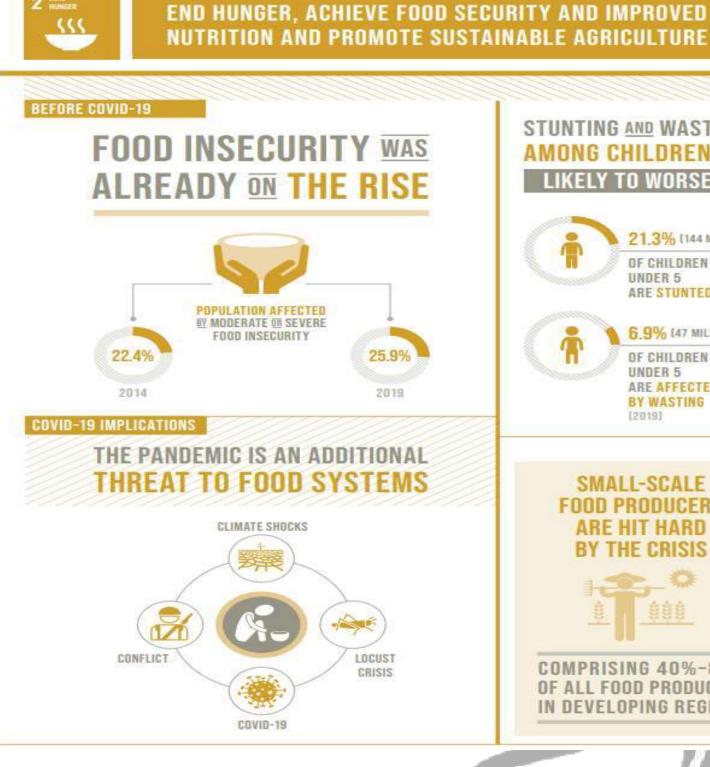
Source: Nations United: Urgent Solutions for Urgent Times | Presented by Thandie Newton - YouTube

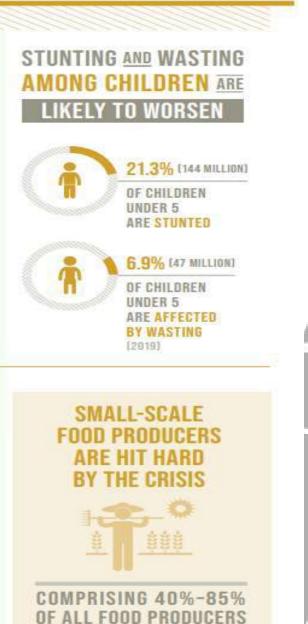




#### **GLOBAL STATISTIC OF WOLRD CURRENT SITUATIONS THROUGH SUSTAINABLE DEVELOPMENTS GOALS**







IN DEVELOPING REGIONS





**ENSURE HEALTHY LIVES AND PROMOTE WELL-BEING FOR ALL AT ALL AGES** 

BEFORE COVID-19

PROGRESS IN MANY HEALTH AREAS CONTINUED, BUT **NEEDS ACCELERATION** 



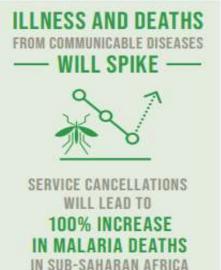


COVID-19 IMPLICATIONS

HEALTHCARE DISRUPTIONS COULD REVERSE DECADES **OF IMPROVEMENTS** 



**HUNDREDS OF THOUSANDS OF ADDITIONAL** UNDER-5 DEATHS MATEE EXPECTED IN 2020 THE PANDEMIC HAS INTERRUPTED CHILDHOOD **IMMUNIZATION PROGRAMMES** IN AROUND



**70 COUNTRIES** 





ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL

**BEFORE COVID-19** 

PROGRESS TOWARDS INCLUSIVE AND EQUITABLE QUALITY **EDUCATION WAS TOO SLOW** 



**OVER 200 MILLION CHILDREN WILL** STILL BE OUT OF SCHOOL IN 2030

COVID-19 IMPLICATIONS



SCHOOL CLOSURES KEPT 90% OF ALL STUDENTS OUT OF SCHOOL REVERSING YEARS OF PROGRESS ON EDUCATION **INEQUALITIES IN EDUCATION ARE EXACERBATED BY COVID-19** 

IN LOW-INCOME COUNTRIES, CHILDREN'S SCHOOL COMPLETION RATE IS





20% OF HOUSEHOLDS

REMOTE LEARNING REMAINS **OUT OF REACH FOR** AT LEAST **500 MILLION STUDENTS** 











ONLY 65% OF PRIMARY SCHOOLS HAVE BASIC HANDWASHING FACILITIES CRITICAL FOR COVID-19 PREVENTION







# **ACHIEVE GENDER EQUALITY AND**







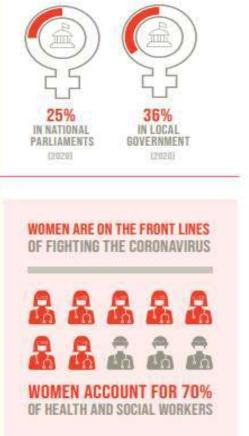
FEWER GIRLS ARE FORCED INTO EARLY MARRIAGE MORE WOMEN ARE IN LEADERSHIP ROLES

#### **COVID-19 IMPLICATIONS**

LOCKDOWNS ARE INCREASING THE RISK OF **VIOLENCE AGAINST WOMEN AND GIRLS** 



CASES OF DOMESTIC VIOLENCE HAVE INCREASED BY 30%



MUST BE REPRESENTED FAIRLY IN PANDEMIC-RELATED LEADERSHIP ROLES

**WOMEN REPRESENT** 



IN UNPAID DOMESTIC AND CARE WORK AS MEN

6 CLEAN WATER AND SAMETATION ٥

**ENSURE AVAILABILITY AND SUSTAINABLE** MANAGEMENT OF WATER AND SANITATION FOR ALL

#### **BEFORE COVID-19**

#### DESPITE PROGRESS, BILLIONS STILL LACK WATER AND SANITATION SERVICES





DRINKING WATER [2017]



LACK SAFELY MANAGED SANITATION [2817]

#### **COVID-19 IMPLICATIONS**



#### 3 BILLION PEOPLE WORLDWIDE

LACK BASIC HANDWASHING **FACILITIES AT HOME** 

111 THE MOST EFFECTIVE METHOD FOR **COVID-19 PREVENTION** 



#### TWO IN FIVE

**HEALTH CARE FACILITIES** WORLDWIDE HAVE

SOAP AND WATER SE ALCOHOL-BASED HAND RUB









WATER SCARCITY COULD DISPLACE **700 MILLION PEOPLE** 

BY 2030





SOME COUNTRIES EXPERIENCE A FUNDING GAP OF 61% FOR ACHIEVING WATER AND SANITATION TARGETS



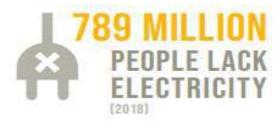




ENSURE ACCESS TO AFFORDABLE, RELIABLE, SUSTAINABLE AND MODERN ENERGY FOR ALL

BEFORE COVID-19

EFFORTS NEED SCALING UP
ON SUSTAINABLE ENERGY



**COVID-19 IMPLICATIONS** 

AFFORDABLE AND RELIABLE ENERGY IS CRITICAL FOR HEALTH FACILITIES



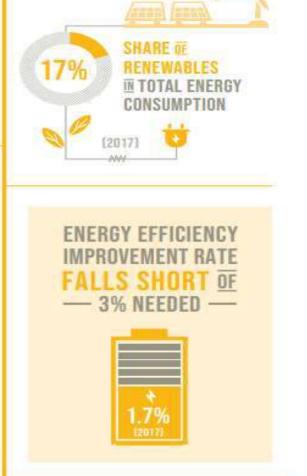






IN 4 NOT ELECTRIFIED

IN SOME DEVELOPING COUNTRIES (2018)



STEPPED-UP EFFORTS

**IN RENEWABLE ENERGY** 

ARE NEEDED

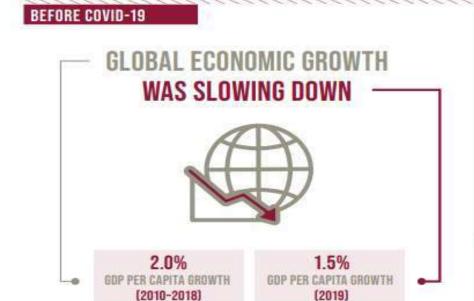
FOR RENEWABLE ENERGY ARE INCREASING



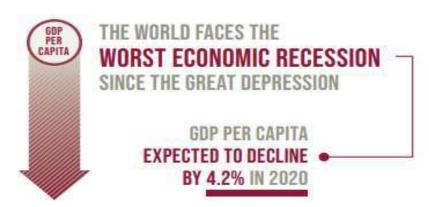


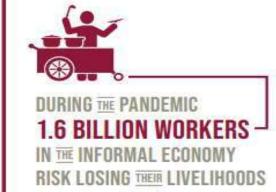


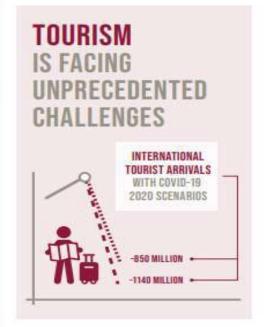
PROMOTE SUSTAINED, INCLUSIVE AND SUSTAINABLE ECONOMIC GROWTH, FULL AND PRODUCTIVE EMPLOYMENT AND DECENT WORK FOR ALL



#### COVID-19 IMPLICATIONS









COVID-19 COULD CAUSE THE EQUIVALENT OF 400 MILLION JOB LOSSES IN SECOND QUARTER OF 2020





BUILD RESILIENT INFRASTRUCTURE, PROMOTE INCLUSIVE AND SUSTAINABLE INDUSTRIALIZATION AND FOSTER INNOVATION



#### MANUFACTURING GROWTH



COVID-19 IMPLICATIONS

THE AVIATION INDUSTRY HAS SUFFERED
THE STEEPEST DECLINE IN HISTORY



AIR PASSENGER NUMBERS FELL BY 51%
FROM JANUARY TO MAY 2020
(COMPARED TO THE SAME PERSON IN 2018)

FINANCING FOR

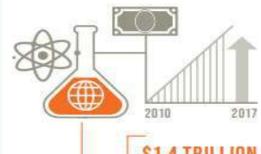
SMALL-SCALE INDUSTRIES

IS NEEDED FOR THEIR SURVIVAL
THROUGH THE CRISIS



HAVE ACCESS TO CREDIT IN DEVELOPING COUNTRIES

INVESTMENT IN R&D
IS GROWING BUT NEEDS
TO ACCELERATE



\$1.4 TRILLION
\$2.2 TRILLION

FEWER THAN 1 N 5 PEOPLE
USE THE INTERNET IN LDCs (2019)



#### BEFORE COVID-19

10 REDUCED MEDIALITIES

# WAS FALLING IN SOME COUNTRIES

AMONG COUNTRIES

REDUCE INEQUALITY WITHIN AND



#### GINI INDEX FELL

IN 38 OUT OF 84 COUNTRIES

THE GINI INDEX MEASURES INCOME INEQUALITY AND RANGES FROM 0 TO 100, WHERE O INDICATES THAT INCOME IS SHARED EQUALLY AMONG ALL PEOPLE, AN 100 INDICATES THAT ONE PERSON ACCOUNTS FOR ALL INCOME

#### COVID-19 IMPLICATIONS

# THE MOST VULNERABLE GROUPS ARE BEING HIT HARDEST BY THE PANDEMIC

OLDER PERSONS PE

RSONS WITH C Sabilities

CHILDREN

MIGRANTS AN REFUGEES **GLOBAL RECESSION** 

COULD SQUEEZE
DEVELOPMENT AID TO

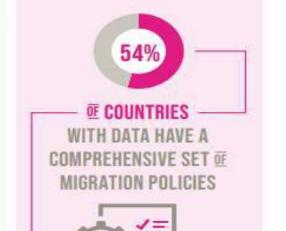
DEVELOPING COUNTRIES



RESOURCE FLOWS FOR DEVELOPMEN



\$271 BILLION (2018)





# SDGs Journalism Reporting.

ELECTRONIC

WASTE

38%

BUT

20%

**GREW BY** 

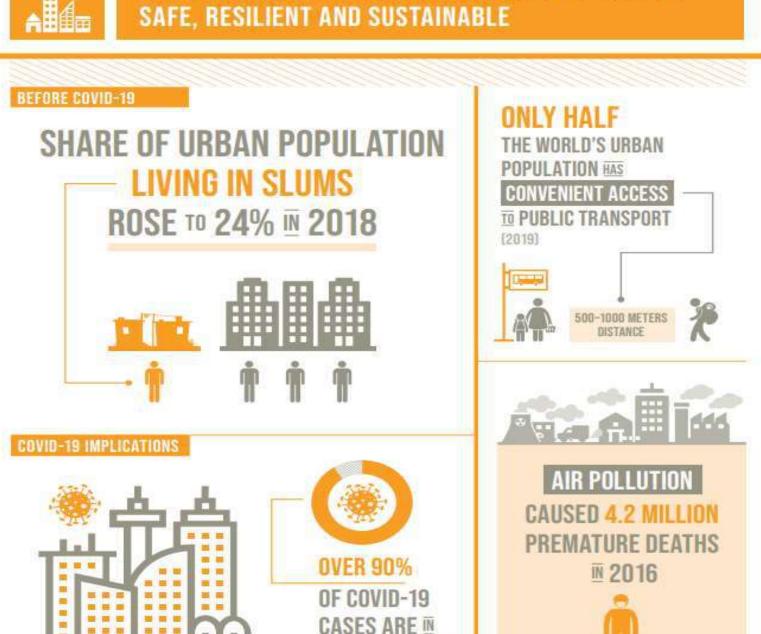
LESS THAN

IS RECYCLED (2010-2019)





MAKE CITIES AND HUMAN SETTLEMENTS INCLUSIVE.



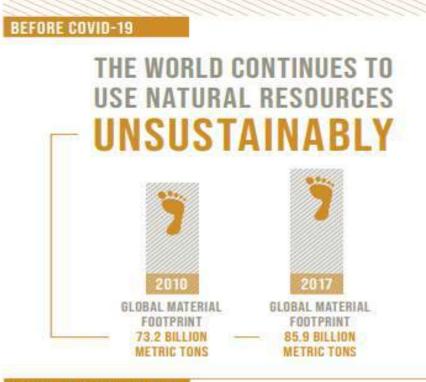








**ENSURE SUSTAINABLE CONSUMPTION** AND PRODUCTION PATTERNS















OF FOOD IS LOST IN SUPPLY CHAINS (2016)





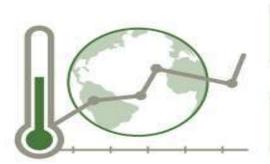


# TAKE URGENT ACTION TO COMBAT

**CLIMATE CHANGE AND ITS IMPACTS** 

#### **BEFORE COVID-19**

**GLOBAL COMMUNITY SHIES AWAY** FROM COMMITMENTS REQUIRED TO REVERSE THE CLIMATE CRISIS



SECOND WARMEST YEAR ON RECORD

**GLOBAL TEMPERATURES** ARE PROJECTED TO RISE BY UP TO 3.2°C BY 2100

#### COVID-19 IMPLICATIONS



**COVID-19 MAY RESULT IN A 6% DROP IN GREENHOUSE GAS EMISSIONS FOR 2020** 

STILL SHORT OF 7.6% ANNUAL REDUCTION REQUIRED TO LIMIT GLOBAL WARMING TO 1.5°C



**DNLY 85 COUNTRIES** HAVE NATIONAL

**DISASTER RISK REDUCTION STRATEGIES** 

ALIGNED TO THE SENDAI FRAMEWORK





CONSERVE AND SUSTAINABLY USE THE OCEANS, SEA AND MARINE RESOURCES FOR SUSTAINABLE DEVELOPMENT

#### BEFORE COVID-19

OCEAN ACIDIFICATION CONTINUES TO THREATEN MARINE ENVIRONMENTS AND **ECOSYSTEM SERVICES** 



#### A 100-150% RISE

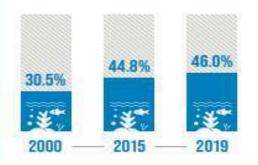
IN OCEAN ACIDITY IS PROJECTED BY 2100. AFFECTING HALF OF ALL MARINE LIFE

#### COVID-19 IMPLICATIONS

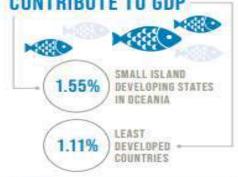
THE DRASTIC REDUCTION IN HUMAN ACTIVITY BROUGHT ABOUT BY COVID-19 MAY BE A CHANCE FOR OCEANS TO RECUPERATE



#### **GLOBAL MARINE KEY BIODIVERSITY AREAS COVERED BY PROTECTED AREAS INCREASED**



#### SUSTAINABLE FISHERIES CONTRIBUTE TO GDP



10x THE GLOBAL AVERAGE

**CLIMATE CHANGE CONTINUES TO EXACERBATE THE FREQUENCY AND** SEVERITY OF NATURAL DISASTERS











97 COUNTRIES SIGNED THE AGREEMENT ON PORT STATE MEASURES. THE FIRST BINDING INTERNATIONAL AGREEMENT ON ILLEGAL, UNREPORTED AND UNREGULATED FISHING







PROTECT, RESTORE AND PROMOTE SUSTAINABLE USE OF TERRESTRIAL ECOSYSTEMS, SUSTAINABLY MANAGE FORESTS, COMBAT DESERTIFICATION, AND HALT AND REVERSE LAND DEGRADATION AND HALT BIODIVERSITY LOSS



PROMOTE PEACEFUL AND INCLUSIVE SOCIETIES FOR SUSTAINABLE DEVELOPMENT, PROVIDE ACCESS TO JUSTICE FOR ALL AND BUILD EFFECTIVE, ACCOUNTABLE AND INCLUSIVE INSTITUTIONS AT ALL LEVELS

#### **BEFORE COVID-19**

**COVID-19 IMPLICATIONS** 



WILDLIFE TRAFFICKING DISRUPTS

ECOSYSTEMS AND CONTRIBUTES TO

THE SPREAD OF INFECTIOUS DISEASES





ARE DESTROYED [2015-2020]

#### BEFORE COVID-19





DESPITE PROTECTIONS
UNDER INTERNATIONAL LAW

#### COVID-19 IMPLICATIONS

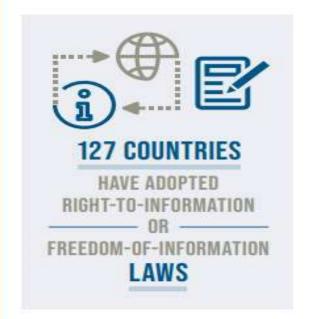
COVID-19 IMPLICATIONS FURTHER THREATEN
GLOBAL PEACE AND SECURITY





ALREADY IN 2019, THE NUMBER OF PEOPLE FLEEING WAR, PERSECUTION AND CONFLICT EXCEEDED 79.5 MILLION, THE HIGHEST LEVEL EVER RECORDED







ONLY A THIRD OF 113 COUNTRIES WERE ON TRACK
TO ACHIEVE THEIR NATIONAL TARGET TO INTEGRATE
BIODIVERSITY INTO NATIONAL PLANNING



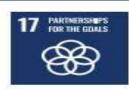
60% OF COUNTRIES HAVE PRISON OVERCROWDING, RISKING THE SPREAD OF COVID-19

Source: The-Sustainable-Development-Goals-Report-2020.pdf (un.org)

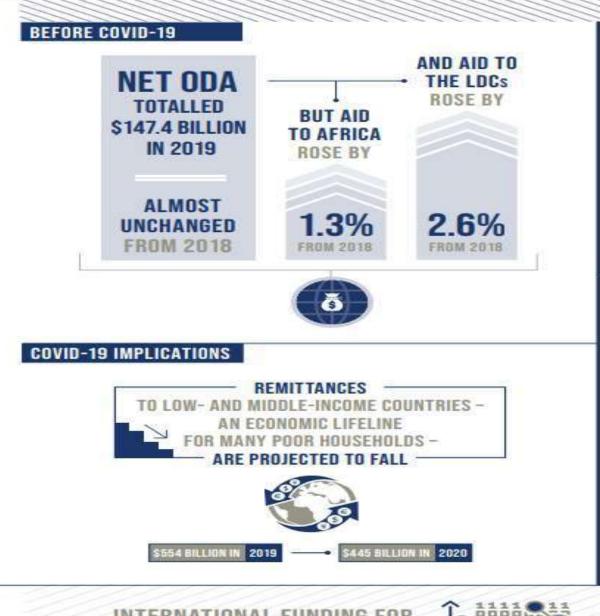
WERE SEIZED GLOBALLY (2014-2010)







STRENGTHEN THE MEANS OF IMPLEMENTATION AND REVITALIZE
THE GLOBAL PARTNERSHIP FOR SUSTAINABLE DEVELOPMENT







DATA AND STATISTICS
WAS \$690 MILLION IN 2017











# TO WHAT EXTENT DOES MAINSTREAM MEDIA REFLECT GOVERNMENT CONCERN FOR SUSTAINABILITY & 2030 AGENDA?

#### What is it?

• "The media" or "the press" -collective entities & individuals responsible for producing news, information, education and/or entertainment, that reach or influence people regularly through various means such as television, radio, newspapers, magazines, internet & social media.

#### Why is it important?

- Powerful tool promoting accountability in relation to government actors
- Free & independent media (inform, influence) public opinion about government policy.
- Monitor performance of public institutions, expose misconduct & advocate for change.
- Platform for public debate & dialogue, ensuring voices & needs of citizens in relation to government policies & actions are heard.
- Not just an instrument to create awareness about SDG agenda-crucial role in implementation of it. Inclusive, just and strong institutions are the pillars a healthy society is built on.
- Media -pre-condition for meaningful progress & implementation on 2030 Agenda.
- Platform to raise awareness of SDGs & present information as what decision-makers & government actors are, or are not, doing.
- Convey messages of progress & challenges in relation to SDGs( highlighting human story behind data, numbers & increasing pressure on governments to take action to implement SDGs.)





### How can it be used?

- Develop a strategy to work with the media
- Identify your media engagement goals or objectives
- Identify your key target audience(s)
- Tailor key messages for media engagement
- Identify type of media to engage with
- Identify specific journalists and media outlets to work with
- Be proactive and contact journalists
- Develop professional working relationships with journalists





#### **SOCIAL MEDIA: BENEFITS & CHALLENGES FOR SDG ACCOUNTABILITY**

Online platforms & social media help promote SDGs & ensure follow-up & review processes are participatory, open & inclusive.

Social media platforms (Facebook, Twitter, YouTube, Instagram) effective way to reach out to people (likely to use web-based platforms than traditional ones to access & share information)

Use of online platforms & social media is not without its limitations.

- Many populations remain excluded from online access due to extreme poverty, rural locations and/or Indigenous community practices.
- Social media facilitates distribution of inaccurate, discriminatory & even wilfully violent content.

These are all real challenges for CSOs seeking to maximize their impact through social, internet-based forms of communications.

Use of social media & other online platforms for SDG accountability should be carefully balanced with other opportunities that allow for offline participation of people, especially vulnerable & marginalized groups.

Source: <a href="https://www.sdgaccountability.org/working-with-informal-processes/engaging-with-the-media/">https://sdgaccountability.org/wp-content/uploads/2019/05/Engaging-with-the-Media.pdf</a>





















# MODULE 1: THE WORLD AGENDA AND THE SDG

### **UNIT 5:**

SDGS ON THE INFORMATION AGENDA OF EACH COUNTRY







# MASS COMMUNICATION

- ✓ Mass communication is the process of creating, sending, receiving, and analysing messages for large audiences using verbal and written media (or communications). It is a broad field that considers not only how and why a message is created, but also the medium by which it is delivered.
- ✓ Print, digital media and the Internet, social media, radio, and television are just a few of the many available mediums. Mass communication encompasses strategic communication, health communication, political communication, integrated marketing communications, journalism, and other related fields.





# (NEW)MEDIA CHANNELS THROUGH WHICH INFORMATION ABOUT SDGS CAN REACH DIFFERENT AUDIENCES.

- ✓ News media can play an important role in raising awareness about the Sustainable Development Goals (SDGs).
- √ 84 news organizations from around the world including 11 from Japan joined the SDG Media Compact.
- ❖ Japanese media sets the example in covering environmental topics and educating the public about the need for action on climate change.
- In Japan, it's not uncommon to see people wearing Sustainable Development Goals (SDGs) lapel pins.
- ❖ The popularity of the pin may be because Japanese media covers the SDGs and the growing problem of climate change – extensively.





# SIMILARITIES BETWEEN JOURNALISM AND PUBLIC RELATIONS

	JOURNALISM	PUBLIC RELATIONS
Communicate with the public	constantly communicating with the public.	They tell stories and interact with their audiences
Build trust	Journalists build trust by reporting and publishing fair and accurate content so that they are recognized as a credible organization.	PR professionals build trust to inform and persuade target audiences to support an organization or product.
Relay information in an easily understandable way	people engaged if the story is clear and concise.	big words or confusing graphics are deterrents in maintaining an audience.
Tell stories	a good story is an accomplishment in many ways	a good story is an accomplishment in many ways





### DIFFERENT BETWEEN JOURNALISM AND PUBLIC RELATIONS

	JOURNALISM	PUBLIC RELATIONS
Roles in a company	employees have one role – for example, reporters will report, editors will edit and so on.	PR professionals serve many masters and can have multiple clients at one time.
The targeted or acquired audiences	do not need to specifically target any audiences because what they are publishing, the news, is of interest to the public.	PR professionals target specific audiences in order to relay a message and build support for a brand, product or idea
The freedom of expression or creativity		PR world, professionals are working for a client – they need to alter ideas and stories to the brand and communicate in a way that will interest the target audience.
Objective & subjective	journalism must remain objective (except on the opinion pages) because it is reporting the facts and it must be reported on whether or not the journalist agrees.	subjective because it is persuading the audience to support a client's brand or product.





# MEDIA FREEDOM

- Media freedom can be conceptualized as the liberty to publish and distribute content on media platforms.
- Key to assessing media freedom is therefore the legal status of freedom of expression, as well as how that status is translated into practice.
- Media freedom can thus be assessed in terms of limits that restrict public expression beyond accepted international standards;
- Another indicator of media freedom is the existence and application of criminal defamation law, which turns a civil matter into a criminal one and may therefore be considered disproportionate in terms of international standards.







# LIMITATIONS ON MEDIA FREEDOM

- Without media freedom, it is hard for a society to have media independence or media pluralism, even if freedom itself is not a sufficient condition for these other components of the ecosystem of press freedom.
- ✓ Defamation laws and other legal restrictions on journalists
- ✓ Internet curbs, cut-offs and content removal
- ✓ National security and countering violent extremism
- ✓ Acess to information and privacy protectation
- ✓ Privacy, surveillance and encryption





# MEDIA INDEPENDENCE

EVALUATIONS OF MEDIA INDEPENDENCE

#### role of regulatory authorities

as to whether they ensure editorial independence or not. This includes institutions that license broadcasters or other content providers and platforms, and which set standards for media institutions.

resistance to political and commercial interference in the autonomy of the media sector.

This entails the presence and strength of actors who fight for editorial independence and integrity, including through self-regulatory institutions, professional associations and civil society organisations.





### **EFFECT OF DE-LEGITIMATION OF MEDIA ON SOCIETY**







# SOURCE

- <a href="https://unesdoc.unesco.org/ark:/48223/pf0000261065/PDF/261065eng.pdf.multi">https://unesdoc.unesco.org/ark:/48223/pf0000261065/PDF/261065eng.pdf.multi</a>
- <a href="https://www.weforum.org/agenda/2020/01/sdgs-sustainable-development-news-media-coverage/">https://www.weforum.org/agenda/2020/01/sdgs-sustainable-development-news-media-coverage/</a>
- <a href="https://blogs.uoregon.edu/allenhallpr/2018/01/31/comparing-and-contrasting-journalism-and-public-relations/#:~:text=PR%20professionals%20target%20specific%20audiences,of%20interest%20to%20the%20public.">https://blogs.uoregon.edu/allenhallpr/2018/01/31/comparing-and-contrasting-journalism-and-public-relations/#:~:text=PR%20professionals%20target%20specific%20audiences,of%20interest%20to%20the%20public.</a>





#### ASSESSMENT MODULE 2 ToT ONLINE TRAINING SESSIONS DUE: 29 JULY 2022

#### **Instruction**:

- Answer **ALL** questions.
- Write your name, your organization and module name on the front page of your document.
- When saving your files, please use this format: Name ASSESSMENT 2, for example, "JOHNDOE ASSESSMENT 2"
- Email your assessment to sdgsjruum@gmail.com
- Title of email: Name ASSESSMENT 2, for example, "JOHNDOE ASSESSMENT 2".

#### Questions

- 1. What is the example of uneven development in your region? What cause it and what is the consequence?
- 2. What is the importance of Sustainable development to one country?





#### FEEDBACK FORM MODULE 2

We are looking forward to receiving your feedback and comments for the ToT session for Module 2

complete.				
complete.				
SECTION I				
Name:				
E-mail address:				
SECTION II				
WAS THE TRAIN O	F TRAINERS SE	SSION USEFUL FOR Y	OU?	
To which extent did	this training session	n workshop fulfil your ex	xpectations?	
Not at all satisfied	Dissatisfied	Neither satisfied	Satisfied	Very satisfied
		nor dissatisfied		
Were the objectives	of this training sass	ion accurately determine	ed at the beginning	<b>7</b> 9
Strongly disagree	Disagree	Neither agree	Agree	Strongly agree
Strongly disagree	Disagree		Agree	Strongly agree
		nor disagree		
Was the content of the	nis training session	delivered in a clear and	well-structured m	anner?
	Dissatisfied	Neither satisfied	Satisfied	Very satisfied
Not at all satisfied				
Not at all satisfied		nor dissatisfied		

Can you use the knowledge and information that you received in this training session in your daily activity in your institution?

Strongly disagree	Disagree	Neither agree	Agree	Strongly agree
		nor disagree		

	T			
SECTION III				
	THE CONTENT O	F THE TRAINING SES	SSION	
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	Dissatisfied		C - 4' - E' - 1	V
Not at all satisfied	Dissatisfied	Neither satisfied	Satisfied	Very satisfied
		nor dissatisfied		
In general, to which e	extent are you satis	fied with the content of	this training works	shop?
Not at all satisfied	Dissatisfied	Neither satisfied	Satisfied	Very satisfied
		nor dissatisfied		
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SECTION IV				
	THE TRAINER(S)	/ FACILITATOR(S)		
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COMMENTS AND SUGGESTIONS





# Module 2 Sustainability

**Capacity Building Materials** 



#### Contents

User's Guide	3
Unit 1: Origin and Political Process of global agenda. Main agreement	s. The
consensual global ethic of SDGs	4
Unit 2: The 17 SDGs and identification with local problems	13
<b>Unit 3: Articulation of reference SDGs and Identification with local</b>	
problems	19
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Unit 5: SDGs on the information agenda of each country	





#### User's Guide

This handbook is intended as a comprehensive resource for teachers of the SDGs Journalism Reporting Course and for journalists who may find the suggested reading materials and resources relevant to their professional practice.

Each of the units in these modules has been designed to have specific learning outcomes on topics linked to sustainable development and journalism, thus providing concrete tools to apply knowledge about the SDGs and address the skill sets needed for professional media reporting on the SDGs.

Activities, tasks, reading materials, relevant videos and links to other different resources are provided. Supplementary materials (PowerPoint presentations, video recordings of the ToT training sessions) are also available on the SDGs Journalism Reporting platform. While work has been done to ensure the accuracy and relevance of this Capacity Building Material, it is important to acknowledge that new developments, research and insights are constantly emerging; therefore, trainers are encouraged to update this manual with information, additional resources and case studies that reflect the latest trends and practices in journalism and sustainability in the world in general and in their region in particular. Engaging with current events, guest speakers and industry professionals can further enrich the educational experience. The content of this specialised textbook can be adapted to best suit local, national and/or institutional teaching and learning contexts.





# Unit 1: Uneven Development vs. Sustainable Development

(pptx slides with key words, concepts, world data, local data, infographics, maps, etc, board, flipchart, video clips)

3 h: 1h30'- Theory presentation + 1h30'- Seminar: Empirical learning (guest speakers, experts economists, NGO representatives);

3 h: 1h30': Theory presentation + 1h30'- Seminar: group activities.

26 h autonomous learning (205h/8weeks = 26h/week)

#### **Course questions**

What is uneven development as opposed to sustainable development? How is development measured? What are the areas of development that a country can make? What is uneven development//development gap? What are the causes of uneven development?

#### **Objectives/Competencies**

to understand the challenges countries face in generating wealth; to know the factors that might be responsible for the lack of wealth in some countries; to understand why HDI is used to measure development; to understand and explore the uses of the indicators of development; to examine the consequences of uneven development in different regions and countries, explore strategies that can be used to address uneven development; to practice working with, presenting and interpreting data; to gain deeper knowledge and understanding of social, economic and political exclusion as uneven development occurs; develop global competency for an inclusive world; to exercise critical thinking; to use media platforms effectively and responsibly.



Time	Unit 1	Activities & Contents	Resources and materials	Assessment Unit 1
6 h= 3h + 3h	Course; theoretical framework (1h30')	I. Uneven Development (3h)  Make a quick (10 mins) recap of the SDGs and ask students to identify the goals relating to economic aspects and then introduce the concepts used to talk about development indicators.  Play the video What is Development clip (5.14 mins) and observe the five conditions for economic growth: peace and stability, education, access to capital, rule of law and opportunity. You can also use this clip from World Vision Australia on the topic on How do we measure poverty (3.09 mins)  Brainstorming ideas with reference to these two topics (15 mins):  Why is development so difficult to define?  What are specific areas of development that a country can make?  45 mins Presentation on the topic.  Using Gapminder, play a game guessing where in the world certain countries are on the Development Index as an introduction to discuss how do we measure development?  Introduce and illustrate development indicators to help students understand that despite economic steps countries make, equality and sustainability continue to pose challenges. Talk about extreme poverty.  At this stage we show how wealth and quality of life can be made evident for different countries of the world; introduce the concepts of Gross National Income (GNI), GNI per capita, and Gross Domestic Product as means of measuring. Using this report and World Social Report 2020 discuss with students the limitations of these indicators showing that measuring only the size of a nation's economy does not reflect welfare pointing out that a better measure to use would be one which includes social measures of development as well.  Explain the necessary conditions for economic growth and the limits of the purely economic indicators as a introduction for a new concept: Human Development Index (HDI) (Life expectancy + GNI per capita + Education).	https://world101.cfr.or g/global-era- issues/development/wh at-development  Suggested reading before class file:///C:/Users/User/D esktop/World-Social- Report-2020- FullReport.pdf  https://ourworldindata. org/teaching-notes  https://www.un.org/de velopment/desa/dspd/ wp- content/uploads/sites/2 2/2020/01/World- Social-Report-2020- FullReport.pdf	



Time	Unit 1	Activities & Contents	Resources and	Assessment
			materials	Unit 1
(1h30 mins)	2. Seminar activity (1h30 mins)	Compare world maps representing GDP, GNI and HDI to show contrasting aspects of the quality of life that reveal differences in wealth, health and education.  Other indicators of development: birth and death rate, infant mortality rate, literacy rate, absolute and relative poverty, access to safe water, people per doctor, life expectancy.  15 mins Q&A and discussions This brief video illustrates how GDP is calculated, and the differences among nominal, real, and per capita GDP. Also, the link includes a Kahoot quiz on the topic. (6 minutes) <a href="https://www.econedlink.org/resources/gross-domestic-product-gdp-video-and-quiz/">https://www.econedlink.org/resources/gross-domestic-product-gdp-video-and-quiz/</a> Topic for discussion: How far do you agree that the HDI is the best way to measure the development of a country? Assessment for extreme poverty,	Power Point – slides (13-15) Infographics Key words, https://worldmapper.or g/ https://www.gapminder .org/tools/?from=world #\$chart- type=bubbles&url=v1 https://www.globalgoal s.org/ https://www.investoped ia.com/terms/g/gross- national-income-	Unit 1
		vulnerable groups and communities.  Economist guest speaker or//and representative of a local NGO to talk about local issues, case studies.	gni.asp#toc-gdp-vs- gni-vs-gnp	



Time	Unit 1	Activities & Contents	Resources and materials	Assessment Unit 1
	3. Course:	Uneven Development: Causes and Impact	https://govdata360.worl	
	theoretical frame	Development varies between countries. Work together with students to elicit	dbank.org/indicators/h1	
	(1h30mins)	the causes and the processes (at various scales) that contribute to	<u>d64cf03</u>	
		globalization and uneven development; Emphasize in particular on the		
		consequences for access to and use of resources, inequality, poverty and	https://journals.sagepub	
		redistribution. This focus includes gaining deeper knowledge and	.com/doi/abs/10.1177/0	
		understanding of social, economic and political exclusion as uneven	<u>3091325211011684</u>	
		development occurs. Definition of inequality		
		Topics to observe:	https://www.oecd.org/d	
		Differences, disparity and diversity	erec/unitedkingdom/40	
		Unfairness//Inequity between people and places	<u>700982.pdf</u>	
		Wealth and poverty		
		Social, economic and environmental	Immigration and the	
		Uneven allocation of resources	geography of	
		Different access to services and opportunities	polarization	
		Different scales (local to global) and internal	R Alba, N Foner - 2017	
		Importance of emerging economies	- journals.sagepub.com	
		https://www.ted.com/talks/richard_wilkinson_how_economic_inequality	What Kind of	
		harms societies	Economic Theory for	
			what Kind of Economic	
		Why some countries are richer than others?	Geography?	
		https://www.bbc.co.uk/bitesize/guides/zxw2cwx/revision/4	Ash Amin, Nigel Thrift	
		Examine the consequences of uneven development in different regions and	First published: 16	
		countries as opposed to failure to tackle extreme inequalities	December 2002	
		Bring into discussion Goal 10: Reduce inequality within and among countries	https://doi.org/10.1111/	
		Discuss sustainable development as opposed to uneven development	1467-8330.00117	
		Steer the discussion to how the media and the journalists can raise awareness		
		about these issues and how can they educate the public on the need for	Barnes, TJ (1995)	
		action.	Political economy I:	
			'the culture, stupid'.	



Time	Unit 1	Activities & Contents	Resources and	Assessment
			materials	Unit 1
	4. Seminar activities	Proposed topics for discussion:	Progress in Human	
	(1h 30 mins)	Local NGOs, small businesses and how they try to reduce inequality	Geography 19(3): 423–	
		Credit to the People, global to local. Can a small investment make a big	431.	
		difference?	Google Scholar	
		Local solutions and empowerment	SAGE Journals   ISI	
		Community friendly enterprises	Barnes, TJ,	
			Christophers, B (2018)	
		Invite participants to travel through time and imagine themselves living in a	Economic Geography:	
		quiet community that serves the needs of the people and the planet. The	A Critical Introduction.	
		community develops in a sustainable and it is thriving in all aspects. Ask	Chichester: Wiley	
		your students to picture themselves visiting that community and noticing how	Blackwell.	
		people are working, interacting with each other, how they are learning,		
		eating, playing, etc.	Mackinnon, D,	
		Allow them approx. 5- 10 minutes for this exercise then ask them to return to	Cumbers, A (2018) <i>An</i>	
		the present and pin down some ideas//thoughts//feelings about what they saw.	Introduction to	
		Form small groups and ask students to share to one another what they	Economic Geography:	
		experienced.	Globalisation, Uneven	
			Development and	
		The World Inequality Report, produced by the World Inequality Lab, found	Place. London:	
		that wealth and income inequality remain pronounced across the globe and	Routledge.	
		that the COVID-19 pandemic has exacerbated existing inequalities. You can		
		find the report <u>here</u> .	https://worldmapper.or	
		Present the report to your students and ask them to identify inequalities in	g/maps/gni-2018/	
		their region (access to jobs, education, medical care, services, safety and		
		security, open land, housing, etc.)	https://www.sciencedir	
		Students may receive as task to create an infographic outlining all the issues	ect.com/topics/earth-	
		that may contribute to certain areas in the world being poorer than others.	and-planetary-	
		The reasons should include:	sciences/uneven-	
		Weather and Climate	development	
		Disease		
		Terrain/Land	https://www.coolgeogr	



Time	Unit 1	Activities & Contents	Resources and materials	Assessment Unit 1
		Natural Hazards	aphy.co.uk/gcsen/EW_	
		Corruption	Causes_Uneven_devel	
		Natural resources	opment.php	
		Trade inequality		
		Political factors	https://www.bbc.co.uk/	
		After they design the infographic, they could create a 2 minute video.	bitesize/guides/z3y2k2	
		Students will be asked to choose an of the world//part of the country and	p/revision/1	
		explain in detail why that specific area is poor. They will need to give real		
		facts about the area they have chosen. The video will then be embedded on	https://www.bbc.co.uk/	
		their infographic.	bitesize/guides/zq8gj6f	
			/revision/6	
		Other proposed activities:		
		Role play interviews: take action for collective well-being and sustainable	F 4 1	
		development.	Further readings:	
		How to report on causes and consequences of uneven development <u>BBC</u> Guides	https://www.theatlantic	
		Guides	.com/international/arch	
		Case Study Cambodia/Malaysia/China: Social context, regional variations,	ive/2015/09/energy-	
		cultural context, political context, political links, global trading relationships,	access-sdgs-un-	
		economy	climate-	
		Conomy	change/407734/	
			<u>changer to 773 tr</u>	
			https://www.bloomberg	
			.com/opinion/articles/2	
			018-10-18/why-the-	
			developing-world-	
			started-gaining-on-the-	
			west	
			https://www.gapminder	
			.org/	



Time	Unit 1	Activities & Contents	Resources and materials	Assessment Unit 1
			https://sdgs.un.org/	
			Hans Rosling, Factfulness: Ten Reasons We're Wrong About the World— and Why Things Are Better Than You Think, 2017. Jeffrey Sachs, The Age of Sustainable Development, 2015.	









- for autonomous learning, students could identify and read reports with relevant data on development and inequality, and also monitor how media covers stories on developmental issues
- further students should monitor the media (mainstream and alternative), but also social media platforms, identify and observe the voices of NGO's and activists
- students should be oriented to use authorized and reliable sources of information, use scientific resources and identify specialists and experts





# **Unit 2: Sustainability: Equity Economy+ Society+ Environment**

**3h:** 1h30'- Theory presentation + 1h30'- Seminar: Empirical learning (guest speakers)

3h: 1h30'- Theory presentation + 1h30'- Seminar: Debates

3h: Presentation and guided practical activity and discussion//workshop

26 h autonomous learning (205h/8weeks = 26h/every week)

#### **Course questions:**

How does the economic sustainability dimension relates to the ongoing preservation or establishment of a sufficient quality of

life? To what extend is sustainable development connected to climate change? How can we redefine the relationship between the environment, society and economy? What is intra- and intergenerational equity? How do features of economically sustainable development impact on present and future generations?

#### **Objectives/Competencies:**

The aim of this unit learning module is for students to further their insight into the idea of sustainable development and identify and reflect on sustainable behaviour, to encourage an understanding of intra and intergenerational equity. Define and contextualize sustainable solutions. Promote an understanding of the basics of sustainable development by addressing intra- and intergenerational equity and the three-dimensions-concept of Equity, Economy, and Environment.



	Unit 2	Activities & Contents	Resources and materials	Assessment Unit 1
9 h= 3h + 3h	1. Course presentation (1h30 mins)	Start the course by doing a short (10 mins) recap of the content of the previous units.  Introduction and presentation of the topic (15 mins): at this point it is important for students to take further the definition of sustainability and	The Global Risks Report 2020 Sustainable	
+ 3h		understand it in view of the balance and congruity between economic, social and environmental factors.  Presentation (50 mins) The Three Es= The Three Pillars of Sustainability Sustainable Development Economic, Social and Environmental	Development and Equity  https://www.scien	
		Sustainability in Asian Economies  Explain the concepts of environmental sustainability, social sustainability, and environment sustainability and identify the correlations between them, then move on and clarify on:	cedirect.com/topic s/earth-and- planetary- sciences/intragene	
		<ul><li>a) what intragenerational and intergenerational equity involves</li><li>b) what the three-dimensions-concept of sustainability involves</li></ul>	rational-equity  http://www.souke	
		What is intergenerational equity and how does it relate to sustainable development? (Development that meets the needs of the present without compromising the needs of future generations)  The Principles of Intergenerational Equity (or collaboration)  Rio Declaration of Environment and Development 1992	n.kochi- tech.ac.jp/seido/w p/SDES-2019- 14.pdf https://ethz.ch/con	
		What is the intergenerational responsibility towards a sustainable environment? What is intergenerational equity in sustainable development?	tent/dam/ethz/spe cial- interest/mtec/cer- eth/resource-econ-	
		"Intergenerational equity is a notion that views the human community as a partnership among all generations. Each generation has the right to inherit the same diversity in natural, cultural, health, and economic resources enjoyed by previous generations and to equitable access to the use and benefits of these	dam/documents/re search/sured/sured = 2020/Intragenerati	



Unit 2	Activities & Contents	Resources and materials	Assessment Unit 1
	resources." <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4165836/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4165836/</a>	onal%20inequalit	
	Q&A 15 mins sessions to conclude on the main perspectives of the course	y%20aversion%2	
	and create an introduction for the seminar activities.	0and%20internge	
		nerational%20equ	
		<u>ity.pdf</u>	
2. Seminar (1h30mins)	Guest speaker/expert/NGO representative with presentations on identified	https://sustainable	
	issues (global and local):	development.un.o	
	- poor distribution of resources	rg/content/docum	
	- continuous degradation of the environment	ents/919unesco1.p	
	- global warming	<u>df</u>	
	- rise of sea level		
	- hole in the ozone layer		
	- deforestation for industrialization	https://www.acade	
	- carbon emissions	mia.edu/5975108/	
	- rich and poor	Responsibility an	
	- global north and global south	<u>d_intergeneration</u>	
	- gender disparity, etc.	al_equity	
	Or a student presentation on "Sustainable Development and Equity in The		
	Cambodian//Malaysian//Chinese Context". Challenges and Opportunities	https://www.socia	
	Relevance to local context:	lwatch.org/node/1	
	- is the solution presented addressing a real issue?	<u>3958</u>	
	- does it contribute to the common good?		
	- are the intra-generational, social, and economic gap reduced?	https://www.jstor.	
	- what are the actants involved? (at what level? How do they collaborate?)	org/stable/232406	
	- does it incorporate sustainability?	49	
		http://www.andrea	
		saltelli.eu/file/rep	
		ository/Serafimov	



Unit 2		Activities & Contents	Resources and	Assessment
			materials	Unit 1
3. Cour	rse (1h30 mins)	Intra-Intergenerational version of sustainability. Criticism and adjustments to development and sustainability.  Review the concept of intergenerational sustainability and continue with a presentation on the intergenerational sustainability dilemma as it is presented in this article  ("ISD, a situation of whether a person sacrifices herself for future sustainability. Results show that individuals choose unsustainable option as previous generations do so sustainability is endangered")  After discussing the issues considering intra and inter-generational equity, explore possible solutions (social justice, free market, equitable opportunities for inclusive growth, which includes economic, social, environmental, educational digital growth, etc, poverty eradication programmes, social responsibility,  Strong and weak sustainability:  S. Beder proposes two different ways of looking at the need to ensure that future generations can supply their needs; weak and strong sustainability.  According to weak sustainability the environment is viewed in terms of the natural resources or natural capital that is available for wealth creation and that the future generations should have the same ability to create wealth as the present generation. Weak sustainability implies that future generations will be adequately compensated for any loss of environmental amenity by having alternative sources of wealth creation. Strong sustainability views the environment as offering more than just economic potential that cannot be replaced by human-made wealth and that future generations should not inherit a degraded environment, no matter how many extra sources of wealth are available to them. Strong sustainability is preferable to weak sustainability for reasons such as 'non-substitutability', 'uncertainty' and 'irreversibility'. (see article)	aBook.pdf  https://www.jstor. org/stable/445216 10  https://www.eolss. net/sample- chapters/C13/E1- 46A-03-02.pdf  https://www.frisch .uio.no/publikasjo ner/pdf/2014/Post print/Kverndok_N evdal_Nostbakken _2013_12_Trade off_paper39_acce pted_changes.pdf	



Unit 2	Activities & Contents	Resources and materials	Assessment Unit 1
Seminar (1h30 mins	The Preservationist model: current generations should not destroy the natural resources, but save them for the future generations, while preserving the environment.  At this moment bring into discussion the most important lines of SD criticism when it comes to addressing global issues:  Sustainable Development and Its Discontents  https://digitalcommons.lmu.edu/cgi/viewcontent.cgi?article=1273&context=i lr  Discuss research results and studies that prove the paradoxes of sustainable development (https://www.emerald.com/insight/content/doi/10.1108/978-1-78769-355-520201024/full/html) or  https://www.researchgate.net/publication/280142305_An_Introduction_to_the_Criticism_on_Sustainable_Development  For the seminar on this topic you may invite a fellow colleague or researcher from academia to discuss their work in this field to help students understand the importance of climate equity and foster productive collaborations in climate and environmental development efforts. Focus on Intergenerational responsibility with reference to domestic issues (for example extinctions, deforestation, overexploitation, collaboration instead of competition, equity instead of disparity, "our world" instead of "my world".  Simulation and role play activity: press conference or Student led discussions	https://www.un.or g/en/development/ desa/population/m igration/generalas sembly/docs/glob alcompact/A_CO NF.151_26_Vol.I Declaration.pdf  https://ethz.ch/con tent/dam/ethz/spe cial- interest/mtec/cer- eth/resource-econ- dam/documents/re search/sured/sured - 2020/Intragenerati onal%20inequalit y%20aversion%2 0and%20internge nerational%20equ ity.pdf	



Unit 2	Activities & Contents	Resources and materials	Assessment Unit 1
Presentation and practical guided activity (3h)	How to report on climate equitably using this resource. Look at potential stories through equity lens <a href="https://thesolutionsproject.org/wp-content/uploads/2020/12/The-Solutions-Project-Covering-Climate-Equitably-A-Guide-for-Journalists.pdf">https://thesolutions-Project-Covering-Climate-Equitably-A-Guide-for-Journalists.pdf</a> Role play activities or, Organize a media campaign to promote intragenerational/intergenerational equity.  Students should assess the potential effectiveness of the sustainable development goals, explore the nature of the SDGs and to think critically about them. They need to think about implementing their ideas, particularly on domestic concept as they are given the opportunity to apply knowledge in a given scenario.	https://www.oecd- ilibrary.org/sites/9 3111adb- en/index.html?ite mId=/content/com ponent/93111adb- en  https://kq.freepress unlimited.org/wp- content/uploads/20 21/10/SANEF- Media- Sustainability- Report-FINAL- V2-1.pdf	



- Students should be directed to scientific resources on the topics of equity and the three pillars of sustainability as well as intra-and intergenerational version of sustainability.
- Expand on bibliography that highlight existing materials on the three E's of sustainability—ecology, economy, and equity.
- Build collections on sustainable practices, smart growth, sustainable communities, and environmental justice.
- Compile a directory of public and private agencies, organizations, and institutions addressing issues for sustainable communities.
- Students should monitor digital platforms dedicated to equity across generations.
- Encourage students to monitor trusted media in countries with a tradition in journalism and to identify its connections with interest in sustainable development topics and activities of NGOs preoccupied with conservation, environmental protection.

## **Unit 3: Economy and sustainability**

Economy and sustainability: equity with social justice and environmental preservation, poverty and inequality, sustainable cities and communities, economic growth and corporate responsibility, production models and the circular economy. Sustainability in the information communication sector

3 h: 1h30mins- Theory presentation + 1h30'- Seminar: Empirical learning (guest speaker, expert, or activist from territories).

3 h: 1h30mins: Theory presentation + 1h30'- Seminar activities

3 h: 1h30mins: Theory presentation + 1h30'- Seminar: workshop (guest speaker, journalist).

26 h autonomous learning (205h/8weeks = 26h/week) (pptx slides with key words, concepts, images, graphics, data, board, flipchart;)

#### **Course questions**

What do we mean by equity with social justice? How can we promote equity and social and environmental justice? Can we fight poverty and inequality while protecting the environment? What is the role of data in social justice, environmental preservation, economic growth, and sustainability? What is circular economy and how does is relate to environmental preservation? How do social justice and environmental preservation, poverty and inequality, sustainable cities and communities, economic growth and corporate responsibility, production models and the circular economy relate to the SDGs? What is the role of public communication in raising awareness of sustainability? What is sustainability narrative? How to create narratives that work?



#### **Objectives/Competencies**

to understand the meaning of the concepts presented and used in this unit; to examine issues of local, global and economical significance; to develop the capacity to assess and interpret data, explain complex situations and formulate valid arguments by identifying and using the right evidence; to develop the ability to assess courses of actions and consequences; to develop vocabulary related to sustainability and key concepts; to exercise the capacity to assess and interpret data, explain complex situations and formulate valid arguments by identifying and using the right evidence; to gain a holistic perspective and gain a more refined knowledge and understanding of the interrelationships between the three pillars of sustainability: society, environment and economy; develop global competency for an inclusive world; to exercise critical thinking; to use media platforms effectively and responsibly, to understand the important role media plays as any other stake holder in changing mind sets, getting the information across, informing, educating, and changing people's attitudes and behaviours thus furthering sustainability.



Time	Unit 3	Activities & Contents	Resources and materials	Assessment Unit 3
9 h=	1. Course: Theory	I. Economy and sustainability: equity with social justice and	Michael Reisch, Charles	
3h	presentation (1h30')	environmental preservation, poverty and inequality, sustainable cities	D. Garvin, Social Work	bate/interview
+		and communities, economic growth and corporate responsibility,	and Social Justice:	report between
3h		production models and the circular economy.	Concepts, Challenges, and	students and
+		10 mins recap of the previous unit	Strategies	representatives of
3h		60mins Presentation	13-15 slides (images,	institutions,
		Introduction to social identities: they reflect the way people see	graphics, data, statistics)	media and
		themselves, how others see us, how we interact with each other and with		organizations to
		the world and the extent to which, sometimes, they shape experiences		obtain status
		(which may result in social advantages and/or the disadvantages). Ask		information of
		students to think of categories of ways people identify with and give		economy and
		examples (age, gender, race, religion, social class, body type, ethnicity,		sustainability
		etc.) and in relation to this discuss the concepts of power and privilege.	https://reliefweb.int/sites/re	
		Introduce the concept of intersectionality as a means to address	liefweb.int/files/resources/I	
		inequality, poverty and prevent discrimination.	ntersectionality-resource-	
		clip What is Intersectionality	guide-and-toolkit-en.pdf	
		Compare and contrast the concepts of equality, equity and social justice		
		while asking students to reflect on examples of situations they	https://www.un.org/en/abo	
		experienced or witnessed.	ut-us/universal-declaration-	
		Cover the concepts of social justice in terms of inequality and poverty to	of-human-rights	
		help students understand the need for an equitable society where all		
		members are physically, socially, and psychologically safe, and their	https://www.oecd.org/socia	
		basic needs are met.	<u>l/inequality-and-</u>	
		Show students perceptions of inequality across OECD and EU countries:	poverty.htm#:~:text=Incom	
		long term trends and recent development	e%20inequality%20is%20	
		https://www.oecd.org/social/does-inequality-matter-3023ed40-en.htm	measured%20by,income%	
		here is the <u>supporting material for the clip.</u>	20of%20the%20total%20p	
		Steer the discussion to how poverty impacts the environment and how	opulation.	
		can we fight poverty and inequality while protecting the environment?		
		Show students the most pressing global environmental issues using	https://www.tandfonline.co	





Time	Unit 3	Activities & Contents	Resources and materials	Assessment Unit 3
	2. Seminar: Empirical learning (1h30')	infographics (https://www.sustainability-yes.ch/living-sustainably-chapter-5/) 20' Q&A, discussion  Guest speaker (NGO member, local expert) presentation of a contextualized topic with reference to justice and equity, poverty or environmental problems in your country/region/city, or examples of best practices in environmental justice and//or equitable development, problem solving with a visible difference in communities.  Encourage students to ask questions and express their opinions freely. Also, you can invite a journalist to talk about the subjects on sustainability issues he/she identified locally and covered.	m/doi/full/10.1080/232510 42.2019.1608420  Frey, Lawrence R., Russell, Vincent, and German, Jeanette. 2020. Communication Activism for Social Justice Research, in The Handbook of Applied Communication Research	
	3. Course: theory presentation (1h30')	II. Economy and sustainability: equity with social justice and environmental preservation, poverty and inequality, sustainable cities and communities, economic growth and corporate responsibility, production models and the circular economy.  10 mins recap of the previous unit 60mins Presentation  Emphasize the idea of a holistic approach to sustainable development, highlighting the impact of unsustainable economic activities on the environment and communities and pointing out that this approach to development takes into consideration the interdependence of human and natural systems and demonstrate the value of business models that are sustainable. Define the fundamentals of the circular economy as a "catalyst for progress towards the SDGs" (as demonstrated in this article) sustainable businesses, sustainable cities, and communities. <a href="https://www.csreurope.org/newsbundle-articles/volkswagen-groups-2020-sustainability-report">https://www.csreurope.org/newsbundle-articles/volkswagen-groups-2020-sustainability-report</a>	Communication activism: Vol. 3. Struggling for social justice amidst difference (pp. 69–104). New York, NY: Hampton Press. <a href="https://archive.ellenmacart">https://archive.ellenmacart</a> <a href="https://archive.ellenmacart">hurfoundation.org/explore/cities-and-the-circular-economy</a> <a href="https://wedocs.unep.org/bitstream/handle/20.500.1182">https://wedocs.unep.org/bitstream/handle/20.500.1182</a> 2/25644/2030_Agenda.pdf	



Time	Unit 3	Activities & Contents	Resources and materials	Assessment Unit 3
		Correlate these key concepts with the SDGs and see if there are local policies, administrative measures and legislations that encourage sustainability. Encourage students to find data about sustainability to work with as government, businesses, communities, and the public need reliable and harmonised data on the environment and sustainable living and working conditions. data for sdgs.  10 mins Q&A session	?sequence=3&isAllowed= Y https://circulareconomy.eur opa.eu/platform/sites/defau lt/files/circular_cities_publi cation.pdf	
	4. Seminar activities (1h30 mins):	You can discuss with students some case studies from this collection and compare and contrast with the domestic situation.  https://eulacfoundation.org/en/system/files/case_studies_circular_econo my_eu_lac.pdf or you can watch short documentaries on sustainability.  125 Sustainability Documentaries to Watch Right Now (regularly updated) or  8 Short films to inspire you into SDG action	https://circulareconomy.eur opa.eu/platform/sites/defau lt/files/3228_brochure_sdg  _ hch_cmyk_a4_portrait - _0520-012.pdf	
		Afterwards you divide students into teams of 3 or 4 and ask them to go online to collect data and relevant information from reports on topics such as sustainable cities, poverty and inequality, environmental issues. Ask them to identify a major environmental problem at global, national and local scale and then identify a range of measures to promote sustainability both in their own lifestyles and in the broader community. Analyse together the results and discuss possible solutions.	https://www.merckgroup.c om/en/sustainability- report/2021/?gclid=CjwKC Ajwx46TBhBhEiwArA_Dj OS8J9zIHcnrwfsjY46pQk 4fwxQ1XMOoN0IpWBHz AKTZNefbVqJyihoCm1U OAvD BwE	
	5. Course: theory presentation (1h30')	Sustainability in the information and communication sector Presentation: introduce and explain the concepts of media, communication, and journalism. Traditional media vs new media, public	<u> </u>	





Time	Unit 3	Activities & Contents	Resources and materials	Assessment Unit 3
		interest vs the interest of the public, what is news, how we write news, how you check information, reliable information vs misinformation, disinformation, fake news.  Focus on journalism as a social process that help build communities and, most importantly, a powerful form of "social critique and advocacy". https://unesdoc.unesco.org/ark:/48223/pf0000233878 and https://en.unesco.org/unesco-series-on-journalism-education  Focus on the role of media and journalism in sustainable development and make a clear distinction between journalists and communicators (roles, functions, and competencies).  Present students with examples  "The media can be a powerful tool for promoting accountability in relation to government actors. A free and independent media can inform and influence public opinion about government policy. It can monitor the performance of public institutions, expose misconduct and advocate for change.1 The media can also provide a platform for public debate and dialogue, ensuring that the voices and needs of citizens in relation to government policies and actions are heard."(  https://www.sdgaccountability.org/working-with-informal-processes/engaging-with-the-media/)  Present student with ways in which journalists covered sustainability issues across the globe and ask them to identify and give examples of similar cases in their country.  https://www.sciencedirect.com/science/article/pii/S0959378021001321  https://www.sdgindex.org/news/media-coverage-of-the-sustainable-development-report-2021/	Conquergood, D. (1995). Between rigor and relevance: Rethinking applied communication. In K. N. Cissna (Ed.), Applied communication in the 21st century (pp. 79–96). Mahwah, NJ: Lawrence Erlbaum  http://fuchs.uti.at/wp-content/uploads/eds.pdf  https://www.undp.org/library/reporting-business-and-human-rights-handbook-journalists-communicators-and-campaigners  https://hootsuite.widen.net/s/gqprmtzq6g/digital-2022-global-overview-report  https://www.sej.org/library/teaching-	



Time	Unit 3	Activities & Contents	Resources and materials	Assessment Unit 3
	6. Seminar (1h30 mins) workshop Interactive learning	Sustainable narratives and angles, constructing a social problem. At this point it is also important for students to observe how people access news on sustainability issues. Here is an example on climate change. <a href="https://www.digitalnewsreport.org/survey/2020/how-people-access-news-about-climate-change/">https://www.digitalnewsreport.org/survey/2020/how-people-access-news-about-climate-change/</a> Organize a workshop conducted by journalist on how to create a narrative for sustainability.  The topics for discussion should include a comprehensive overview of the fundamentals of research practice, writing, finding the right angle, to break local stories on sustainability issues.  The workshop should complete with students developing their own story to promote a sustainability issue.	Making Human Rights News: Balancing Participation and Professionalism, John C. Pollock, Morton Winston · 2018 · Social Science	
26h	Autonomous learning	Guided research for other scientific resources, guides, textbooks, multimedia materials that address the issues of social justice, equity, sustainable cities, circular economy, economic growth, etc.  Students can do desk research to build a database with scientific bibliography and multimedia resources in the field of sustainability. https://www.sdgindex.org/news/media-coverage-of-the-sustainable-development-report-2021/  The 2020 Journalists' Guide to Energy & Environment   SEJ https://earthjournalism.net/ https://earthjournalism.net/geojournalism https://www.journaliststoolbox.org/2020/11/01/miscellaneous_environment_sites/https://www.globalgoals.org/podcast/		





Time	Unit 3	Activities & Contents	Resources and materials	Assessment Unit 3
		https://en.unesco.org/sites/default/files/book_unesco_media_and_development_may_2015_01.pdf https://gsdrc.org/document-library/at-the-heart-of-change-the-role-of-communication-in-sustainable-development/ https://www.sdgaccountability.org/working-with-informal-processes/engaging-with-the-media/ https://carnstone.com/insight?insight=59 https://reutersinstitute.politics.ox.ac.uk/ www.bbc.co.uk www.npr.com		



- Sustainability and Action, students should be encouraged to take initiative on campus and implement ways in which all students may become more environmentally responsible.
- Students could monitor the media and social platforms to see how journalists write about issues related to SDGs and create a library of materials.
- Students should be oriented to use authorized and reliable sources of information, use scientific resources, and identify reliable voices of experts.



### **Unit 4: Social Justice**

National policies and global agenda: applications and advances, vulnerable groups and communities; cultures, education and gender parity, domestic and working environment, responsibility in the anthropogenic activity of bad development. Social Justice and Communication: activism, representations and good practices according to the global SDG ethic

(pptx slides, key words, short texts, images, graphics, data, board, flipchart;)

3 h: 1h30'- Theory presentation + 1h30'- Seminar: Empirical learning (guest speaker, expert or activist in the field of social justice);

3 h: 1h30': Theory presentation + 1h30'- Seminar: Team exercise;

26 h autonomous learning (205h/8weeks = 26h/week)

#### **Course questions**

What do we mean by social justice? How is this concept and others related to us represented in the country? What is the role of public communication in promoting social justice? How can we identify the different narratives of exclusion from public discourse? What is the role of activism for social justice?

#### **Objectives/Competencies**

Understanding the meaning of social justice concept; knowing the realities in data from one's own country; the ability to identify hatespeech in the media and other narratives of exclusion; to understand the interference of different roles in public communication (journalists, activists, politicians, audiences); critical thinking.



Time	Unit 4	Activities & Contents	Workshop materials	Assessment
6h= 3h + 3h	1. Course: Theory presentation (1h30')	I. Social Justice (3h): national policies and global agenda: applications and advances, vulnerable groups and communities; cultures, education and gender parity, domestic and working environment, responsibility in the anthropogenic activity of bad development.  10' recap of the previous unit  15' Brainstorming: ask students to draw a chart / diagram in which they represent SDGs explicitly related to the social area and how they think to interconnect them with the others in the economic and environmental area or let's take a quiz about social justice.  45' Presentation: explaining the concepts; defining Social Justice terms & syntagma, as: social equality vs social inequality; social values, social principles as "principle of redress" (Rawl, 2001); vulnerable groups or communities, integration vs. inclusion.  20' Q&A, discussion	Michael Reisch, Charles D. Garvin, Social Work and Social Justice: Concepts, Challenges, and Strategies 12-14 slides (images, graphics, data, statistics)  Good internet connection, big screen	
	2. Seminar: Empirical learning (1h30')  3. Course: theory presentation (1h30')	1h - Guest speaker(s) (activist, expert): What about social justice in your country/region/city? What is the role of activism in social development? Examples of good practices in NGOs 30'Case study on topic and debate (you could propose in advance to the expert guest to bring for debate a case study, perhaps an example of an awareness campaign, from the NGO he represents)  II. Social Justice and Communication: activism, representations, and good practices according to the global SDG ethic.  10' presentation & discussion of the main ideas from the previous course & seminar	1-2 slides Frey, Lawrence R., Russell, Vincent, and German, Jeanette. 2020. Communication Activism for Social Justice Research, in	
		1h20' Explain the concepts: Applied communication research (ACR) and Communication activism for social justice research (communication activism research, for short) CAR	The Handbook of Applied Communication Research	



Time	Unit 4	Activities & Contents	Workshop materials	Assessment
		It is important and relevant for all those interested in social justice, especially for journalists, to be able to identify in any kind of communication (interpersonal, institutional, political, etc.) those narratives of exclusion.  You could have an approach to communication in relation to the concept of social justice, starting from this definition of CAR: "Action that attempts to make a positive difference in situations where people's lives are affected by oppression, domination, discrimination, racism, conflict, and other forms of cultural struggle due to differences in race, ethnicity, class, religion, sexual orientation, and other identity markers." (Broome, Carey, De La Garza, Martin, and Morris, 2005:146)"  In this unit you could reconnect activist communication with the media. It is important for students to know and understand the different roles in public communication (authorities, NGOs&activists, journalists) and their areas of interference. You can also explain to students the concept of <i>citizen journalism</i> as an essential part of the participatory web and social media platforms. Give students examples of well-known anti-discrimination brand communication campaigns, such as the one at Beneton. You can also give examples & discuss about well-known anti-discrimination brand communication campaigns, such as the one at Beneton or how social movements as <i>Metoo</i> or <i>Black Lives Matter</i> were born, thanks to the participatory web.  As communication scholars who traffic in symbols, images, representations, rhetorical strategies, signifying practices, the media, and the social work of talk we understand that we are entangled within world systems of oppression and exploitation Our choice is to stand alongside or against domination, but not outside, above, or beyond it.	Broome, B. J., Anastasiou, H., Hajipavlou, M., & Kanol, B. (2012). Opening communication pathways in protracted conflict: From tragedy to dialogue in Cyprus. In L. R. Frey & K. M. Carragee (Eds.), Communication activism: Vol. 3. Struggling for social justice amidst difference (pp. 69–104). New York, NY: Hampton Press.  Conquergood, D. (1995). Between rigor and relevance: Rethinking applied communication. In K. N. Cissna (Ed.), Applied communication in	
		(Conquergood, 1995:85)	the 21st century (pp. 79–96). Mahwah, NJ:	



Time	Unit 4	Activities & Contents	Workshop materials	Assessment
	4. Seminar: team exercise  20' Conclusions	1h30' -seminar/ team exercise on topic: <i>Inequality of access to media and digital literacy</i> .  Divide students into teams and ask them to access global and local reporting reports from the last two years; each team can receive a region of the globe from which to extract relevant data on access to media and communication technologies and present them briefly. The purpose of this exercise is to analyse comparatively the situation of access to the media by region, to observe the differences and to correlate them with the socio-political situation in the countries of that region.  Formulate, together with the students, the main highlights of the topic approached both theoretically and through the team exercises.	https://hootsuite.widen.net/s/gqprmtzq6g/digital-2022-global-overview-report	
26h	Autonomous learning	You can guide students through the bibliography of these 2 courses and 2 seminars, related to Unit 4 and encourage them to identify other scientific resources, guides, textbooks, multimedia materials that address the issue of social justice from the perspective of public communication.	Michael Reisch, Charles D. Garvin (Eds.). 2016. Social Work and Social Justice: Concepts, Challenges, and Strategies, Oxford University Press.	



- in addition to media channels, students may be encouraged to monitor online the activities of NGOs that promote human rights and social justice.
- for autonomous learning, students could identify and read activity reports with relevant data on the actions of various NGOs
- further students should monitor the media (mainstream and alternative), but also social media platforms, identify and observe the voices of activists
- students should be oriented to use authorized and reliable sources of information, use scientific resources and and the voices of social justice experts



## **Unit 5: Environment**

Environment: bad economic and social development, institutional, corporate and human policies and responsibilities in the accentuation of climate change, territorial evolution: water, air, biodiversity, food production and consumption, impact on health, incidence of environmental education. The environment in the media. Repercussion of the human communication and information industry on the environment.

Sustainable media; pptx slides (key words, short texts, images, graphics, data), board, flipchart;

3h: 1h30'- Theory/data presentation + 1h30'- Seminar: Empirical learning (guest speaker, expert in environmental protection);

3h: 1h30': Theory presentation + 1h30'- Seminar: Team exercise;

1h: case study & debate: BBC Earth, a niche media outlet dedicated to the environment and sustainable development https://www.bbcearth.com

26 h autonomous learning (205h/8weeks = 26h/ week)

#### **Course questions**

What are the main global environmental issues from the perspective of scientists? How does climate change impact our lives? But at the regional and local level? What is the role of activism and journalism for the protection of the environment and biodiversity? Why should journalists cover environmental issues ethical & professionally?

#### **Objectives/Competencies**

Understanding global and local environmental issues; ability to identify relevant, scientifically reliable sources for documenting materials related to climate and environmental change; the ability to differentiate between roles and voices in media and public communication; critical thinking.



Time	Unit 5	Activities & Contents	Workshop materials	Assessment
			Parrique T. et al. 2019.	
7h=	1. Course: Theory	I. Environment: bad economic and social development ( <b>3h</b> ): The link	European Environmental	
3h	presentation (1h30')	between economic development, social development and environmental	Bureau.	
+	presentation (11130)	conservation, institutional, corporate and human policies and	<u>Decoupling</u>	
3h		responsibilities in the accentuation of climate change, territorial	debunked: Evidence and	
+		evolution: water, air, biodiversity, food production and consumption,	arguments against green	
		impact on health, incidence of environmental education.	growth as a sole strategy	
1		5' recap of the previous unit	for sustainability.	
		15' Challenge (its role is to encourage students to make connections and	Dasgupta Partha. 2021	
		activate critical thinking): ask students to give a concrete example of the	The Economics of	
		area in which they live in which to show how economic issues could	Biodiversity: The	
		influence the environment; ask them what they mean by biosphere,	Dasgupta Review.	
		biotope, biodiversity, in the area where they live;	Abridged Version.	
		50' Presentation: Show students the most pressing global	The State of World's	
		environmental issues using infographics ( <a href="https://www.sustainability-">https://www.sustainability-</a>	Biodiversity for Food and	
		<u>yes.ch/living-sustainably-chapter-5/</u> ) Explain to them why	Agriculture,	
		environmental issues, from global to local, but also in the opposite	https://www.fao.org/3/CA	
		direction, affect the lives of people and communities. (The Global	3129EN/ca3129en.pdf	
		Risks Report 2020).		
		Take a look at the link between economic activity and the environment.	https://www.sustainability	
		Invite students to reflect on the impact of unsustainable economics on	<u>-yes.ch/en/</u>	
		the environment. Move the discussion to the political area to see if there		
		are any legislative regulations and measures of the environmental	15-20 slides, videos	
		protection authorities. Give examples of businesses / corporations from		
		your country that have concrete actions and campaigns of Corporate		
	2. Seminar:	Social Responsibility (CSR) for environmental protection		
	Empirical learning	20' Q&A, discussion		
	(1h30')	1h30'- Guest speaker(s) (activist, expert): What about the climate		
		change impact on our health? (Institutional, corporate and human		
		policies and responsibilities for this big issue)	Good internet connection,	



Time	Unit 5	Activities & Contents	Workshop materials	Assessment
	10' Conclusions	Encourage students to ask the guest questions to obtain specific information. Less comfortable questions are also welcome.  Emphasize the idea of a holistic approach to sustainable development, highlighting the impact of unsustainable economic activities on the environment and communities.	https://www.stockholmres ilience.org/research/planet ary-boundaries/the-nine- planetary-boundaries.html	
	3. Course: theory presentation (1h30')	II. Address the topic of environmental communication as an interdisciplinary field of study and show them that "there are university courses and programs in environmental communication, research centres dedicated to its study, scholarly journals focused on the subject, and books on various aspects of the field."	https://www.theieca.org/si tes/default/files/optp/%20 OPTP%231- EC_What_and_Why.pdf	
		1h20' Explain the concepts: environmental communication in the activism area, environmental journalism: similarities, overlaps and differences.	FYI ("I" from information & inspiration)  These 11 environmental news sites are bringing	
	4. Seminar: team exercise	1h30' -seminar/ team exercise on topic: you can divide students into two large groups: one for environmental communicators (activists&NGOs) and another for environmental journalists; suggest or make them think about an important environmental topic in your country (e.g. air pollution, plastics and water waste, deforestation, etc.)  Ask each group to propose an approach to the subject from the perspective of the role of communicator & activist on the one hand, and that of journalist, on the other; what strategies do they find for the media coverage of the topic and which channels? What kind of sources	urgency and innovation to stories on climate change   Beyond Bylines (prnewswire.com)	
		(common and different) will be used to document the topic? How do they think the two roles will intersect? The role of the exercise is for students to understand the differences in roles between and the diversity		





Time	Unit 5	Activities & Contents	Workshop materials	Assessment
		of voices in the media that aim to protect the environment.		
	10' Conclusions	Emphasize with students the differences and differences between the social roles of activists and journalists. And a question for stimulating critical thinking: is it ethical for journalists to become activists? If so, in what contexts?		
	1h: case study & debate: BBC Earth	The BBC, in general, with platforms such as BBC Earth in particular, is considered one of the benchmark media trusts in terms of supporting sustainable global and local development. It would be interesting to explore this platform together with the students, who can note and present pertinent (including critical) observations regarding: prevalent topics, angles of approach, media products, such as podcast, etc.		
26h	Autonomous learning	Some resources for journalists:  The 2020 Journalists' Guide to Energy & Environment   SEJ https://earthjournalism.net/ https://earthjournalism.net/geojournalism	Global Ocean Science Report 2020–Charting Capacity for Ocean	
		https://www.journaliststoolbox.org/2020/11/01/miscellaneous_environment_sites/ https://mediablog.prnewswire.com/2018/04/12/top-environmental-news-sites/	Sustainability. K. Isensee (ed.), Paris, UNESCO Publishing. https://www.climate-	
		https://unearthed.greenpeace.org/about/ The International Environmental Communication Association (IECA) https://theieca.org Robert Cox and Phaedra C. Pezzullo (2016) Environmental	transparency.org/wp- content/uploads/2021/10/C T2021-Highlights- Report.pdf	
		Communication and the Public Sphere (4th ed.). Los Angeles: Sage Publications.  Anders Hansen and Robert Cox, (2015) The Routledge Handbook of Environment and Communication. London: Routledge.  2020 Journalists' Guide to Energy & Environment, Washington, DC - YouTube		



- in addition to media channels, students may be encouraged to monitor online the activities of NGOs that promote conservation, environmental protection.
- for autonomous learning, students could identify and read reports with relevant data, guides for environmental journalists & communicators.
- students should monitor the media (mainstream and alternative), but also social media platforms, identify and observe the voices of NGOs and activists for environmental conservation and protection.
- students should be guided to use authorized, relevant, and truthful sources of information; also use scientific resources to gain in-depth knowledge and understanding.



## **Unit 6: Equity**

Economy+Society+Environment (E=E+S+E) decision-making: global ethics and journalistic ethics Sustainable media; pptx slides (key words, short texts, images, graphics, data), board, flipchart;

3h: 1h30'- Theory presentation + 1h30'- Seminar: Empirical learning (guest speaker);

3h: 1h30'- Theory presentation + 1h30'- Seminar: Debate. 2h: 1h - Case study presentation + 1h - Seminar: Discussion. 26 h autonomous learning (205h/8weeks = 26h/every week)

#### **Course questions**

Which are the principles and values of global ethics from a human rights perspective? How we relate to the principle of equality and how it understands the concept of equity? What means an ethical approach to economics and why we need it? What we mean by media ethics and journalistic ethics? How do we correlate the global ethics of sustainable development with media & journalistic ethics?

#### **Objectives/Competencies**

understanding and correctly using ethical concepts for sustainable development; understanding the concept of media ethics in general and that of professional journalistic ethics in particular; the ability to problematize ethical issues; critical thinking; argumentation skills and public speaking.



Time	Unit 6	Activities & Contents	Workshop materials	Assessment Module II
6h= 3h	1. Course: Theory	10' recap of the previous units (the main ideas)	2-3 slides The Global Risks Report	Debate/intervie
	presentation (1h30')	15'Introduction: it is important and relevant for students to understand that the approach to global ethics is in the human rights paradigm.	2020 https://www.humanrightsc	w report between
+ 3h		Therefore, you can start the course by correlating the concept of ethics	areers.com/issues/human-	students and
		with those of rights, freedoms, and responsibilities; concerns of ethics:	rights-ethics/	representative
		justice, fairness, and rights, value.	rights canes,	s of
		Jan. 11, 11	15-20 slides	institutions,
		50' Presentation: value judgments and decisions on climate emergencies	https://www.ipcc.ch/site/a	media and
		and environmental responsibility	ssets/uploads/2018/02/ipc	organizations
		"Ethical judgements of value underlie almost every decision that is	c wg3 ar5 chapter3.pdf	to obtain
		connected with climate change, including decisions made by individuals,		status
		public and private organizations, governments, and groupings of		information of
		governments." (p.215)		economy and
		Explain concepts in the field of ethics, correlating them with economic, social and environmental issues from a global perspective: "justice,		sustainability
		fairness, equity, and responsibility are important in international climate		
		negotiations, as well as in climate-related political decision making		
		within countries and for individuals." ("some ethical principles that can	https://www.scu.edu/env	
		guide decision making for climate change", pp. 214-223)	ironmental-ethics/short-	
		Social issue: Define equal opportunities and correlate this principle with	course-in-	
		equity. Give examples.	environmental-ethics/	
		Environmental issue: Thinking ethically about the environment		
		15' Q&A, some helpful conclusions for an ethical perspective on the		
		seminar topic.		
	2. Seminar:	1h Guest speaker/expert: A global ethical perspective on economics:		
	Empirical learning	rights, and duties.		
	(1h30')	The guest presentation should not be a lesson in pure economics, but		
	( 0 )	rather the accessibility of economic topics and concepts related to social		





Time	Unit 6	Activities & Contents	Workshop materials	Assessment Module II
		justice, but also to global warming and pressing environmental issues. Ask the guest to base his presentation on concrete examples. Ask students to ask clarification questions and advance ethical dilemmas.		
	3. Course: theory presentation (1h30')	Media Ethics: principles, values, standards 50' presentation: explain the concept of media (mass media, new / digital media, mainstream media, alternative media, etc.) in its broadest sense, which includes various media for mass communication; this generic term also includes journalism, and advertising or PR communication, as well as cinematography or photographic art. From this generous perspective, media ethics refers to very different	15-20 slides	
		contents of public communication: from controversial advertisements to social media censorship. You can give examples of controversial advertising campaigns or you can discuss the European famous Charlie Hebdo case; or you can refer to the government control of social networks, including freedom of speech concept.  Then, bring the discussion into the realm of journalism with focus on Journalistic ethics and standards. Specify the differences between ethics and law in journalism. Finish this theoretical part with 5' quiz.	https://www.ifj.org/who/rules-and-policy/global-charter-of-ethics-for-journalists.html https://www.ifj.org/fileadmin/user_upload/GlobalCharter_of_Ethics_ENpdf	
			Society of Professional Journalists code of Ethics https://ethics.journalism. wisc.edu/resources/glob al-media-ethics/ https://www.youtube.co m/watch?v=JUuUBYGI5 8k	
	4. Seminar: debate(1h30')	Topic of debate: Is there a need for a global perspective on media and journalistic ethics? Yes, why? No, why?  "() journalism with a global perspective is needed to help citizens	https://en.unesco.org/ne ws/why-independent- media-matter-sdgs	



Time	Unit 6	Activities & Contents	Workshop materials	Assessment Module II
		understand the daunting global problems of poverty, environmental degradation, technological inequalities, and political instability." Ask students to argue for and against the idea of having a global media ethics. Divide the students into two groups and the board into two columns to gather arguments for and against this possibility. 15-20' Time for online research.	Flipchart/board	
	5. Case study presentation (1h)	1h Debate. Encourage students to express their opinions freely and, at the same time, to support them with logical, critical, factual arguments and relevant examples.  10' Conclusions  Topic: <i>Media Sustainability</i> . You can choose a case study from <a href="here">here</a> to present it to students in an interactive way. Highlight ethical issues.  (Because the use of images in the press often raises ethical dilemma, <a href="this">this</a> example may be a case study that you could discuss and extend to other examples, including in your own country.)		
	6. Seminar: discussions (1h)	Bring the discussion nationally and locally. Ask students to identify ethical issues in the media that are related to sustainable development: poverty, migration, inequality, environmental problems, etc.	https://mediaethicsinitiativ e.org/journalism-ethics- case-studies/ Does the Photo Fit the News? – Media Ethics Initiative	
			Media Sustainability and Access to Public Interest Journalism: Strategies and	





Time	Unit 6	Activities & Contents	Workshop materials	Assessment Module II
			Considerations, 2021, SANEF	
26h	Autonomous learning	For individual study we recommend students to read additional bibliography in the field of human rights ethics and media ethics. A good exercise would be to read and compare codes of ethics from international (BBC, The Guardian, Reuters, DW, AP, etc.) and national media outlets.  Students can do desk research to build a database with scientific bibliography and multimedia resources in the field of sustainability ethics, media ethics and journalistic ethics. Some relevant resources: https://www.un.org/en/about-us/universal-declaration-of-human-rights Claudia Carter, Equity, Ethics and Evidence in Environmental Governance, Environmental Values, Vol. 22, No. 5 (October 2013), pp. 561-566  Stephen J.A. Ward. 2021. Handbook of Global Media Ethics, Springer. Journal of Media Ethics Kati Tusinski Berg. 2022. "A Global Perspective on Ethics: New Resources for Teaching and Discussing Media Ethics and Journalism Ethics", Journal of Media Ethics, 37:1, 72-75, DOI: 10.1080/23736992.2021.2020257  https://en.unesco.org/unesco-series-on-journalism-education Teaching journalism for sustainable development: new syllabi 2015. UNESCO Carter, Claudia. "Equity, Ethics and Evidence in Environmental Governance." Environmental Values, vol. 22, no. 5, 2013, pp. 561–66, http://www.jstor.org/stable/43695711.		



#### **Recommendations/ highlights:**

- Students should be directed to scientific resources in the field of Human Rights, such as articles in impact journals in the WoS, to be aware of the concerns of researchers and the pressing issues in certain parts of the globe.
- Students should monitor digital platforms dedicated to media and journalism ethics, to understand the values and standards of the journalistic profession and to have axiological landmarks.
- Encourage students to monitor trusted media in countries with a tradition in journalism and to identify its connections with interest in sustainable development topics; also, browse the codes of ethics on the websites of these media organizations.
- Students should to identify and to monitor international associations and organizations that promote and defend the rights of journalists, as well as the reports, guides, cases published by them.





# Capacity Building Course for onsite teaching of SDGsJR

July/August 2022

LBUS team: Adina & Mina



















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# SDGs Journalism/Reporting Course

The course design for students and journalists was designed in two variants: for 6 or 12 months. For Capacity Building Course, we took into account the short version.

• **Duration**: 6 months

• **Total ECTs**: 40 ECTs (1000 hours)

• **Total in-class hour**: 157 hours (6 hours/week, 156 hours/6 months) with total of 22 weeks

• **Total autonomous work hour**: 843 hours

• Targeted students: Students and in-service journalists

- Students will be studying in class
- In-service journalists will be studying online by SDGsJR E-tutor platform (all teaching sessions will be recorded and uploaded in E-tutor platform for in-service journalists)





# The 4 Modules of Capacity Building Course

**MODULE 1:** THE WORLD AGENDA AND THE

**SDGs** 

Objective: To base the global agenda as a reference to

enhance the information agenda.

Credits: 5 ECTs (125 hours)

**In-class hours: 15 hours** 

MODULE 3: JOURNALISM AND NARRATIVE TECHNIQUES OF DIGITAL INFORMATION

**Objective:** To approach the journalistic reality, the procedures and the forms of elaboration of digital contents

applied to the Practical Project

Credits: 10 ECTs (250 hours)

In-class hours: 45 hours

**MODULE 2: SUSTAINABLITY** 

Objective: To get the participants to assume Sustainability

as the basic concept that activates the SDGs and

their application in local environments.

Credits: 10 ECTs (250 hours)

**In-class hours: 45 hours** 

**MODULE 4: PRACTICUM** 

**Objective:** To generate practical projects that facilitate students' understanding of the subject matter and their involvement in journalism. Make the course visible to institutions, communities and organizations including international SDG agencies.

Credits: 15 ECTs (375 hours)

In-class hours: 45 hours





# Module II SUSTAINABLITY

- *Objective:* To get the participants to assume **Sustainability** as the basic concept that activates the SDGs and their application in local environments.
- *Credits:* 10 ECTs ( 250 hours)
- *In-class hours:* 45 hours / 6 Units / 8 weeks
- Autonomous learning: 205h (205h/8weeks = 26h/week)





# Unit 1: Uneven Development vs. Sustainable Development—6h

- **3 h:** 1h30'- Theory presentation + 1h30'- Seminar: Empirical learning (guest speakers, experts economists, NGO representatives);
  - **3 h:** 1h30': Theory presentation + 1h30'- Seminar: group activities;
- **26 h autonomous learning** (205h/8weeks = 26h/week)
- **Course questions:** What is uneven development as opposed to sustainable development? How is development measured? What are the areas of development that a country can make? What is uneven development/development gap? What are the causes of uneven development?
- Objectives/Competencies: to understand the challenges countries face in generating wealth; to know the factors that might be responsible for the lack of wealth in some countries; to understand why HDI is used to measure development; to understand and explore the uses of the indicators of development; to examine the consequences of uneven development in different regions and countries, explore strategies that can be used to address uneven development; to practice working with, presenting and interpreting data; to gain deeper knowledge and understanding of social, economic and political exclusion as uneven development occurs; develop global competency for an inclusive world; to exercise critical thinking; to use media platforms effectively and responsibly.





# Unit 1: Uneven Development vs. Sustainable Development-6h

# **Time Management:**

3h onsite (face to face) teaching: 3h: Course (1h30') + Seminar (1h30'):

10' Recap

15' Brainstorming

50' Presentation

15' Q&A

60' Guest speaker

20' Case study, debate

10' Conclusions

**3h onsite (face to face) teaching:** 

**3h:** Course (1h30') + Seminar (1h30'):

10' Recap

1h20' Presentation

1h10'Seminar/ team exercise on topic

20' Conclusions, discussion





# **Unit 1:** Uneven Development vs. Sustainable Development–6h

### **Course: Theoretical frame (1h30')**

- Make a quick (10 mins) recap of the SDGs and ask students to identify the goals relating to economic aspects and then introduce the concepts used to talk about development indicators. Questions to follow: Why is development so difficult to define? What are specific areas of development that a country can make?
- Introduce and illustrate development indicators to help students understand that despite economic steps countries make, equality and sustainability continue to pose challenges. Talk about extreme poverty. At this stage we show how wealth and quality of life can be made evident for different countries of the world; introduce the concepts of Gross National Income (GNI), GNI per capita, and Gross Domestic Product as means of measuring. Discuss with students the limitations of these indicators showing that measuring only the size of a nation's economy does not reflect welfare pointing out that a better measure to use would be one which includes social measures of development as well.
- Explain the necessary conditions for economic growth and the limits of the purely economic indicators as an introduction for a new concept: Human Development Index (HDI) (Life expectancy + GNI per capita + Education). Compare world maps representing GDP, GNI and HDI to show contrasting aspects of the quality of life that reveal differences in wealth, health and education. Other indicators of development: birth and death rate, infant mortality rate, literacy rate, absolute and relative poverty, access to safe water, people per doctor, life expectancy.





# **Unit 1:** Uneven Development vs. Sustainable Development–6h

**Seminar: Empirical learning (1h30')** 

- Topic for discussion: How far do you agree that the HDI is the best way to measure the development of a country? Assessment for extreme poverty, vulnerable groups and communities.
- Economist guest speaker or//and representative of a local NGO to talk about local issues, bring case studies into discussion, illustrate with examples.
- Guided research. Students can choose a country, an area in their own country and analyze it from different levels of development.





# Unit 1: Uneven Development vs. Sustainable Development-6h

## Course: Theoretical frame (1h30') part II

- 10' Recap from the previous course & seminar (presentation & discussion of the main ideas)
- 1h20' Uneven Development: Causes and Impact
- Development varies between countries. Work together with students to elicit the causes and the processes (at various scales) that contribute to globalization and uneven development; Emphasize in particular on the consequences for access to and use of resources, inequality, poverty and redistribution and . This focus includes gaining deeper knowledge and understanding of social, economic and political exclusion as uneven development occurs. **Definition of inequality**. Present the factors that influence development: physical factors, economic factors, environmental factors, political and historical factors, natural resources.
- Examine the consequences of uneven development in different regions and countries as opposed to failure to tackle extreme inequalities
- Bring into discussion Goal 10: Reduce inequality within and among countries. Discuss sustainable development as opposed to uneven development
- Steer the discussion to how media and the journalists can raise awareness about these issues and how can they educate the public on the need for action.

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# Unit 1: Uneven Development vs. Sustainable Development-6h

### Possible seminar topics (guest speakers), team exercises on topic (1h30')

- Local NGOs, small businesses and how they try to reduce inequality
- Credit to the People, global to local. Can a small investment make a big difference?
- Local solutions and empowerment
- Community friendly enterprises
- The World Unequality Report produced by the World Inequality Lab found that wealth and income inequality remain pronounced across the globe and that the COVID-19 pandemic has exacerbated existing inequalities. Identify inequalities in their region (access to jobs, education, medical care, services, safety and security, open land, housing, etc.). Students receive as task to create an infographic outlining all the issues that may contribute to certain areas in the world being poorer than others.





# **Unit 1:** Uneven Development vs. Sustainable Development–6h

### **Recommandations/** highlights:

- for autonomous learning, students could identify and read reports with relevant data on development and inequality, and also monitor how media covers stories on developmental issues
- further students should monitor the media (mainstream and alternative), but also social media platforms, identify and observe the voices of NGO's and activists
- students should be oriented to use authorized and reliable sources of information, use scientific resources and identify specialists and experts





# Unit 2: Sustainability: Equity Economy+ Society+ Environment (E=E+S+E) Intra Intergenerational version of Sustainability. Criticism and Adjustments to Development and Sustainability -9 h

• **3h**: 1h30'- Theory presentation + 1h30'- Seminar: Empirical learning (guest speaker, expert in environmental protection);

**3h**: 1h30': Theory presentation + 1h30'- Seminar/Debates

- **3h**: Presentation and guided practical activity and discussion//workshop
- **26 h autonomous learning** (205h/8weeks = 26h/ week)

**Course questions:** How does the economic sustainability dimension relates to the ongoing preservation or establishment of a sufficient quality of life? To what extend is sustainable development connected to climate change? How can we redefine the relationship between the environment, society and economy? What is intra- and intergenerational equity? How do features of economically sustainable development impact on present and future generations?

**Objectives/Competencies:** to further students' insight into the idea of sustainable development and identify and reflect on sustainable behaviour, to encourage an understanding of intra and intergenerational equity, to define and contextualize sustainable solutions, to promote an understanding of the basics of sustainable development by addressing intra- and intergenerational equity and the three-dimensions-concept of Equity, Economy, and Environment.





Unit 2: Sustainability: Equity Economy+ Society+ Environment (E=E+S+E)
Intra Intergenerational version of Sustainability. Criticism and Adjustments to
Development and Sustainability -9 h
Time management

3h: Course (1h30') + Seminar (1h30'):  3h: Course (1h30') + Seminar (1h30'):  3h: Course (1h30') + Seminar (1h30'):  3h: Presentation, guided practical activity and discussion//workshop  10' Recap 15' Introduction 1h Presentation 20' Conclusion 15' Q&A/Conlusions 1h30' Guest speaker 10' Q&A  10' Q&A	





# Unit 2: Sustainability: Equity Economy+ Society+ Environment (E=E+S+E) Intra Intergenerational version of Sustainability. Criticism and Adjustments to Development and Sustainability -9 h

I

Theoretical frame: At this point it is important for students to take further the definition of sustainability and understand it in view of the balance and congruity between economic, social and environmental factors.

Explain the concepts of environmental sustainability, social sustainability, and environment sustainability and identify the correlations between them, then move on and clarify on concepts of intragenerational and intergenerational equity.

What is the intergenerational responsibility towards a sustainable environment? What is intergenerational equity in sustainable development?

"Intergenerational equity is a notion that views the human community as a partnership among all generations. Each generation has the right to inherit the same diversity in natural, cultural, health, and economic resources enjoyed by previous generations and to equitable access to the use and benefits of these resources." (J.K. Summers, L.M. Smith, 2014)

Q&A 15 mins sessions to conclude on the main perspectives of the course and create an introduction for the seminar activities.





# Unit 2: Sustainability: Equity Economy+ Society+ Environment (E=E+S+E) Intra Intergenerational version of Sustainability. Criticism and Adjustments to Development and Sustainability -9 h

**Seminar talk:** Guest speaker/expert/NGO representative with presentations on identified issues (global and//or local): poor distribution of resources, continuous degradation of the environment, global warming, rise of sea level, hole in the ozone layer, deforestation for industrialization, carbon emissions, gender disparity, etc.

## Guided research and presentation: How will my actions today affect the future?

"Sustainable Development and Equity in The Cambodian//Malaysian//Chinese Context". Challenges and Opportunities

#### Relevance to local context:

- is the solution presented addressing a real issue?
- does it contribute to the common good?
- are the intra-generational, social, and economic gap reduced?
- what are the actants involved? (at what level? How do they collaborate?)
- does it incorporate sustainability?





# Unit 2: Sustainability: Equity Economy+ Society+ Environment (E=E+S+E) Intra Intergenerational version of Sustainability. Criticism and Adjustments to Development and Sustainability -9 h

### II

**Theoretical framework:** Review the concept of intergenerational sustainability and continue with a presentation on the intergenerational sustainability dilemma as it is presented in this article ("ISD, a situation of whether or not a person sacrifices herself for future sustainability. Results show that individuals choose unsustainable option as previous generations do so sustainability is endangered")

After discussing the issues in light of intra and inter-generational equity, explore possible solutions (social justice, free market, equitable opportunities for inclusive growth, which includes economic, social, environmental, educational digital growth, etc, poverty eradication programs, social responsibility,

Strong and weak sustainability:

S. Beder (2012) proposes two different ways of looking at the need to ensure that future generations can supply their needs; weak and strong sustainability. According to weak sustainability the environment is viewed in terms of the natural resources or natural capital that is available for wealth creation and that the future generations should have the same ability to create wealth as the present generation. Weak sustainability implies that future generations will be adequately compensated for any loss of environmental amenity by having alternative sources of wealth creation. Strong sustainability views the environment as offering more than just economic potential that cannot be replaced by human-made wealth and that future generations should not inherit a degraded environment, no matter how many extra sources of wealth are available to them. Strong sustainability is preferable to weak sustainability for reasons such as 'non-substitutability', 'uncertainty' and 'irreversibility'.





# Unit 2: Sustainability: Equity Economy+ Society+ Environment (E=E+S+E) Intra Intergenerational version of Sustainability. Criticism and Adjustments to Development and Sustainability -9 h

For the **seminar** on this topic, you may invite a fellow colleague or researcher from academia to discuss their work in this field to help students understand the importance of climate equity and foster productive collaborations in climate and environmental development efforts.

Focus on Intergenerational responsibility with reference to domestic issues (for example extinctions, deforestation, overexploitation, collaboration instead of competition, equity instead of disparity, "our world" instead of "my world". Simulation and role play activity: press conference or student led discussions.





# Unit 2: Sustainability: Equity Economy+ Society+ Environment (E=E+S+E) Intra Intergenerational version of Sustainability. Criticism and Adjustments to Development and Sustainability -9 h

### Ш

#### Presentation and practical guided activity or workshop

- How to report on climate equitably. Look at potential stories through equity lens.
- Covering Climate Equitably A Guide for Journalists

Role play activities or organize a media campaign to promote intragenerational/intergenerational equity

Students should assess the potential effectiveness of the sustainable development goals, explore the nature of the SDGs and to think critically about them. They need to think about implementing their ideas, particularly on domestic concept as they are given the opportunity to apply knowledge in a given scenario.





# Unit 2: Sustainability: Equity Economy+ Society+ Environment (E=E+S+E) Intra Intergenerational version of Sustainability. Criticism and Adjustments to Development and Sustainability -9 h

## **Recommandations/** highlights:

Students should be directed to scientific resources on the topics of equity and the three pillars of sustainability as well as intra-and intergenerational version of sustainability.

- Expand on bibliography that highlight existing materials on the three E's of sustainability—ecology, economy, and equity.
  - Build collections on sustainable practices, smart growth, sustainable communities, and environmental justice.
- Compile a directory of public and private agencies, organizations, and institutions addressing issues for sustainable communities.
  - Students should monitor digital platforms dedicated to equity across generations.
  - Encourage students to monitor trusted media in countries with a tradition in journalism and to identify its connections with interest in sustainable development topics and activities of NGOs preoccupied with conservation, environmental protection.





Unit 3: Economy and sustainability: equity with social justice and environmental preservation, poverty and inequality, sustainable cities and communities, economic growth and corporate responsibility, production models and the circular economy. Sustainability in the information communication sector – 9 h

**3 h:** 1h30mins-Theory presentation + 1h30'- Seminar: Empirical learning (guest speaker, expert, or activist from territories).

**3 h:** 1h30mins: Theory presentation + 1h30'- Seminar activities

**3 h:** 1h30mins: Theory presentation + 1h30'- Seminar//workshop (guest speaker, journalist).

**26 h autonomous learning** (205h/8weeks = 26h/every week)

**Course questions**: What do we mean by equity with social justice? How can we promote equity and social and environmental justice? Can we fight poverty and inequality while protecting the environment? What is the role of data in social justice, environmental preservation, economic growth, and sustainability? What is circular economy and how does is relate to environmental preservation? What is the role of public communication in raising awareness of sustainability? What is sustainability narrative?

Objectives/Competences: to understand the concepts presented and used in this unit; to examine issues of local, global and economical significance; to develop the capacity to assess and interpret data, explain complex situations and formulate valid arguments by identifying and using the right evidence; to develop the ability to assess courses of actions and consequences; to develop vocabulary related to sustainability and key concepts; to exercise the capacity to assess and interpret data, explain complex situations and formulate valid arguments by identifying and using the right evidence; to gain a holistic perspective and gain a more refined knowledge and understanding of the interrelationships between the three pillars of sustainability: society, environment and economy; develop global competency for an inclusive world; to exercise critical thinking; to use media platforms effectively and responsibly, to understand the important role media plays as any other stake holder in changing mind sets, getting the information across, informing, educating, and changing people's attitudes and behaviours that furthering systemability.

Unit 3: Economy and sustainability: equity with social justice and environmental preservation, poverty and inequality, sustainable cities and communities, economic growth and corporate responsibility, production models and the circular economy. Sustainability in the information communication sector – 9h

Time management

I 3h: Course (1h30') + Seminar (1h30'):	II 3h: Course (1h30') + Seminar (1h30'):	III 3h: Course (1h30') + Seminar (1h30'):
10' Short recap and introduction 60' Presentation 20' Q&A/Conlusions 1h' Guest speaker 30' Q&A/Discussions	10' Short recap and introduction 60' Presentation 20' Conclusion 1h 30' Watch short documentaries followed by debates	10' Short recap and introduction 60' Presentation 20' Q&A/Conlusions 1h 30' Workshop//Interactive learning





Unit 3: Economy and sustainability: equity with social justice and environmental preservation, poverty and inequality, sustainable cities and communities, economic growth and corporate responsibility, production models and the circular economy. Sustainability in the information communication sector – 9h

**Theoretical framework:** Introduction to social identities: they reflect the way people see themselves, how others see us, how we interact with each other and with the world and the extent to which, sometimes, they shape experiences (which may result in social advantages and/or the disadvantages). Introduce the concept of **intersectionality** as a means to address inequality, poverty and prevent discrimination.

Compare and contrast the concepts of equality, equity and social justice while asking students to reflect on examples of situations they experienced or witnessed.

Cover the concepts of social justice in terms of inequality and poverty to help students understand the need for an equitable society where all members are physically, socially, and psychologically safe, and their basic needs are met. Show students perceptions of inequality across the world: long term trends and recent developments.

Steer the discussion to how poverty impacts the environment and how can we fight poverty and inequality while protecting the environment?

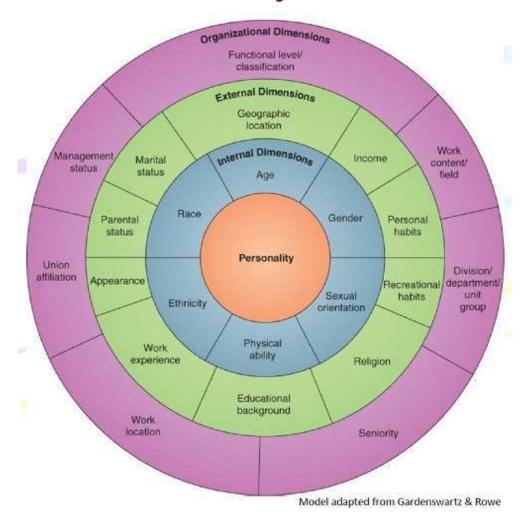
**Seminar:** Guest speaker (NGO member, local expert) presentation of a contextualised topic with reference to justice and equity, poverty or environmental problems in your country/region/city, or examples of best practices in environmental justice and//or equitable development, problem solving with a visible difference in communities. Encourage students to ask questions and express their opinions freely.

Also, you can invite a journalist to talk about the subjects on sustainability issues he/she identified locally and covered.





# Diversity wheel







Unit 3: Economy and sustainability: equity with social justice and environmental preservation, poverty and inequality, sustainable cities and communities, economic growth and corporate responsibility, production models and the circular economy. Sustainability in the information communication sector – 9h

#### **Theoretical framework:** 60mins Presentation

Emphasize the idea of a holistic approach to sustainable development, highlighting the impact of unsustainable economic activities on the environment and communities and pointing out that this approach to development takes into consideration the interdependence of human and natural systems and demonstrate the value of business models that are sustainable. Define the fundamentals of the circular economy as a "catalyst for progress towards the SDGs", sustainable businesses, sustainable cities, and communities.

### Volkswagen Group's 2020 Sustainability Report

Correlate these key concepts with the SDGs and see if there are local policies, administrative measures and legislations that encourage sustainability. Encourage students to find relevant <u>data</u> about sustainability as the public need reliable and harmonised data on the environment and sustainable living and working conditions. <u>data for sdgs</u>.

Seminar: Present studies from this collection and compare and contrast with the domestic situation.

Case Studies Circular Economy (identify local examples) or you can watch short documentaries on sustainability. (125 documentaries about sustainability or 8Short films to inspire you into SDG action. Afterwards you divide students into teams of 3 or 4 and ask them to go online to collect data and relevant information from reports on topics such as sustainable cities, poverty and inequality, environmental issues. Create a debate on that topic and then identify a range of measures to promote sustainability both in their own lifestyles and in the broader community.





Unit 3: Economy and sustainability: equity with social justice and environmental preservation, poverty and inequality, sustainable cities and communities, economic growth and corporate responsibility, production models and the circular economy. Sustainability in the information communication sector – 9h

## III

**Theoretical framework**: introduce and explain the concepts of media, communication, and journalism. Traditional media vs new media, public interest vs the interest of the public, what is news, how we write news, how you check information, reliable information vs misinformation, disinformation, fake news.

Focus on journalism as a social process that help build communities and, most importantly, a powerful form of "social critique and advocacy". Focus on the role of media and journalism in sustainable development and make a clear distinction between journalists and communicators (roles, functions, and competencies). Present student with ways in which journalists covered sustainability issues across the globe and ask them to identify and give examples of similar cases in their country. Media coverage of the sustainable development report 2021

Discuss sustainable narratives and angles, constructing a social problem.

At this point it is also important for students to observe how people access news on sustainability issues. <u>Here</u> is an example on climate change.

**Seminar:** Organize a workshop conducted by journalist on how to create a narrative for sustainability (a comprehensive overview of the fundamentals of research practice, writing, finding the right angle, to break local stories on sustainability issues). The workshop should complete with students developing their own story to promote a sustainability issue.





Unit 3: Economy and sustainability: equity with social justice and environmental preservation, poverty and inequality, sustainable cities and communities, economic growth and corporate responsibility, production models and the circular economy. Sustainability in the information communication sector – 9h

## **Recommandations/** highlights:

- Sustainability and Action, students should be encouraged to take initiative on campus and implement ways in which all students may become more environmentally responsible.
- Students could monitor the media and social platforms to see how journalists write about issues related to SDGs and create a library of materials.
- Students should be oriented to use authorized and reliable sources of information, use scientific resources, and identify reliable voices of experts.
- Guided research for other scientific resources, guides, textbooks, multimedia materials that address the issues of social justice, equity, sustainable cities, circular economy, economic growth, etc.
- Students can do desk research to build a database with scientific bibliography and multimedia resources in the field of sustainability.





Unit 4: Social Justice: national policies and global agenda: applications and advances, vulnerable groups and communities; cultures, education and gender parity, domestic and working environment, responsibility in the anthropogenic activity of bad development. (I) Social Justice and Communication: activism, representations and good practices according to the global SDG ethic. (II)—6h

**3 h:** 1h30'- Theory presentation + 1h30'- Seminar: Empirical learning (guest speaker, expert or activist in the field of social justice);

• 3 h: 1h30': Theory presentation + 1h30'- Seminar: Team exercise;

**26 h autonomous learning** (205h/8weeks = 26h/week)

**Course questions:** What do we mean by social justice? How is this concept and others related to us represented in the country? What is the role of public communication in promoting social justice? How can we identify the different narratives of exclusion from public discourse? What is the role of activism for social justice?

**Objectives/Competencies:** understanding the meaning of social justice concept; knowing the realities in data from one's own country; the ability to identify hate speech and other narratives of exclusion in the media; to understand the interference of different roles in public communication (journalists, activists, politicians, audiences); critical thinking.





Unit 4: Social Justice: national policies and global agenda: applications and advances, vulnerable groups and communities; cultures, education and gender parity, domestic and working environment, responsibility in the anthropogenic activity of bad development. (I) Social Justice and Communication: activism, representations and good practices according to the global SDG ethic. (II)—6h

**Time Management:** 

```
3h onsite (face to face) teaching:
3h: Course (1h30') + Seminar (1h30'):
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10' Recap

15' Brainstorming

45' Presentation

20' Q&A

1h Guest speaker

20' Case study, debate

10' Conclusions

**3h onsite (face to face) teaching:** 

**3h:** Course (1h30') + Seminar (1h30'):

10' Recap

1h20' Presentation

1h10' Seminar/ team exercise on topic

20' Conclusions, discussion





Unit 4: Social Justice: national policies and global agenda: applications and advances, vulnerable groups and communities; cultures, education and gender parity, domestic and working environment, responsibility in the anthropogenic activity of bad development. (I) Social Justice and Communication: activism, representations and good practices according to the global SDG ethic. (II)—6h

I. Social Justice: national policies and global agenda - part I

**Course: Theory presentation (1h30')** 

- 10' recap of the previous unit
- 15' Brainstorming: ask students to draw a chart / diagram in which they represent SDGs explicitly related to the social area and how they think to interconnect them with the others in the economic and environmental area or let's take a <u>quiz</u> about social justice (from BRAC).
- 45' Presentation: explaining the concepts; defining *Social Justice* terms & syntagma, as: social equality vs social inequality; social values, social principles as "principle of redress" (Rawl, 2001); give examples about the differences between **equality** and **equity** related to vulnerable groups or communities; also, the differences between **integration** and **inclusion**. (e.g: <a href="https://www.youtube.com/watch?v=DUHK0ie0GSM">https://www.youtube.com/watch?v=DUHK0ie0GSM</a>)
- 20' Q&A, discussion, preparation for the guest speaker





Unit 4: Social Justice: national policies and global agenda: applications and advances, vulnerable groups and communities; cultures, education and gender parity, domestic and working environment, responsibility in the anthropogenic activity of bad development. (I) Social Justice and Communication: activism, representations and good practices according to the global SDG ethic. (II)—6h

**Seminar: Empirical learning (1h30')** 

- 1h Guest speaker (activist, expert, journalist): What about social justice in your country/region/city? What is the role of activism in social development? Examples of good practices in NGOs.
- 30'Case study on topic and debate (you could propose in advance to the expert guest to bring for debate a case study, perhaps an example of an awareness campaign, from the NGO he represents.)





**E.g.** Nine out of ten parents in rural areas say their children's eyesight has been affected by the pandemic. That their eyes hurt, that they can't see very well. Unfortunately, this is where the equality of misfortunes begins. Some children do not learn well because they do not see well. And very few adults, family, teachers know that. World Vision Romania, has started a mobile caravan with ophthalmic screening devices. The program is called **Through the Eyes of a Child** and will reach 37 schools in rural communities that World Vision supports. The foundation will test 6,000 vulnerable children and adults this year. (Romania)









Unit 4: Social Justice: national policies and global agenda: applications and advances, vulnerable groups and communities; cultures, education and gender parity, domestic and working environment, responsibility in the anthropogenic activity of bad development. (I) Social Justice and Communication: activism, representations and good practices according to the global SDG ethic. (II)—6h

## I. Social Justice and Communication, part II

**Course: Theory presentation (1h30')** 

- 10' Recap from the previous course & seminar (presentation & discussion of the main ideas)
- 1h20' Explain the concepts: *Applied communication research* (ACR) and *Communication activism for social justice research* (communication activism research, for short) CAR
- You could have an approach to communication in relation to the concept of *social justice*, starting from this definition of CAR: "Action that attempts to make a positive difference in situations where people's lives are affected by oppression, domination, discrimination, racism, conflict, and other forms of cultural struggle due to differences in race, ethnicity, class, religion, sexual orientation, and other identity markers." (Broome, Carey, De La Garza, Martin, and Morris, 2005:146)"
- It is important and relevant for all those interested in social justice, especially for journalists, to be able to identify in any kind of communication (interpersonal, institutional, political, etc.) those **narratives of exclusion**.





Unit 4: Social Justice: national policies and global agenda: applications and advances, vulnerable groups and communities; cultures, education and gender parity, domestic and working environment, responsibility in the anthropogenic activity of bad development. (I) Social Justice and Communication: activism, representations and good practices according to the global SDG ethic. (II)—6h

- In this unit you could reconnect activist communication with the media. It is important for students to know and understand **the different roles in public communication** (authorities, NGOs & activists, journalists) and their areas of interference. You can also explain to students the concept of *citizen journalism* as an essential part of the participatory web and social media platforms. Give students examples of well-known anti-discrimination brand communication campaigns, such as the one at Benetton. You can also give examples & discuss about well-known anti-discrimination brand communication campaigns, such as the one at Benetton or how social movements as *Metoo* or *Black Lives Matter* were born, thanks to the participatory media.
- As communication scholars who traffic in symbols, images, representations, rhetorical strategies, signifying practices, the media, and the social work of talk ... we understand that we are entangled within world systems of oppression and exploitation ... Our choice is to stand alongside or against domination, but not outside, above, or beyond it. (Conquergood, 1995:85)





**Unit 4: Social Justice: national policies and global agenda**: applications and advances, vulnerable groups and communities; cultures, education and gender parity, domestic and working environment, responsibility in the anthropogenic activity of bad development. (I) **Social Justice and Communication**: activism, representations and good practices according to the global SDG ethic. (II)—**6h** 

## Seminar, team exercise on topic: *Inequality of access to media and digital literacy*. (1h30')

- 1h10'-seminar/ team exercise on topic: *Inequality of access to media and digital literacy*.
- Divide students into teams and ask them to access global and local reporting reports from the last two years; each team can receive a region of the globe from which to extract relevant data on access to media and communication technologies and present them briefly. The purpose of this exercise is to analyse comparatively the situation of access to the media by region, to observe the differences and to correlate them with the socio-political situation in the countries of that region. You can use this free resource.





Unit 4: Social Justice: national policies and global agenda: applications and advances, vulnerable groups and communities; cultures, education and gender parity, domestic and working environment, responsibility in the anthropogenic activity of bad development. (I) Social Justice and Communication: activism, representations and good practices according to the global SDG ethic. (II)—6h

## **Recommandations/** highlights:

- in addition to media channels, students may be encouraged to monitor online the activities of NGOs that promote Human Rights and social justice;
- for autonomous learning, students could identify and read activity reports with relevant data on the actions of various NGOs; you can guide students through the bibliography of these 2 courses and 2 seminars, related to Unit 4 and encourage them to identify other scientific resources, guides, textbooks, multimedia materials that address the issue of social justice from the perspective of public communication.
  - further students should monitor the media (mainstream and alternative), but also social media platforms, identify and observe the voices of activists;
- students should be oriented to use authorized and reliable sources of information, use scientific resources and and the voices of social justice experts;





Unit 5: Environment: bad economic and social development, institutional, corporate and human policies and responsibilities in the accentuation of climate change, territorial evolution: water, air, biodiversity, food production and consumption, impact on health, incidence of environmental education. The environment in the media. Repercussion of the human communication and information industry on the environment. Sustainable media -7h

**3h**: 1h30'- Theory/data presentation + 1h30'- Seminar: Empirical learning (guest speaker, expert in environmental protection);

- **3h**: 1h30': Theory presentation + 1h30'- Seminar: Team exercise;
- 1h: case study & debate: BBC Earth, a niche media outlet dedicated to the environment and sustainable development https://www.bbcearth.com/
  - **26 h autonomous learning** (205h/8weeks = 26h/ week)
- Course questions: What are the main global environmental issues from the perspective of scientists? How does climate change impact our lives? But at the regional and local level? What is the role of activism and journalism for the protection of the environment and biodiversity? Why should journalists cover environmental issues ethical & professionally?
  - **Objectives/Competencies:** understanding global and local environmental issues; ability to identify relevant, scientifically reliable sources for documenting materials related to climate and environmental change; the ability to differentiate between roles and voices in media and public communication; critical thinking.





Unit 5: Environment: bad economic and social development, institutional, corporate and human policies and responsibilities in the accentuation of climate change, territorial evolution: water, air, biodiversity, food production and consumption, impact on health, incidence of environmental education. The environment in the media. Repercussion of the human communication and information industry on the environment. Sustainable media -7h

Time management

Time management					
I	II	III			
3h: Course (1h30') + Seminar	3h: Course (1h30') + Seminar	1h: case study & debate:			
(1h30'):	(1h30'):				
5' Recap 15' Challange 50' Presentation 20' Q&A/Conlusions 1h' Guest speaker 30' Q&A/Discussion	10' Introduction 1h Presentation 20' conclusion 1h20' - team exercise 10' Conclusions	10' Case Study presentation 50' Debate			





Unit 5: Environment: bad economic and social development, institutional, corporate and human policies and responsibilities in the accentuation of climate change, territorial evolution: water, air, biodiversity, food production and consumption, impact on health, incidence of environmental education. The environment in the media. Repercussion of the human communication and information industry on the environment. Sustainable media -7h

#### I

Course: Challenge (its role is to encourage students to make connections and activate critical thinking): ask students to give a concrete example of the area in which they live in which to show how economic issues could influence the environment; ask them what they mean by biosphere, biotope, biodiversity, in the area where they live.

50' Presentation: Show students the most pressing global environmental issues using infographics (https://www.sustainability-yes.ch/living-sustainably-chapter-5/) Explain to them why environmental issues, from global to local, but also in the opposite direction, affect the lives of people and communities. (The Global Risks Report 2020). Take a look at the link between economic activity and the environment. Invite students to reflect on the impact of unsustainable economics on the environment. Move the discussion to the political area to see if there are any legislative regulations and measures of the environmental protection authorities. Give examples of businesses / corporations from your country that have concrete actions and campaigns of Corporate Social Responsibility (CSR) for environmental protection

**Seminar**: Guest speaker(s) (activist, expert): What about the climate change impact on our health? (Institutional, corporate and human policies and responsibilities for this big issue)

Q&A/Discussion: Encourage students to ask the guest questions to obtain specific information. Less comfortable questions are also welcome. Emphasize the idea of a holistic approach to sustainable development, highlighting the impact of unsustainable economic activities on the environment and communities.

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Unit 5: Environment: bad economic and social development, institutional, corporate and human policies and responsibilities in the accentuation of climate change, territorial evolution: water, air, biodiversity, food production and consumption, impact on health, incidence of environmental education. The environment in the media. Repercussion of the human communication and information industry on the environment. Sustainable media -7h

#### II

**Course:** Address the topic of environmental communication as an interdisciplinary field of study and show them that "there are university courses and programs in environmental communication, research centers dedicated to its study, scholarly journals focused on the subject, and books on various aspects of the field."

Explain the concepts: environmental communication in the activism area, environmental journalism: similarities, overlaps and differences

**Seminar:** team exercise on topic: you can divide students into two large groups: one for environmental communicators (activists&NGOs) and another for environmental journalists; suggest or make them think about an important environmental topic in your country (eg air pollution, plastics and water waste, deforestation, etc.)

Ask each group to propose an approach to the subject from the perspective of the role of communicator & activist on the one hand, and that of journalist, on the other; what strategies do they find for the media coverage of the topic and which channels? What kind of sources (common and different) will be used to document the topic? How do they think the two roles will intersect? The role of the exercise is for students to understand the differences in roles between and the diversity of voices in the media that aim to protect the environment.

Emphasize with students the differences and differences between the social roles of activists and journalists. And a question for stimulating critical thinking: is it ethical for journalists to become activists? If so, in what contexts?

Co-funded by the

Unit 5: Environment: bad economic and social development, institutional, corporate and human policies and responsibilities in the accentuation of climate change, territorial evolution: water, air, biodiversity, food production and consumption, impact on health, incidence of environmental education. The environment in the media. Repercussion of the human communication and information industry on the environment. Sustainable media -7h

## Ш

# Case study & debate: BBC Earth

The BBC, in general, with platforms such as BBC Earth in particular, is considered one of the benchmark media trusts in terms of supporting sustainable global and local development. It would be interesting to explore this platform together with the students, who can note and present pertinent (including critical) observations regarding prevalent topics, angles of approach, media products, such as podcast, etc.





Unit 5: Environment: bad economic and social development, institutional, corporate and human policies and responsibilities in the accentuation of climate change, territorial evolution: water, air, biodiversity, food production and consumption, impact on health, incidence of environmental education. The environment in the media. Repercussion of the human communication and information industry on the environment. Sustainable media -7h

# **Recommandations/** highlights:

- in addition to media channels, students may be encouraged to monitor online the activities of NGOs that promote conservation, environmental protection.
  - for autonomous learning, students could identify and read reports with relevant data, guides for environmental journalists & communicators.
- students should monitor the media (mainstream and alternative), but also social media platforms, identify and observe the voices of NGOs and activists for environmental conservation and protection.
  - students should be guided to use authorized, relevant, and truthful sources of information; also use scientific resources to gain in-depth knowledge and understanding.





Unit 6: Equity= Economy+Society+Environment (E=E+S+E) decision-making: global ethics and journalistic ethics - 8h

**3h:** 1h30'- Theory presentation + 1h30'- Seminar: Empirical learning (guest speaker);

**3h:** 1h30'- Theory presentation + 1h30'- Seminar: Debate.

• **2h:** 1h - Case study presentation + 1h - Seminar: Discussion.

**26 h autonomous learning** (205h/8weeks = 26h/every week)

Course questions: Which are the principles and values of global ethics from a human rights perspective? How we relate to the principle of equality and how it understands the concept of equity? What means an ethical approach to economics and why we need it? What we mean by media ethics and journalistic ethics? How do we correlate the global ethics of sustainable development with media&journalistic ethics?

**Objectives/Competences:** understanding and correctly using ethical concepts for sustainable development; understanding the concept of media ethics in general and that of professional journalistic ethics in particular; the ability to problematize ethical issues; critical thinking; argumentation and public speaking skills





Unit 6: Equity= Economy+Society+Environment (E=E+S+E) decision-making: global ethics and journalistic ethics - 8h

Time management

I 3h: Course (1h30') + Seminar (1h30'):	II 3h: Course (1h30') + Seminar (1h30'):	III 2h: case studies & debate:
10' Recap 15' Introduction 50' Presentation 15' Q&A/Conlusions 1h' Guest speaker 30' Q&A/Discussion	10' Interactive introduction 1h Presentation 10'Quiz 10' Conclusion 20' Online research 1h' Debate 10' Conclusions	1h' Case Studies presentation 50' Debate





Unit 6: Equity= Economy+Society+Environment (E=E+S+E) decision-making: global ethics and journalistic ethics - 8h

**Course:** It is important and relevant for students to understand that the approach to global ethics is in the human rights paradigm. Therefore, you can start the course by correlating the concept of ethics with those of rights, freedoms, and responsibilities; concerns of ethics: justice, fairness, and rights, value.

50' Presentation: value judgments and decisions on climate emergencies and environmental responsibility "Ethical judgements of value underlie almost every decision that is connected with climate change, including decisions made by individuals, public and private organizations, governments, and groupings of governments." (p.215)

Explain concepts in the field of ethics, correlating them with economic, social and environmental issues from a global perspective: "justice, fairness, equity, and responsibility are important in international climate negotiations, as well as in climate-related political decision making within countries and for individuals." ("some ethical principles that can guide decision making for climate change", pp. 214-223)

Social issue: Define equal opportunities and correlate this principle with equity. Give examples.

Environmental issue: Thinking ethically about the environment

**Seminar:** Guest speaker/expert: A global ethical perspective on economics: rights, and duties.

The guest presentation should not be a lesson in pure economics, but rather the accessibility of economic topics and concepts related to social justice, but also to global warming and pressing environmental issues. 30'Q&A/Discussion. Ask the guest to base his presentation on concrete examples. Ask students to ask clarification questions and advance ethical dilemmas.





**Unit 6:** Equity= Economy+Society+Environment (E=E+S+E) decision-making: global ethics and journalistic ethics - **8h** 

## II

**Course:** 10' Interactive introduction: What means media nowadays?

60' presentation Media Ethics: principles, values, standards: explain the concept of media (mass-media, new / digital media, mainstream media, alternative media, etc.) in its broadest sense, which includes various media for mass communication; this generic term also includes journalism, and advertising or PR communication, as well as cinematography or photographic art. From this generous perspective, media ethics refers to very different contents of public communication: from controversial advertising to social media censorship. You can give examples of controversial advertising campaigns or you can discuss the european famous <a href="Charlie Hebdo">Charlie Hebdo</a> case; or you can refer to the government control of social networks, including freedom of speech concept.

Then, bring the discussion into the realm of journalism with focus on *Journalistic ethics and standards*. Specify the differences between ethics and law in journalism. Finish this theoretical part with 10' quiz.

**Seminar:** Is there a need for a global perspective on media and journalistic ethics? Yes, why? No, why?

"(...) journalism with a global perspective is needed to help citizens understand the daunting global problems of poverty, environmental degradation, technological inequalities, and political instability."

Ask students to argue for and against the idea of having a global media ethics. Divide the students into two groups and the board into two columns to gather arguments for and against this possibility.

20'Time for online research.

1h Debate. Encourage students to express their opinions freely and, at the same time, to support them with logical, critical, factual arguments and relevant examples.

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Unit 6: Equity= Economy+Society+Environment (E=E+S+E) decision-making: global ethics and journalistic ethics - 8h

# Ш

Topic: *Media Sustainability*. You can choose a case study from <u>here</u> to present it to students in an interactive way. Highlight ethical issues. (Because the use of images in the press often raises ethical dilemma, <u>this example</u> may be a case study that you could discuss and extend to other examples, including in your own country.)

Bring the discussion nationally and locally. Ask students to identify ethical issues in the media that are related to sustainable development: poverty, migration, inequality, environmental problems, etc.





Unit 6: Equity= Economy+Society+Environment (E=E+S+E) decision-making: global ethics and journalistic ethics - 8h

# **Recommandations/** highlights:

- Students should be directed to **scientific resources** in the field of Human Rights, such as articles in impact journals in the WoS, to be aware of the concerns of researchers and the pressing issues in certain parts of the globe.
- Students should monitor digital platforms dedicated to media and journalism ethics, to understand the values and standards of the journalistic profession and to have axiological landmarks.
- Encourage students to monitor trusted media in countries with a tradition in journalism and to identify its connections with interest in sustainable development topics; also, browse **the codes of ethics** on the websites of these media organizations such BBC, Reuters, The Guardian, The New York Times, Deutsche Welle, so on.
- Students should identify and monitor the international associations and organizations that promote and defend the rights of journalists, as well as the reports, guides, case studies published by them.





# SDGS Journalism Reporting.

Find Us Online...



www.journalism-reporting.eu







# ASSESSMENT MODULE 3 ToT ONLINE TRAINING SESSIONS DUE: 28 JULY 2022

#### **Instruction**:

- Answer **ALL** questions.
- Write your name, your organization and module name on the front page of your document.
- When saving your files, please use this format: Name ASSESSMENT 3, for example, "JOHNDOE ASSESSMENT 3"
- Email your assessment to sdgsjruum@gmail.com
- Title of email: Name ASSESSMENT 3, for example, "JOHNDOE ASSESSMENT 3".

#### Questions

- 1. **SDGs in action**. Think of two project ideas that you can create and develop together with your students to promote sustainability in campus and achieve a positive change. Describe each idea in a paragraph (100-150 words).
- 2. Specify what **false balance** in professional journalism refers to and illustrate the concept with an example from the media in your country.3. Name four principles & ethical values on which quality journalism is based.
- 3. This is a UN persuasive <u>video</u> that draws attention and raises awareness about the current problems of the planet. It contains several emotional sequences that illustrate a fake viral news from during the pandemic. Can you find these images and specify at what minute these images are shown in the video?





#### FEEDBACK FORM MODULE 3

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SECTION I				
Name:				
E-mail address:				
SECTION II				
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Can you use the knowledge and information that you received in this training session in your daily activity in your institution?

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COMMENTS AND SUGGESTIONS





# Module 3

# Journalism and Narrative Techniques of Digital Information

**Capacity Building Materials** 



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SDGs41





#### User's Guide

This handbook is intended as a comprehensive resource for teachers of the SDGs Journalism Reporting Course and for journalists who may find the suggested reading materials and resources relevant to their professional practice.

Each of the units in these modules has been designed to have specific learning outcomes on topics linked to sustainable development and journalism, thus providing concrete tools to apply knowledge about the SDGs and address the skill sets needed for professional media reporting on the SDGs.

Activities, tasks, reading materials, relevant videos and links to other different resources are provided. Supplementary materials (PowerPoint presentations, video recordings of the ToT training sessions) are also available on the SDGs Journalism Reporting platform. While work has been done to ensure the accuracy and relevance of this Capacity Building Material, it is important to acknowledge that new developments, research and insights are constantly emerging; therefore, trainers are encouraged to update this manual with information, additional resources and case studies that reflect the latest trends and practices in journalism and sustainability in the world in general and in their region in particular. Engaging with current events, guest speakers and industry professionals can further enrich the educational experience. The content of this specialised textbook can be adapted to best suit local, national and/or institutional teaching and learning contexts.





# Unit 1: Journalism regulatory standards and media standards

Journalism regulatory standards and media standards: style books and global charters - comparative. Editorial staff and ethical standards. Media observatories: typology and functions. Good practices of transparency, accountability, and critical thinking in the observatories; pptx slides (key words, short texts, images, graphics, data), board, flipchart.

3h: 1h30'- Theory presentation + 1h30'- Seminar: Team exercise

3h: 1h30'- Theory presentation + 1h30'- Seminar: Case study & discussion

23 h autonomous learning (205h/7weeks = 29,2h/every week)

#### **Course questions**

What does plural journalism mean? How can we map it globally, nationally, or locally? How do we define different types of journalism and how do they relate to professional ethics? What does the media landscape look like in your country? What are media observatories and what is their role?

#### **Objectives/Competencies**

Thorough study the journalistic ethics; the ability to problematize ethical issues in professional journalism; ability to work with data, scientific studies, and reports; critical thinking; argumentation and public speaking skills; team working skills.



Time	Unit 1	Activities & Contents	Workshop materials	Assessment Module III
6h= 3h + 3h	1. Course: Theory presentation (1h30')	10' recap of the previous unit from Module II (the main ideas related to media ethics & journalistic ethics in the human rights paradigm)  15'Introduction: Remind your students the main differences and interferences between the legal and ethical dimensions; give them examples where a certain type of behaviour may be unethical, but not illegal; ask students to set an example of behaviour that is both unethical and illegal at the same time. (Examples refer to media & journalists in your country.)  50' Presentation: Media pluralism, Ethics & professional standards for journalists.  Re-discuss and problematize concepts such as: freedom of expression, public interest, independent journalism vs partisan media, etc. Why journalism is not the same in the world. What generates these differences? What kind of journalism is mainly practiced in your country? What obstacles and pressures do journalists in your country face? You need to have a contextual approach to journalism and explain to students why professional journalism matters more than ever. Talk about quality journalism vs yellow/tabloid journalism, professional journalism vs citizen journalism. Insist on the differences between facts and opinions in journalism; talk about sources and levels of assignment. Insist on the relevance of news journalism and investigative journalism. Address the connection of journalism with science and experts. (You may correlate it with the recent global health crisis.)  It is very important for students to detect and understand the role for the benefit of society, as well as the functions - information, investigation, filtering, education, all in the public interest - of professional journalism, based on facts, evidence, and the expertise of specialists.	2-3 slides  Thomas Hanitzsch, Folker Hanusch, Jyotika Ramaprasad, and Arnold S. de Beer (Eds.). 2019.  Worlds of Journalism. Journalistic Cultures Around the Globe, New York: Columbia University Press.  Finlandia Declaration World Press Freedom Day, 3 May 2016  Freedom of expression and public order: training manual  https://edmo.eu/wp- content/uploads/2022/01/ Case-law-for-policy- making-Report-2022.pdf	



Time	Unit 1	Activities & Contents	Workshop materials	Assessment Module III
	2. Seminar: (1h30')	Team exercise: Divide students into teams of for and ask them to do half-hour desk research on their own devices. Ask them to identify independent newsrooms in your country. To identify and select them, they must consider: the technical characteristics of the site (functionality, update, menu, interactivity, links to social media, etc.), as well as the content (theme, headlines, tone & style, angles of events, etc.). An important detail in the analysis of journalistic sites is transparency (editorial staff and financial resources). The purpose of this seminar is for students to compare and understand the differences in quality, autonomy, and ethical standards between the various media outlets in your country.	Global Charter of Ethics EN.pdf (ifj.org)	
	3. Course: theory presentation (1h30')	5' recap of the previous unit; 50'Presentation: Media responsibility and self-regulation in Europe. The role of media observatories.  Discuss the role and responsibility of professional journalism by integrating the press into the current digital media ecosystem. Present challenges such as: fake news & digital dis/misinformation or hate speech amplification. Give examples of fake viral digital content from the pandemic.  Challenge the role and responsibility of professional journalism by integrating the press into the digital media ecosystem. Present and discuss current challenges such as: fake news & digital misinformation or hate speech amplification. Give examples of fake viral digital content from the pandemic.  To understand the role of media observatories, it is important for students to understand the deviations of online content that claim to inform users. At this point, it is important to explain to students why scepticism and critical thinking are important when consuming news. Provide students with quick fact-checking tips & tricks to detect fake news. Show them how to evaluate the credibility of a news site,	15-20 slides https://assembly.coe.int/ nw/xml/XRef/Xref- XML2HTML- en.asp?fileid=21805&la ng=en  Chris Peters, Marcel Broersma. 2017. Rethinking Journalism Again Societal role and public relevance in a digital age. Routledge (Marcel Broersma and Chris Peters, Introduction: Towards a Functional Perspective on Journalism's Role and Relevance)	



Time	Unit 1	Activities & Contents	Workshop materials	Assessment Module III
		journalism material, sources, and links used in it. Check out the most	A multi-dimensional	
		effective strategies to counteract the rise of digital misinformation / misinformation.	approach to disinformation	
		Talk to students about the possibility of digital projects that combine	disinformation	
		human knowledge with artificial intelligence (AI) to find solutions to		
		counteract harmful phenomena, such as mis/disinformation.	https://www.publicmedi	
		20' Q&A	aalliance.org/tools/fact-	
		15' Conclusions	checking-investigative-	
			journalism/	
	4. Seminar: Case	Case study 1: Media Observatory Initiative		
	studies &	Case study 2: <u>European Digital Media Observatory</u>		
	discussions (1h30')	20'-30' Divide the students into two groups and give each one a case		
		study to go through and write down the most relevant aspects, such as:		
		context, role, necessity, conclusions related to countering		
		mis/disinformation, etc.		
		50' Encourage students to present the main working group comments for		
		each of the two case studies. Insist on capturing aspects of interest to the		
		audience, paying attention to the content, but also the form of the		
		presentation; be clear and concise in expression. 20' Discussions. Are there any media observatories in your country? If		
		not, why not? If so: are they functional and helpful for journalists and		
		citizens?	Flipchart, board	
	Autonomous	We recommend students to continue to study additional valuable	111701111111, 00 111111	
23h	learning	resources about journalism standards and principles:		
		Noorlander, Peter. 2021. <u>UNESCO guide for amicus curiae</u>		
		interventions in freedom of expression cases		
		Journalism is a public good: World trends in freedom of expression and		
		media development; Global report 2021/2022		
		Gene Foreman, Daniel R. Biddle, Emilie Lounsberry, Richard G. Jones.		
		2022. The Ethical Journalist: Making Responsible Decisions in the		
		Digital Age. Wiley-Blackwell. 3rd edition.		





Time	Unit 1	Activities & Contents	Workshop materials	Assessment Module III
		Lawrie Zion, David Craig (Eds.). 2014. Ethics for Digital		
		Journalists. Emerging Best Practices. Routledge.		
		https://pulitzercenter.org/about/ethics-and-standards-policies		
		https://pulitzercenter.org/blog/pulitzer-center-joins-call-worldwide-		
		<u>freelance-protection-standards</u>		
		https://www.journaliststoolbox.org/2022/04/26/urban_legendsfact-		
		checking/		
		<u>UNDP's Engagement with the Media for Governance, Sustainable</u>		
		<b>Development and Peace</b>		
		Teaching journalism for sustainable development: new syllabi		
		The Associated Press Stylebook(s), 2019; 2020-2022 ed.		
		https://resources.journalismdesign.com/exercises-assignments		
		https://reutersinstitute.politics.ox.ac.uk/digital-news-report/2021		
		(depending on the time, previous reports from Reuters Institute can also		
		be viewed)		





#### **Recommendations/ highlights:**

- Starting with Module III, the emphasis will be on journalistic theory and practice related to SDGs, in line with internationally valid ethical standards. For a differentiated approach to the topics related to media law and ethical journalism, you can use Model Curricula for Journalism education (pp.22-23)
- <u>UN-promoted journalistic model</u> & ethics will work as an axiological benchmark for your students, but of course they will consider national and local realities and opportunities to practice journalism.
- It is necessary for students to continue to follow the international quality press, as
  well as the national and local press, professional associations of journalists,
  NGOs dedicated to sustainable development and especially the scientific
  resources in the field of SDGs.
- Students should be encouraged to form a mindset specific to professional journalists. First be curious and bold. Then, they have to try understanding the course of the world and its global problems, to identify issues concerning the future development of both the local communities and the world, to be attentive to the decisions and statements of the authorities, to question them, to develop critical reflexes and especially to always be in public interest view.
- Understand that today's journalism is plural and can be practiced in a variety of forms. However, values such as honest truth-seeking, impartiality, rigorous documentation, verification of sources remain fundamental values of professionals.





# Unit 2: Types of Journalism Relating to the SDGs

#### Specialized investigative journalism procedure

Types of journalism (related to SDGs: development journalism; sustainable journalism; solution or constructive journalism) and journalism resources. Journalism in the media and online journalism, Fake News and counter-narratives. pptx slides (key words, short texts, images, graphics, data), board, flipchart.

3h: 1h30'- Theory presentation + 1h30'- Seminar: Guest-speaker (investigative journalist) 3h: 1h30'- Theory presentation + 1h30'- Seminar: Fact-checking exercises

23 h autonomous learning (205h/7weeks = 29,2h/every week)

#### **Course questions:**

What are the trends in current journalism connected to sustainable development and the human rights paradigm? What is constructive journalism and how does it fit into journalistic practices? What does investigative journalism entail? How is journalism evolving under the impact of social media? What is the role of professional journalists in counteracting digital misinformation?

#### **Objectives/Competencies:**

Knowledge and understanding of the diversity and plurality of journalism, knowledge and understanding of new trends and visions regarding the responsible practice of journalism in the digital age, cognitive ability to correlate journalism with sustainability, ability to identify and counteract digital misinformation, critical thinking.



Time	Unit 2	Activities & Contents	Workshop materials	Assessment Module III
6h=	1. Course: Theory	5' Let's start with a short video from Reuters' <u>Digital News Report</u> , to	2-3 slides	
3h	presentation (1h30')	see the trends in digital media world.		
+		20'Introduction: Make a review of the professional journalistic	15-20 slides	
3h		landscape, referring to the typology of journalism, according to several	https://www.investigative-	
		criteria: 1. media channel (digital / multimedia, TV, Radio, Print), 2.	manual.org/chapters/chapt	
		field of specialization (political, social, sports, cultural, mundane), 3.	er-1-becoming-an-	
		degree of autonomy (independent, partisan), 4. institutional editorial	investigative-journalist/2-	
		model (mainstream, alternative), 5. specifics of documentation and	why-do-investigative-	
		editorial work (news journalism, data journalism, scientific journalism,	reporting/	
		investigative journalism), 6. degree of coverage: international, regional,		
		national, local.		
		50' Presentation: Investigative journalism. Journalism & SDGs:		
		development journalism; sustainable journalism; solution or constructive	Mast, J., Coesemans,	
		journalism. Explain to students that the plurality of journalism also	R.,Temmerman, M.,	
		means being able to choose professionally how to inform and educate	Constructive journalism:	
		the audience you are addressing. In this context, insist on the link	Concepts, practices, and	
		between journalism and sustainable development. What means	discourses. 2019., in	
		sustainable journalism?	Journalism, Vol 20(4),	
		Include in your presentation a description with <u>examples</u> of what	Sage.	
		constructive journalism entails. ("constructive journalism – a more	https://www.solutionsjour	
		solutions-focused approach to news coverage"). Also include a critical	nalism.org/	
		approach to this topic. Is it necessary for journalism to change in this	https://gijn.org/2021/05/1	
		direction? If so, why? if not, why not?	3/from-traditional-	
		Choose and present to your students an example from <u>here</u> of good	journalism-to-sustainable-	
		practice in investigative journalism. Identify with your students a	journalism/	
		relevant example of a journalistic investigation in your country.	The global investigative	
		152 0 0 4 6 1 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	journalism casebook	
		15' Q&A, Conclusions, preparation of the seminar with the basic		
		highlights.		



Time	Unit 2	Activities & Contents	Workshop materials	Assessment Module III
	2. Seminar: (1h30')	1h30' Guest-speaker: Investigative journalist about specific of his work related to Sustainability. Ask your guest to discuss with students the challenges, risks, and successes of journalistic investigations. It would be desirable for the theme and examples to be in the field of sustainable development (corruption, illegal deforestation, business affecting the environment, etc.). Encourage students to ask specific and clarifying questions.		
	3. Course: theory presentation (1h30')	15' Introduction A short presentation with examples of the social media concept (web 2.0, participatory media, collaborative platforms, citizen journalism, etc.). You can use short videos, infographics, or other visual resources to show your students the evolution of social media platforms. (A very useful resource <a href="here">here</a> !)  50' Presentation: Professional journalism, SDGs and the emergence of social media platforms.  Explain and show to your students the interference between professional journalism and social media. It is important for students to understand the opportunities, but also the threats of social networks.  25' Professional journalism and the challenges of social media. Changes and challenges of journalism to social media interference. Algorithms, artificial intelligence, bots, trolls, polarization, hate speech amplification and mis/disinformation. How social media affects the work of journalists, see <a href="here">here</a> .  Discussion & Conclusion. Try to engage students in a debate about the role of social media in sustainable development. Ask them for good practice examples of using social media. (Advocacy, mobilization for good causes, solidarity, participation, engagement	Challenges and opportunities for news media and journalism in an increasingly digital, mobile, and social media environment  Journalism, fake news & disinformation: handbook for journalism education and training  https://www.publicmediaalliance.org/tools/fact-checking-investigative-journalism/	



Time	Unit 2	Activities & Contents	Workshop materials	Assessment Module III
	4. Seminar: Fact-checking exercises (1h30')	Practice fact-checking and find useful tools for this. Ask students to identify sites and media content in your country that are misinformed scheduled. Encourage them to notice what they have in common. How can deep fakes be detected?  Encourage students to think collaborative and work together to find the best and fastest methods and tips for spotting fake news.  Encourage them to think critically, explain why scepticism is good when we're consuming news, and why it's important for journalists to help users get the news that's important and relevant to them.	Mobile phones, computers / laptops with internet connection Flipchart	
23h	Autonomous learning	Some other valuable resources for individual study:  UNDP's Engagement with the Media for Governance, Sustainable  Development and Peace  Teaching journalism for sustainable development: new syllabi  Brant Houston, Mark Horvit, Investigative Reporters & Eds., 2020.  Investigative Reporter's Handbook: A Guide to Documents, Databases, and Techniques Paperback.  Brant Houston. 2018. Data for Journalists: A Practical Guide for Computer-Assisted Reporting. Routledge. 5th edition.  https://www.clearvoice.com/blog/journalism-organizations-list/ https://www.investigative-manual.org/ https://www.journaliststoolbox.org/2022/04/26/urban_legendsfact-checking/ Phillips, Angela. 2014. Journalism in Context Practice and Theory for the Digital Age. Taylor&Francis.  People, Power, Truth (https://fojo.se/en/wp-content/uploads/sites/2/2021/03/FOJO-peoplepowertruth-2021web.pdf) From the GIJN video resource series: Making Investigative Journalism Sustainable: Best Business Practices		





Time	Unit 2	Activities & Contents	Workshop materials	Assessment Module III
		events-here/a-59451293 Karen McIntyre, Cathrine Gyldensted. 2017. Constructive Journalism: Applying Positive Psychology Techniques to News Production, The Journal of Media Innovation		





#### **Recommendations/** highlights:

- Now that your students have learned about the ethics, values, principles, and standards
  of professional journalism, they could research, compare, and reflect on joining one of
  the professional communities on this list, depending on their future interests.
- In order to understand the basic process of journalism, which involves 1. the criteria for selecting the topic (public interest, novelty, current affairs, etc.) 2. documentation, sources and resources, verification, data analysis, data tracking 3. choosing the angle of approach, 4. own elaboration (with) discussion of journalistic material in the most appropriate form, 5. dissemination, 6. monitoring of impact and reactions, 7. continuation of the series, if the subject requires it, recommend your students to go through resources such: https://www.investigative-manual.org/
- Recommend to your students to monitor local and national newsrooms, mainstream or alternative freelance journalism, as well as comparative approaches to SDGs.
- Encourage students to discover and follow constructive journalism media platforms, sites, or projects. (You can start from here and continuing with scientific perspectives on this topic). Also encourage them to research and reflect on business and organizational solutions for sustainable journalism. (See GIJN video resource series)

# **Unit 3: Specialized documentation tracking and data** verification

*Resources.* pptx slides (key words, short texts, images, graphics, data), board, flipchart;

**3h:** 1h30'- Theory presentation: News. Sources and resources in news reporting+ 1h30'- Seminar: Writing news

23 h autonomous learning (205h/7weeks = 29,2h/every week)

#### **Course questions**

What does documentation in information journalism mean? What are the main sources and resources for news journalists? What's the news? How to build a news story? How do we correlate information journalism with the sustainable development and implementation of the SDGs in your country?

#### **Objectives/Competencies**

The habit of working with certain data, figures, statistics, expert sources, online resources, etc., the ability to ask questions to get relevant answers, research and documentation skills, the ability to write professionally (in terms of journalism), quick, correlative, and critical thinking.



Time	Unit 3	Activities & Contents	Workshop materials	Assessment Module III
3h	1. Course: Theory presentation (1h30')  2. Seminar (1h30')	5' Recap of the previous unit  15' Introduction: The main journalistic genres: review the main journalistic formats, emphasizing the differences between the genres of information and the genres of opinion.  40' Presentation. *News:* the most used genre of information journalism. Sources and resources in news reporting. How to build quality, trustful, and accurate news for the online environment (text, photo, video, infographics, animations). Examine with news from trusted journalistic sites (independent media outlets) in your country. Documentation and use of sources and data. The role & the use of links. Source attribution levels. News credibility. News reporting structure, new writing fundamentals, narration techniques, style, language, use of quotations.  30'Q&A, Discussion, examples of good practice from trusted and quality news sites. Here and here you can find exercise ideas as well as an example of an article planner  Exercise! Practice writing SDGs news to answer questions such as: Choose the topic. Is it of interest to your audience? Is it current? Does it bring useful information to us? What is the best coverage perspective? Which are the facts, and which are the opinions / statements? How to convert facts into relevant information to state as accurately, neutrally and impartially as possible what it is about? What words to choose, how	2-3 slides  https://mediaguide.fi/me diaguide/journalism- genres-and-article- types/  15-20 slides, flipchart Peterson's The Associated Press Guide to News Writing. 2019.4th Edition, Paperback Chip Scanlan, Richard Craig. 2013. News Writing and Reporting: The Complete Guide for Today's Journalist 2nd Edition. Oxford. https://d101vc9winf8ln. cloudfront.net/document s/16121/original/News Writing_Fundamentals ATI.pdf?1565039733 https://seodesignchicago .com/content- optimization-blog/10- tips-for-how-to-write-a- news-article/	Debate/ interview/ report between students and representatives of institutions, media and organizations to obtain status information of economy and sustainability



Time	Unit 3	Activities & Contents	Workshop materials	Assessment Module III
		to structure the text using the inverted pyramid? What is the best title? How do I avoid clickbait?  Who can speak expertly / officially / authoritatively on the subject? How do I get the statement I need? How to use the quotations? How do I illustrate the news? Photo, video, infographic, animation? Which image is complementary to the text and best suited? How should I use images ethically? How and where do I place links with adjacent information, for valuable in-depth reading, or to send the user to evidence? How do I build the lead? What about the other paragraphs? How do I get a clear, concise, accurate text?	https://www.bbc.co.uk/b itesize/topics/z2yycdm/ articles/zhxdg7h https://www.bbc.co.uk/b itesize/topics/z2yycdm/ articles/z9jgn9q  Mobile phones, computers / laptops with photo and audio-video editing software, Photo cameras, camcorders	
26h	Autonomous learning	UNDP's Engagement with the Media for Governance, Sustainable  Development and Peace  Teaching journalism for sustainable development: new syllabi  Safety guide for journalists. A handbook for reporters in high-risk		





Time	Unit 3	Activities & Contents	Workshop materials	Assessment Module III
		environments UNESCO: Model Curricula for Journalism Education Gavin Allen. 2021. Writing for Journalists. 4 New edition, Taylor &		
		Francis Ltd Jennie Dear and Faron Scott. 2014. The Responsible Journalist. An Introduction to News Reporting and Writing. Oxford.		





#### **Recommandations/** highlights:

- Guide students to monitor and critically reflect on the mainstream news in your country. Also, encourage them to discover independent news sites and examples of good practice in the production of SDGs news. (The comparison between the mainstream press and the independent news websites is very relevant in many countries.)
- At this point, it is very important for students to practice designing and writing news, with prior documentation in the field of SDGs; to identify the problems that the community is facing, to observe the actions of the authorities, the way in which they solve or not the problems of the respective area. Remember, valuable news is about real facts, put in the right context, with the right sources, with accurate, neutral and accessible language.
- News topics are everywhere. Most of them are implicitly related to sustainable development (corruption, poverty, pollution, discrimination, inequality, etc). Encourage students to develop their nose for topics that can become important and relevant news of interest to the public.
- To keep in touch with pressing sustainability topics, encourage students to keep up to date with up-to-date data and information on human rights organizations 'or environmental organizations' websites. Also follow the statements and actions of politicians regarding the implementation of the SDGs in your country.





# Unit 4: Investigative journalism, quality journalism and data journalism.

Statistical analysis and reports from international agencies. Documentation standards in journalistic procedure.

(Pptx slides with key words, concepts, short texts, photos, infographics, data, board, flipchart;) **Teaching Methods**: Presentation, dynamization, monitoring, expert coordination, and participation

3 h: 1h30 mins- Theory presentation + 1h30'- Seminar: empirical learning (journalist guest speaker)

3 h: 1h30 mins: Theory presentation + 1h30'- Seminar: group exercise.

3 h: Workshop conducted by journalist with a background in investigative reporting and data journalism

26 h autonomous learning (205h/7weeks = 29,2 h/week)

#### **Course questions**

What is investigative journalism? What makes a story worth following? What Data Journalism and Computer Assisted Reporting is? Why journalists use data and CAR and how media professionals can improve the quality of their work?

#### **Objectives/Competencies**

Identify stories and formulate hypothesis for thorough investigation, to create, research//investigate//document and write full, in depths stories, identify//access//draw on credible sources, research a specific topic in official public records, develop and practice interviewing techniques and investigative reporting techniques, develop and improve their inquiry and interpretative skills, understand how local stories connect to global issues, using user generated content and open source information in investigations.



Time	Unit 4	Activities & Contents	Resources and materials	Assessment
9h= 3h + 3h + 3h	1. Course: Theory presentation (1h30')	I. Investigative journalism, quality journalism and data journalism. Statistical analysis and reports from international agencies.  Documentation standards in journalistic procedure. (3 h)  10' Intro: Brainstorm ideas about the concept of investigative journalism and write key words on the flipchart.  What would you want to investigate? How?  Ask students to think whom should we investigate//Why? (Journalists should expose criminal activities, abuse, corruption in all aspects of public life, human rights' violation, ecological disasters, and many other important social issues. You can refer to the Watergate case and maybe tell students to read about this or watch the movies All the President's Men, Spotlight, etc.)  Students need to understand that the purpose of investigative journalism is "unveiling of matters that are concealed either deliberately by someone in a position of power, or accidentally, behind a chaotic mass of facts and circumstances - and the analysis and exposure of all relevant facts to the public. In this way investigative journalism crucially contributes to freedom of expression and media development" (Storybased inquiry: a manual for investigative journalists UNESCO)  50' Presentation: In the post digital era, journalism in general and investigative journalism in particular, faces a radical change in the way information is collected and interpreted. Investigative reporters need to deal with data sources, new tools, new ways in which information is disseminated and a lot of disinformation and fake news. The investigative journalists are challenged to find new ways to find facts, uncover injustice and misuse of power, to draw on credible sources, sharpen their inquiry and interpretative skills, in other words, they go beyond day-to-day journalism.	Technical mean of projection Bibliographic materials Comprehensive files Complementary audiovisual material  10-25 slides  Berry, Stephen J., Watchdog Journalism: the art of investigative reporting, NY, OUP, 2009. Lee-Hunter, M. Story-based Inquiry: A manual for investigative journalists, 2009.  de Burgh, H. Investigative Journalism, Context and Practice. London, Routledge, 2000.  David Leigh, Investigative Journalism, A Survival Guide, Palgrave Macmillan, 2019.	Observation sheets/records Students' journal portfolio (with all reflection papers)



Time	Unit 4	Activities & Contents	Resources and materials	Assessment
		Investigative journalism and investigative reporting: there are no easy	Houston, Brant, Horvit,	
		definitions but there is an agreement on some of its principles as they are	Mark, Investigative	
		listed in A watchdog's guide to investigative reporting. A simple	Reporters and Eds.,	
		introduction to principles and practice in investigative reporting, Derek	Investigative Reporters	
		Forbes, Konrad Adenauer Stiftung, Johannesburg, 2005, p.143.	Handbook Documents,	
		Introduce students to the basic principles of investigative reporting:	Databases, and Techniques	
		news values, getting the facts, checking the facts, putting the facts	Bedford/St. Martin's; Sixth	
		together, work with evidence, work with sources (official, confidential),	<u>edition, 2020,</u>	
		protect the sources when required, work with the law.	Global Database	
		Statement of Principles for Investigative Journalism, Canadian	<u>Investigations: The role of</u>	
		<u>Association of Journalists</u>	the computer-assisted	
		The discussion should link investigative journalism to active citizenship	reporter, OUP and Reuters	
		and ethics.	Institute for the Study of	
		In your presentation make sure you will cover aspects relating to:	<u>Journalism</u>	
		developing a story idea, the hypothesis that is to be tested,		
		finding documents and data to support the claims and the findings,		
		interviewing sources, gathering, and combining different information to		
		build the story legally and ethically, find the right angle// ways to tell the		
		investigative story across multiple media platforms, how to research and		
		find sources using digital tools, find the human angle behind the data and connect findings to people.		
		Focus on how students can track associations and use visualizations. It is		
		imperative to guide students and present them with interviewing		
		techniques, including script and strategies of interviewing and choice of		
		best questions, and use of existing research tools including searches		
		through databases and public records, handling and organizing data to		
		use in the investigative reports.		
		10-15 mins discussion on case studies: focus on why they are relevant		
		and effective.		
		how two Times journalists helped ignite the #MeToo movement or	Pulitzer Stories	
		<u>The Paradise Papers, a lesson in investigative journalism</u> (a step-by-step		



Time	Unit 4	Activities & Contents	Resources and materials	Assessment
		lesson plan with materials) or you can choose a case from The Global Investigative Journalism Casebook, by UNESCO.  20' Q&A session in which the concepts, ideas, and materials presented should be reinforced.		
	2. Seminar: Empirical learning (1h30')	Students should be prepared to discuss current issues, especially those with local impact, be ready to develop story ideas for their project, find and cultivate sources for the story, pitch and defend their idea in front of the class, and present how they intend to write the story in a compelling manner.  Required reading in advance: national and local newspapers, each day, focusing on local issues, as well as investigative pieces that are published in local and national newspapers.  Students should be required to go online and find information for their stories, create a database and present how they can build an investigation on their chosen topic and interview people. Stress how important is to think of a hypothesis, to ask questions, and plan the right steps. Students should be able to define the topic of their investigation and their hypothesis and to explain its social significance to their colleagues. group.  Or, have a professional journalist as a guest speaker to provide examples of best practices in (local) investigative journalism.		



Time	Unit 4	Activities & Contents	Resources and materials	Assessment
	3. Course: theory	II. Investigative journalism, quality journalism and data journalism.	10-15 slides	
	presentation (1h30')	Statistical analysis and reports from international agencies.	10 10 31140	
	F	Documentation standards in journalistic procedure. (3 h)	Fight Fake News	
		In this presentation focus on how journalists around the world and in	UNESCO	
		your country develop techniques to cope with corruption, globalization		
		of crime, and environmental damage, how they use data and collaborate	A collection of articles	
		locally and even across borders.	on fake news and the	
		Start by presenting a video and dataset from one of the courses on	spread of	
		gapminder and discuss with students. Then, using flourish.studio you	misinformation	
		can show students how they can use this tool to visualize the data they		
		want.		
		Because the amount of information, the variety of available open sources	factcheck.org_Debunkin	
		and the speed with which this information and data are produced it is	g False Stories	
		vital to raise students' awareness for quality journalism. Bring into		
		discussion the global issues of disinformation and fake news that	Verification Handbook	
		confront societies in general and quality journalism in particular. Help	for Disinformation and	
		students discern the differences in meanings between disinformation,	Media Manipulation	
		misinformation, mal-information and fake news, bringing again into		
		discussion the ethics and professional standards for quality journalism		
		(considering the information acquired in previous units).		
		Discuss case studies and show them how to check a piece of	Required advanced	
		information, a photo, and how to debunk false stories using	reading	
		<u>factcheck.org</u> or <u>euvsdisinfo.eu</u> . <u>Here and here you cand find some of</u>	Precision Journalism	
		the most important misinformation debunks in 2021.	and Narrative	
		If time allows you can play this game from NPR, or choose a quiz or	Journalism: Toward a	
		another game from here.	<u>Unified Field Theory</u>	
		Students should understand how to identify online disinformation,		
		propaganda, fake news, to identify and analyse online reports of public	How Charts Lie: Getting	
		interest, how to effectively use search engines for advanced search of	Smarter about Visual	
		information. The aim would be to guide students to contextualize the	Information, Alberto	
		findings, draw conclusions, identify the right people to interview and	Cairo, W.W.	



Time	Unit 4	Activities & Contents	Resources and materials	Assessment
		quote, and produce a publishable story using new data tools that can be found on this site and also https://www.icij.org/inside-icij/2018/08/nine-essential-tools-from-icijs-data-journalism-and-programming-experts/ Introduce students to effective web searching, advanced search syntax, and identifying domain ownership (you can use this guide).  Also, bring into discussion the primary functions of spreadsheet software for journalistic analysis that give journalists the opportunity to quickly and easily interpret their data, show them how to download it, clean it in order to visualize it and use it as leads to new stories. You can use the resources provided by google news initiative.  (Google Sheets, Dataset Search Quickstart Guide, Google Data GIF Maker, Tilegrams, Flourish, Google Public Data Explorer, Google Trends, Global Forest Watch, Election Databot, Google Permissions). Make the connection between the fundamental principles of journalism and the SDGs (Goal 16, Peace, Justice and Strong Institutions). Find stories that students think are good examples of data journalism. (here)  In reference to a particular data set ask your students what they would measure and what hypothesis would they formulate and test. (For seminar activities or workshops, it would be a good idea to invite an expert guest with hands on experience on CAR techniques to work with	Norton&Company  Philip Meyer award winning stories  The Data Journalism Handbook  where-coders-and- journos-meet  CAR Techniques  Research Methodology and Statistics for Journalists	
		students on how to input numbers, texts, how to order and filter data, use graphics, etc,		
	4. Seminar: activities or guest journalist	Bring in journalists, fact-checkers, mining specialists and SMM specialists to explain students how they collaborate, to share industry insights with the purpose of enhancing communication skills and exchange of knowledge and experience on how to take the findings and put them together in a story. (what kind of stories can be created using data).		



Time	Unit 4	Activities & Contents	Resources and materials	Assessment
		You can also choose some data verification exercises for students from Media and Information Literacy for Journalists starting from page 110.		
	5. Workshop  Workshop on documentation and journalistic verification in the digital world.	Invite journalists/media experts to conduct a 3-hour workshop on advanced search of information, focusing on abilities and tools students need analyse reports, to identify networks, to follow the information on different media (including social media such as Facebook, Twitter, etc.), how to use <a href="mailto:crowdtangle">crowdtangle</a> , ad library, and other open sources. The purpose of this activity would be to help students create a story using maps, charts and graphs, and data using free tools and to understand how important the collaboration between journalists and coders and tech specialists is.		
26h	Autonomous learning	Guide students through the bibliography and encourage them to identify other scientific resources, guides, textbooks, multimedia materials that address the issue of investigative journalism, data journalism and quality journalism.  Some data resources from international databases and organizations: http://www.centerforinvestigativereporting.org http://www.globalinvestigativejournalism.org http://www.ire.org http://www.ire.org https://www.journaliststoolbox.org/2022/04/28/investigative_backgroun ding/	Gavin McFadyen,  Investigative Journalism, 2nd edition. T&F Books, 2009.  Brant Houston, Len Bruzzese, Steve Weinberg, The Investigative Reporter's Handbook: A Guide to Documents, Databases and Techniques, Bedford/St. Martin's, 4th Edition, 2002.  Paul Cristian Body, Follows	
		https://opendatainception.io/ https://littlesis.org/	Paul Cristian Radu, Follow the Money: A Digital	



Time	Unit 4	Activities & Contents	Resources and materials
		https://www.theguardian.com/us-news/ng-interactive/2015/jun/01/the-	Guide for Tracking
		counted-police-killings-us-database	Corruption.International
		https://aleph.occrp.org/	Center for Journalists
		http://www.interpol.int/	Romanian Centre for
		https://investigativedashboard.org/	Investigative Journalism,
		https://www.transparency.org/	2008.
		http://www.unodc.org/unodc/en/data-and-analysis/statistics/	
		United Nations Environmental Data Explorer	https://cmds.ceu.edu/acade
		http://geodata.grid.unep.ch/	mic-articles
		FAO GeoNetwork	https://ijec.org/data-
		http://www.fao.org/geonetwork/srv/en/main.home	manuals/
		Global Observing Systems Information Center (GOSIC)	ijec.org/data-tools
		https://www.ncdc.noaa.gov/gosic	
		United Nations central repository and list of national statistics	Berry, S., Watchdog
		http://unstats.un.org/unsd/methods/inter-natlinks/sd_natstat.asp	journalism, 1st Edition.
		World Bank data	USA, Oxford University
		http://data.worldbank.org/	<u>Press, 2008.</u>
		World Health Organization	
		http://www.who.int/en/	De Bourg, H., Investigative
		WHO Mental Health Atlas	Journalism. 2nd Edition.
		http://www.who.int/mental_health/evidence/atlas/profiles/en/	USA, Routledge, 2008.
		Demographic and Health Surveys Program Data	
		http://dhsprogram.com/Data/	Gray, J, Chambers, L, and
		Global Health and Human Rights Database	Bounegru, L., The Data
		http://www.globalhealthrights.org/	<u>Journalism Handbook.</u>
		Global Health Data Exchange	How journalists can use
		http://ghdx.healthdata.org/	data to improve the news,
		Migration and Refugees	1st Edition. O'Reilly
1		https://helpdesk.gijn.org/support/solutions/articles/14000075896-human-	Media, 2012.
1		trafficking	
1		International Organization for Migration	Rogers, S., Facts are





Time	Unit 4	Activities & Contents	Resources and materials	Assessment
		https://www.iom.int/ UN Refugee Agency (UNHCR) Data http://data2.unhcr.org/en/situations#_ga=1.89916818.886356702.14878 56614 UNHCR's Refworld (reports and news) http://www.refworld.org/ https://dashboards.sdgindex.org/map https://opencorporates.com/ https://index.okfn.org/dataset/  Other resources for supporting investigative journalism: Dart Center for Journalism & Trauma - http://dartcenter.org FOIA Machine - https://www.foiamachine.org/ Investigative Dashboard - https://investigativedashboard.org/ Medium "75+ tools for investigative journalists" https://medium.com/@Journalism2ls/75-tools-for-investigative-journalists-7df8b151db35 Nieman Story Board - http://niemanstoryboard.org Offshore Leaks - https://offshoreleaks.icij.org/ Source. Open News - https://source.opennews.org/en-US	sacred, 1st Edition. UK, Guardian Books, 2013.	





#### **Recommandations/** highlights:

- Highlight a wide range of case studies and examples from different countries and local areas. Use online and free resources;
- Develop partnerships between representatives of public and private sector, guest speaker activities, job shadowing, interviews and project-based learning;
- Students should monitor the media (mainstream and alternative), social media platforms, professional media associations, NGOs and regulatory agencies;
- Students should be oriented to use authorized and reliable sources of information, use scientific resources and the voices of experts;
- It is very important for students to develop skills to find global data, process and analyse it and also to learn and develop the skills of doing background checks. It is crucial at this point to expand traditional skill sets to critical thinking and problem solving, networking (both online and offline), netiquette, and privacy protection.





# **Unit 5: Digital narratives and new information and dissemination supports**

Advanced narrative forms, systems, and dissemination strategies. Political and corporate discourse in the digital space: analysis and impact. Digital narratives and communities: participation and retribution. Narrative construction for supports.

3 h: 1h30 mins- Theory presentation + 1h30'- Seminar: empirical learning (journalist guest speaker)

3 h: 1h30 mins- Theory presentation + 1h30'- Seminar: empirical learning (journalist//NGO representative//business expert guest speaker)

3 h: Worksop Writing, composition, and dissemination techniques for SDGs: workshop on creating factual writing and positioning of publications

(Pptx with key words, short texts, images, graphics, data, board, flipchart);

23 h autonomous learning (205h/7weeks = 29,2 h/every week)

#### **Course questions**

What is and what is not a multimedia story? How to convey a narrative through multiple forms of media and social media such as: text, photography, audio, and video? How to communicate data-rich stories? Introduce students to digital collections and archives, data analysis and visualisation, scripting, blogging, and online publishing.

#### **Objectives/Competencies**

Develop a critical understanding of digital narratives and digital technologies; Understand how new media have changed both the process of news production and dissemination, and the relationship between journalists and audience; Explore new forms and functions of storytelling; Empower a diversity of voices; Promote critical and creative thinking; Gain skills and Competencies to produce distinctive audio-visual pieces, learn the essentials of audio-video production.



Time	Unit 5	Activities & Contents	Resources and	Assessment
			materials	Module III
9h=	1. Course: Theory	Digital narratives and new information and dissemination supports.	Ted Talks:	Observation
3h	presentation	Advanced narrative forms, systems, and dissemination strategies.	The Power of	sheets/records
+	(1h30')	Political and corporate discourse in the digital space: analysis and	<u>Storytelling</u>	Students'
3h		impact. Digital narratives and communities: participation and		journal portfolio
+		retribution. Narrative construction for supports.	Why Storytelling Is So	(with all
3h		20' Intro: Begin by playing The Fortunately – Unfortunately Game.	Powerful in the Digital	reflection
		Have everyone sit in a circle, think of the first sentence of a story – you	<u>Era</u>	papers)
		only need to briefly set the scene. The next person in the circle should		
		continue the story, starting their sentence with "Unfortunately". The		
		person after them continues with "Fortunately". Alternate between	ResearchGate The	
		fortunately and unfortunately for as long as you want.	Potential of Digital	
			Storytelling in	
		Continue with Zoom in and Zoom out Game.	<u>Encouraging</u>	
		Group students in pairs. The first student starts narrating a story (prepare	Sustainable Lifestyle	
		some prompts if they are not sure where to start), the second student		
		should occasionally tell the first student to "zoom in" or "zoom out".		
		When students are asked to "zoom in", their focus should be on		
		describing details, while "zooming out", reduces the level of detail and		
		focuses on the main plot.		
		Brainstorm ideas about the role storytelling plays within communities		
		and have students consider the following questions: people tell stories		
		from ages, what changed now?		
		Why is it important to change the way we tell our stories in an age of		
		noise and challenges brought by the Internet when communication and		
		interactions have changed, even the concept of stories have changed.		
		50' Presentation: 2.0 Stories: new media, social media, and	Precision Journalism	
		journalism today	and Narrative	
		Focus on changes in news (social media does not replace journalism but	Journalism: Toward a	
		adds another layer to it), the desire for real time updates, stories reach a	<u>Unified Field Theory</u>	
		broader audience, new ways of collecting information and use it for		





Time	Unit 5	Activities & Contents	Resources and materials	Assessment Module III
				Middle III
		news stories, new tools for better reporting.	Digital News Report	
		Introductory video (3:34 mins) on what is digital storytelling	2022 Reuters Institute	
			and University of	
		Nowadays, journalists need to submit stories for multiple, interactive	<u>Oxford</u>	
		platforms (television, radio, print and online) and it is essential for them	<b>D.</b> 1. 1. 0	
		to be multi-skilled. According to researches mccrindle.com., "when we	Digital Storytelling	
		communicate data, our job is to move from the complex to the simple.	Method article in the	
		Because the brain is more naturally wired to engage with the human,	Handbook of Research	
		with the relatable, with a story than with just data, information and	Methods in Health Social	
		complexity alone. And when we think about engaging stories, whether	Sciences pp 1303-1319,	
		they be novels, infographics or songs, they always have the four I's."	2019.	
		4Is= interest, instruct, involve, inspire.		
		(Here is the TedTalk given by Ashley Fell, a social researcher, keynote	McChesney, W., Robert	
		speaker and head of Communications at McCrindle. Why storytelling is	W., Pickard, Victor	
		so powerful in the Digital Era).	(Eds.), Will the Last	
		Observe together with students how multiple story angles are	Reporter Please Turn	
		accommodated for multiple platforms and give access to all relevant	Out the Lights? The	
		aspects of the story (videos, pictures, audio, wires, relevant stories, etc.),	Collapse of Journalism	
		how they are produced, how journalism is being re-constructed into an	and What Can Be Done	
		entirely new setting.	to Fix It, New York:	
		Elicit the answer to the question: what is a multimedia story and what is	The New Press, 2011.	
		not a multimedia story? Instead of reading a linear, structured and single	ŕ	
		narrative, the audience is presented with a combination of photographs,	Fenton, N, New Media:	
		video clips, music, info graphs and text combined in a nonlinear,	Old News, Journalism	
		dynamic narrative that is complementary not redundant.	and Democracy in the	
		nytimes story Snowfall from 2012 is generally regarded as the first	Digital Age, London,	
		successful digital story.	2009.	
		You can divide students into small groups and ask them to choose a		
		traditional media and an online one and ask them to compare and	Lister, Martin, New	
		contrast the way in which they engage with the audience, how they	Media, A Critical	
		gather information, how they disseminate information, etc. (Here are	Introduction,	
		gamer information, now they disseminate information, etc. (Here are	тигошисноп,	



Time	Unit 5	Activities & Contents	Resources and materials	Assessment Module III
		some more examples of good practices bbcwlabs and nytimes.  The needs of the public changed thus journalists resorted to new ways to create a stronger connection with audiences.  Examples of how news organizations chose to tell stories using different layers to be discussed with the students here and here.  Narrative is everything when trying to communicate complex ideas.  Explore with students some of the many new forms of content creation and narrative practices that have appeared because of this technological and cultural change and encourages students to engage with these forms critically and creatively. A good example is The Guardian's interactive story on the rise of deepfake and the threat to democracy. Here  Discuss with student how sound, video and data are used to convey powerful and persuasive messages. Also, you can watch with students sdghelpdesk. The power of stories: storytelling as an agent of change as nowadays storytelling becomes a "powerful tool to connect and inform policymakers and communities on, for example, climate change adaptation and disaster preparedness among other areas". For real stories, access The SDGsHelpDesk.  20' Q&A session	Nieman reports Citizen Journalism and the BBC  Rethinking Journalism Trust and Participation in a Transformed News Landscape, Routledge, 2013.	
	2. Seminar (1h30')	Students need to understand digital storytelling as an emergent form of participatory media and be prepared to practice new media narrative methods such as vlogs, citizen journalism, audio storytelling and video essays.		
		Ask students to find a relevant issue they would like to cover as a story and choose a way in which they would present it so it has an impact. They should find a relevant angle, gather information on the topic, select the info and structure it in a journalistic manner. Then they should		



Time	Unit 5	Activities & Contents	Resources and materials	Assessment Module III
		decide on the platform they would like to use. Reinforce the ideas covered during the course and bring again into discussion the quality and the substance of the messages, the structural features of their stories (non-linear, dynamic) and the features of the digital media environment (which are interactive and contextualized).  Students should produce a blog entry, a social media series of posts and a YouTube video using their mobile phones trying to make their story engaging and impactful.		
	3. Course: Theory presentation	Digital narratives and new information and dissemination supports.  Advanced narrative forms, systems, and dissemination strategies.		
	(1h30')	Political and corporate discourse in the digital space: analysis and	The discursive	
		impact. Digital narratives and communities: participation and	construction of	
		retribution. Narrative construction for supports. II	digitalization: a	
		5' Recap of the previous unit	comparative analysis of	
		50 min Presentation:	national discourses on	
		Start with a reflection on Journalism 2.0 followed by a presentation on	the digital future of work	
		political communication and rhetorical techniques in digital public	Published online by	
		sphere: actors, messages, gestures, audiences, political environment,	Cambridge University	
		target audiences, one event, different points of view.	Press, 2021.	
		Focus on how social media, smartphones, access to new technology		
		impact everything, from politics to activism. You can observe with	Hahn, F. Dan, Political	
		students video blogs or social media activity of local politicians or	Communication:	
		political parties and discuss how they build the narratives (rhetorical	Rhetoric, Government,	
		devices, visuals, speech and text) and tailor it to particular political demographics.	and Citizens,	
		Before that you can watch this clip which explores the strategies	https://journals.sagepub.c	
		employed by trolls (how disinformation campaigns are launched and	om/doi/10.1177/2056305	
		how to stop them.)	121988932	
		Rhetoric Online: The Politics of new Media offers a "critical insight into	https://journals.openediti	
		how rhetoricians might consider existing theories of persuasion, identity,	on.org/ejas/12147	



Time	Unit 5	Activities & Contents	Resources and materials	Assessment Module III
		narrative, intertextuality, social movements, and more in the context of	https://www.tandfonline.	Wioduic III
		evolving new media technology."	com/doi/full/10.1080/095	
		It is necessary that students understand that narratives in politics require	57571.2019.1623498	
		agency and they actively convey messages that support or do not support	37371.2017.1023478	
		political movements or ideas, and they should focus on how and with	Imagined Politics: How	
		what implications a narrative operates. You can analyse the narratives of	Different Media	
		Donald Trump on climate change that counteracted efficient policies in	Platforms Transport	
		this area and observe his claims in opposition to facts (Trump Davos	Citizens Into Political	
		2020: US president's speech fact-checked) What does Trump actually	Narratives	
1		believe on climate change? Also, here.	https://www.jstor.org/sta	
		Here is an article that analyses the story of Pizzagate conspiracy and	ble/20445054	
		gives some insights into some crucial elements of political narratives,	Jenkins, Henry, and	
		and here is a compelling book that explores how and why, in the age of	Thorburn, David (eds.),	
		post truths and fake news, storytelling plays such an important part in	Democracy and New	
		the political process.	Media, MIT Press, 2003.	
		Move the discussion to corporate narratives and the reason they are used	Raymond Kuhn, Erik	
		as opportunities for creating not only economic value, but also a value	Neveu (eds.), <i>Political</i>	
		for communities, bringing about environmental, social, and economic	Journalism: New	
		change leading ultimately to good governance. Discuss examples with	Challenges, New	
		emphasis on the purpose, and the impact of messages//campaigns.	Practices,	
		Examples of Corporate Social Responsibility in Action or you can	Routledge/ECPR Studies	
		reflect on some stories and strategies on sustainable progress presented	in European Political	
		in merckgroup's sustainability report 2021	Science. 2002.	
		Or from the Guardian Companies need more resources to sell	Gaining competitive	
		sustainable change through entertainment and useful information	advantage from CSR	
1		Focus on how stories can be used to shape opinions, depict conflict, and	policy change – Case of	
		even influence policy change.	foreign corporations in	
1		Shift the discussion to how digital storytelling has become a powerful	Vietnam	
		tool to give a voice to the voiceless, build narratives and carry messages		
		of marginalized communities, address their needs, and create a	Oxford Communication	
1		relationship with community stakeholders. Talk about citizen journalism	_Advocay Journalism	





Time	Unit 5	Activities & Contents	Resources and materials	Assessment Module III
		and advocacy journalism in relation to propaganda and conventional quality journalism (objective vs. non-objective viewpoints) and analyse the relationship between advocacy journalism, participation, and social change. Focus on the new roles for journalism and public opinion, how citizenship can be built through participation, how community can be changed through the action digital storytelling. Focus on the idea that advocacy journalism is a combination between factual reporting and a point of view and although it deliberately stands for a specific idea, it does not necessarily need to disregard objectivity. It is important for students to be able to distinguish between factual information, opinion and propaganda especially if/when they become involved in social or political causes so they can go to reliable sources.  25' Q&A Session and conclusions Identify with students and analyse issues related to race, gender,	Waisbord, S., Advocacy journalism in a Global Context, in Wahl-Jorgensen, K. & Hanitzsch, T. (eds.), The handbook of journalism studies, Routledge, NY, 2010.  A toolbox of stories to keep readers engaged, American Press Institute, 2016. Alexander, B. The New	
		religion, poverty, disability, etc that are misrepresented or under- represented in mainstream media. Explore with students the needs of marginalized communities through considerations of human rights and sustainable journalism. How can they empower those communities? How can they create an action and reaction feel with the public? How can they build a connection between those issues, communities, and the audience?	Digital Storytelling - Creating Narratives with New Media. Santa Barabara, Praeger, 2011. Digital Storytelling Capturing Lives, Creating Community Kidd, J. Digital	
	4. Seminar (1h30')	Group activities: Think, Plan and Write Ask your students to identify a number of social issues that have been under-covered by the mainstream media or completely absent and think of ways in which those cases could be addressed.  Identify a local issue that has been covered by mainstream media and addressed by an NGO as well. Compare and contrast differences in angles, perspectives, dissemination strategy and analyse the impact.	Storytelling at the BBC: The Reality of Innovative Audience Participation, in RIPE, 2006 Conference Proceedings, 16–18 November, University of Manchester, pp. 1–17.	



Time	Unit 5	Activities & Contents	Resources and materials	Assessment Module III
	Workshop (3h)	What other strategies could have been employed to engage the public more.  Guest speaker on strategies to empower people and communities and examples of best practices.  In depths discussions and practical activities with guest journalists with extensive hands-on broadcast experience.  Students should be guided and encouraged to engage with audio and video formats and tools used to report the news, so they can learn the theoretical and practical aspects of audio//audio video media.  Students should be introduced and guided to all stages of audio//video production (pre-production, production and post-production): audio and video storytelling techniques, interviewing best practices, how to record quality audio, transcribe audio clips, narration writing, intro and outro writing, recording voice, practicing news gathering for broadcast.  The main emphasis should be on developing skills for radio and television news reporting and editing while enabling students to use audio and video equipment.  Discuss what does writing for the ear imply? Differences between print and broadcast writing (clear, concise, accurate language, short sentences, active verbs, attribution first, etc.), principles of news reporting, news writing techniques, the structure of news (opening, lead, body, closing), soundbites//videos, recording techniques//sound collection (using the microphone//mobile phone). Elements of audio and video storytelling (learn the basics of the form of a story, and how to develop their own narrative).	How to write broadcast news stories  Glossary of common media terms  Broadcast Journalism Textbooks  Stories for change	Module III



Time	Unit 5	Activities & Contents	Resources and materials	Assessment Module III
		You can use these links as examples: RadioLab, BBC From our correspondent, BBC Academy, Poynter 6 tips for writing broadcast stories  Focus on short-form video//audio story to interest, instruct, involve, inspire students to work with visual elements, sound, and scriptwriting. Another idea would be to choose the same story (ideally an SDG story) and divide students in two groups. In the first group students will write a story for radio, and the students in the second group a piece for TV. For the radio piece students should think of how to use words to create pictures in the audience's mind, and choose the right sounds//atmos, whereas students writing the story for TV should carefully choose images to complement the piece without being redundant.		
23 h	Autonomous learning	Guide students through the bibliography and encourage them to identify other scientific resources, guides, textbooks, multimedia materials that address the issue of sustainable development.  Communicating Sustainable Development and the SDGs in Europe_Best practices  Role of Media in the Attainment of Goal 16 & the SDGs Overall  Digital Technologies to achieve the SDGs  Storytelling with GIS for the SDGs  Environmental programmes and links BBC  Best practices of community radio and Sustainable Development Goals:  a handbook  BBC News Style Guide  Sage Books Chapter 5: Writing for Broadcast	Suggested readings: Alexander, B., The New Digital Storytelling: Creating Narratives with New Media, Santa Barbara: Praeger, 2017. Goggin, G., & Hjorth, L. eds., The Routledge Companion to Mobile Media, New York: Routledge, 2014. Dunford, M., & Jenkins, T., Digital Storytelling: Form and Content, London: Palgrave Macmillan, 2017. Lambert, J., Digital Storytelling: Capturing	





Time	Unit 5	Activities & Contents	Resources and materials	Assessment Module III
			Lives, Creating Community (Digital Imaging and Computer Vision), New York: Routledge, 2013. Vernalis, C., Herzog, A., & Richardson, J., The Oxford Handbook of Sound and Image in Digital Media, New York: Oxford University Press, 2013. reutersinstitute journalis m-age-social-media https://journals.sagepub.c om/doi/full/10.1177/233 28584221078542	



#### **Recommendations/ highlights:**

- The slides for this unit should be designed to support a long-form//in depth theoretical lecture.
- The assignments should be directed to applying the concepts and skills taught during class and seminar sessions
- The readings have been chosen to present a variety of contexts given the importance of diverse representation at the core of this course. However suitable case studies from the local context could be added to further enhance the local adoption of this course.
- It is very important to guide students every step of the way while they write their scripts, exercise interviewing techniques, develop the narrative in audio and video stories and generate their own content and ideas using standard tools reinforcing the concepts and ideas developed during the lectures.
- Students need to understand what copyright is and learn how to find and use music, news clips, videos, stills, photos, etc.; as part of their future job they will need to use copyright materials as part of their stories or evidence; <a href="Here">Here</a> and <a href="here">here</a> you can find more information on principles in fair use for journalists and what is protected by copyright in news content.



# Unit 6: Writing, composition and dissemination techniques for SDGs

6h Writing, composition and dissemination techniques for SDGs: workshop on creating factual writing and positioning of publications

6h Writing, composition and dissemination techniques for SDGs: workshop on creating factual writing and positioning of publications

(key words, short texts, images, graphics, data), board, flipchart;)

23 h autonomous learning (205h/7weeks = 29,2h/every week)

#### **Course questions**

What does the step-by-step practice of making journalistic materials entail? How do we build news and other journalistic genres with the help of technology? How is the information obtained? How do we connect journalistic practice with sustainable development? How do we choose SDG topics that are relevant to our audience? How do we determine the approach angle?

#### **Objectives/Competencies**

Journalistic skills: writing, filming, editing, interviewing, communicating, negotiating; collaborating, teamwork, critical thinking, working under time pressure, strategic thinking, decision-making and coordination skills, strategic use of social media.



Time	Unit 6	Activities & Contents	Workshop materials	Assessment Module III
12h= 3h + 3h + 3h + 3h	Info presentation (1h)	10' Let's start with a quiz on the environment and sustainable development. (You can do any other creative exercise that empowers students' minds and opens their receptivity to active involvement in the workshop.)  40' Presentation: SDGs Non-fictional and factual writing. Reporting for different audiences. Why is it important to know audience? Do we have a general and heterogeneous audience? Do we have a special audience or niche audience?  Again, about news: good news/bad news; fals ballance (e.g., scientific results vs nonexpert opinions); newsworthiness, public interest, topicality, proximity, usefulness.  Writing well for news means writing clearly, precisely, accessible, neutrally, so that everyone who reads can quickly understand what it is all about. The structure of the inverted pyramid and the six W remains valid.  10' Q&A  Writing news professionally means sticking to facts and attributing information. Links to evidence and in-depth reading are very important. Writing news responsibly means respecting the factual truth, managing your own bias, not taking it out of context to distort reality, using images correctly and writing without grammar mistakes.  Observe and understand the differences: news story & features in	https://www.proprofs.co m/quiz- school/playquiz/?title=t he-amazing- sustainability-game- show  https://www.bbc.co.uk/b itesize/guides/zqt7k7h/r evision/1  Karen McIntyre, Cathrine Gyldensted. 2017. Constructive Journalism: Applying Positive Psychology Techniques to News Production, The Journal	Observation sheets/records Students' journal portfolio (with all reflection papers)
	Team exercise, writing/reporting exercises (2h)	journalism (writing, style, facts vs emotions, approaches, headlines, the use of images)  2h Simulate an editorial meeting for a news website (could be an independent student publication). The exercise is to design and write a news story and a feature on the same topic. Research/identify/select a topic related to SDGs for a news article in your campus/your community. Encourage students to research the subject using authorized, expert, scientific sources, data. Advise them to investigate the matter in	of Media Innovation  Feature writing versus traditional news writing  Recommendations on environmental journalism	



Time	Unit 6	Activities & Contents	Workshop materials	Assessment Module III
		depth and determine the most appropriate sources and resources for getting relevant information for their news story. It is very important to put the topic into context. Ask them to work efficiently and on time. Stimulate critical thinking and the ability to corroborate and correlate data to understand the problem they will be writing about.  Then, go with the students out of the classroom to observe and record, interview, film make photos then write and elaborate one news story and one feature on the same topic. How will I illustrate my materials (photo, video, infographic)? Don't forget to assign images.  Finally, when the material is ready, encourage students to work together to find the most appropriate headline. When writing a journalistic headline, keep in mind two important things: 1. Avoid clickbait. (Don't mislead your audience with sensational, inappropriate, or misleading headlines). 2 Keep in mind the keywords you enter in the headline so that search engines and platforms display the news or feature as visibly as possible. This is true for all journalistic materials so that they can be easily and quickly found by users.  Then, decide how to use strategic and differentiated social media to make our journalistic work known and appreciated.	Mobile phones, computers / laptops with photo and audio-video editing software, Photo cameras, camcorder	
	Info presentation	Interviews and Storytelling technics related to SDGs topics. Emotional vs factual in journalistic writing & filming.		
	Info presentation (max. 1h)	Introduce students to different approaches, style, tone, construction, writing between these journalistic genres. Make recommendations and provide examples of good practices, tips & tricks. Remind students of essential things about reporting on journalism, such as:	Interviewing Principles	
		Stay informed about pressing issues in your community. Document yourself in depth to understand the causes of the problems. Choose the topic you are writing/filming about; choose the right approach. Get used to contextualizing any topic. Putting it in context is helpful for your	How to conduct a good interview: 14 go-to interview techniques for journalists	
		audience. Tell the story in a catchy way for your audience.	Guide to Modern	





Time	Unit 6	Activities & Contents	Workshop materials	Assessment Module III
		Interviews. In journalism, interviews have two main purposes (in journalistic practice, they often overlap): 1. to obtain information and to build news or other journalistic materials. 2. to highlight the profile of the interviewee, his opinions, etc. Some tips on professional journalism interview techniques can be found <a href="https://example.com/here/">https://example.com/here/</a> .	Storytelling  Digital storytelling tools for journalists- multimedia	
		For creative writing and storytelling, you can also inspire your presentation with Public Relations guides, such as this one. Sometimes you find in these resources' valuable recommendations about persuasive writing and how to get the user to go through the material to the end. However, it is important to always keep in mind that journalism is about facts & truth, and honesty & public interest must be the landmarks that guide the story!	Journalism Design exercises and assignments	
	Team exercise, writing/reporting exercises (2h)	2h Simulate an editorial meeting for a news website (could be an independent student publication). Divide students into work teams, considering their skills and inclinations: writing, interpersonal communication (curiosity, assertiveness, active listening, etc.), photography, filming, sound capture, editing. Any extra skills are welcome and should be encouraged.  Discuss topic suggestions, approaches, and implementation plan together. Let students suggest topics related to the SDGs, choose the form of journalism they consider most appropriate, and offer them suggestions for documentation and construction. Notice how they work and collaborate, coordinate teams, appreciate creative ideas, and have the courage to try new angles.  Because documenting, conducting and editing the interview or report requires a longer time, suggest that students do it during autonomous learning. They will have to decide whether to take the interview, contact the person and get the consent for the interview, and then, based on the documentation, prepare for the interview. In planning this task, students		



Time	Unit 6	Activities & Contents	Workshop materials	Assessment Module III
	Short info presentation (max. 1h')	should consider: the purpose of the interview / report, the audience for which it is conducted, the way of interviewing, the place of the interview (in case it will be face to face), the technique used, team roles, aspects related to production and post-production. They should also anticipate any institutional or personality difficulties related to the interviewee. Keep in mind that the journalist leads the conversation and keeps the direction of the conversation.  Then, decide how to use strategic and differentiated social media to make their journalistic work known and appreciated.  Introduce podcasting: cut through the noise and work cleverly with sounds to tell stories that matter.  Podcasts are the ultimate intimate medium of active listening as there is no distance between the listeners and the voice they hear. It is a flexible storytelling form that is actual and powerful. It is not the same thing as radio because with the podcasts the audiences are free to choose what they want to listen to, whenever they want, it connects the audience. What do you need to create a podcast? An RSS feed and audio files, Listen to a podcast from this link 20 Best Podcasts About Sustainable	NPR Ted Radio Hour  Nieman Reports Subjectivity, hugs and craft: Podcasting as extreme narrative journalism  Nieman Reports Now	Module III
		Development Goals of 2021 and analyse it with the students. Think of story backbone, voice, function, and form. Also consider objectivity, balance between opinion and facts, representation, use of language, credibility, and last but not least privacy.  Bring into discussion the fundamentals of audio storytelling: writing for the ear (the shift from print writing to audio writing), audience and sound.  Here are some tips on audio storytelling.	Hear This: Augmented Reality Comes to Audio  Stimulating the Imagination in a Radio Story: The Role of Presentation Structure and the Degree of Involvement of the	
	Team exercise, writing/reporting exercises (min. 2h')	Asks students to prepare//create a podcast and include steps on prewriting, scripting, editing, and reflection. Students need to include atmos, narration, intro and outro, sound bites, music.	Listener Listener	



Time	Unit 6	Activities & Contents	Workshop materials	Assessment Module III
		Go through the stages together with students: the story's purpose, impact, engagement, content, and evaluation. You can use this link as a prompt.  Guide students step by step: planning, scriptwriting and narration, intro and outro writing, exercise interview techniques in front of the microphone, recording techniques, choosing the right sound bites, music.  Remind the students to write short sentences as the ear cannot process complex sentences (one idea into one sentence) and keep a simple sentence structure: subject, verb, direct object, indirect object. Use simple (but not simplistic) language, as if you would tell something to a friend. Also, the rhythm should be carefully paced. Last, but not least, always read their script out loud, "biting" on every word to make sure that all consonants are audible (the voice needs to sound engaging and authoritative).  Also, you can do with students some exercises to control//train their voice and pronunciation as enunciation, voice and the tone of the voice are important elements in audio pieces. (tongue twisters, vocal warm ups and Three tips for training your voice   NPR Training   NPR).  Required equipment: computer, headphones, microphones//mobile phones (recording apps), editing programs Adobe Audition or Audacity.  As producing the podcast may require more than two hours and some field work (interviews, vox-pops, sound recording) you can suggest students they may finish up the podcast during autonomous hours.	Inside the Podcast Brain: Why Do Audio Stories Captivate?	



Time	Unit 6	Activities & Contents	Workshop materials	Assessment Module III
	Short info	Multimedia journalism: how to create a story about real facts in a digital	International Journalist'	
	presentation (max.	way using the web's characteristics.	Network Toolkits	
	1h')	Students should receive information, recommendations, and tips & tricks		
		about what a multimedia product means in journalism. Even though it is	Multimedia Journalism	
		probably the most creative way to reach audiences, especially young	<b>Berkley Tutorials</b>	
		ones, reality, truth, and facts are the foundation on which any		
		journalistic visual story is created. There are digital software and tools	Sagepub Telling Tales:	
		that can be useful to students when they want to create stories in	Digital Storytelling as a	
		pictures. A multimedia story can contain data visualization, photos,	Tool for Qualitative Data	
		infographics, animations, videos, etc.	Interpretation and	
		Multimedia stories are also based on the non-linear features of the web,	<u>Communication</u>	
		using links and the ability to connect the story with others, in the same		
		category or context. Moreover, they are very suitable for the creation	Digital Storytelling	
		and dissemination of social media, which in turn offers more and more	<u>Method</u>	
		opportunities to express we visually and to stay interconnected.		
		What isn't a multimedia story? (Source)		
		"Sites such as CNN, the Washington Post, NPR and MSNBC.com are	Top 5 best storytelling	
		multimedia sites. They have text. They have video clips. They have	<u>tools</u>	
		audio. They have photographs. They have interactive graphics. But the		
		main stories on these sites are often linear and produced in either text or	From Promises to	
		video or audio to stand alone. The text is often augmented with photos,	Action: 6 Sustainability	
		as it would be in a newspaper or magazine. The video is usually the	Stories to Watch in 2022	
		same version that appears on television. Rarely are video, text, still		
		photos, audio and graphics integrated into the same story. Usually, they		
		are stand-alone stories, each produced for a different media about the		
		same subject, that are then aggregated into multimedia packages."		
	Team exercise,	Students should prepare//create a digital story about a world that is more	Multimedia stories on	
	writing/reporting	representative of (choose one of the goals).	conservation and	
1	exercises (min. 2h')	Determine the focus of the story (as each goal has multiple targets	<u>biodiversity</u>	
		students need to determine the exact focus of their story).		





Time	Unit 6	Activities & Contents	Workshop materials	Assessment Module III
		Have individual students choose an issue related to the chosen SDG and formulate a thesis or debatable statement about the issue. Ask them research information about the issue and then review and organize their materials. Remind them that facts support best a compelling argument. Students also need to determine which research information supports their argument and which information contradicts it.  Discuss digital narratives and tools that give the best voice to their stories on local sustainability issues.  Have them pitch their stories to their colleague (you can do this exercise The Elevator Pitch or Meet the Audience as it is important to incorporate the audience perspective into reporting).  Help students develop the idea, write a plan, make an outline (script), create the storyboard, film and record. Guide students every step of the way (you can use this A how to guide for digital storytelling for more exercises and prompts).  Students should consider where to publish and how to share their stories on social media, so their stories reach target audiences.  Ask them to reflect on how they have felt to tell the story.	Computer Mobile phones Camera Audio and Video editing software (Audacity, SoundCloud, IMovie, Windows Movie Maker or you can use one with monthly subscription) Photo editing software	



Time	Unit 6	Activities & Contents	Workshop materials	Assessment Module III





Time	Unit 6	Activities & Contents	Workshop materials	Assessment Module III
	23 h Autonomous learning	Visualize 2030: Students Tell SDG Data Stories (unfoundation.org). 2019.  Communicating Sustainable Development and the SDGs in Europe: Good practice examples from policy, academia, NGOs, and media.		Module III
		2019.  How People Access News about Climate Change. 2020.  Inter Press Service   News and Views from the Global South (ipsnews.net)  Karen McIntyre, Cathrine Gyldensted. 2017. Constructive Journalism:  Applying Positive Psychology Techniques to News Production, The Journal of Media Innovation  Role of Media in Delivering the SDGs A Mapping Exercise on Bangladesh  UN SDGs Podcast  NPR Starting a podcast A guide for students		



#### **Recommendations/** highlights:

- This unit focuses more on hands-on exercises. Teacher presentations (or practitioners invited to give workshops) should contain short, clear, accurate and helpful information and recommendations so that students can effectively make journalistic materials and develop practical skills needed for the journalistic work.
- The main purpose of these workshops is for students to learn how to write news and practice journalism. They should also learn to relate the story of a fact or real situation (process or phenomenon) related to SDGs, in such a way as to inform, educate, increase connectivity with the audience, generate engagement.
- Examples of good practice in professional journalism are always welcome, as value points and role models. However, students should be encouraged to think freely and creatively in order to discover new forms of expression suitable for the younger generations of media consumers.
- Encourage students to read a variety of literature, including novels and poetry, as well as scientific literature, essays, articles, and books on the history of ideas. To write well they should read a lot. Reading and writing are complementary activities that any professional journalist must do with perseverance and consistency.
- Guide students to listen to high-quality podcasts and multimedia journalism material with useful, valuable, professionally made content.





# Capacity Building Course for onsite teaching of SDGsJR

July/August 2022

LBUS team: Adina & Mina



















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### SDGs Journalism/Reporting Course

The course design for students and journalists was designed in two variants: for 6 or 12 months. For Capacity Building Course, we took into account the short version.

• **Duration**: 6 months

• **Total ECTs**: 40 ECTs (1000 hours)

• **Total in-class hour**: 157 hours (6 hours/week, 156 hours/6 months) with total of 22 weeks

• **Total autonomous work hour**: 843 hours

• Targeted students: Students and in-service journalists

- Students will be studying in class
- In-service journalists will be studying online by SDGsJR E-tutor platform (all teaching sessions will be recorded and uploaded in E-tutor platform for in-service journalists)





### The 4 Modules of Capacity Building Course

**MODULE 1:** THE WORLD AGENDA AND THE

**SDGs** 

Objective: To base the global agenda as a reference to

enhance the information agenda.

**Credits: 5 ECTs (125 hours)** 

**In-class hours: 15 hours** 

**MODULE 2: SUSTAINABLITY** 

**Objective:** To get the participants to assume

Sustainability as the basic concept that activates the

SDGs and

their application in local environments.

Credits: 10 ECTs (250 hours)

**In-class hours: 45 hours** 

## **MODULE 3:** JOURNALISM AND NARRATIVE TECHNIQUES OF DIGITAL INFORMATION

**Objective:** To approach the journalistic reality, the procedures and the forms of elaboration of digital contents

applied to the Practical Project

Credits: 10 ECTs (250 hours)

**In-class hours**: 45 hours

#### **MODULE 4: PRACTICUM**

**Objective:** To generate practical projects that facilitate students' understanding of the subject matter and their involvement in journalism. Make the course visible to institutions, communities and organizations including international SDG agencies.

**Credits: 15 ECTs** (375 hours)

**In-class hours: 45** hours





### **Module III**

# Unit 6: Writing, composition and dissemination techniques for SDGs: workshop on creating factual writing and positioning of publications 12h

- **6h** Writing, composition and dissemination techniques for SDGs: *workshop on creating factual writing and positioning of publications* (Part I)
- **6h** Writing, composition and dissemination techniques for SDGs: workshop on creating factual writing and positioning of publications (Part II)
- **30 h autonomous learning** (205h/7weeks = 29,2h/every week)
- **Course questions**: What does the step-by-step practice of making journalistic materials entail? How do we build news and other journalistic genres with the help of technology? How is the information obtained? How do we connect journalistic practice with sustainable development? How do we choose SDG topics that are relevant to our audience? How do we determine the approach angle?
- **Objectives/Competences:** journalistic skills: writing, filming, editing, interviewing, communicating, negotiating; collaborating, teamwork, critical thinking, working under time pressure, strategic thinking, decision-making and coordination skills, strategic use of social media.





#### **Module III** (continuation)

Unit 6: Writing, composition and dissemination techniques for SDGs: workshop on creating factual writing and positioning of publications 12h

#### **Time Management**

**3h onsite (face to face) teaching:** 

1h Info presentation

2h: Writing/reporting exercises

News & Feature

**3h onsite (face to face) teaching:** 

1h Info presentation

2h: Writing/reporting exercises

**Podcast** 

**3h onsite (face to face) teaching:** 

**1h Info presentation** 

2h: Writing/reporting exercices

Interviews&Reportage

**3h onsite (face to face) teaching:** 

**1h Info presentation** 

2h: Writing/reporting exercises

Multimedia stories





## Unit 6: Writing, composition and dissemination techniques for SDGs: workshop on creating factual writing and positioning of publications 12h

**1h Info presentation: SDGs Non-fictional and factual writing**. Reporting for different audiences. Why is it important to know audience? Do we have a general and heterogeneous audience? Do we have a special audience or niche audience?

- Let's start with a <u>quiz</u> on the environment and sustainable development. (You can do any other creative exercise that empowers students' minds and opens their receptivity to active involvement in the workshop.)
- Again, about **news**: positive news/negative news; false balance (e.g., scientific results vs nonexpert opinions); newsworthiness, public interest, topicality, proximity, usefulness.
- Writing well for news means writing **accurate**, **clearly**, **precisely**, **accessible**, **neutrally**, so that everyone who reads can quickly understand what it is all about. The structure of the **inverted pyramid** and the **5Ws** +**1H** remains valid.
- Writing news professionally means **sticking to facts** and **attributing information**. **Links to evidence** and in-depth reading are very important.
- Writing news responsibly means, also: respecting the **factual truth**, **managing your own bias**, not taking it out of context to distort reality, **using images correctly** and writing without grammar mistakes.
- Observe and understand the differences: news story & features in journalism (writing, style, facts vs emotions, approaches, headlines, the use of images)





## Journalism, media, and technology trends and predictions 2022 Cap. 3: The practice of journalism: hybrid newsrooms, generational change, and new agenda

- "New approaches to the news: greater diversity, less confrontation."
- "It's not only journalists who have been feeling the pressure. (...) audiences often feel overwhelmed by the amount of news, with many saying they regularly avoid the news because it is too depressing. These trends have been compounded by the relentlessly negative nature of the news over the last year about COVID-19 and climate change."

Source: <a href="https://reutersinstitute.politics.ox.ac.uk/journalism-media-and-technology-trends-and-predictions-2022#sub3">https://reutersinstitute.politics.ox.ac.uk/journalism-media-and-technology-trends-and-predictions-2022#sub3</a>





### Hard vs Soft (&Evergreen)

Source: https://www.digitalnewsreport.org/survey/2016/hard-soft-news-2016/

HARD NEWS TOPICS	SOFT NEWS TOPICS
International news	Entertainment or celebrity news
Political news	Lifestyle news
Business and economic news	Arts and culture news
Health or education news	Sports news





## Why evergreen content matters in journalism (especially when it comes to sustainability):-

- they can add value to people's lives through useful advice and recommendations; categories such as tips & tricks or "did you know?" they can have a pronounced utilitarian and pragmatic side.
- they have an educational side and can inspire communities to live healthier, protecting the environment, recycling or using natural resources in a smart way.
- they can capitalize on human interest & they can guide people to have a life with a richer meaning, cultivating values such as humanity, empathy, solidarity, altruism.
- they can provide cultural insights and help people discover and understand the diversity of the world in which we live.

E.g.: Smarter living: Service journalism has been part of The New York Times's extensive coverage for decades, but it's renewing the effort in the form of a strategic Smarter Living section. Stories range from trending topics like the Olympics to evergreen tips about great museums. It also creates guides on deeper topics, like how to cut out sugar.







#### Inverted Pyramid: the most used structure in news writing

Who? What? Where? When? Why? How? The lead usually includes a "hook" or a provocative question or quote, takes around 30 words, or 1–2 thin paragraphs.

The Body: The next most important details, such as controversies or issues, background, evidence, quotes, images, video, or audio that help expand the topic.

The Tail: Extra information such as related items, extra context, an editorial or the journalist's own opinion.

#### Sources:

https://www.tckpublishing.com/inverted-pyramid-iournalism/

https://www.tckpublishing.com/news-writing/ https://www.youtube.com/watch?v=FZvgbUoDkYU





#### Writing news for digital screens

- **Headline:** recommendations for writing digital headlines
- **Photos/Video:** about <u>the ethical use of images</u> in a journalistic material
- Links, a SEO issue about using <u>internal links</u> and good practices in using <u>external links</u> in a news story.
- Bullets, graphics, animations to make the content readable, accessible, easy to understand
- Resources to follow:

  <a href="https://www.interhacktives.com/2019/03/06/be">https://www.interhacktives.com/2019/03/06/be</a>
  st-digital-news-sites/



Co-funded by the

Erasmus+ Programme of the European Union



Photo source: https://www.exchange4media.com/digital-news/what-kept-the-digital-world-buzzing-through-2019-101496.html

Unit 6: Writing, composition and dissemination techniques for SDGs: workshop on creating factual writing and positioning of publications 12h

2h: Writing/reporting exercises: a news story and/or a feature on the same topic

Simulate an **editorial meeting** for a news website. The exercise is to design and write. Research/identify/select a topic related to SDGs for a news article in your campus/your community. Encourage students to research the subject using authorized, expert, scientific sources, data. Advise them to investigate the matter in depth and determine the most appropriate sources and resources for getting relevant information for their news story. It is very important to put the topic into context. Ask them to work efficiently and on time. Stimulate critical thinking and the ability to corroborate and correlate data to understand the problem they will be writing about.

Then, go with the students out of the classroom to observe and record, interview, film make photos then write and elaborate one news story and one feature on the same topic. Ask them how will they illustrate their materials (photo, video, infographic)? Don't forget to assign images.

Finally, when the material is ready, encourage students to work together to find the most appropriate headline. When writing a journalistic headline, keep in mind two important things: **1. Avoid clickbait**. (Don't mislead your audience with sensational, inappropriate, or misleading headlines). **2 Keep in mind the keywords** you enter in the headline so that search engines and platforms display the news or feature as visibly as possible. This is true for all journalistic materials so that they can be easily and quickly found by users. Then, decide how to use strategic and differentiated social media to make our journalistic work known and appreciated.





#### **News Story vs Feature**

https://www.bbc.co.uk/bitesize/guides/zqt7k7h/revision/1

"This table compares some of the characteristic of news stories and features. Remember that these are not hard and fast rules. There can be overlap between the two genres.

For example, a recent news item can be covered in a news feature. Or a news article can abandon the inverted pyramid structure to cover a human interest story using more detail and emotion."

	News Story	Feature
Content	Recent or breaking news	Any issue: could be news-related or human interest
Intro	Summarises the story in a nutshell	Often has a human focus or tells an anecdote
Sources and Angle	Can, but doesn't always, contain more than one source and angle	Always contains a variety of sources and angles
Structure	Inverted pyramid	More flexible: can take linear or a non-linear structure/ include story-telling. Conclusion is important



## Unit 6: Writing, composition and dissemination techniques for SDGs: workshop on creating factual writing and positioning of publications 12h

**1h Info presentation:** Interviews and Storytelling technics related to SDGs topics. Emotional vs factual in journalistic writing & filming.

- Introduce students to different approaches, style, tone, construction, writing between these journalistic genres. Make recommendations and provide examples of good practices, tips & tricks. Remind students of essential things about reporting on journalism, such as:
- Stay informed about pressing issues in your community. Document in depth to understand the causes of the problems. Choose the topic you are writing/filming about; choose the right approach. Get used to contextualizing any topic. Putting it in context is helpful for your audience. Tell the story in a catchy way for your audience.
- **Interviews.** In journalism, interviews have two main purposes (in journalistic practice, they often overlap): 1. to obtain information and to build news or other journalistic materials. 2. to highlight the profile of the interviewee, his opinions, etc. Some tips on professional journalism interview techniques can be found <a href="here">here</a>.
- For creative writing and storytelling, you can also inspire your presentation with this PR guide. Sometimes you find in these resources' valuable recommendations about **persuasive writing** and how to get the user to go through the material to the end. However, it is important to always keep in mind that journalism is about facts reported with **accuracy**, and **honesty** & **public interest** must be the landmarks that guide the story.





Unit 6: Writing, composition and dissemination techniques for SDGs: workshop on creating factual writing and positioning of publications 12h

2h: Writing/reporting exercises: interviewing

Divide students into work teams, considering their skills and assets: writing, interpersonal communication (curiosity, assertiveness, active listening, etc.), photography, filming, sound capture, editing. Any extra skills are welcome and should be encouraged.

Discuss topic suggestions, approaches, and implementation plan together. Let students suggest topics related to the SDGs, choose the form of journalism they consider most appropriate, and offer them suggestions for documentation and construction. Notice how they work and collaborate, coordinate teams, appreciate creative ideas, and have the courage to try new angles.

Because documenting, conducting, and editing the interview or reportage requires a longer time, suggest that students do it during autonomous learning. They will have to decide whether to take the interview, contact the person and get the consent for the interview, and then, based on the documentation, prepare for the interview. In planning this task, students should consider: the purpose of the interview / report, the audience for which it is conducted, the way of interviewing, the place of the interview (in case it will be face to face), the technique used, team roles, aspects related to production and post-production. They should also anticipate any institutional or personality difficulties related to the interviewee. Keep in mind that **the journalist leads the conversation and manage the direction of the conversation**.





Unit 6: Writing, composition and dissemination techniques for SDGs: workshop on creating factual writing and positioning of publications 12h

**Audio Storytelling - The superpower of audio** 

#### Writing for the Ear

Clear

Concise

Consistent

The Journey from Print to Radio Storytelling



#### Start strong

One idea, one sentence

Simple sentence structure: Subject-Verb-Complement

Active voice

Present tenses

Be conversational

Attribution comes first

Avoid unnecessary words



Unit 6: Writing, composition and dissemination techniques for SDGs: workshop on creating factual writing and positioning of publications 12h

#### **Audio Storytelling - The superpower of audio**

#### **Broadcast News Lead**

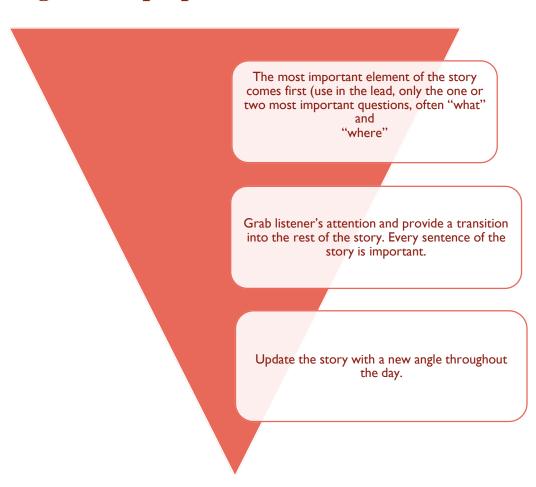
Soft lead
Hard lead
Umbrella lead (?)
Throwaway lead

BBC News Style Guide
Radio Intros 5 examples
of success

training.npr.heres-howto-write-a-good-lead

How to write a news script BBC





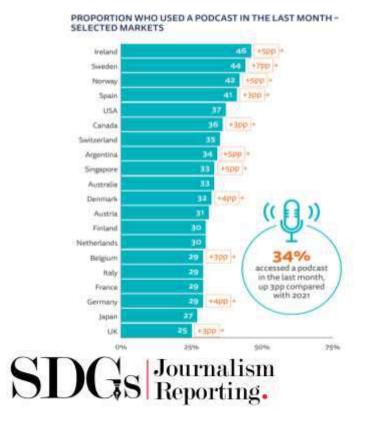


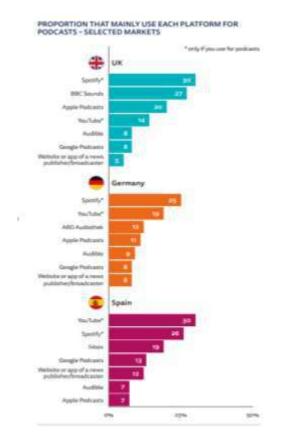
Unit 6: Writing, composition and dissemination techniques for SDGs: workshop on creating factual writing and positioning of publications 12h

Reuter's Institute Digital News Report 2022 here key findings clip

#### Podcast usage growing again after COVID-19 pause

"Podcasts have been another format that publishers have invested in heavily over the last few years (Newman and Gallo 2019 and 2020). Podcasts tend to reach younger audiences via their smartphones, and many subscription publishers are looking to use habit-building products, such as The Daily from the New York Times, to attract younger customers."







## Unit 6: Writing, composition and dissemination techniques for SDGs: workshop on creating factual writing and positioning of publications 12h

#### **1h Info presentation**

- Introduce podcasting: cut through the noise and work cleverly with sounds to tell stories that matter.
- Podcasts are the ultimate intimate medium of active listening as there is no distance between the listeners and the voice they hear. It is a flexible storytelling form that is current and powerful. It is not the same thing as radio because with the podcasts the audiences are free to choose what they want to listen to, whenever they want, it connects the audience.
- The Speedy Evolution of Podcast and Audio Storytelling
- 5 media Audio Trends to Keep an Eye on 2022
- What do you need to create a podcast? An RSS feed and audio files. Best Podcast apps 2022
- Listen to a podcast from this link <u>20 Best Podcasts About Sustainable Development Goals of 2021</u> and analyse it with the students. Think of story backbone, voice, function, and form. Also consider objectivity, balance between opinion and facts, representation, use of language, credibility, and last but not least privacy.
- Bring into discussion the fundamentals of audio storytelling: writing for the ear (the shift from print writing to audio writing), audience and sound.
- Here are some <u>tips</u> on audio storytelling.





## Unit 6: Writing, composition and dissemination techniques for SDGs: workshop on creating factual writing and positioning of publications 12h

#### **2h:** Creating a podcast

Asks students to prepare//create a podcast and include steps on prewriting, scripting, editing, and reflection. Students need to include atmos, narration, intro and outro, sound bites, music.

Go through the stages together with students: the story's purpose, impact, engagement, content, and evaluation. You can use this link as a <u>prompt</u>.

Guide students step by step: planning, scriptwriting and narration, intro and outro writing, exercise interview techniques in front of the microphone, recording techniques, choosing the right sound bites, music.

Also, you can do with students some exercises to control//train their voice and pronunciation as enunciation, voice and the tone of the voice are important elements in audio pieces. (tongue twisters, <u>vocal warm ups</u> and <u>Three tips for training vour voice | NPR Training | NPR</u>).

Required equipment: computer, headphones, microphones//mobile phones (recording apps), editing programs Adobe Audition or Audacity. journaliststoolbox\_podcasting\_resources

As producing the podcast may require more than two hours and some field work (interviews, vox-pops, sound recording) you can suggest students they may finish up the podcast during autonomous hours.





## Unit 6: Writing, composition and dissemination techniques for SDGs: workshop on creating factual writing and positioning of publications 12h

#### **1h Info presentation**

- Multimedia journalism: how to create a story about real facts in a digital way using the web's characteristics.
- Tutorial What is a multimedia story
- Students should receive information, recommendations, and tips & tricks about what a multimedia product means in journalism. Even though it is probably the most creative way to reach audiences, especially young ones, reality, truth, and facts are the foundation on which any journalistic visual story is created. There are digital software and tools that can be useful to students when they want to create stories in pictures. A multimedia story can contain data, visualization, photos, infographics, animations, videos, etc.
- Top 5 best storytelling tools
- From Promises to Action: 6 Sustainability Stories to Watch in 2022
- Multimedia stories on conservation and biodiversity





## Unit 6: Writing, composition and dissemination techniques for SDGs: workshop on creating factual writing and positioning of publications 12h

#### 2h: Creating a multimedia story

Students should prepare//create a story about a world that is more representative of one of the goals.

Determine the focus of the story (as each goal has multiple targets students need to determine the exact focus of their story).

Have individual students choose an issue related to the chosen SDG and formulate a thesis or debatable statement about the issue. Ask them research information about the issue and then review and organize their materials. Remind them that facts support best a compelling argument. Students also need to determine which research information supports their argument and which information contradicts it.

Discuss digital narratives and tools that give the best voice to their stories on local sustainability issues.

Have them pitch their stories to their colleague (you can do this exercise <u>The Elevator Pitch</u> or <u>Meet the Audience</u> as it is important to incorporate the audience perspective into reporting).

Help students develop the idea, write a plan, make an outline (script), create the storyboard, film and record. Guide students every step of the way (you can use this <u>A how to guide for digital storytelling</u> for more exercises and prompts).

Students should consider where to publish and how to share their stories on social media, so their stories reach target audiences.

Ask them to reflect on how they have felt to tell the story.





## Unit 6: Writing, composition and dissemination techniques for SDGs: workshop on creating factual writing and positioning of publications 12h

#### **Recommandations:**

This unit focuses more on hands-on exercises. Teacher presentations (or practitioners invited to give workshops) should contain short, clear, accurate and helpful information and recommendations so that students can effectively make journalistic materials and develop practical skills needed for the journalistic work.

The main purpose of these workshops is for students to learn how to write news and practice journalism. They should also learn to relate the story of a fact or real situation (process or phenomenon) related to SDGs, in such a way as to inform, educate, increase connectivity with the audience, generate engagement.

Examples of good practice in professional journalism are always welcome, as value points and role models. However, students should be encouraged to think freely and creatively in order to discover new forms of expression suitable for the younger generations of media consumers.

Encourage students to read a variety of literature, including novels and poetry, as well as scientific literature, essays, articles, and books on the history of ideas. To write well they should read a lot. Reading and writing are complementary activities that any professional journalist must do with perseverance and consistency.

Guide students to listen to high-quality podcasts and observe multimedia journalism materials with useful, valuable, professionally made content.

Computer, Mobile phones, Camera, Audio and Video editing software (Audacity, SoundCloud, IMovie, Windows Movie Maker or you can use one with monthly subscription) Photo editing software





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# Capacity Building Course for onsite teaching of SDGsJR

July/August 2022

LBUS team: Adina & Mina



















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#### SDGs Journalism/Reporting Course

The course design for students and journalists was designed in two variants: for 6 or 12 months. For Capacity Building Course, we took into account the short version.

• **Duration**: 6 months

• **Total ECTs**: 40 ECTs (1000 hours)

• **Total in-class hour**: 157 hours (6 hours/week, 156 hours/6 months) with total of 22 weeks

• **Total autonomous work hour**: 843 hours

• Targeted students: Students and in-service journalists

- Students will be studying in class
- In-service journalists will be studying online by SDGsJR E-tutor platform (all teaching sessions will be recorded and uploaded in E-tutor platform for in-service journalists)





#### The 4 Modules of Capacity Building Course

**MODULE 1:** THE WORLD AGENDA AND THE

**SDGs** 

Objective: To base the global agenda as a reference to

enhance the information agenda.

**Credits: 5 ECTs (125 hours)** 

**In-class hours: 15 hours** 

**MODULE 2: SUSTAINABLITY** 

**Objective:** To get the participants to assume

Sustainability as the basic concept that activates the

SDGs and

their application in local environments.

Credits: 10 ECTs (250 hours)

**In-class hours: 45 hours** 

## **MODULE 3:** JOURNALISM AND NARRATIVE TECHNIQUES OF DIGITAL INFORMATION

**Objective:** To approach the journalistic reality, the procedures and the forms of elaboration of digital contents

applied to the Practical Project

Credits: 10 ECTs (250 hours)

**In-class hours**: 45 hours

#### **MODULE 4: PRACTICUM**

**Objective:** To generate practical projects that facilitate students' understanding of the subject matter and their involvement in journalism. Make the course visible to institutions, communities and organizations including international SDG agencies.

**Credits: 15 ECTs** (375 hours)

**In-class hours: 45** hours





# Module III JOURNALISM AND NARRATIVE TECHNIQUES OF DIGITAL INFORMATION

- Objective: To approach the journalistic reality, the procedures and the forms of elaboration of digital contents applied to the Practical Project
- *Credits*: 10 ECTs ( 250 hours)
- In-class hours: 45 hours / 6 Units / 7 weeks
- Autonomous learning: 208h (208h/7weeks = 29-30h/week)





Unit 1: Journalism regulatory standards and media standards: style books and global charters: comparative. Editorial staff and ethical standards. Media observatories: typology and functions. Good practices of transparency, accountability and critical thinking in the observatories. - 6h

- **3h:** 1h30'- Theory presentation + 1h30'- Seminar: Team exercise
- **3h:** 1h30'- Theory presentation + 1h30'- Seminar: Case studies & discussion
- **29h autonomous learning** (205h/7weeks = 29,2h/every week)
- Course questions: What does plural journalism mean? How can we map it globally, nationally, or locally? How do we define different types of journalism and how do they relate to professional ethics? What does the media landscape look like in your country? What are media observatories and what is their role?
- **Objectives/Competences:** journalistic ethics knowledge; the ability to problematize ethical issues in professional journalism; ability to work with data, scientific studies/articles, and reports; critical thinking; argumentation and public speaking skills; team working skills.





Unit 1: Journalism regulatory standards and media standards: style books and global charters: comparative. Editorial staff and ethical standards. Media observatories: typology and functions. Good practices of transparency, accountability and critical thinking in the observatories. - 6h

#### **Time Management:**

3h onsite (face to face) teaching: 3h: Course (1h30') + Seminar (1h30'):

10' Recap

15' Introduction

50' Presentation

15' Q&A/Conclusions

1h30'Seminar: team exercise on topic

**3h onsite (face to face) teaching:** 

**3h:** Course (1h30') + Seminar (1h30'):

10' Recap

50' Presentation

20' Debate

10' Conclusions

1h30' Seminar: case studies & discussion





Unit 1: Journalism regulatory standards and media standards: style books and global charters: comparative. Editorial staff and ethical standards. Media observatories: typology and functions. Good practices of transparency, accountability and critical thinking in the observatories. - 6h

#### Course presentation: Media pluralism, Ethics & professional standards for journalists

- Re-discuss and problematize concepts such as: <u>freedom of expression</u> (art. 19, Universal declaration of Human Rights), public interest, independent journalism vs partisan media, etc. Why journalism is not the same in the world? What generates these differences? What kind of journalism is mainly practiced in your country? What obstacles and pressures do journalists in your country face?
- You should have a contextual approach to journalism and explain to students why professional journalism matters more than ever today. Talk about quality journalism vs yellow/tabloid journalism; professional journalism vs citizen journalism. Insist on the differences between facts and opinions in journalism; talk about sources and levels of assignment. Insist on the relevance of news journalism and investigative journalism. Address the connection of journalism with science and experts. (You may correlate it with the recent global health crisis; give example of good practices in your own country.)
- It is very important for students to detect and understand the role of professional journalism for the benefit of society, as well as the its functions: **information**, **investigation**, **filtering**, **education** considering the **public interest** all the time.





**Unit 1:** Journalism regulatory standards and media standards: style books and global charters: comparative. Editorial staff and ethical standards. Media observatories: typology and functions. Good practices of transparency, accountability and critical thinking in the observatories. - **6h** 

**Seminar:** team exercise

- Divide students into teams of for and ask them to do a half-hour desk research on their own devices. Ask each team to propose and describe one independent newsrooms in your country. For selecting their example, they must consider: **the technical characteristics** of the site (functionality, update, menu, interactivity, links, etc.), as well as **the content** (**topics, headlines, tone & style, angles of events, sources,** etc.). An important detail in the analysis of journalistic sites is **transparency** (editorial staff and financial resources).
- The purpose of this seminar is for students to compare and understand the differences in quality, autonomy, and ethical standards between the various media outlets in your country.





Unit 1: Journalism regulatory standards and media standards: style books and global charters: comparative. Editorial staff and ethical standards. Media observatories: typology and functions. Good practices of transparency, accountability and critical thinking in the observatories. - 6h

#### **Course: Theoretical frame (1h30')**

- Presentation: Media responsibility and self-regulation in Europe. The role of media observatories.
- Discuss the role and responsibility of professional journalism by integrating the press into the current digital media ecosystem. Present challenges such as: fake news & digital dis/misinformation or hate speech amplification. Give examples of fake viral digital content from the pandemic.
- Challenge the role and responsibility of professional journalism by integrating the press into the digital media ecosystem. Present and discuss current challenges such as: fake news & **digital disinformation/misinformation** or hate speech amplification. To understand the role of media observatories, it is important for students to understand the deviations of online content that claim to inform users. At this point, it is important to explain to students why scepticism and critical thinking are important when consuming news.
- Provide students with quick <u>fact-checking & investigative tools</u> to detect false information. Show them how to evaluate the credibility of a news site, journalism material, sources, and links used in it. Check out the most effective strategies to counteract the rise of digital misinformation / disinformation.
- Talk to students about the possibility of digital projects that combine human knowledge with artificial intelligence (AI) to find solutions to counteract harmful phenomena, such as mis/disinformation.





**Unit 1:** Journalism regulatory standards and media standards: style books and global charters: comparative. Editorial staff and ethical standards. Media observatories: typology and functions. Good practices of transparency, accountability and critical thinking in the observatories. - **6h** 

#### **Seminar:** case studies & discussion

- Case study 1: Media Observatory Initiative
- Case study 2: <u>European Digital Media Observatory</u>
- Divide the students into two groups and give each one a case study to go through and note the most relevant aspects, such as: context, role, necessity, conclusions related to countering mis/disinformation, etc.
- Encourage students to present the main working group comments for each of the two case studies. Insist on capturing aspects of interest to the audience, paying attention to the content, but also the form of the presentation; ask them to be clear and accurate.
- Discussions: are there any media observatories in your country? If not, why not? If yes: are they functional and helpful for journalists and citizens?





Unit 1: Journalism regulatory standards and media standards: style books and global charters: comparative. Editorial staff and ethical standards. Media observatories: typology and functions. Good practices of transparency, accountability and critical thinking in the observatories. - 6h

#### **Recommandations/** highlights:

Starting with Module III, the emphasis will be on journalistic theory and practice related to SDGs, in line with internationally valid ethical standards. For a differentiated approach to the topics related to media law and ethical journalism, you can use Model Curricula for Journalism education (pp.22-23)

<u>UN-promoted journalistic model</u> & ethics will work as an axiological benchmark for your students, but of course they will consider national and local realities and opportunities to practice journalism.

Students should continue to follow the international quality media, as well as the national and local press, professional associations of journalists, NGOs dedicated to sustainable development and especially the scientific resources in the field of SDGs.

Students should be encouraged to form a mindset specific to professional journalists. Curiosity, reflexivity and boldness are necessary traits in professional journalism. Then they should try to understand the course of the world and its global problems, identify issues for the future development of both local communities and the world, be attentive to decisions and the statements of the authorities, to question them, to develop critical reflexes and especially to always consider the public interest.

Understand that today's journalism is plural and can be practiced in a variety of forms. However, values such as honest truth-seeking, impartiality, rigorous documentation, verification of sources remain fundamental values of professionals.





Unit 2: Specialized investigative journalism procedure: types of journalism (related to SDGs: development journalism; sustainable journalism; solution or constructive journalism) and journalism resources. Journalism & New Media / Online journalism, fake news, and counter-narratives. - 6h

- **3h:** 1h30'- Theory presentation + 1h30'- Seminar: Guest-speaker (investigative journalist)
- **3h:** 1h30'- Theory presentation + 1h30'- Seminar: Fact-checking exercises
- **30h autonomous learning** (205h/7weeks = 29,2h/every week)
- **Course questions**: What are the trends in current journalism connected to sustainable development and the human rights paradigm? What is **constructive journalism** and how does it fit into journalistic practices? What does investigative journalism entail? How is journalism evolving under the impact of social media? What is the role of professional journalists in counteracting digital misinformation?
- **Objectives/Competences:** knowledge and understanding of the diversity and plurality of journalism, knowledge and understanding of new trends and visions regarding the responsible practice of journalism in the digital age, cognitive ability to correlate journalism with sustainability, ability to identify and counteract digital disinformation, critical thinking.





Unit 2: Specialized investigative journalism procedure: types of journalism (related to SDGs: development journalism; sustainable journalism; solution or constructive journalism) and journalism resources. Journalism & New Media / Online journalism, fake news, and counter-narratives. 6h

#### **Time Management:**

3h onsite (face to face) teaching: 3h: Course (1h30') + Seminar (1h30'):

5' Video

20' Introduction

50' Presentation

15' Q&A/Conclusions

1h30'Seminar: Guest-speaker

**3h onsite (face to face) teaching:** 

**3h:** Course (1h30') + Seminar (1h30'):

15' Introduction

60' Presentation

20' Debate

10' Conclusions

1h30' Seminar: Fact-checking exercise





Unit 2: Specialized investigative journalism procedure: types of journalism (related to SDGs: development journalism; sustainable journalism; solution or constructive journalism) and journalism resources. Journalism & New Media / Online journalism, fake news, and counter-narratives. 6h

#### **Course:**

Let's start with a short video from Reuters' <u>Digital News Report</u>, to see the trends in digital media world.

In introduction you can talk about the professional journalistic landscape, referring to the typology of journalism, according to several criteria such as: 1. channel (digital / multimedia, TV, Radio, Print), 2. field of specialization (political, social, sports, cultural), 3. degree of autonomy (independent, partisan), 4. institutional editorial model (mainstream, alternative), 5. specifics of documentation and editorial work (news journalism, data journalism, scientific journalism, investigative journalism), 6. degree of coverage: international, regional, national, local.

In your ppresentation describe and develop concepts: investigative journalism. Journalism & SDGs: development journalism; sustainable journalism; solution or constructive journalism. Explain to students that the plurality of journalism also means being able to choose professionally how to inform and educate the audience you are addressing. In this context, insist on the link between journalism and sustainable development. What means <u>sustainable journalism</u>?

Include in your presentation a description with <u>examples</u> of what constructive journalism entails. ("constructive journalism – a more solutions-focused approach to news coverage"). Also include a critical approach to this topic. Is it necessary for journalism to change in this direction? If yes, why? If not, why not?

Choose and present to your students an example from <a href="https://www.storybasedinquiry.com/casebook">https://www.storybasedinquiry.com/casebook</a> of good practice in investigative journalism. Identify and discuss with your students a relevant example of a journalistic investigation in your country.





Unit 2: Specialized investigative journalism procedure: types of journalism (related to SDGs: development journalism; sustainable journalism; solution or constructive journalism) and journalism resources. Journalism & New Media / Online journalism, fake news, and counter-narratives. 6h

#### **Seminar:** guest-speaker

Investigative journalist about specific of his work related to Sustainability. Ask your guest to discuss with students the challenges, risks, and successes of journalistic investigations. It would be desirable for the theme and examples to be in the field of sustainable development (corruption, illegal deforestation, business affecting the environment, etc.). Encourage students to ask specific and clarifying questions.





"Today, students and professors of Journalism, Communication & Public Relations specializations met in a masterclass **Cristian Delcea**, editor-in-chief of **Recorder.ro**. The meeting was preceded by watching the movie **Spotlight**, about one of the most resounding and impactful journalistic investigations of a local newsroom. #independent journalism #investigation journalism # quality journalism"

(Source: Journalism, Communication & Public Relation Sibiu, Facebook page)



#### Emilia Sercan

investigative journalist specializing in exposing plagiarism of Romanian politicians

- harassed,
- threatened with death
- blackmailed









Unit 2: Specialized investigative journalism procedure: types of journalism (related to SDGs: development journalism; sustainable journalism; solution or constructive journalism) and journalism resources. Journalism & New Media / Online journalism, fake news, and counter-narratives. 6h

#### **Course:**

In introduction you could make a short presentation with examples of the social media concept (web 2.0, participatory media, collaborative platforms, citizen journalism, etc.). You can use short videos, infographics, or other visual resources to show your students the evolution of social media platforms. (A very useful resource <a href="here">here</a>!)

During the presentation you should insist on specific of professional journalism and its link with SDGs topics; the challenges of social media for newsrooms. Explain and show to your students the interference between professional journalism and social media. It is important for students to understand the opportunities, but also the threats of social networks.

Algorithms, artificial intelligence, bots, trolls, polarization, hate speech amplification and mis/disinformation. How social media affects the work of journalists, see <a href="here">here</a>.

Try to engage students in a debate about the role of social media in sustainable development. Ask them for good practice examples of using social media. (Advocacy, mobilization for good causes, solidarity, participation, engagement





Unit 2: Specialized investigative journalism procedure: types of journalism (related to SDGs: development journalism; sustainable journalism; solution or constructive journalism) and journalism resources. Journalism & New Media / Online journalism, fake news, and counter-narratives. 6h

#### **Seminar: fact-checking exercise**

- Practice fact-checking and find useful tools for this. Ask students to identify sites and media content in your country that are misinformed scheduled. Encourage them to notice what they have in common. How can deep fakes be detected?
- Encourage students to think collaborative and work together to find the best and fastest methods and tips for spotting fake news.
- Encourage them to think critically, explain why scepticism is good when we're consuming news, and why it's important for journalists to help users get the news that's important and relevant to them.





Unit 2: Specialized investigative journalism procedure: types of journalism (related to SDGs: development journalism; sustainable journalism; solution or constructive journalism) and journalism resources. Journalism & New Media / Online journalism, fake news, and counter-narratives. 6h

#### **Recommandations/** highlights:

Now that your students have learned about the ethics, values, principles, and standards of professional journalism, they could research, compare, and reflect on joining one of the professional communities on <u>this list</u>, depending on their future interests.

In order to understand the basic process of journalism, which involves 1. the criteria for selecting the topic (public interest, novelty, current affairs, etc.) 2. documentation, sources and resources, verification, data analysis, data tracking 3. choosing the angle of approach, 4. own elaboration (with) discussion of journalistic material in the most appropriate form, 5. dissemination, 6. monitoring of impact and reactions, 7. continuation of the series, if the subject requires it, recommend your students to go through resources such: <a href="https://www.investigative-manual.org/">https://www.investigative-manual.org/</a>

Recommend to your students to monitor local and national newsrooms, mainstream or alternative freelance journalism, as well as comparative approaches to SDGs.

Encourage students to discover and follow constructive journalism media platforms, sites, or projects. (You can start from <a href="here">here</a> and continuing with <a href="scientific perspectives">scientific perspectives</a> on this topic). Also encourage them to research and reflect on business and organizational solutions for sustainable journalism. (See <a href="GIJN video resource series">GIJN video resource series</a>)





Unit 3: Specialized documentation tracking and data verification: <u>resources</u> - 3h

- 3h: 1h30'- Theory presentation: News. Sources and resources in news reporting+ 1h30'- Seminar: Writing news
- **29h autonomous learning** (205h/7weeks = 29,2h/every week)
- **Course questions**: What does documentation in news journalism mean? What are the main sources and resources for news journalists? What's the news? How to build a news story? How do we correlate information journalism with the sustainable development and implementation of the SDGs in your country?
- **Objectives/Competences:** the habit of working with certain data, figures, statistics, expert sources, online resources, etc., the ability to ask questions to get relevant answers, research and documentation skills, the ability to write professionally (in terms of journalism), quick, correlative, and critical thinking.





Unit 3: Specialized documentation tracking and data verification: <u>resources</u> - 3h

#### **Time Management:**

```
3h onsite (face to face) teaching:
Course (1h30') + Seminar (1h30'):
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5' Recap

10' Introduction

50' Presentation

25' Q&A/Conclusions

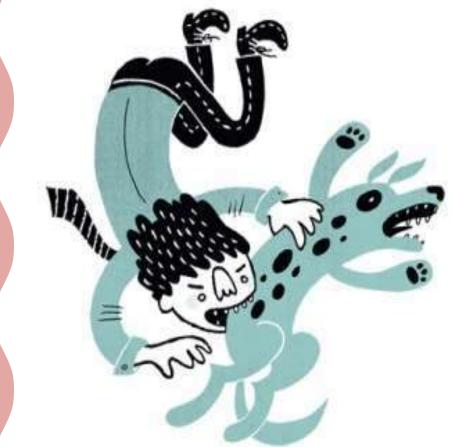
1h30'Seminar: news writing





#### Unit 3: Specialized documentation tracking and data verification: <u>resources</u> - 3h

#### What's news?



https://dogdailynews.wordpress.com/tag/dog-bite/



#### **News Values in Journalism**

- Proximity
- Controversy
- Personal Influence
- Suitability
- Impact
- Bizarre
- Human-Interest
- Timeliness
- Progress
- Genuineness
- Completeness
- Negativeness

(Kobiruzzaman, 2021)



Unit 3: Specialized documentation tracking and data verification: <u>resources</u> - 3h

#### **Seminar:**

- Exercise! Practice writing SDGs news to answer **requirements** such as: Choose the topic. Is it of interest to your audience? Is it current? Does it bring useful information to us? What is the best coverage perspective? Which are the facts, and which are the opinions / statements? How to convert facts into relevant information to state as accurately, neutrally, and impartially as possible what it is about? What words to choose, how to structure the text using the **inverted pyramid** and **the 5Ws**? What is the best title? How do I avoid clickbait?
- Who can speak expertly / officially / authoritatively on the subject? How do I get the statement I need? How to use the quotations? How do I illustrate the news? Photo, video, infographic, animation? Which image is complementary to the text and best suited? How should I use images ethically? How and where do we place links with adjacent information, for valuable in-depth reading, or to send the user to evidence? How do we build the lead? What about the other paragraphs? How do I get a clear, concise, accurate text?





Unit 3: Specialized documentation tracking and data verification: <u>resources</u> - 3h

#### **Recommandations/** highlights:

Guide students to monitor and critically reflect on the mainstream news in your country. Also, encourage them to discover independent news sites and examples of good practice in the production of SDGs news. (The comparison between the mainstream press and the independent news websites is very relevant in many countries.)

At this point, it is very important for students to practice designing and writing news, with prior documentation in the field of SDGs; to identify the problems that the community is facing, to observe the actions of the authorities, the way in which they solve or not the problems of the respective area. Remember, valuable news is about real facts, put in the right context, with the right sources, with accurate, neutral and accessible language.

News topics are everywhere. Most of them are implicitly related to sustainable development (corruption, poverty, pollution, discrimination, inequality, etc). Encourage students to develop their nose for topics that can become important and relevant news of interest to the public.

To stay connected with pressing sustainability topics, encourage students to be informed about human rights organizations 'or environmental organizations' websites. Also follow the statements and actions of politicians regarding the implementation of the SDGs in your country.





# Unit 4: Investigative journalism, quality journalism and data journalism. Statistical analysis and reports from international agencies. Documentation standards in journalistic procedure – 9 h

**3 h:** 1h30'- Theory presentation + 1h30'- Seminar: Empirical learning (journalist guest speakers, NGO representatives);

- **3 h:** 1h30': Theory presentation + 1h30'- Seminar: group activities/exercise;
- 3 h: Workshop conducted by journalist with a background in investigative reporting and data journalism;
  - **26 h autonomous learning** (205h/7weeks)

**Course questions:** What is investigative journalism? What makes a story worth following? What Data Journalism and Computer Assisted Reporting is? Why journalists use data and CAR and how media professionals can improve the quality of their work?

**Objectives/Competencies:** identify stories and formulate hypothesis for thorough investigation, to create, research//investigate//document and write full, in depths stories, identify//access//draw on credible sources, research a specific topic in official public records, develop and practice interviewing techniques and investigative reporting techniques, develop and improve their inquiry and interpretative skills, understand how local stories connect to global issues, using user generated content and open source information in investigations, develop global competency for an inclusive world; to exercise critical thinking; to use media platforms effectively and responsibly;





Unit 4: Investigative journalism, quality journalism and data journalism. Statistical analysis and reports from international agencies. Documentation standards in journalistic procedure – 9 h

Time management

I	II	III
3h: Course (1h30') + Seminar (1h30'):  10' Recap 15' Brainstorming ideas and intro 50' Presentation 15' Q&A/Conlusions 1h30' Guest speaker//Guided research	3h: Course (1h30') + Seminar (1h30'):  10' Introduction 1h Presentation 20' Conclusion 1h30' Guest speaker 10' Q&A	3h: Presentation, guided practical activity and discussion//workshop



## Unit 4: Investigative journalism, quality journalism and data journalism. Statistical analysis and reports from international agencies. Documentation standards in journalistic procedure – 9 h

#### Theoretical frame (1h30')

- Brainstorm ideas about the concept of investigative journalism and write key words on the flipchart. (What would you want to investigate? How? Ask students to think whom should we investigate//Why?
- Presentation: Investigative journalism and investigative reporting: there are no easy definitions but there is an agreement on some of its principles as they are listed in *A watchdog's guide to investigative reporting*. *A simple introduction to principles and practice in investigative reporting*, Derek Forbes, Konrad Adenauer Stiftung, Johannesburg, 2005, p.143.
- Introduce students to the basic principles of investigative reporting: news values, getting the facts, checking the facts, putting the facts together, work with evidence, work with sources (official, confidential), protect the sources when required, work with the law. The discussion should link investigative journalism to active citizenship and ethics. Focus on how students can track associations and use visualizations. It is imperative to guide students and present them with interviewing techniques, including script and strategies of interviewing and choice of best questions, and use of existing research tools including searches through databases and public records, handling and organizing data to use in the investigative reports.
- 10-15 mins discussion on case studies: focus on why they are relevant and effective. The Paradise Papers: A Lesson in Investigative Journalism PulitzerCenter (a step-by-step lesson plan with materials), how two Times journalists helped ignite the #MeToo movement or you can choose a case from The Global Investigative Journalism Casebook by UNESCO or choose a story from Global Investigative Journalism Network
- 20' Q&A session in which the concepts, ideas, and materials presented should be reinforced.





**Unit 4:** Investigative journalism, quality journalism and data journalism. Statistical analysis and reports from international agencies. Documentation standards in journalistic procedure – 9 h

#### **Seminar: Empirical learning (1h30')**

- Students should be prepared to discuss current issues, especially those with local impact, be ready to develop story ideas for their project, find and cultivate sources for the story, pitch and defend their idea in front of the class, and present how they intend to write the story in a compelling manner.
- Required reading in advance: national and local newspapers, each day, focusing on local issues, as well as investigative pieces that are published in local and national newspapers. Students should be encouraged to go online and find information for their stories, create a database and present how they can build an investigation on their chosen topic and interview people. Stress how important is to think of a hypothesis, to ask questions, and plan the right steps. Students should be able to define the topic of their investigation and their hypothesis and to explain its social significance to their colleagues.
- Or, have a professional journalist as a guest speaker to provide examples of best practices in (local) investigative journalism.





**Unit 4:** Investigative journalism, quality journalism and data journalism. Statistical analysis and reports from international agencies. Documentation standards in journalistic procedure – 9 h

#### Course: Theoretical frame (1h30') part II

- In this presentation focus on how journalists around the world and in your country develop techniques to cope with corruption, globalization of crime, and environmental damage, how they use data and collaborate locally and even across borders. Start by presenting a video and dataset from one of the courses on <a href="mailto:gapminder">gapminder</a> and discuss with students. Then, using <a href="mailto:flourish.studio">flourish.studio</a> you can show students how they can use this tool to visualize the data they want.
- Because the amount of information, the variety of available open sources and the speed with which this information and data are produced it is vital to raise students' awareness for quality journalism. Help students discern the differences in meanings between **disinformation**, **misinformation**, **mal-information** and **fake news**, bringing again into discussion the ethics and professional standards for quality journalism. Discuss case studies and show them how to check a piece of information, a photo, and how to debunk false stories using <u>factcheck.org</u> or <u>euvsdisinfo.eu/#</u>. <u>Here and here</u> you can find some of the most important misinformation debunks in 2021. <u>How to Spot Fake News</u> from factcheck.org
- You can play this game from NPR <u>factitious-pandemic.augamestudio.com/#/</u> or choose a quiz or another game from <u>here.</u>
- Students should understand how to identify online disinformation, propaganda, fake news, to identify and analyse online reports of public interest, how to effectively use search engines for advanced search of information. guide students to contextualize the findings, draw conclusions, identify the right people to interview and quote, and produce a publishable story using <a href="mailto:data-journalism-tools">data-journalism-tools</a> and also <a href="mailto:nine essential tools data-journalism and programming experts">nine essential tools data-journalism and programming experts</a>





Unit 4: Investigative journalism, quality journalism and data journalism. Statistical analysis and reports from international agencies. Documentation standards in journalistic procedure – 9 h

#### Course: Theoretical frame (1h30') part II

- Effective web searching, advanced search syntax, and identifying domain ownership (you can use this guide).
- Also, bring into discussion the primary functions of spreadsheet software for journalistic analysis that give journalists the opportunity to quickly and easily interpret their data, show them how to download it, clean it in order to visualize it and use it as leads to new stories. You can use the resources provided by google news initiative (Google Sheets, Dataset Search Quickstart Guide, Google Data GIF Maker, Tilegrams, Flourish, Google Public Data Explorer, Google Trends, Global Forest Watch, Election Databot, Google Permissions).
- Make the connection between the fundamental principles of journalism and the SDGs (Goal 16, Peace, Justice and Strong Institutions).
- Find stories that students think are good examples of data journalism (<a href="here">here</a>)
- In reference to a particular data set ask your students what they would measure and what hypothesis would they formulate and test. For seminar activities or workshops, it would be a good idea to invite an expert guest with hands on experience on CAR techniques to work with students on how to input numbers, texts, how to order and filter data, use graphics, etc,





**Unit 4:** Investigative journalism, quality journalism and data journalism. Statistical analysis and reports from international agencies. Documentation standards in journalistic procedure – 9 h

#### Seminar (activities or guest speaker) 1h30'

- Bring in journalists, fact-checkers, mining specialists and specialists who work with social networks to explain students how they collaborate, to share industry insights with the purpose of enhancing communication skills and exchange of knowledge and experience on how to take the findings and put them together in a story. (what kind of stories can be created using data).
- You can also choose some data verification exercises for students from Media and Information Literacy for Journalists





# Unit 4: Investigative journalism, quality journalism and data journalism. Statistical analysis and reports from international agencies. Documentation standards in journalistic procedure – 9 h

#### Workshop 3h

Invite journalists/media experts to conduct a 3-hour workshop on advanced search of information, focusing on abilities and tools students need analyse reports, to identify networks, to follow the information on different media (including social media such as Facebook, Twitter, etc.), how to use <u>crowdtangle</u>, ad library, and other open sources.

The purpose of this activity would be to help students **create a story** using maps, charts and graphs, and data using free tools and to understand how important the collaboration between journalists and coders and tech specialists is.





## Unit 4: Investigative journalism, quality journalism and data journalism. Statistical analysis and reports from international agencies. Documentation standards in journalistic procedure – 9 h

#### **Recommandations:**

- Highlight a wide range of case studies and examples from different countries and local areas. Use online and free resources;
  - Develop partnerships between representatives of public and private sector, guest speaker activities, job shadowing, interviews and project-based learning;
- Students should monitor the media (mainstream and alternative), social media platforms, professional media associations, NGOs and regulatory agencies;
  - Students should be oriented to use authorized and reliable sources of information, use scientific resources and the voices of experts;





Unit 5: Digital narratives and new information and dissemination supports. Advanced narrative forms, systems, and dissemination strategies. Political and corporate discourse in the digital space: analysis and impact. Digital narratives and communities: participation and retribution. Narrative construction for supports 9 h

- **3 h:** 1h30 mins- Theory presentation + 1h30'- Seminar: empirical learning (journalist guest speaker)
- **3 h:** 1h30 mins- Theory presentation + 1h30'- Seminar: empirical learning (journalist//NGO representative//media expert guest speaker)
- 3 h: Worksop Writing, composition, and dissemination techniques for SDGs: workshop on creating factual writing and positioning of publications;
  - **29-30 h** autonomous learning (205h/7weeks)
- Course questions: What is and what is not a multimedia story? How to convey a narrative through multiple forms of media and social media such as: text, photography, audio, and video? How to communicate data-rich stories? Introduce students to digital collections and archives, data analysis and visualisation, scripting, blogging, and online publishing.
- **Objectives/Competences:** Develop a critical understanding of digital narratives and digital technologies; Understand how new media have changed both the process of news production and dissemination, and the relationship between journalists and audience; Explore new forms and functions of storytelling; Empower a diversity of voices; Promote critical and creative thinking; Gain skills and competences to produce distinctive audio-visual pieces, learn the essentials of audio-video production.

Unit 5: Digital narratives and new information and dissemination supports. Advanced narrative forms, systems, and dissemination strategies. Political and corporate discourse in the digital space: analysis and impact. Digital narratives and communities: participation and retribution.

Narrative construction for supports 9 h

Time management

I	II	III
3h: Course (1h30') + Seminar (1h30'):  20' Intro play storytelling games	3h: Course (1h30') + Seminar (1h30'):  5' Recap and introduction 55' Presentation	3h: Wokshop: Writing, composition and dissemination techniques for SDGs
50' Presentation 20' Q&A/Conlusions 1h30' Guest speaker//Guided research	30' Q&A//Conclusions 1h30' Group activities: Think, plan, write.	



Unit 5: Digital narratives and new information and dissemination supports. Advanced narrative forms, systems, and dissemination strategies. Political and corporate discourse in the digital space: analysis and impact. Digital narratives and communities: participation and retribution. Narrative construction for supports 9 h

#### Theoretical frame (1h30'):

Warm up playing storytelling games. Brainstorm ideas about the role storytelling plays within communities and have students consider the following questions: people tell stories from ages, what changed now?

Why is it important to change the way we tell our stories in an age of noise and challenges brought by the Internet when communication and interactions have changed, even the concept of stories have changed.

#### 50' Presentation: 2.0 Stories: new media, social media, and journalism today

Focus on changes in news, the desire for real time updates, stories reach a broader audience, new ways of collecting information and use it for news stories, new tools for better reporting.

According to researches <u>mccrindle.com</u>., "when we communicate data, our job is to move from the complex to the simple. Because the brain is more naturally wired to engage with the human, with the relatable, with a story than with just data, information and complexity alone. And when we think about engaging stories, whether they be novels, infographics or songs, they always have the four I's." **4Is= interest, instruct, involve, inspire**.

(Here is the TedTalk given by Ashley Fell, a social researcher, keynote speaker and head of Communications at McCrindle. Why storytelling is so powerful in the Digital Era).





Unit 5: Digital narratives and new information and dissemination supports. Advanced narrative forms, systems, and dissemination strategies. Political and corporate discourse in the digital space: analysis and impact. Digital narratives and communities: participation and retribution. Narrative construction for supports 9 h



#rezist



#likethievesinthenight







Unit 5: Digital narratives and new information and dissemination supports. Advanced narrative forms, systems, and dissemination strategies. Political and corporate discourse in the digital space: analysis and impact. Digital narratives and communities: participation and retribution. Narrative construction for supports 9 h

#### Theoretical frame (1h30'):

Elicit the answer to the question: what is a multimedia story and what is not a multimedia story? <u>nytimes</u> story Snowfall from 2012 is generally regarded as the first successful digital story.

Compare and contrast the way in which they engage with the audience, how they gather information, how they disseminate information, etc.

Explore with students some of the many new forms of content creation and narrative practices that have appeared because of this technological and cultural change and encourage students to engage with these forms critically and creatively. A good example is The Guardian's interactive story on the rise of deepfake and the threat to democracy. Here Discuss with student how sound, video and data are used to convey powerful and persuasive messages. Also, you can

watch with students sdghelpdesk\_The power of stories: storytelling as an agent of change clip

as nowadays storytelling becomes a "powerful tool to connect and inform policymakers and communities on, for example, climate change adaptation and disaster preparedness among other areas" (access <u>The SDGsHelpDesk or new-digital-narratives-reinventing-the-journalism-storytelling-toolbox</u>)

20' Q&A session





Unit 5: Digital narratives and new information and dissemination supports. Advanced narrative forms, systems, and dissemination strategies. Political and corporate discourse in the digital space: analysis and impact. Digital narratives and communities: participation and retribution. Narrative construction for supports 9 h

#### **Seminar activity:**

Ask students to find a relevant issue they would like to cover as a story and choose a way in which they would present it so it has an impact. They should find a relevant angle, gather information on the topic, select the info and structure it in a journalistic manner. Then they should decide on the platform they would like to use. Students should produce a blog entry, a social media series of posts and a YouTube video using their mobile phones trying to make their story engaging and impactful.





Unit 5: Digital narratives and new information and dissemination supports. Advanced narrative forms, systems, and dissemination strategies. Political and corporate discourse in the digital space: analysis and impact. Digital narratives and communities: participation and retribution. Narrative construction for supports 9 h

#### **Theoretical frame (1h30') part II:**

- Start with a reflection on Journalism 2.0 followed by a presentation on political communication and rhetorical techniques in digital public sphere: actors, messages, gestures, audiences, political environment, target audiences, one event, different points of view. Focus on how social media, smartphones, access to new technology impact everything, from politics to activism.

  Rhetoric Online: The Politics of new Media offers a "critical insight into how rhetoricians might consider existing theories of persuasion, identity, narrative, intertextuality, social movements, and more in the context of evolving new media technology. (The narratives of Donald Trump on climate change that counteracted efficient policies in this area and observe his claims in opposition to facts (Trump Davos 2020: US president's speech fact-checked) What does Trump actually believe on climate change?)
- Move the discussion to corporate narratives and the reason they are used as opportunities for creating not only economic value, but also a value for communities, bringing about environmental, social, and economic change leading ultimately to good governance. <a href="Examples of Corporate Social Responsibility in Action">Examples of Corporate Social Responsibility in Action</a> or you can reflect on some stories and strategies on sustainable progress presented in <a href="mailto:merckgroup's sustainability report 2021">merckgroup's sustainability report 2021</a>. Or from the Guardian <a href="Companies need more resources to sell sustainable change through entertainment and useful information">merckgroup's sustainable information</a>
- Focus on how stories can be used to shape opinions, depict conflict, and even influence policy change. Talk about citizen journalism and advocacy journalism in relation to propaganda and conventional quality journalism (objective vs. non-objective viewpoints) and analyse the relationship between advocacy journalism, participation, and social change.

  Co-funded by the

Erasmus+ Programme of the European Union

Unit 5: Digital narratives and new information and dissemination supports. Advanced narrative forms, systems, and dissemination strategies. Political and corporate discourse in the digital space: analysis and impact. Digital narratives and communities: participation and retribution. Narrative construction for supports 9 h

#### **Seminar activity:**

Identify with students and analyse issues related to race, gender, religion, poverty, disability, etc that are misrepresented or under-represented in mainstream media. Explore with students the needs of marginalized communities through considerations of human rights and sustainable journalism.

Group activities: Think, Plan and Write

• Ask your students to identify a number of social issues that have been insufficiently covered by the mainstream media or completely absent and think of ways in which those stories could be addressed. Identify a local issue that has been covered by mainstream media and addressed by an NGO as well. Compare and contrast differences in angles, perspectives, dissemination strategy and analyse the impact. What other strategies could have been employed to engage the public more.





Unit 5: Digital narratives and new information and dissemination supports. Advanced narrative forms, systems, and dissemination strategies. Political and corporate discourse in the digital space: analysis and impact. Digital narratives and communities: participation and retribution. Narrative construction for supports 9 h

#### Workshop (3h):

- In depths discussions and practical activities with guest journalists with extensive hands-on broadcast experience.
- Students should be guided and encouraged to engage with audio and video formats and tools used to report the news, so they can learn the theoretical and practical aspects of audio//audio video media.

Students should be introduced and guided to all stages of audio//video production (pre-production, production and post-production): audio and video storytelling techniques, interviewing best practices, how to record quality audio, transcribe audio clips, narration writing, intro and outro writing, recording voice, practicing news gathering for broadcast.

The main emphasis should be on developing skills for radio and television news reporting and editing while enabling students to use audio and video equipment.





Unit 5: Digital narratives and new information and dissemination supports. Advanced narrative forms, systems, and dissemination strategies. Political and corporate discourse in the digital space: analysis and impact. Digital narratives and communities: participation and retribution. Narrative construction for supports 9 h

#### **Recommandations:**

The slides for this unit should be designed to support a long-form//in depth theoretical lecture.

- The assignments should be directed to applying the concepts and skills taught during class and seminar sessions
- The readings have been chosen to present a variety of contexts given the importance of diverse representation at the core of this course. However suitable case studies from the local context could be added to further enhance the local adoption of this course.
- It is very important to guide students every step of the way while they write their scripts, exercise interviewing techniques, develop the narrative in audio and video stories and generate their own content and ideas using standard tools reinforcing the concepts and ideas developed during the lectures.
  - Students need to understand what copyright is and learn how to find and use music, news clips, videos, stills, photos, etc.; as part of their future job they will need to use copyright materials as part of their stories or evidence;

#### Module III Unit 6 TO BE CONTINUED





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### ASSESSMENT MODULE 4 ToT ONLINE TRAINING SESSIONS DUE: 6<sup>th</sup> of AUGUST 2022

#### **Instruction**:

- Answer **ALL** questions.
- Write your name, your organization and module name on the front page of your document.
- When saving your files, please use this format: Name ASSESSMENT 4, for example, "JOHNDOE ASSESSMENT 4"
- Email your assessment to sdgsjruum@gmail.com
- Title of email: Name ASSESSMENT 1, for example, "JOHNDOE ASSESSMENT 4".

#### **Questions:**

- 1. List three of the most important differences between print and radio news writing.
- 2. What is the name of the most common structure for writing a news story?
  - a. Isosceles triangle
  - b. Hourglass
  - c. Inverted pyramid
- 3. Name four principles & ethical values on which quality journalism is based.
- 4. Make a list of possible journalistic materials that your students may produce during Practicum stage after completing the SDGsJR course.





#### FEEDBACK FORM MODULE 4

We are looking forw	ard to receiving you	ir feedback and commen	nts for the ToT ses	ssion for Module 4,
Capacity Building Co	ourse for SDGs Jour	rnalism Reporting. The	form takes approx	ximately 5 minutes to
complete.				
SECTION I				
Name:				
E-mail address:				
SECTION II				
WAS THE TRAIN (	OF TRAINERS SES	SSION USEFUL FOR Y	OU?	
To which extent did	this training session	workshop fulfil your e	xpectations?	
Not at all satisfied	Dissatisfied	Neither satisfied	Satisfied	Very satisfied
		nor dissatisfied		
Were the objectives	of this training sessi	on accurately determine	ed at the beginning	g?
Strongly disagree	Disagree	Neither agree	Agree	Strongly agree
		nor disagree		
Was the content of th	nis training session o	delivered in a clear and	well-structured m	anner?
Not at all satisfied	Dissatisfied	Neither satisfied	Satisfied	Very satisfied
110t at all satisfied	Dissatisfied	nor dissatisfied	Sausied	very satisfied
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activity in your institution?

Strongly disagree	Disagree	Neither agree	Agree	Strongly agree
		nor disagree		

SECTION III				
ASSESSMENT OF	THE CONTENT C	OF THE TRAINING SE	SSION	
How would you rate	the diversity of the	e content?		
Not at all satisfied	Dissatisfied	Neither satisfied	Satisfied	Very satisfied
		nor dissatisfied		
In general, to which	extent are you satis	sfied with the content of	this training work	shop?
Not at all satisfied	Dissatisfied	Neither satisfied	Satisfied	Very satisfied
		nor dissatisfied		
SECTION IV				
	THE TRAINER(S)	/FACILITATOR(S)		
ASSESSMENT OF		) / FACILITATOR(S)	dge on the tonics	he/she presented durin
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COMMENTS AND SUGGESTIONS





## Module 4 Practicum

#### **Capacity Building Materials**



#### Contents

User's Guide	3
Practicum	4





### User's Guide

This handbook is intended as a comprehensive resource for teachers of the SDGs Journalism Reporting Course and for journalists who may find the suggested reading materials and resources relevant to their professional practice.

Each of the units in these modules has been designed to have specific learning outcomes on topics linked to sustainable development and journalism, thus providing concrete tools to apply knowledge about the SDGs and address the skill sets needed for professional media reporting on the SDGs.

Activities, tasks, reading materials, relevant videos and links to other different resources are provided. Supplementary materials (PowerPoint presentations, video recordings of the ToT training sessions) are also available on the SDGs Journalism Reporting platform. While work has been done to ensure the accuracy and relevance of this Capacity Building Material, it is important to acknowledge that new developments, research and insights are constantly emerging; therefore, trainers are encouraged to update this manual with information, additional resources and case studies that reflect the latest trends and practices in journalism and sustainability in the world in general and in their region in particular. Engaging with current events, guest speakers and industry professionals can further enrich the educational experience. The content of this specialised textbook can be adapted to best suit local, national and/or institutional teaching and learning contexts.





### **Practicum**

<u>Creating factual writing and positioning of publications (online materials.)</u> Students' presentation materials

Credits: 15 ECTs (375 hours)

**In-class hours: 45 hours** 

**Autonomous learning: 330 hours** 

### **Objectives:**

- To generate practical projects that facilitate students' understanding of the subject matter and their involvement in journalism
- Make the Course visible to institutions, communities and organizations including international SDG agencies.

23 h autonomous learning (330h/7weeks = 47,14h/every week)

**Description:** This module has an eminently practical character, it involves the creation of a portfolio of journalistic materials (text, photo, audio-video) and the keeping of a practicum diary under the coordination and guidance of the practicum tutor.

**Module(s) competencies:** The Practicum module should prove and consolidate the knowledge and skills acquired during the first three modules:

- Professional competences: 1. ethical & legal: deep understanding of professional journalistic standards and ethics, understanding of legal issues and the capacity to find relevant information and sources regarding the legal framework, general and specific knowledge of rights, obligations and responsibilities, in accordance with the situation in that country; 2. digital &technical: computer writing & editing, production, design techniques for print, broadcast and online media, multimedia knowledge & skills; 3. cognitive & actional: capacity to determine newsworthiness//news judgment and a critical understanding of what makes a good story and what makes a story newsworthy; ability to adapt to fast changes in new technologies & big tech; develop effective techniques for gathering, checking, and documenting information, develop interviewing techniques; ability to produce stories in accurate, clear, correct, concise and engaging language with focus on the subject matter and intended audience in relevant angles; interpret accurately data and statistics; **4. cultural &behavioural**: intercultural networking abilities, communicate to diverse audiences understanding the current world from the perspective of sustainable development, basic scientific knowledge in sustainability; understanding of best practices in journalism worldwide and in their country.
- **Transversal competencies:** interpersonal communication, active listening, team working, resilience, empathy, critical and analytical thinking, ability to organize and coordinate, time management, creativity.





Time	Weeks	Activities & Contents for students	Tasks description for academic staff	Requirements
6h	Week 1	Contextualization and presentation of the structure and guidelines of the project. Work organization, setting deadlines.  We suggest two possible ways for Modul IV - Practicum:  1. The combination of classroom work and work in a local newsroom (Practicum & Internship model)  Where possible, Practicum tutors should facilitate and encourage students' access to professional media organizations for internships (which are considered work experience) where the work experience can be supervised by a journalist. Students can follow, closely observe, and work side by side with professional journalists, experience the feel of a real newsroom and experiment first-hand with what they have been learning during the modules. Before students start their internship, we suggest that a formal institutional agreement is signed between the academic institution and the media organization which stipulates the importance of the partnership, mutual benefits together with the shared responsibilities for the academic institution, the student, and the media organization. Also, it should include a description of the expected learning outcomes, specified activities and details regarding students' supervision.  2. Work in the classroom and at home / in the field. Students produce freelancing materials in consultation with practice tutors.  For the final evaluation of this module (IV) that has the most hours of autonomous learning, students will develop journalistic materials according to the freelancing model. Tutors will decide the number and complexity of media materials made by students. In this case, you will need to think about and agree with the students about what type of publication and audience the materials will be made for. You will	Practical character Focus on the elaboration of the portfolio. Teacher tutoring on practical project  Organizing the practice and communicating the evaluation criteria at the end of the module. Scheduling the actions within the module. Planning future meetings with students. Establishing the content and deadlines for the completion of the portfolio.	Project Result On-going Summative (assessed by filed-work rubric)  practicum journal//diary (it can be written or recorded) journalistic materials portfolio



Time	Weeks	Activities & Contents for students	Tasks description for academic staff	Requirements
		consider the abilities and inclinations of the students, as well as their proposals.  Some suggestions for activities you can do in class for this module:  • Think and discuss the media organization/ online publication for which the students will create the journalistic content. Ideally, it should be a professional news website with which you have already started collaborating during the previous modules, inviting experienced journalists to your classes.  • Class brainstorming: identify local/national issues in the field of SDGs, and make a top three, depending on their stringency and public interest. Discuss opportunities and risks regarding documentation and obtaining information, co-opting experts or, as appropriate, (local) government officials.  • Discuss with your students the profile of the audience and find together topics and forms appropriate to the content of the journalistic materials. Will it be a feature article that will rely on text, written information, facts, and arguments? Or will it be a multimedia story or a podcast (the first in a series)? What will it take to get information and opinions? Office research, fieldwork, interviewing people, and capturing sounds and/or images? Vox pop? Who are the people you will be interviewing?  • Orient students to plan the stages of making materials during the first week of autonomous learning, contact the sources, collaborate with colleagues, and develop their professional networking.  • Presentation of the requirements students must meet to receive the credits. A portfolio of published articles, audio, video, and multimedia pieces that students have produced during the Practicum stage (news, features, investigative pieces, infographics, multimedia materials podcasts, all representative of local sustainable issues.		



Time	Weeks	Activities & Contents for students	Tasks description for academic staff	Requirements
		<ul> <li>Practicum evaluation form completed by the practicum supervisor by the time the stage ends (an example <a href="here">here</a>) discuss the plan and guide the students to continue their desk research on their chosen topic.</li> <li>Work with them in small groups or individually. Encourage them to strategically think about making the materials, get information from reliable sources, to study the legal aspects of the subject</li> </ul>		
30h	Week 2 until week 6	<ul> <li>Making journalistic materials following the profile of the publication/site and the specifics of the audience. Guidance, coordination, problem-solving.</li> <li>More instructions and coordination of materials to detailed discussions to assist students' learning and progress.</li> <li>The assignments//projects for the portfolio should be designed so that students can apply concepts and skills learned during the course.</li> <li>Students need to know how what they learn is applied to the workplace. Students should be encouraged to go and do field work for direct observation, interviews, recordings, sound capturing, video recording//filming, etc. Their thoughts on the experience can be further detailed with the Practicum coordinator or included in the Practicum diary. It is important that students can apply their newly acquired knowledge and skills to a product. //with the help//under the supervision of a professional journalist and//or the Practicum coordinator so they can correct possible mistakes on the spot.</li> <li>Encourage students to talk about the challenges//difficulties they encountered and together come up with solutions.</li> </ul>	Intense tutoring and follow-up work by the local teaching staff. Monitor, guide and evaluate the students' fieldwork. More instructions and coordination of materials to detailed discussions to assist students' learning and progress. The assignments//projects for the portfolio should be designed so that students can apply concepts and skills learned during the course.	



Time	Weeks	Activities & Contents for students	Tasks description for academic staff	Requirements
		<ul> <li>It is important for the tutor to facilitate access to and collaborations with professional journalists, multimedia specialists, experts in sustainability who can also provide support and feedback during tutoring sessions.</li> <li>In every class meeting, try to build professionalism and students' self-confidence in their journalistic skills.</li> <li>Although the portfolio will be individual, students should be encouraged to work collaboratively, ask for and provide constructive feedback.</li> <li>During the Practicum module, students could build a solid professional networking, with professional journalists, sustainability experts, academics and NGO representatives. In the Practicum diary they will capture the contacts and the relationship with the professionals from different fields.</li> <li>Discuss with your students ways to promote their journalistic work on social media platforms. Identify together the most effective strategies to spread the materials created, in a way appropriate to the specifics of the networks chosen for this. Don't neglect impact tracking, engagement generation and interactivity with users.</li> </ul>	Encourage your students to be bold and curious, to step out of their comfort zone. Give them constructive feedback.  Practicum tutor should always maintain active contact with students, monitor progress in developing materials, provide constructive, graded feedback especially on the importance of writing strategies and storytelling techniques, motivate students in their work especially when they encounter difficulties, have a proactive attitude.	



Time	Weeks	Activities & Contents for students	Tasks description for academic staff	Requirements
6h	Week 7	Project Result Presentation: Grading and assessment are based on the portfolio and the practicum diary consisting of copies of the published articles, audio, video, multimedia pieces that students have produced, and on the evaluations of the Practicum tutor (if students took up internships the evaluation of the journalist who supervised the student should also be considered).	We recommend that at the presentation of the portfolio, the tutor can invite (physically or online) a collaborating journalist or another member of the academic staff.	
			The evaluation of the Practicum activity will be done according to clear criteria, established since the beginning of the module. The passing grade will be obtained based on the minimum performance standards.	
47,14h/ Every week	Autonomous learning	Field work, research, documentation, reading (relevant articles, reports, guides, legislation, etc.), writing, recording, data tracking, editing, improve languages skills (language of journalism: clear, concrete, specific, active, etc.) and accurate reporting on sustainable issues Students should practice daily monitoring of local, national and international media, to establish contacts with various useful sources in their work and build a professional network of media and NGOs professionals.		



### **Recommendations/** highlights:

We suggest the Practicum tutor should continuously assess student's progress and allow opportunities for feedback and improvement

### Minimum performance standards for assessing Practicum portfolio:

- to prove the acquisition of <u>basic information</u> and <u>ethical standards</u> in journalism;
- to prove writing skills, editing or audio-radio and multimedia programme production techniques;
- to prove that they have a minimum but correct knowledge of the material covered on the SDGs issues;
- materials should always respect the highest standards of honesty and integrity;
- an absence of spelling, grammar and wording mistakes;
- completion of portfolio materials;

Other aspects to consider when evaluating the materials in the portfolio:

- strong leads, informative, compelling writing
- essential information covered
- use of links
- the material is organized in a logical manner
- correct use of quotations and attribution
- clear, concise language
- appropriate register and style
- appropriate media and multimedia use respective for the audience





### Capacity Building Course for onsite teaching of SDGsJR

July/August 2022

LBUS team: Adina & Mina



















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### SDGs Journalism/Reporting Course

The course design for students and journalists was designed in two variants: for 6 or 12 months. For Capacity Building Course, we took into account the short version.

• **Duration**: 6 months

• **Total ECTs**: 40 ECTs (1000 hours)

• **Total in-class hour**: 157 hours (6 hours/week, 156 hours/6 months) with total of 22 weeks

• **Total autonomous work hour**: 843 hours

• Targeted students: Students and in-service journalists

- Students will be studying in class
- In-service journalists will be studying online by SDGsJR E-tutor platform (all teaching sessions will be recorded and uploaded in E-tutor platform for in-service journalists)





### The 4 Modules of Capacity Building Course

**MODULE 1: THE WORLD AGENDA AND THE** 

**SDGs** 

Objective: To base the global agenda as a reference to

enhance the information agenda.

Credits: 5 ECTs (125 hours)

**In-class hours: 15 hours** 

**MODULE 2: SUSTAINABLITY** 

**Objective:** To get the participants to assume

Sustainability as the basic concept that activates the

SDGs and

their application in local environments.

Credits: 10 ECTs (250 hours)

**In-class hours: 45 hours** 

### **MODULE 3:** JOURNALISM AND NARRATIVE TECHNIQUES OF DIGITAL INFORMATION

**Objective:** To approach the journalistic reality, the procedures and the forms of elaboration of digital contents

applied to the Practical Project

Credits: 10 ECTs (250 hours)

**In-class hours**: 45 hours

### **MODULE 4: PRACTICUM**

**Objective:** To generate practical projects that facilitate students' understanding of the subject matter and their involvement in journalism. Make the course visible to institutions, communities and organizations including international SDG agencies.

**Credits: 15 ECTs** (375 hours)

**In-class hours: 45** hours





### Module IV PRACTICUM

*Objective:* To generate practical projects that facilitate students' understanding of the subject matter and their involvement in journalism. Make the course visible to institutions, communities and organizations including international SDG agencies.

• *Credits:* 15 ECTs ( 375 hours)

• *In-class hours:* 45 hours

• Autonomous learning: 330h





PRACTICUM: Online materials from an international expert regarding how to achieve project on creating factual writing and positioning of publications (online materials.) Students' presentation materials

### Objectives:

- To generate practical projects that facilitate students' understanding of the subject matter and their involvement in journalism
- Make the Course visible to institutions, communities and organizations including international SDG agencies.
- 23 h autonomous learning (330h/7weeks = 47,14h/every week)
- **Description:** This module has an eminently practical character, it involves the creation of **a portfolio of journalistic materials** (text, photo, audio-video) and the keeping of a practicum diary under the coordination and guidance of the practicum tutor.





### SDGsJR Course/Modules I, II, III & IV: Professional competences:

Ethical & legal	Digital &technical	Cognitive & actional	Cultural &behavioural
<ul> <li>deep understanding of professional journalistic standards and ethics understanding of legal issues and the capacity to find relevant information and sources regarding the legal framework</li> <li>general and specific knowledge of rights, obligations and responsibilities, in accordance with the situation in that country</li> </ul>	<ul> <li>computer writing</li> <li>filming &amp; editing, production, design techniques for print, broadcast and online media</li> <li>multimedia knowledge &amp; skills;</li> <li>ability to adapt to fast changes in new technologies &amp; big tech</li> <li>apps &amp; social media use</li> </ul>	<ul> <li>capacity to determine newsworthiness//news judgment and a critical understanding what makes a story newsworthy</li> <li>develop effective techniques for gathering, checking, and documenting information, develop interviewing techniques</li> <li>ability to produce stories in accurate, clear, correct, concise and engaging language with focus on the subject matter and intended audience in relevant angles interpret accurately data and statistics</li> <li>factchecking abilities</li> </ul>	<ul> <li>intercultural networking abilities</li> <li>communicate to diverse audiences</li> <li>understanding the current world from the perspective of quality journalism &amp; sustainable development</li> <li>basic scientific knowledge in sustainability</li> <li>understanding of best practices in journalism worldwide and in their country.</li> </ul>

### SDGsJR Course/Modules I, II, III & IV: Transversal competences:

- interpersonal communication
- active listening
- team working
- resilience
- empathy
- critical and analytical thinking
- time management
- creativity





PRACTICUM: Online materials from an international expert regarding how to achieve project on creating factual writing and positioning of publications (online materials.) Students' presentation materials

- WEEK 1 (6h): TASKS DESCRIPTION:
- Practical character
- Focus on the elaboration of the portfolio.
- Teacher tutoring on practical project
- Organizing the practice and communicating the evaluation criteria at the end of the module. Scheduling the actions within the module. Planning future meetings with students. Establishing the content and deadlines for the completion of the portfolio.
- **REQUIREMENTS:** Project Result, On-going Summative (assessed by filed-work rubric), practicum journal//diary (it can be written or recorded) journalistic materials portfolio





PRACTICUM:Online materials from an international expert regarding how to achieve project on creating factual writing and positioning of publications (online materials.) Students' presentation materials

- WEEK 1 (6h): ACTIVITIES AND CONTENTS
- 1. The combination of classroom work and work in a local newsroom (Practicum & Internship **model**) Where possible, Practicum tutors should facilitate and encourage students' access to professional media organizations for internships (which are considered work experience) where the work experience can be supervised by a journalist. Students can follow, closely observe, and work side by side with professional journalists, experience the feel of a real newsroom and experiment first-hand with what they have been learning during the modules. Before students start their internship, we suggest that a formal institutional agreement is signed between the academic institution and the media organization which stipulates the importance of the partnership, mutual benefits together with the shared responsibilities for the academic institution, the student, and the media organization. Also, it should include a description of the expected learning outcomes, specified activities and details regarding students' supervision.





PRACTICUM:Online materials from an international expert regarding how to achieve project on creating factual writing and positioning of publications (online materials.) Students' presentation materials

- WEEK 1 (6h): ACTIVITIES AND CONTENTS
- 2. Work in the classroom and at home / in the field. Students produce freelancing materials in consultation with practice tutors.

For the final evaluation of this module (IV) that has the most hours of autonomous learning, students will develop journalistic materials according to the freelancing model. Tutors will decide the number and complexity of media materials made by students. In this case, you will need to think about and agree with the students about what type of publication and audience the materials will be made for. You will consider the abilities and inclinations of the students, as well as their proposals.





PRACTICUM:Online materials from an international expert regarding how to achieve project on creating factual writing and positioning of publications (online materials.) Students' presentation materials

### • WEEK 1 (6h): SUGGESTED ACTIVITIES part I

- Think and discuss the media organization/online publication for which the students will create the journalistic content. Ideally, it should be a professional news website with which you have already started collaborating during the previous modules, inviting experienced journalists to your classes.
- Brainstorming: identify local/national issues in the field of SDGs, and make a top three, depending on their stringency and public interest. Discuss opportunities and risks regarding documentation and obtaining information, co-opting experts or, as appropriate, (local) government officials.
- Discuss with your students the profile of the audience and find together topics and forms appropriate to the content of the journalistic materials. Will it be a feature article that will rely on text, written information, facts, and arguments? Or will it be a multimedia story or a podcast (the first in a series)? What will it take to get information and opinions? Office research, fieldwork, interviewing people, and capturing sounds and/or images? Vox pop? Who are the people you will be interviewing?





PRACTICUM:Online materials from an international expert regarding how to achieve project on creating factual writing and positioning of publications (online materials.) Students' presentation materials

### WEEK 1 (6h): SUGGESTED ACTIVITIES part II

- Orient students to plan the stages of making materials during the first week of autonomous learning, contact the sources, collaborate with colleagues and develop their professional networking.
- Presentation of the requirements students has to meet to receive the credits. A portfolio of published articles, audio, video, and multimedia pieces that students have produced during the Practicum stage (news, features, investigative pieces, infographics, multimedia materials podcasts, all representative of local sustainable issues.
- Practicum evaluation form completed by the practicum supervisor by the time the stage ends, discuss the plan and guide the students to continue their desk research on their chosen topic.
- Work with them in small groups or individually. Encourage them to strategically think about making the materials, get information from reliable sources, to study the legal aspects of the subject





PRACTICUM: Online materials from an international expert regarding how to achieve project on creating factual writing and positioning of publications (online materials.) Students' presentation materials

- WEEKS 2-6 (30h): TASKS DESCRIPTION:
- Intense tutoring and follow-up work by the local teaching staff. Monitor, guide and evaluate the students' fieldwork.
- More instructions and coordination of materials, detailed discussions to assist students' learning and progress.
- The assignments//projects for the portfolio should be designed so that students can apply concepts and skills learned during the course.
- Encourage your students to be bold and curious, to step out of their comfort zone. Give them constructive feedback.
- Practicum tutor should always maintain active contact with students, monitor progress in developing materials, provide constructive, graded feedback especially on the importance of writing strategies and storytelling techniques, motivate students in their work especially when they encounter difficulties, have a proactive attitude.
- **REQUIREMENTS:** Project Result, On-going Summative (assessed by filed-work rubric), practicum journal//diary (it can be written or recorded) journalistic materials portfolio





PRACTICUM:Online materials from an international expert regarding how to achieve project on creating factual writing and positioning of publications (online materials.) Students' presentation materials

- WEEKS 2-6 (30h): SUGGESTED ACTIVITIES part I
- Producing journalistic materials following the profile of the publication/site and the specifics of the audience.

  More instructions and coordination of materials to detailed discussions to assist students' learning and progress.
- The assignments//projects for the portfolio should be designed so that students can apply concepts and skills learned during the course.
- Students need to know how what they learn is applied to the workplace. Students should be encouraged to go and do field work for direct observation, interviews, recordings, sound capturing, video recording//filming, etc. Their thoughts on the experience can be further detailed with the Practicum coordinator or included in the Practicum diary. It is important that students can apply their newly acquired knowledge and skills to a product. //with the help//under the supervision of a professional journalist and//or the Practicum coordinator so they can correct possible mistakes on the spot.
- Encourage students to talk about the challenges//difficulties they encountered and together come up with solutions.





PRACTICUM:Online materials from an international expert regarding how to achieve project on creating factual writing and positioning of publications (online materials.) Students' presentation materials

### • WEEKS 2-6 (30h): SUGGESTED ACTIVITIES part II

- It is important for the tutor to facilitate access to and collaborations with professional journalists, multimedia specialists, experts in sustainability who can also provide support and feedback during tutoring sessions.
- In every class meeting, try to build professionalism and students' self-confidence in their journalistic skills.
- Although the portfolio will be individual, students should be encouraged to work collaboratively, ask for and provide constructive feedback.
- During the Practicum module, students could build a solid professional networking, with professional journalists, sustainability experts, academics and NGO representatives. In the Practicum diary they will capture the contacts and the relationship with the professionals from different fields.
- Discuss with your students ways to promote their journalistic work on social media platforms. Identify together the most effective strategies to spread the materials created, in a way appropriate to the specifics of the networks chosen for this. Don't neglect impact tracking, engagement generation and interactivity with users.





PRACTICUM:Online materials from an international expert regarding how to achieve project on creating factual writing and positioning of publications (online materials.) Students' presentation materials

- WEEK 7 (6h): TASKS DESCRIPTION
- We recommend that at the presentation of the portfolio, the tutor can invite (physically or online) a collaborating journalist or another member of the academic staff.
- The evaluation of the Practicum activity will be done according to clear criteria, established since the beginning of the module. The passing grade will be obtained based on the minimum performance standards.
- Grading and assessment are based on **the portfolio** and the **practicum diary** consisting of copies of the published articles, audio, video, multimedia pieces that students have produced, and on the evaluations of the Practicum tutor (if students took up internships the evaluation of the journalist who supervised the student should also be considered).





PRACTICUM: Online materials from an international expert regarding how to achieve project on creating factual writing and positioning of publications (online materials.) Students' presentation materials

- WEEK 7 (6h): PROJECT PRESENTATION
- Grading and assessment are based on **the portfolio** and the **practicum diary** consisting of copies of the published articles, audio, video, multimedia pieces that students have produced, and on the evaluations of the Practicum tutor (if students took up internships the evaluation of the journalist who supervised the student should also be considered).





PRACTICUM: Online materials from an international expert regarding how to achieve project on creating factual writing and positioning of publications (online materials.) Students' presentation materials

### **Recommandations:**

- We suggest the Practicum tutor should continuously assess student's progress and allow opportunities for feedback and improvement
- Minimum performance standards for assessing Practicum portfolio:
- to prove the acquisition of <u>basic information</u> and <u>ethical standards</u> in journalism;
- to prove writing skills, editing or audio-radio and multimedia programme production techniques; to prove that they have a minimum but correct knowledge of the material covered on the SDGs issues;
  - materials should always respect the highest standards of honesty and integrity;
- an absence of spelling, grammar and wording mistakes;
- completion of portfolio materials;
- Other aspects to consider when evaluating the materials in the portfolio: strong leads, informative, compelling writing, essential information covered, use of links, the material is organized in a logical manner, correct use of quotations and attribution, clear, concise language, appropriate register and style, appropriate media and multimedia use respective for the audience;





## SDGS Journalism Reporting.

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www.journalism-reporting.eu







### FEEDBACK FORM MODULE 5

We are looking forward to receiving your feedback and comments for the ToT session for Module 5, Capacity Building Course for SDGs Journalism Reporting (session on digital learning and innovative pedagogical tools). The form takes approximately 5 minutes to complete.

### **Respondent name:**

### Respondent email address:

From a scale of 1-5, please rate the following statements. 1 being **not satisfied at all** to 5 being Very satisfied

Nº	Statement	Rating	
Section 2: WAS THE TRAINING OF TRAINERS SESSION USEFUL FOR YOU?			
1.	To what extent did the training workshop fulfil your expectation?		
2.	Were the objectives of the training workshop clearly determined at the beginning of the		
	session?		
3.	Were the objectives of the training workshop reached?		
4.	Was the content of the TOT session delivered in a clear and well-structured manner?		
5.	Can you use the knowledge and information that you received in the training in your		
	teaching activities at your institution?		
Sect	Section 3: ASSESSMENT OF THE CONTENT OF THE TRAINING SESSION		
1.	How would you rate the diversity of the content?		
2.	In general, to what extent are you satisfied with the content of the training workshop?		





## DIGITAL LEARNING AND INNOVATIVE PEDAGOGICAL TOOLS











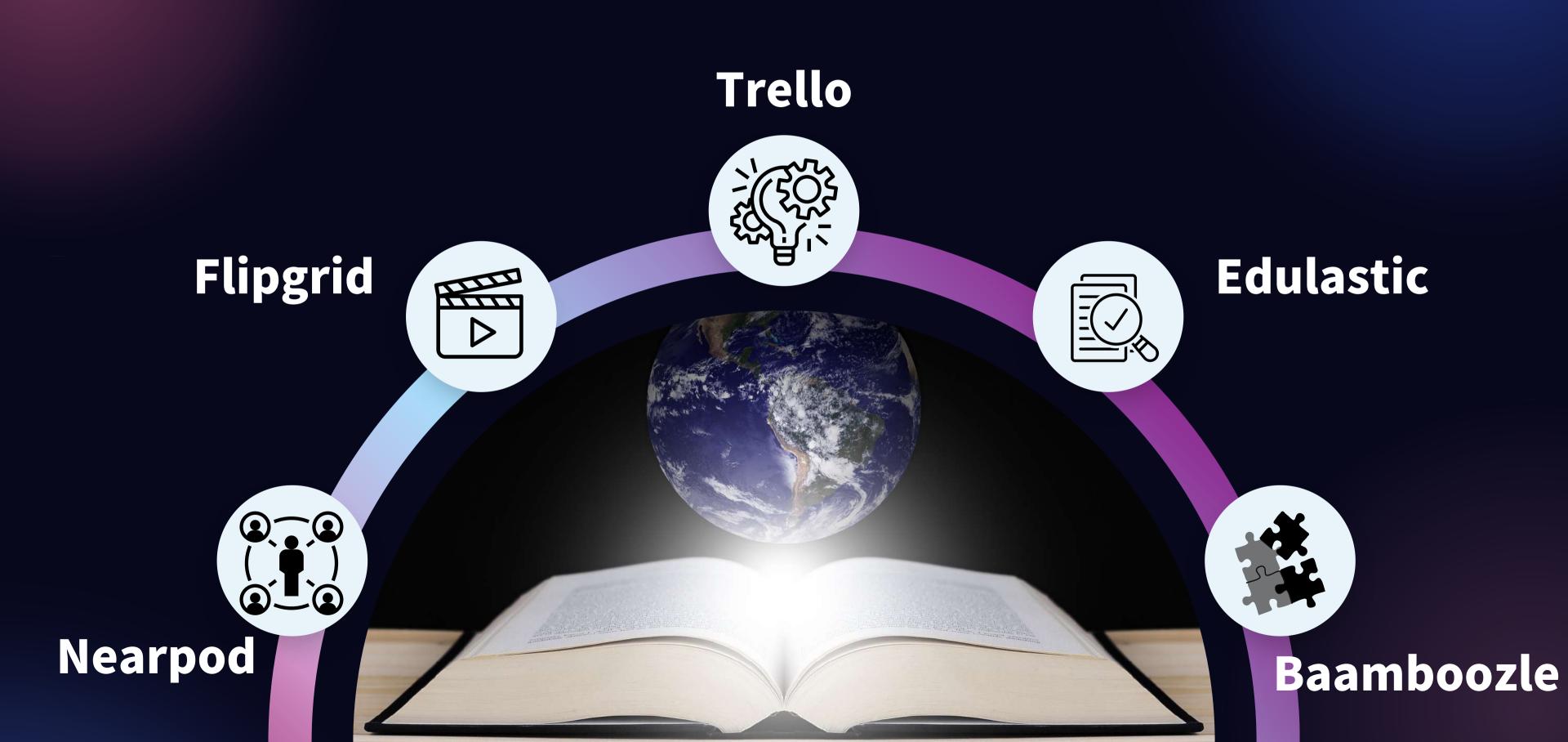








### EDUCATIONAL TECHNOLOGY TOOLS



### Project-based Learning



An instruction approach built upon learning activities and real tasks that have brought challenges for students to solve. (Stivers, 2010)



A student-driven apporach to learning in which students are required to take part in a real project by developing a quetion or inquiry and under the supervision of teachers in order to create a project to share with the select audeince (Challenge 200 Multimedia Project, 1999).

### Key Features of Project-based Learning (Le, 2018)

- **Active learning**
- Real-world problem
- Teacher's role as a guide-on-the-side
- Interdisciplinary
- **Cooperative learing**
- An end product

## Effectiveness of Project-based Learning (Le, 2018)

- Students' academic achievement
- Students' understanding of subject matter
- Students' gain in understanding of the 21st century skills
- Students' positive attitude towards learning
- Perceived changes in work habit and other PBL process behavior

## Challenges of Project-based Learning (Le, 2018)

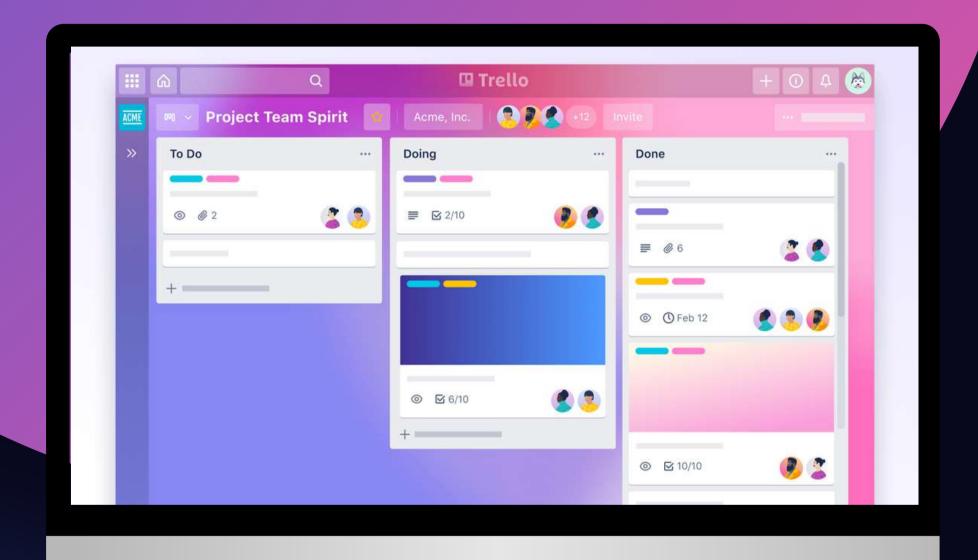
- Team work and team dynamics
- Lack of prior training
- Time and resources
- Anxiety and resistance to the new role as facilitators
- Balancing inputs and students' freedom
- Teacher's attitudes towards PBL

# Pervasive Learning Management Activitities in PBL (Mergendoller et al., 2006)

Project Stage	Management Activities	
Stage 0 Project Planning	<ul> <li>Decide the scope and the big idea for the Project</li> <li>Develop a Driving Question</li> <li>Select standards and incorporate simultaneous non-content outcomes</li> <li>Plan assessments</li> <li>Organize resources</li> <li>Decide on grouping strategies</li> </ul>	
Stage 1 Project Launch	<ul> <li>Stimulate student interest, enthusiasm and/or concern</li> <li>Establish high expectations</li> <li>Clarify rules, procedures, products, timeline and grading practices</li> </ul>	

# Pervasive Learning Management Activitities in PBL (Mergendoller et al., 2006)

Stage 2 Guided Inquiry and Product Creation	<ul> <li>Facilitate resource use</li> <li>Help students define tasks and assess progress</li> <li>Scaffold learning and working</li> <li>Cultivate presentation skills</li> </ul>
Stage 3 Project Conclusion	<ul> <li>Stage exhibition</li> <li>Conduct summative assessment</li> <li>Reflect on Project learning and process</li> </ul>



# TRELLO TO DO LIST

Trello, a web-based project management tool to help team stay on track.

#### Trello



Easily create tasks (cards)



Present clear task flow



Track progress

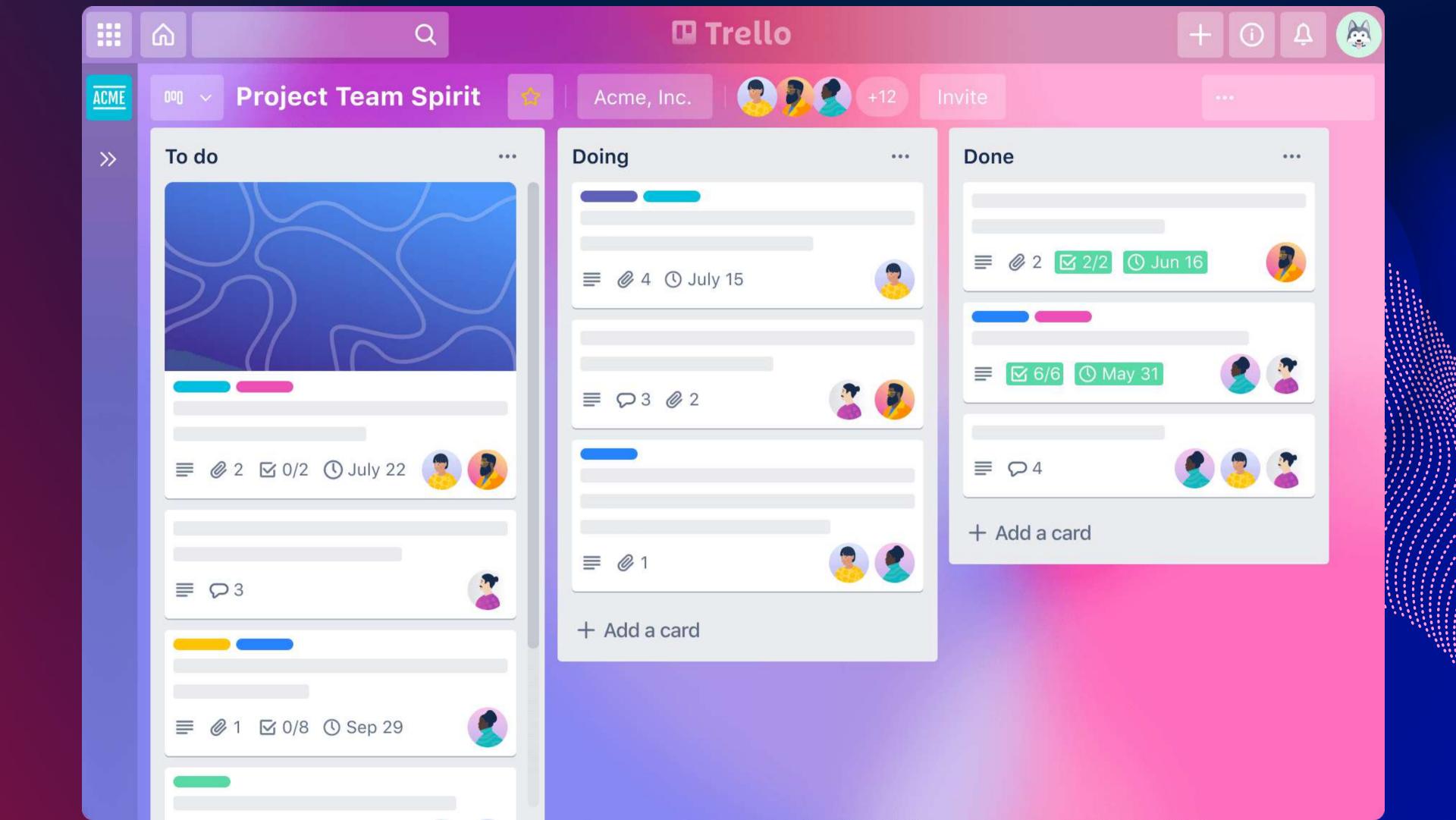


Attach files or documents conveniently

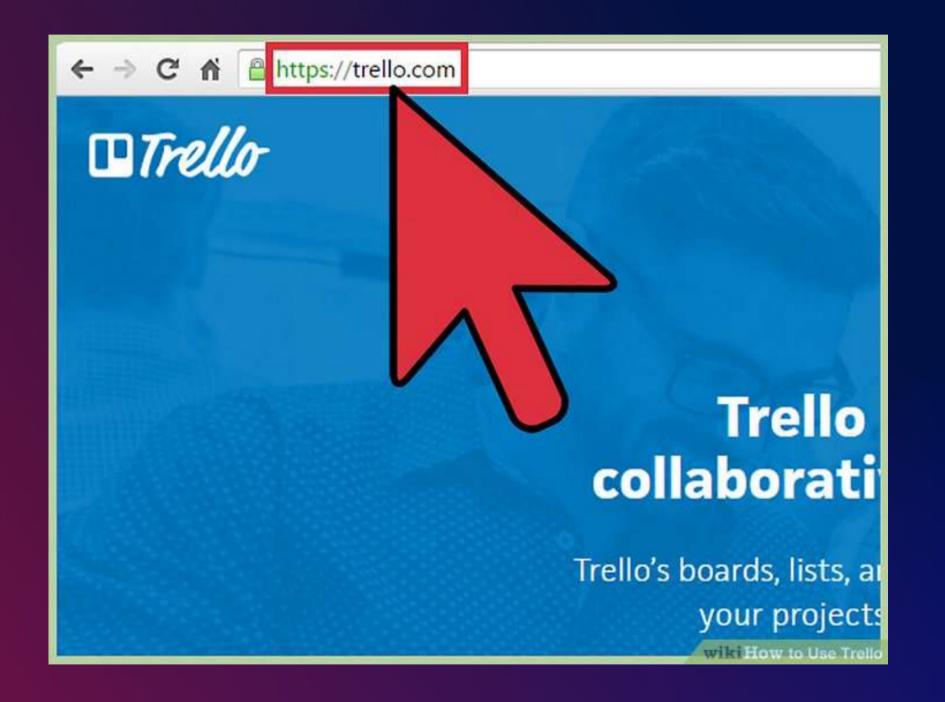


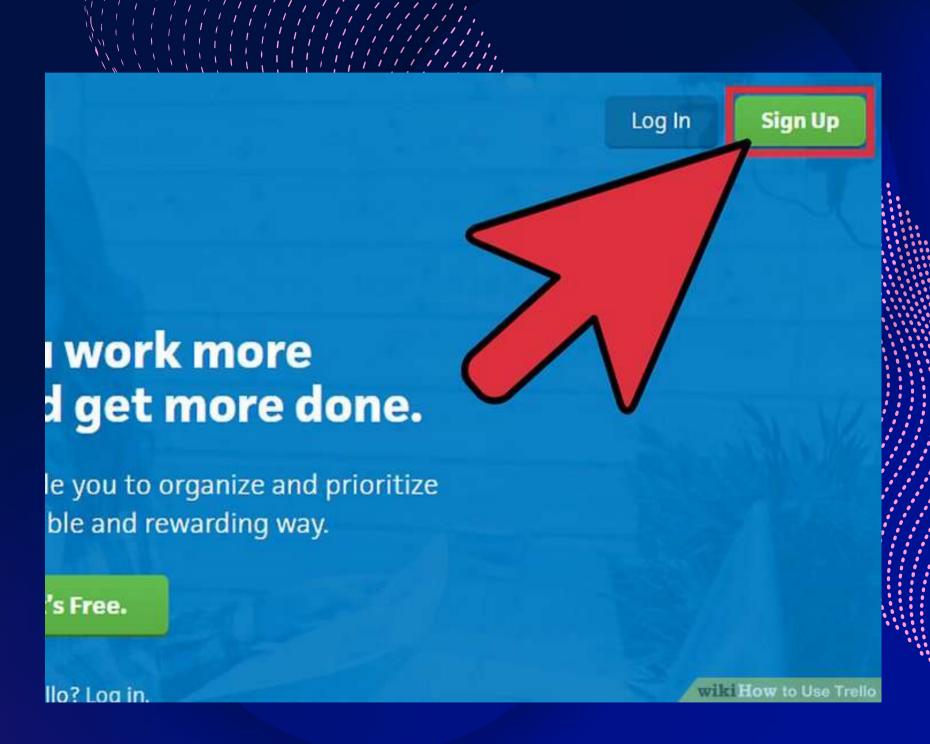
Free features



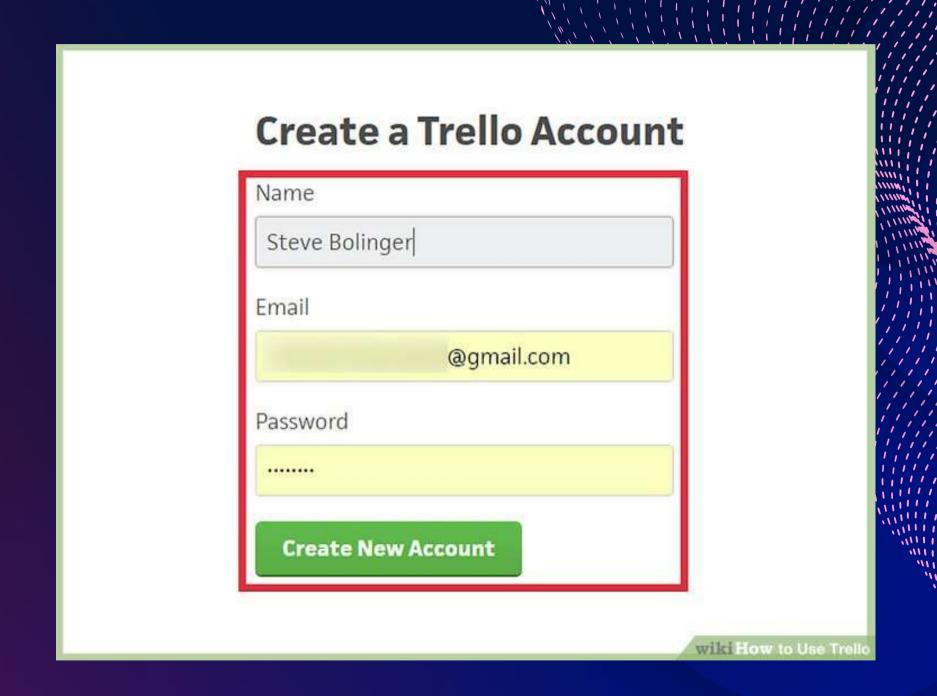


# Creating Account

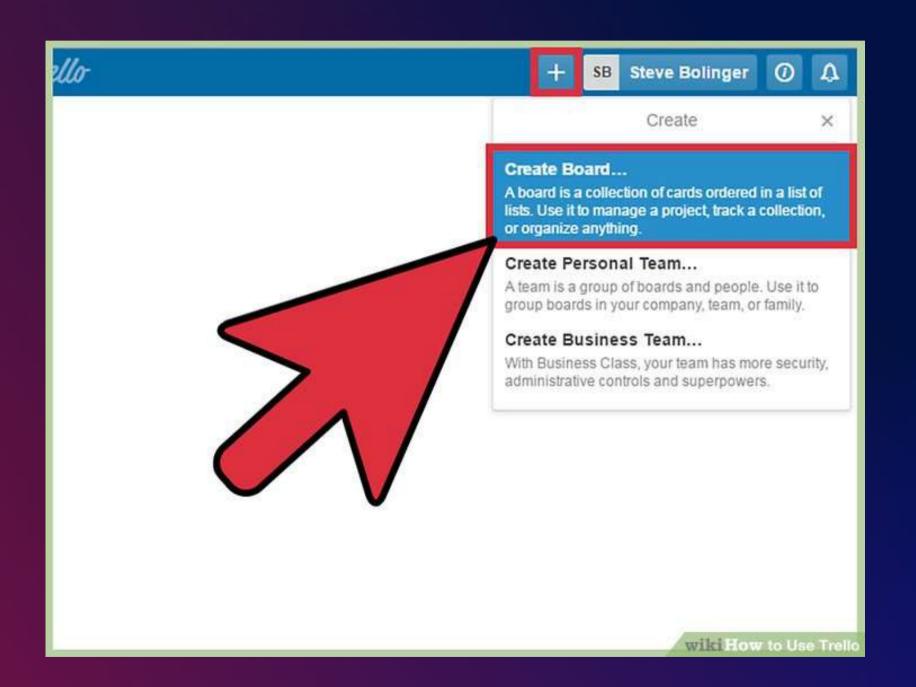


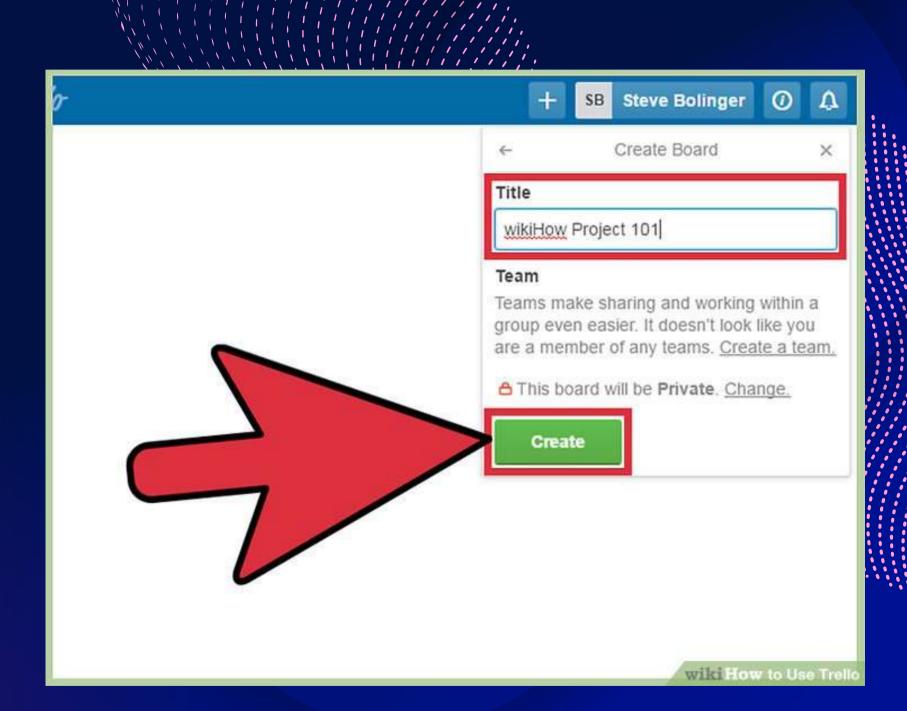


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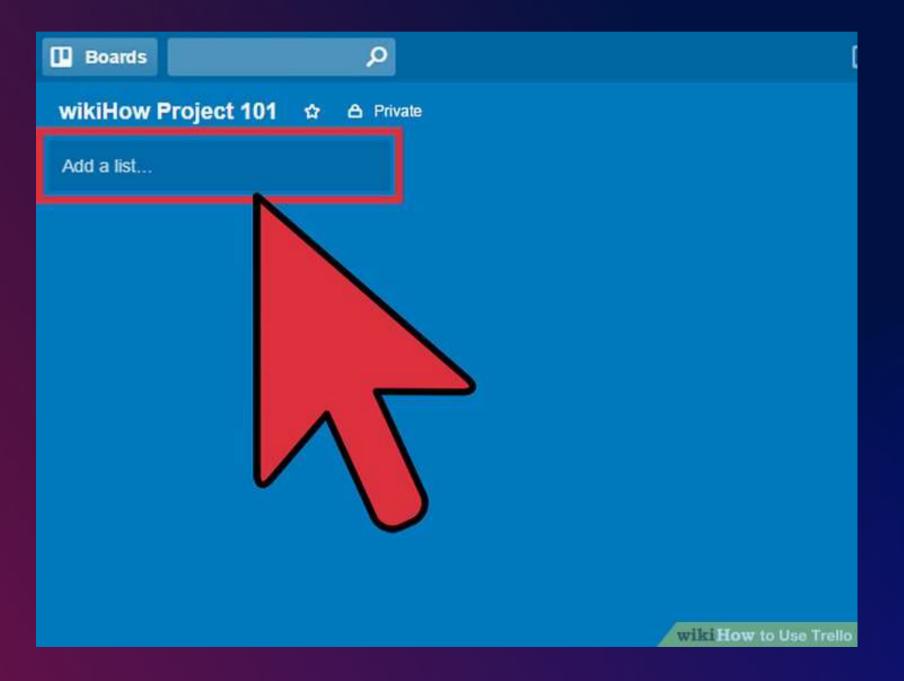


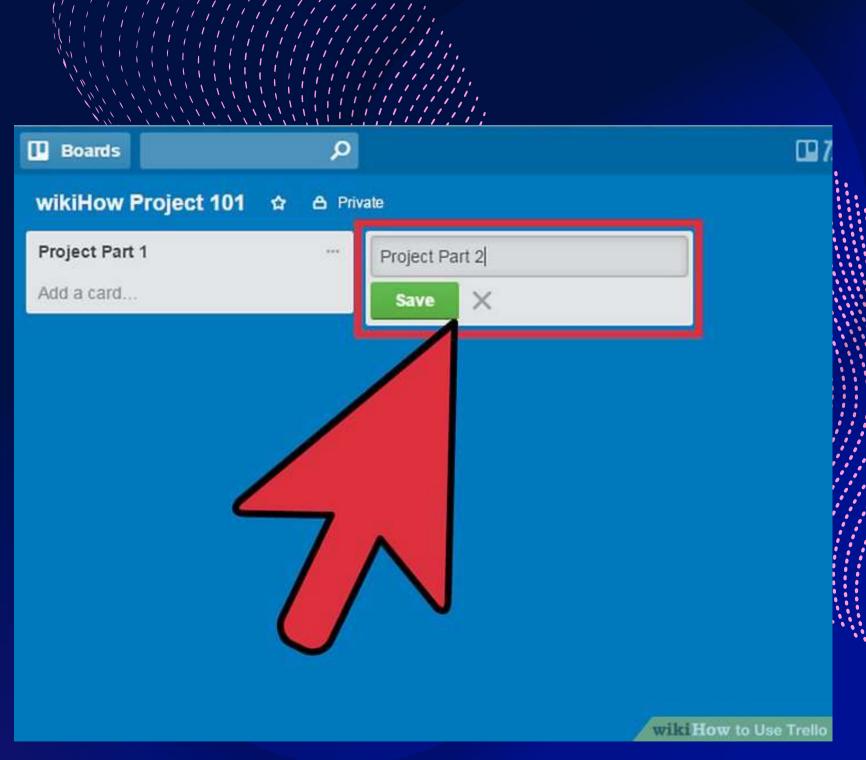
# Creating Board



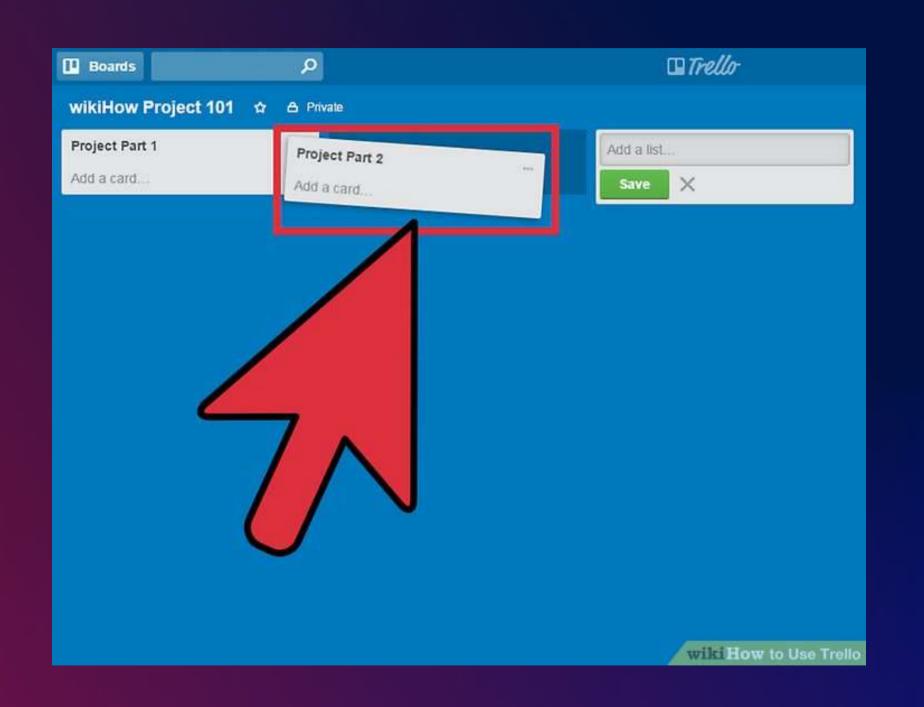


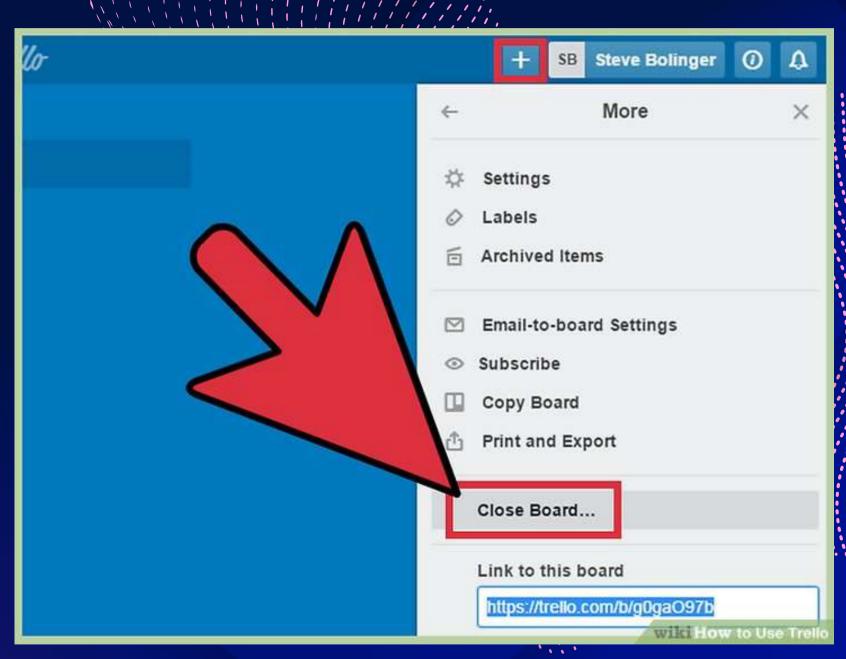
# Creating Project



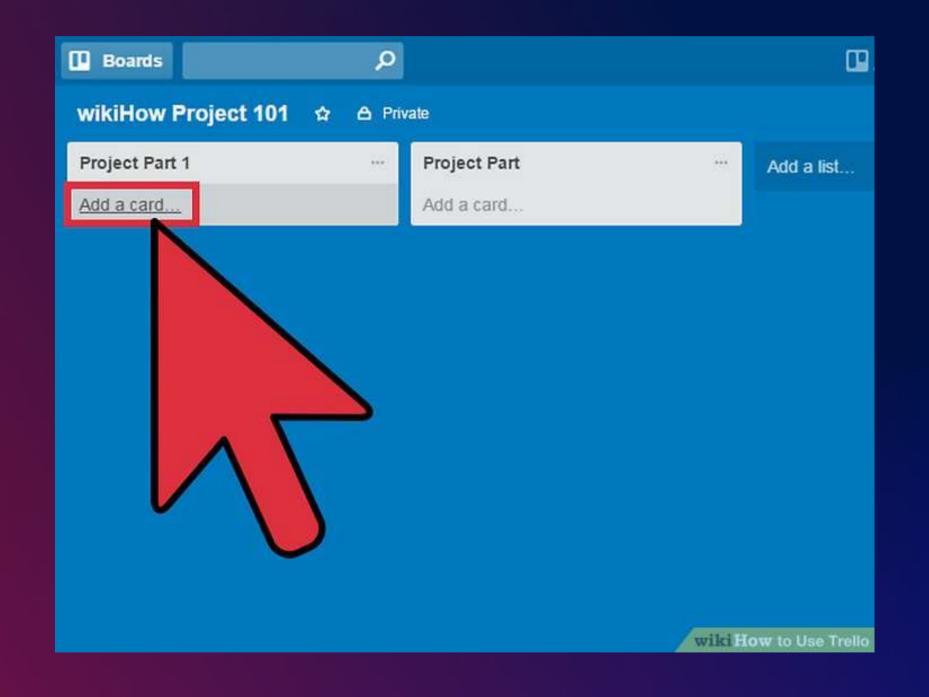


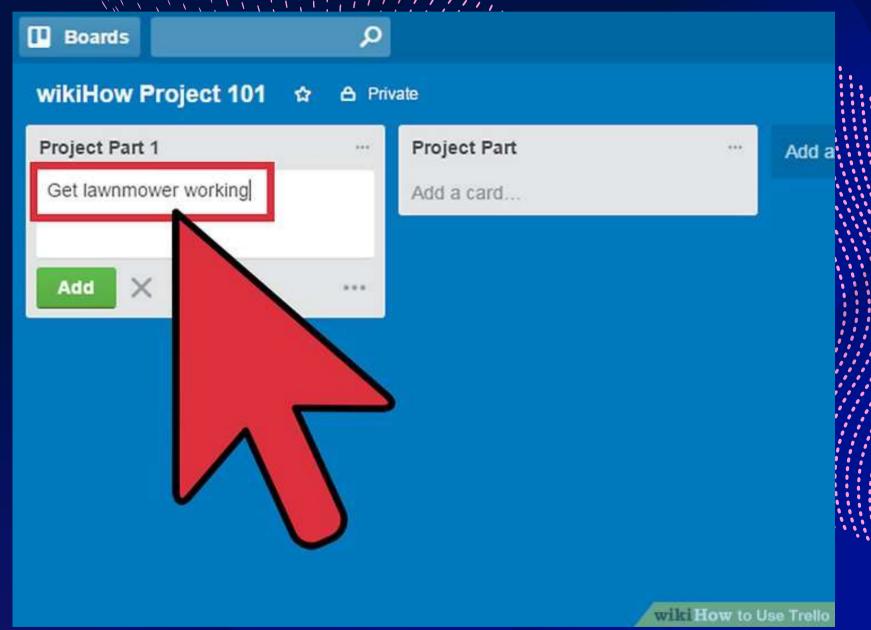
# Organizing



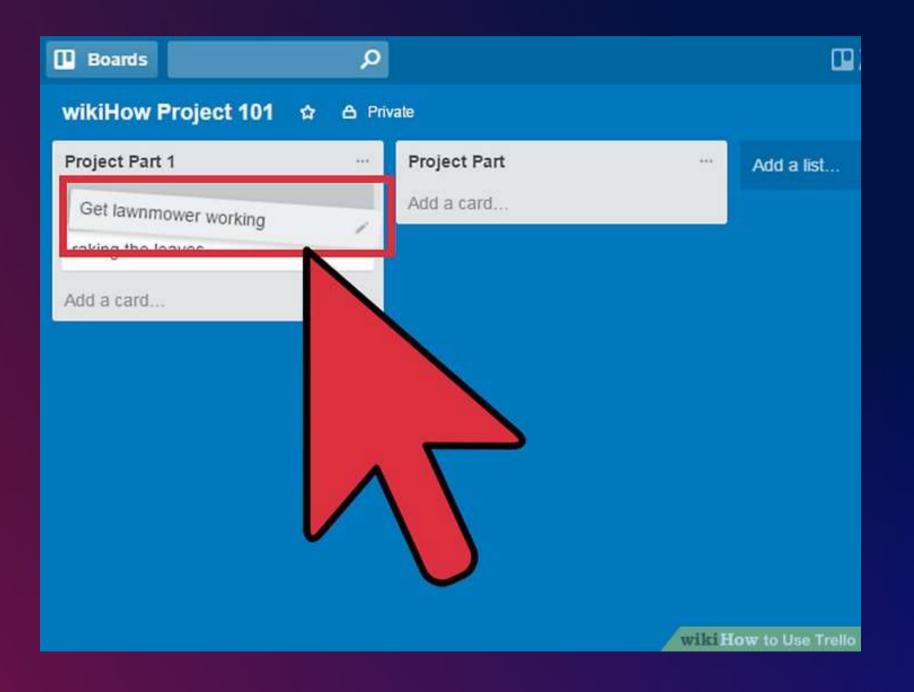


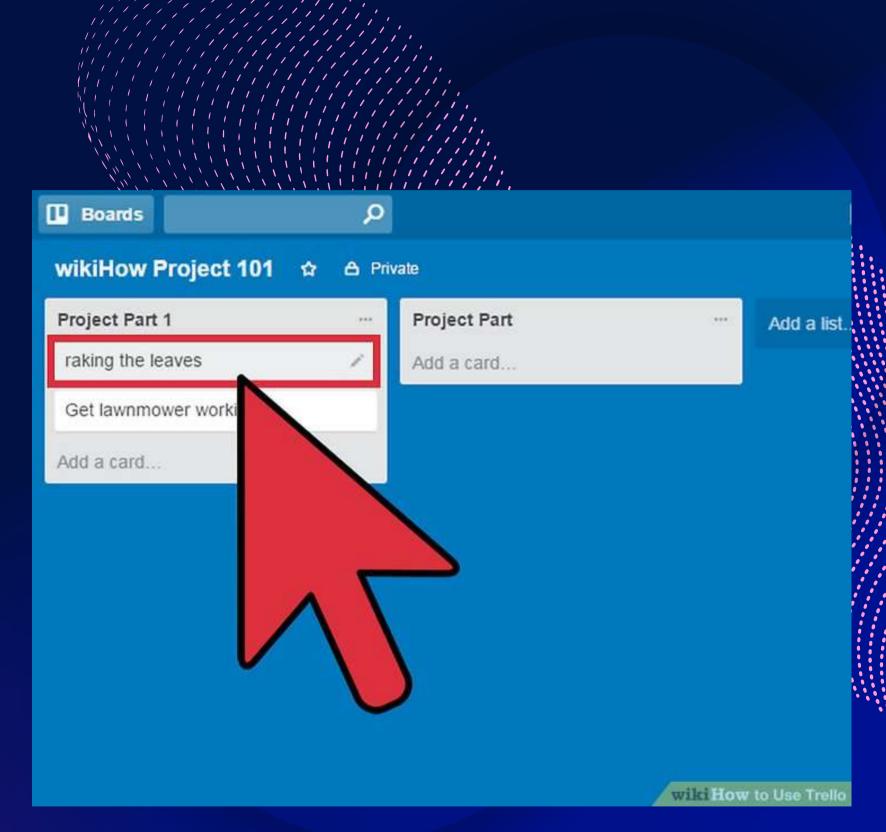
# Creating Card (Task)



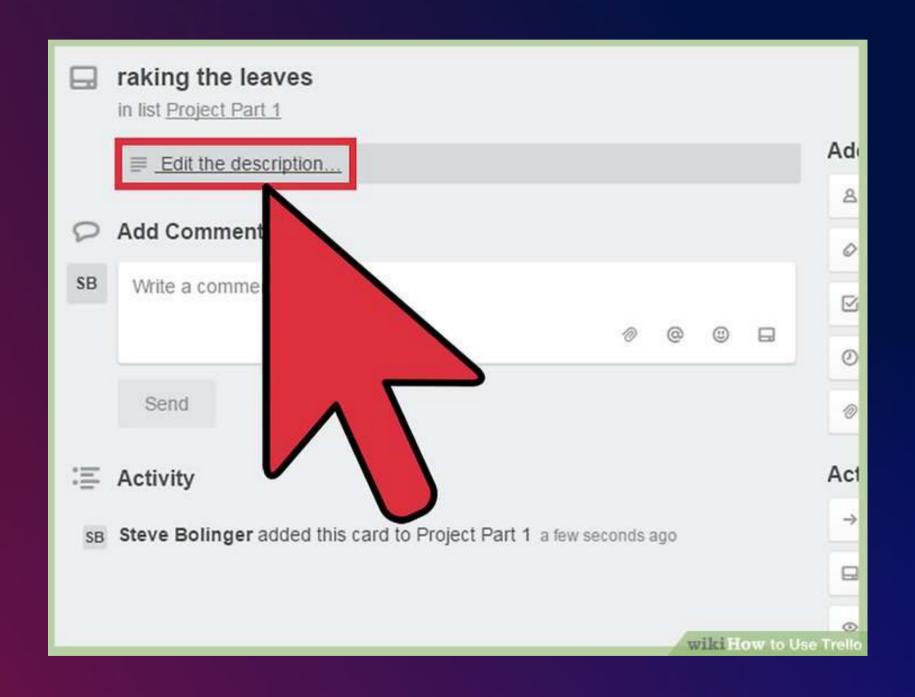


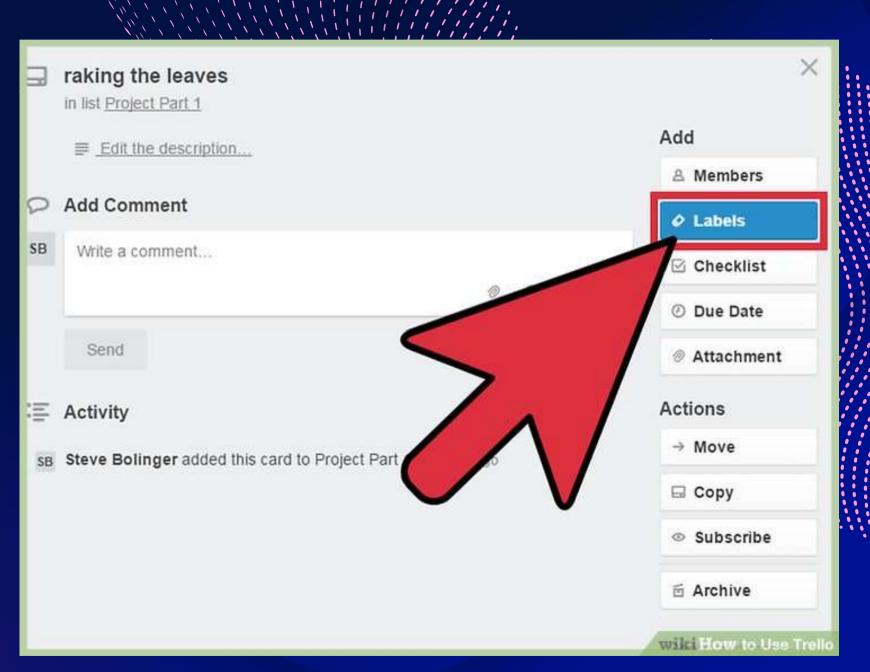
# Editing Card



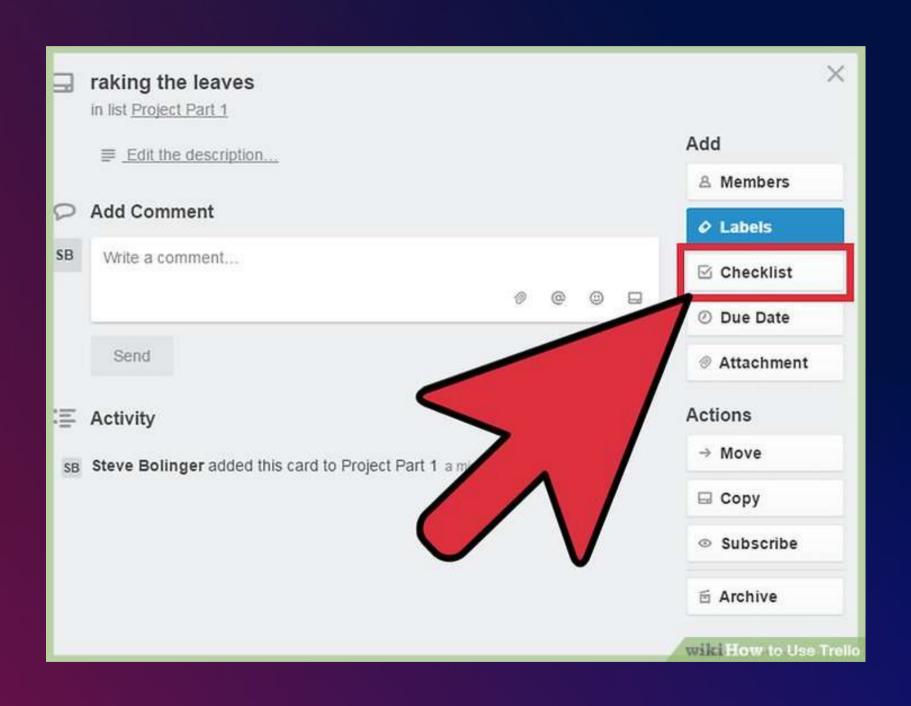


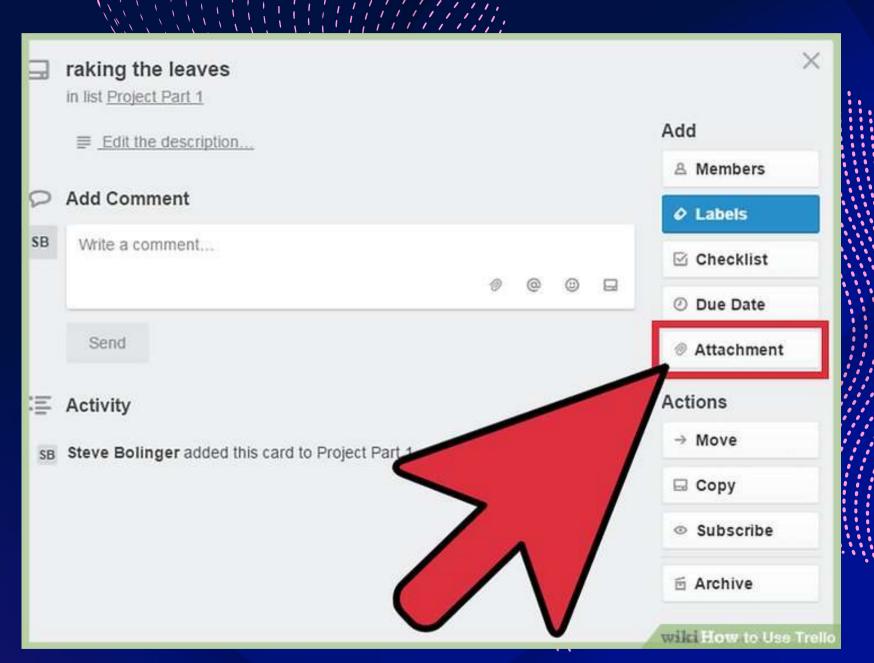
#### Card in Details



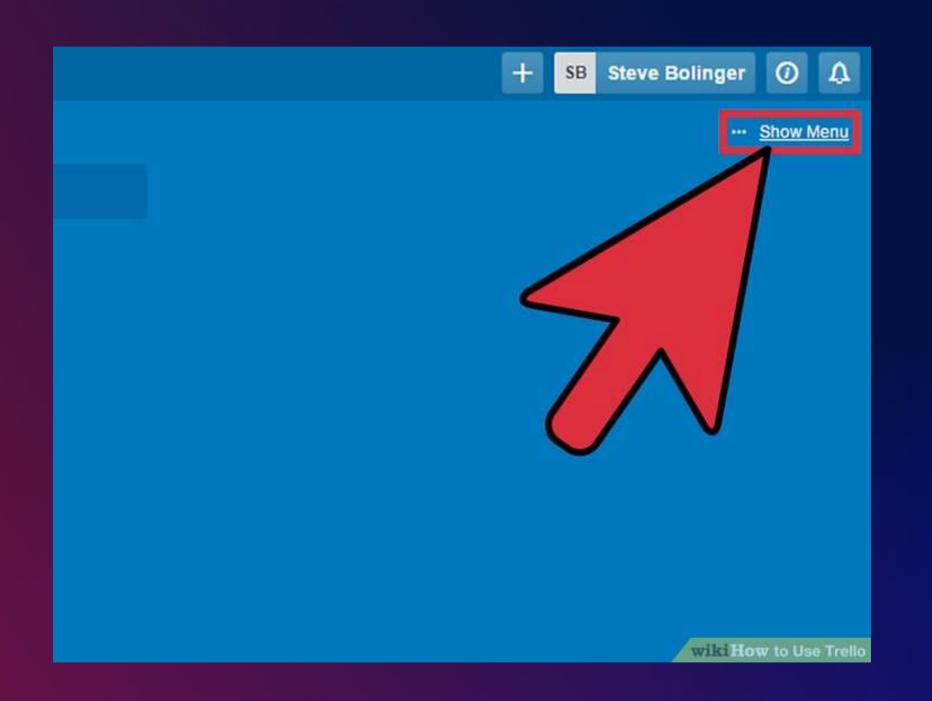


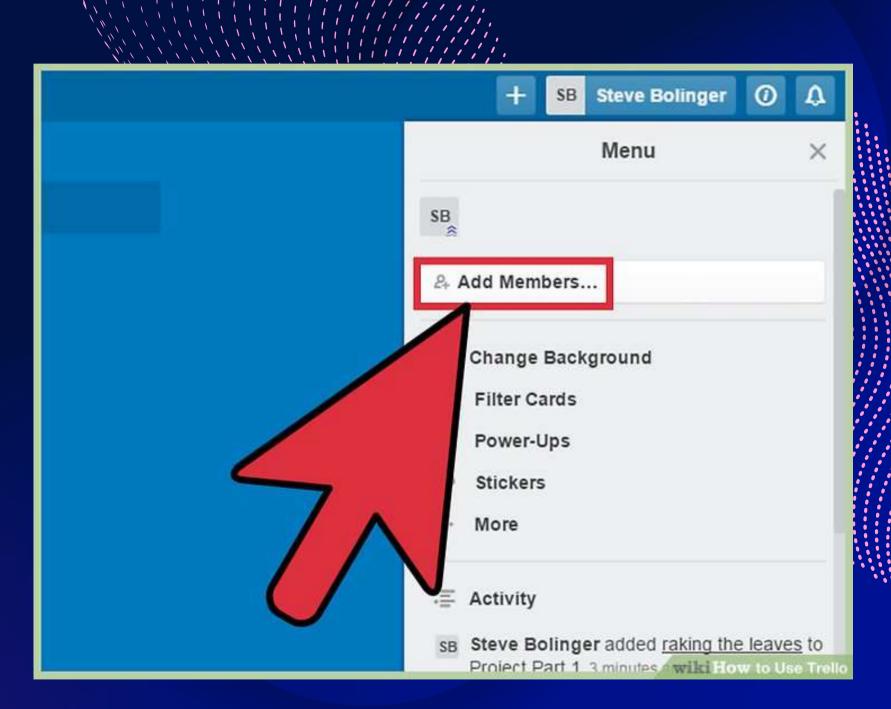
#### Cards in Details



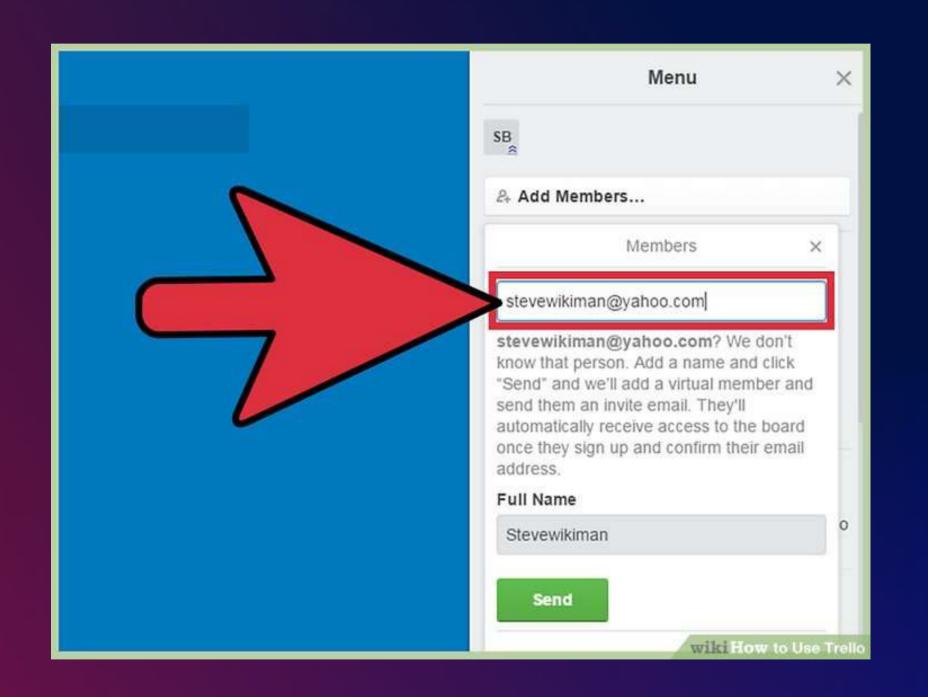


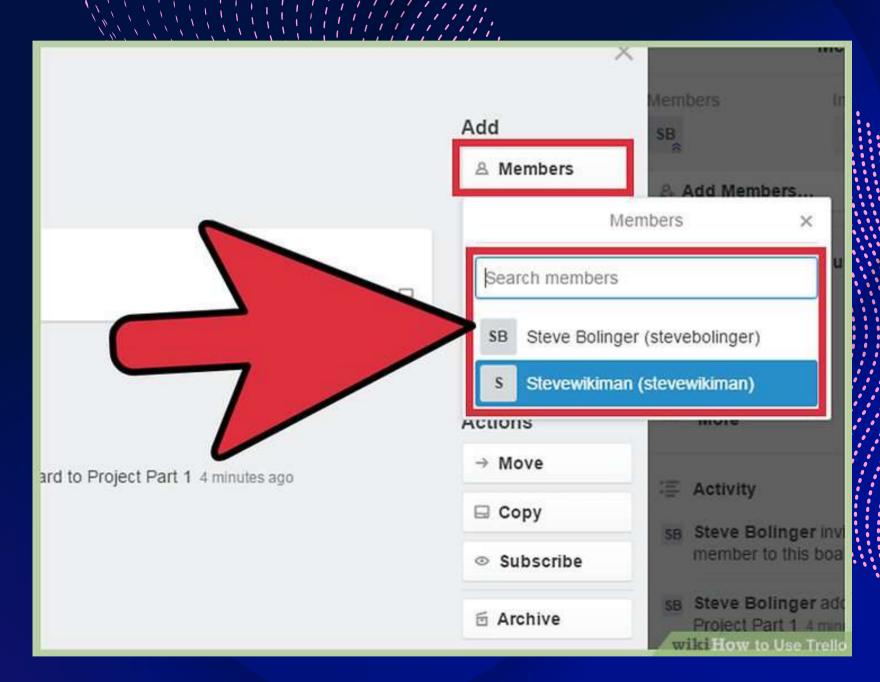
# Adding Members



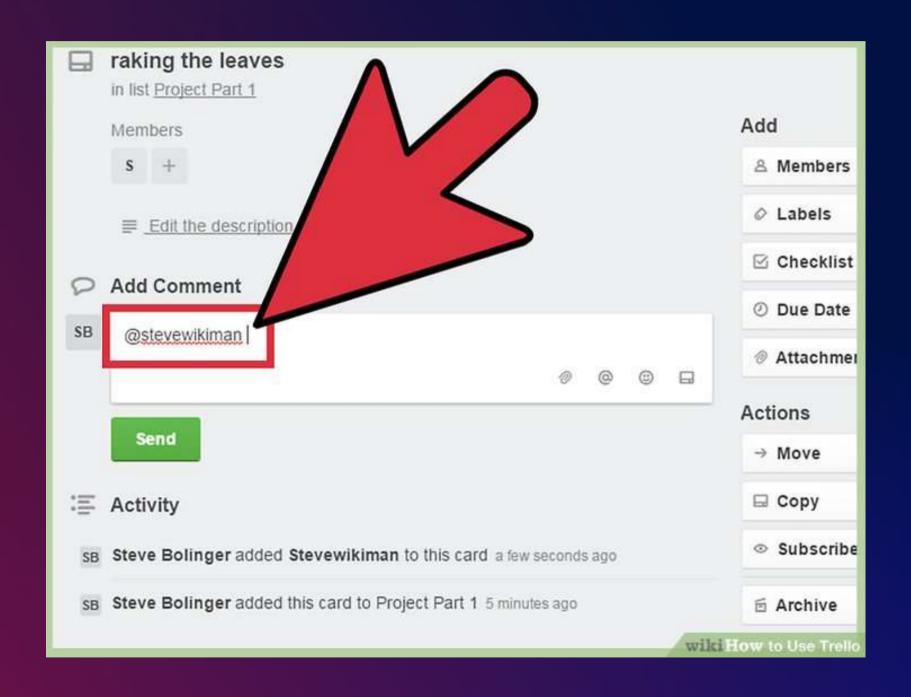


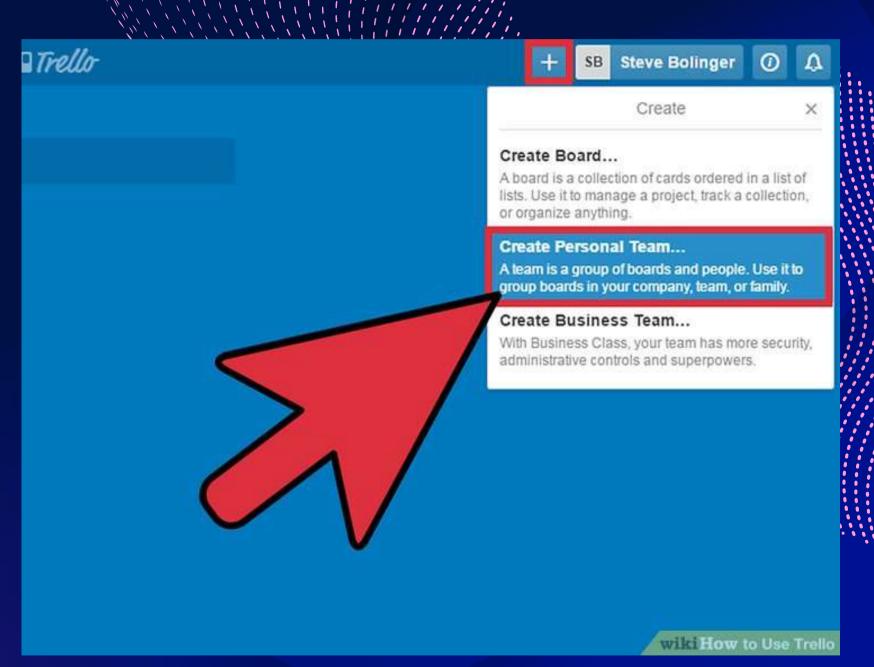
#### Adding Members





# Adding Comments







# FLIPGRID VIDEO RECORDING

Present your ideas to the audience in easy-tounderstand language. Make the audience understand, motivated and inspired by your ideas.

# Flipgrid



Easily create videos and share



Inspire students to create contents



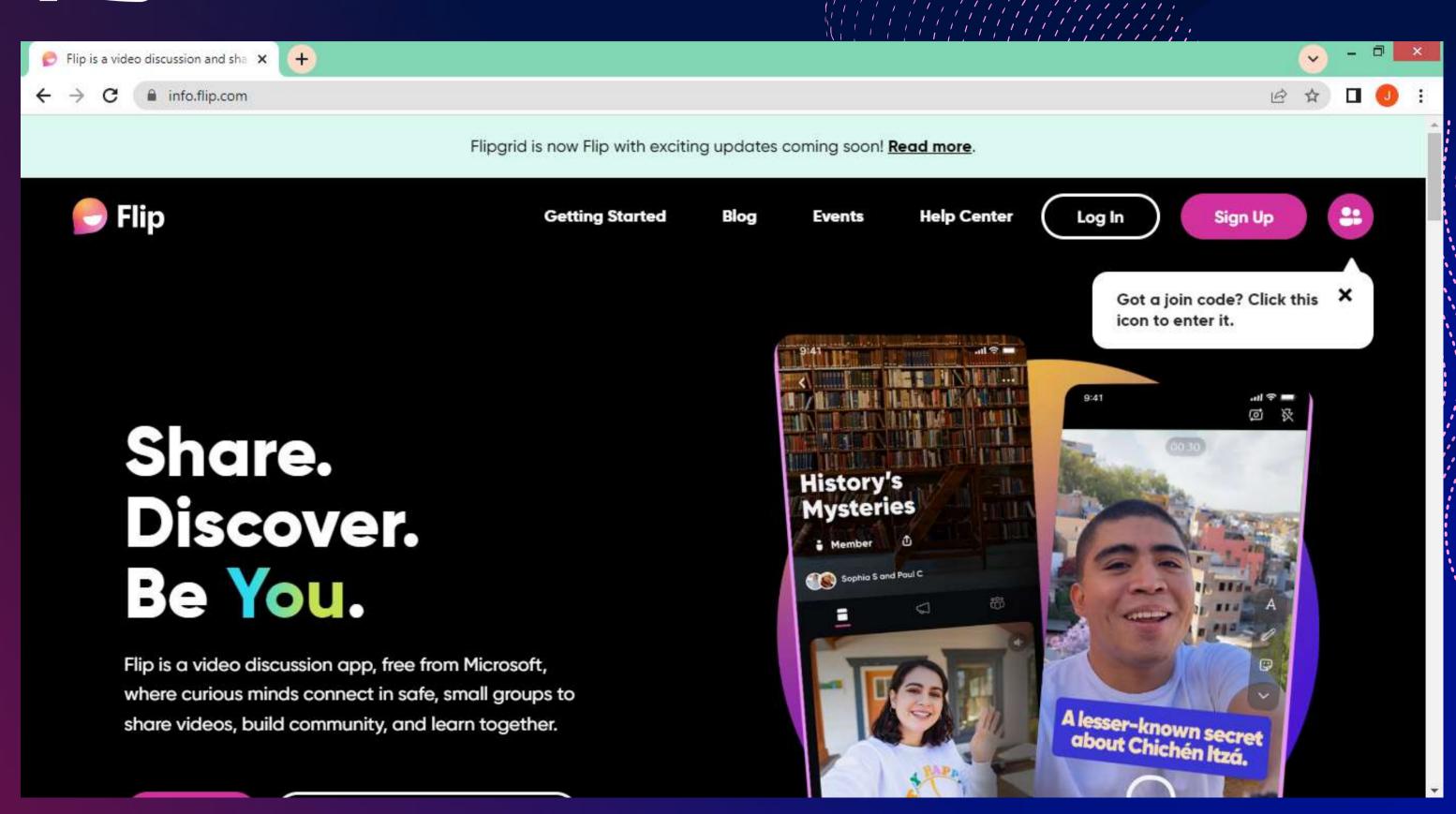
**Boost students' in-class interactions** 



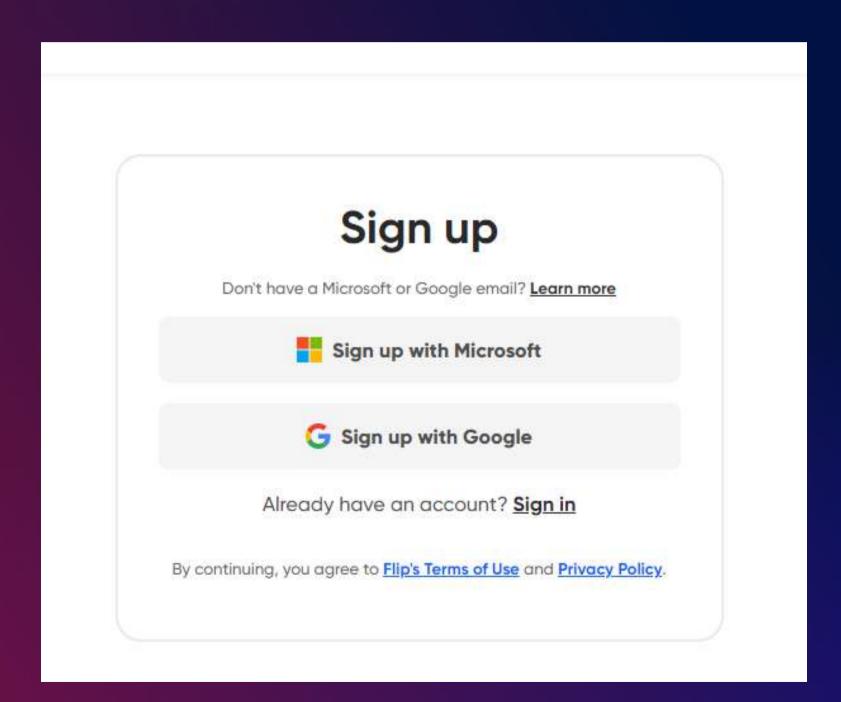
Use as a part of assessment

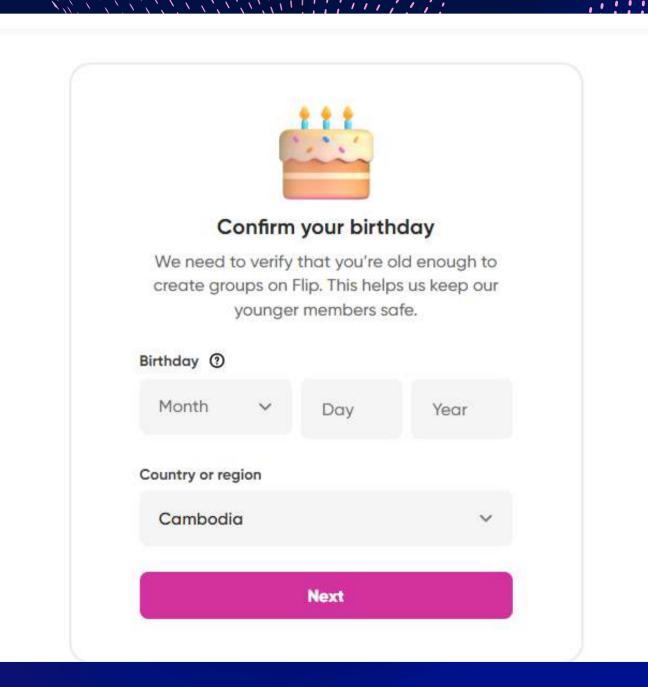


# Flipgrid

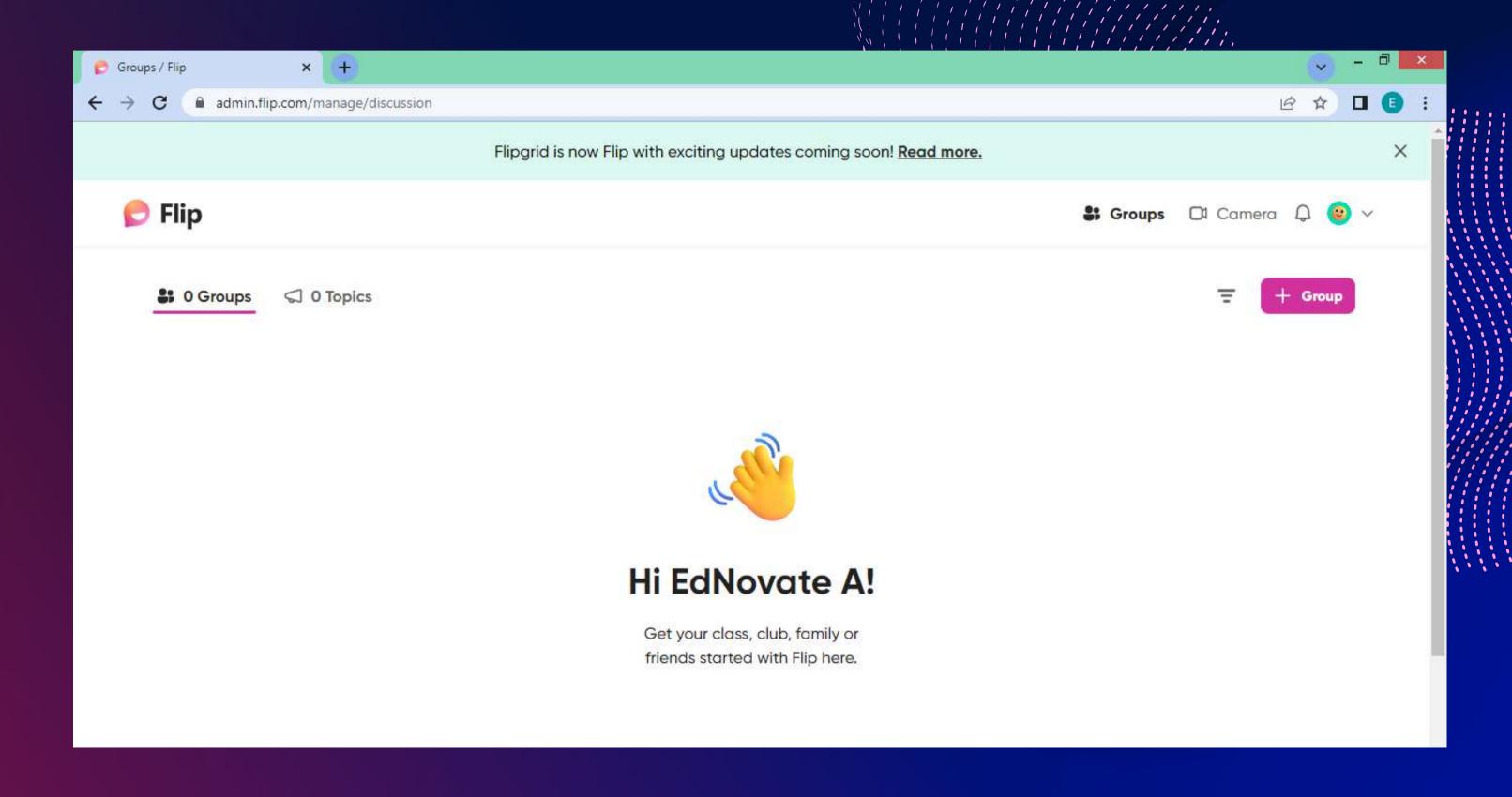


# Creating Account

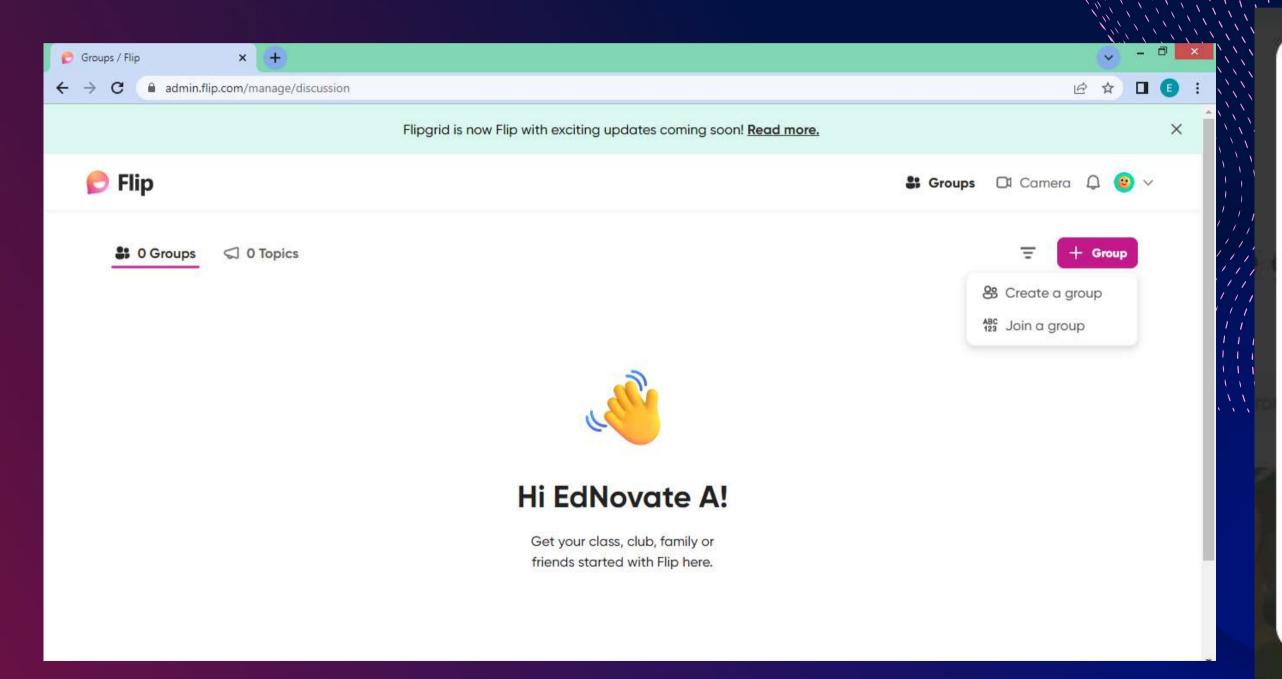


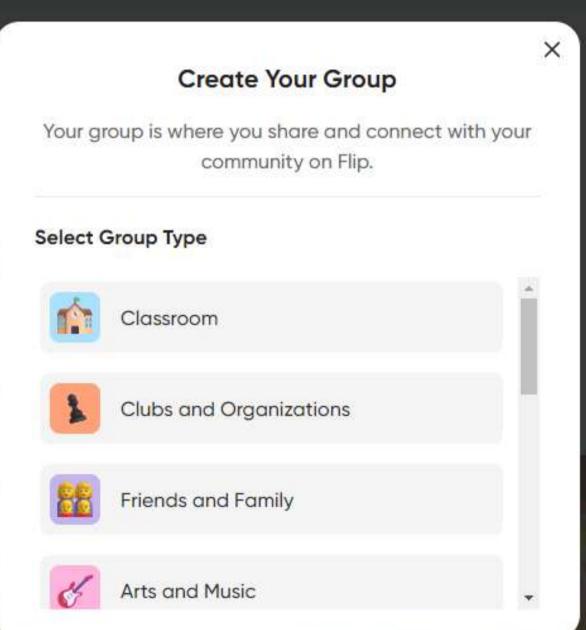


### Dashboard

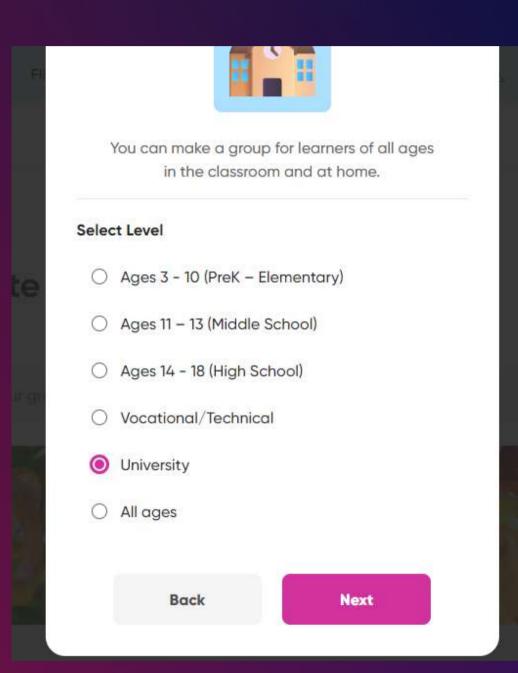


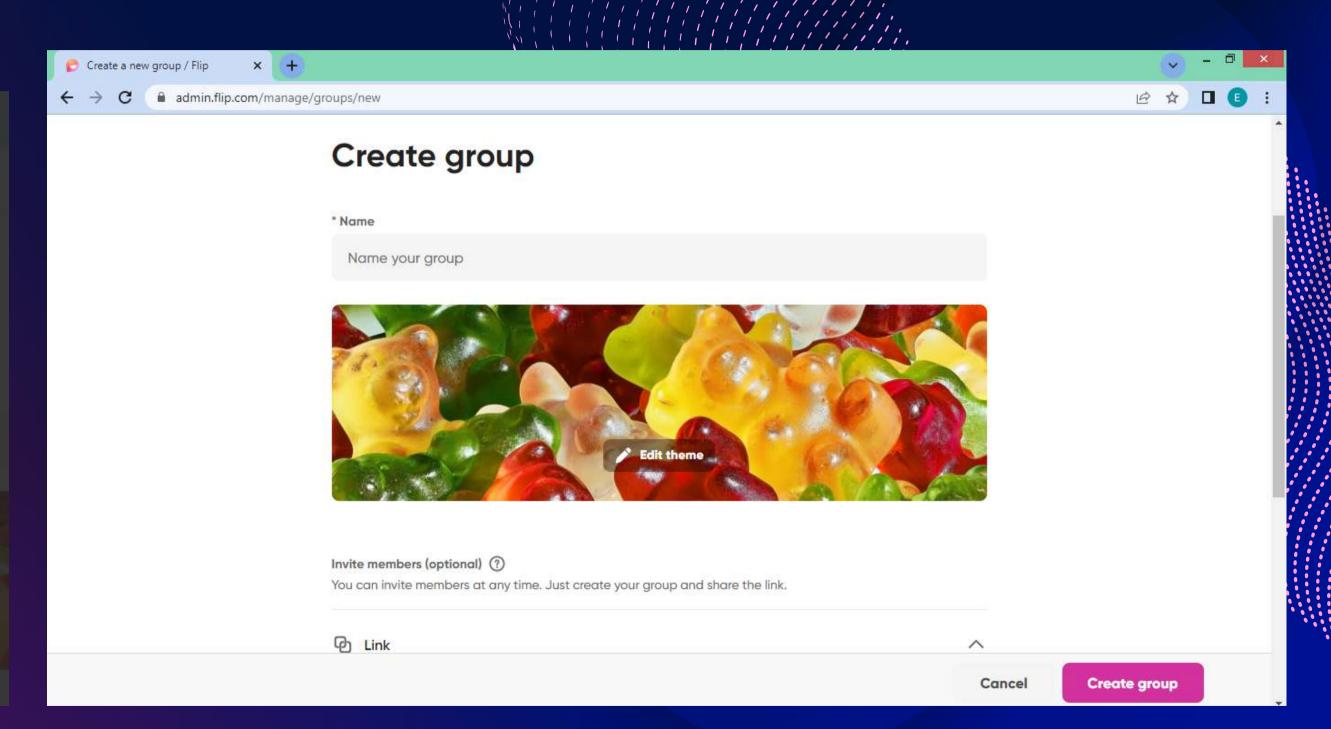
# Creating Groups



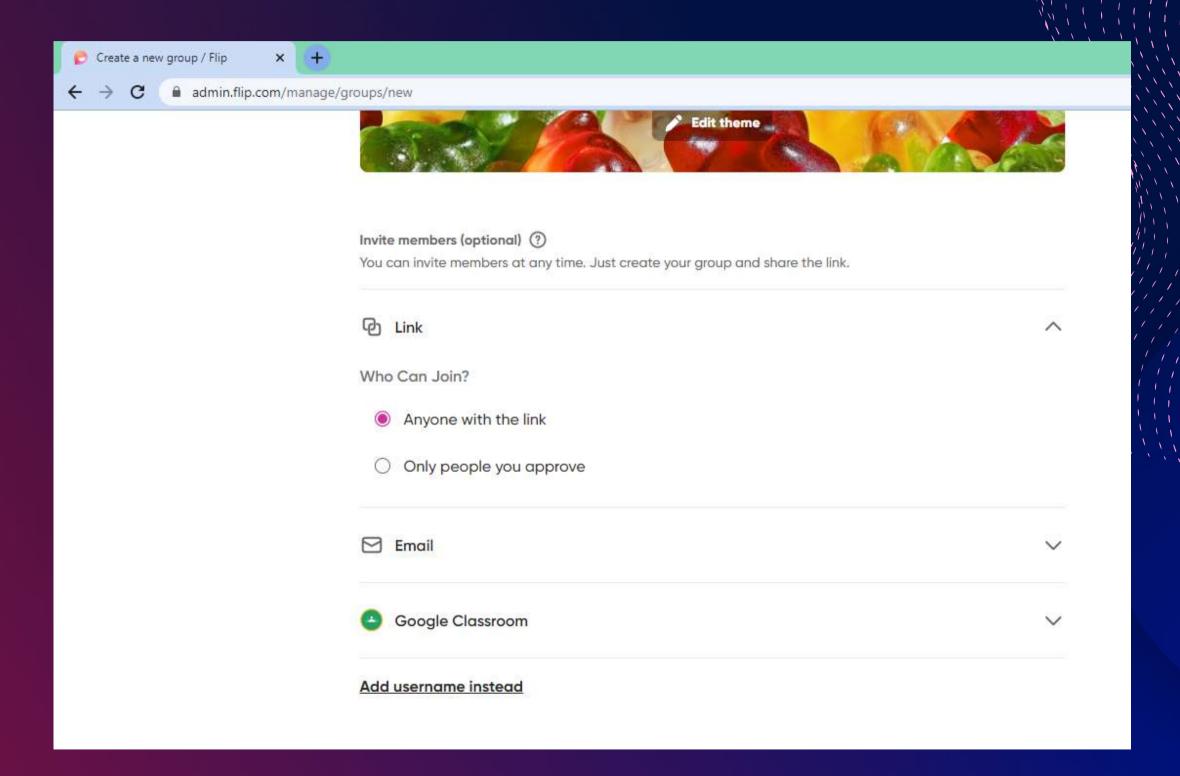


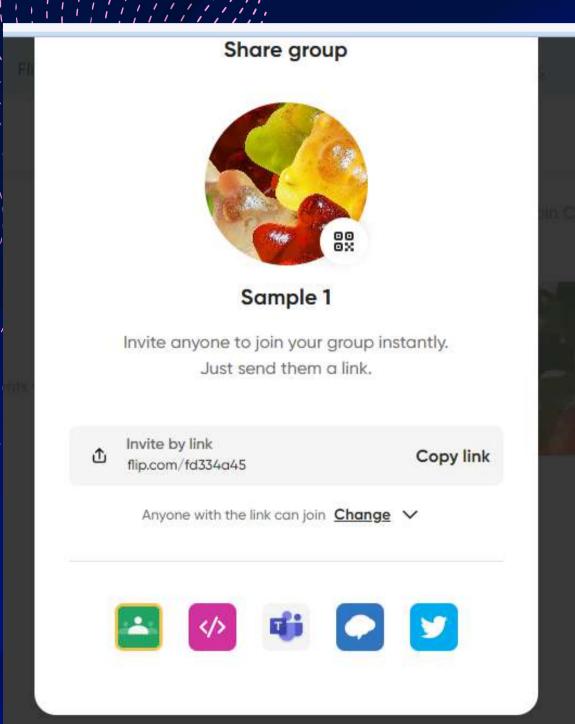
# Creating Groups



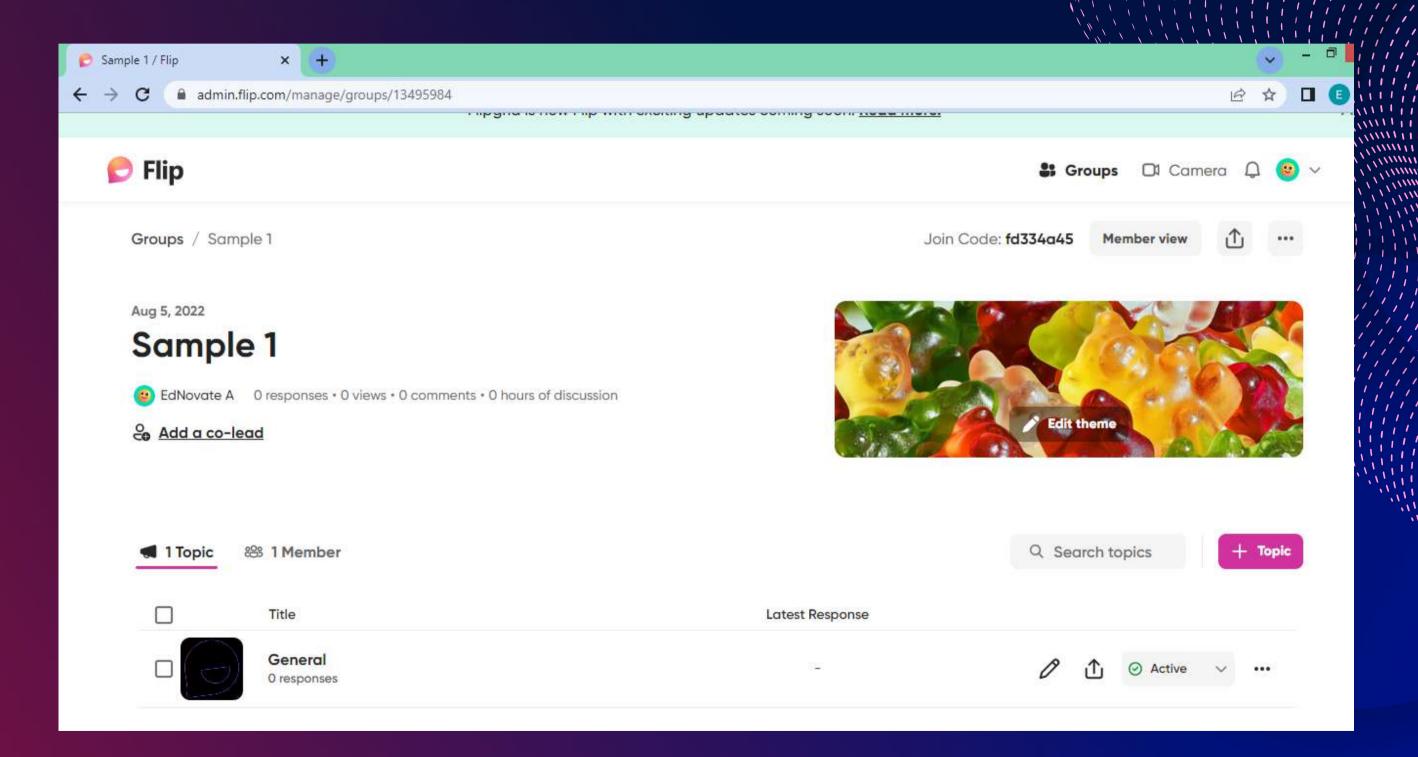


# Adding Students

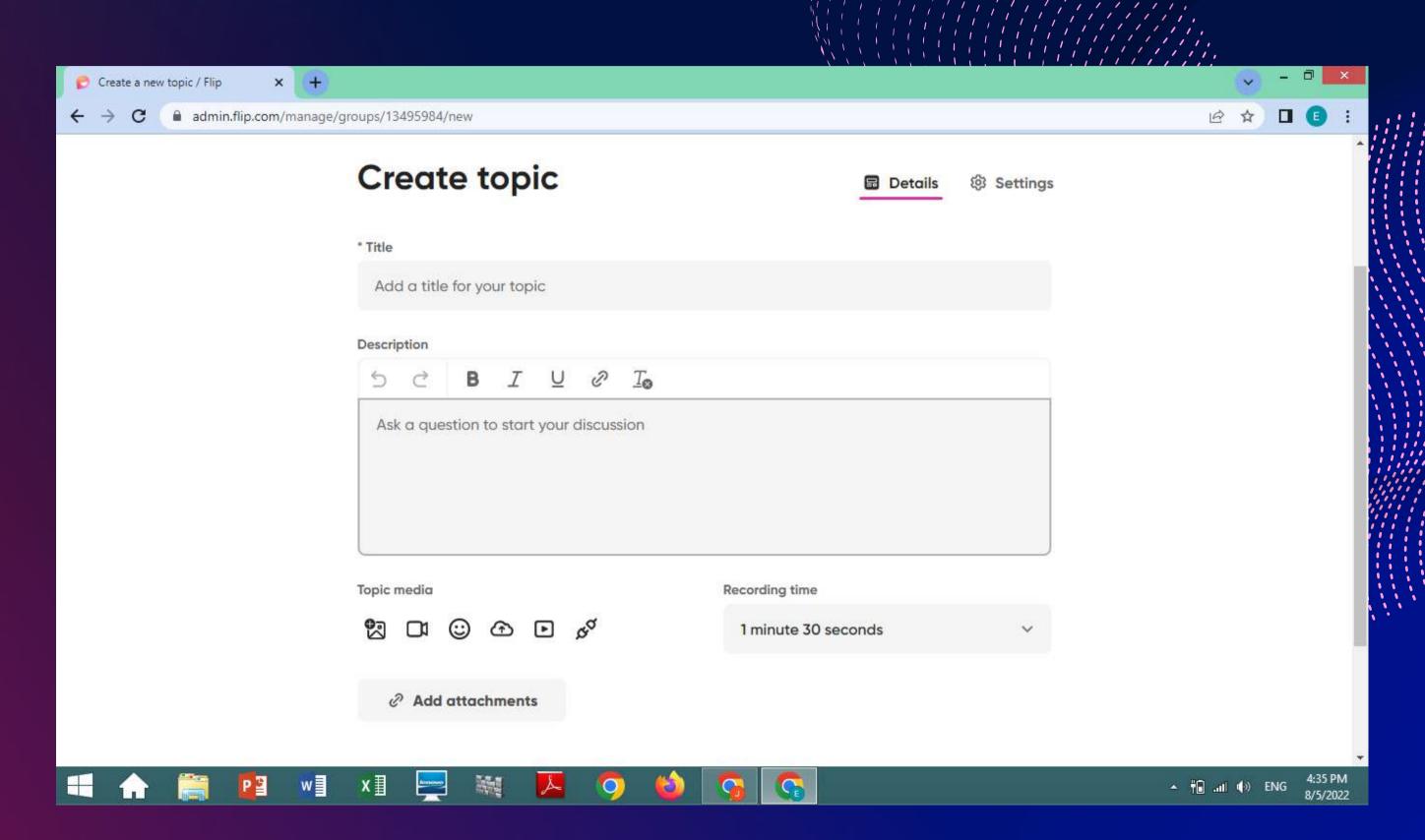




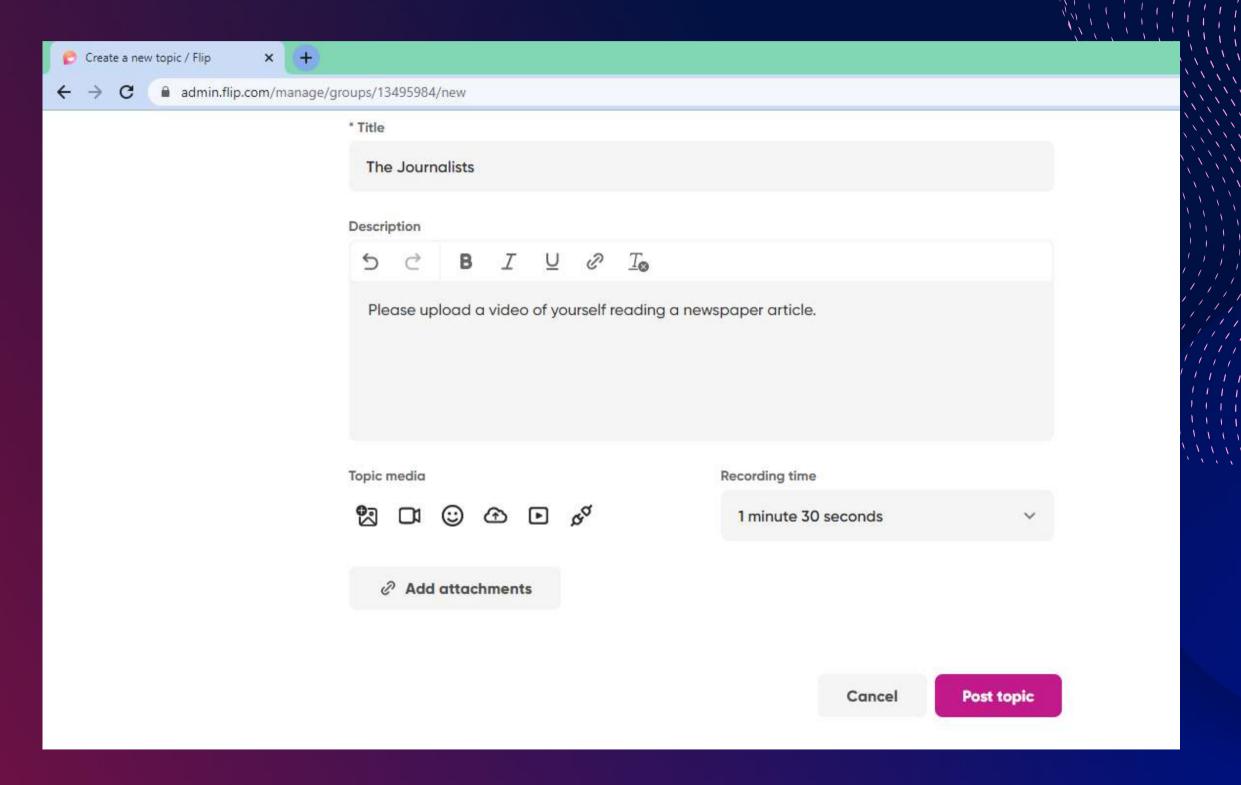
# Group's Dashboard

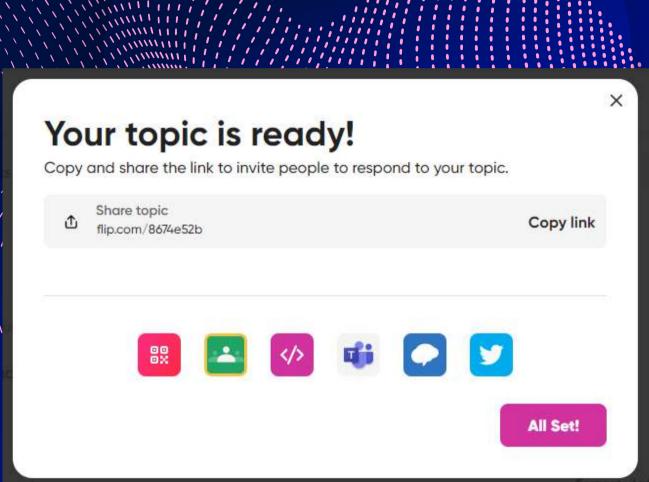


# Creating Task

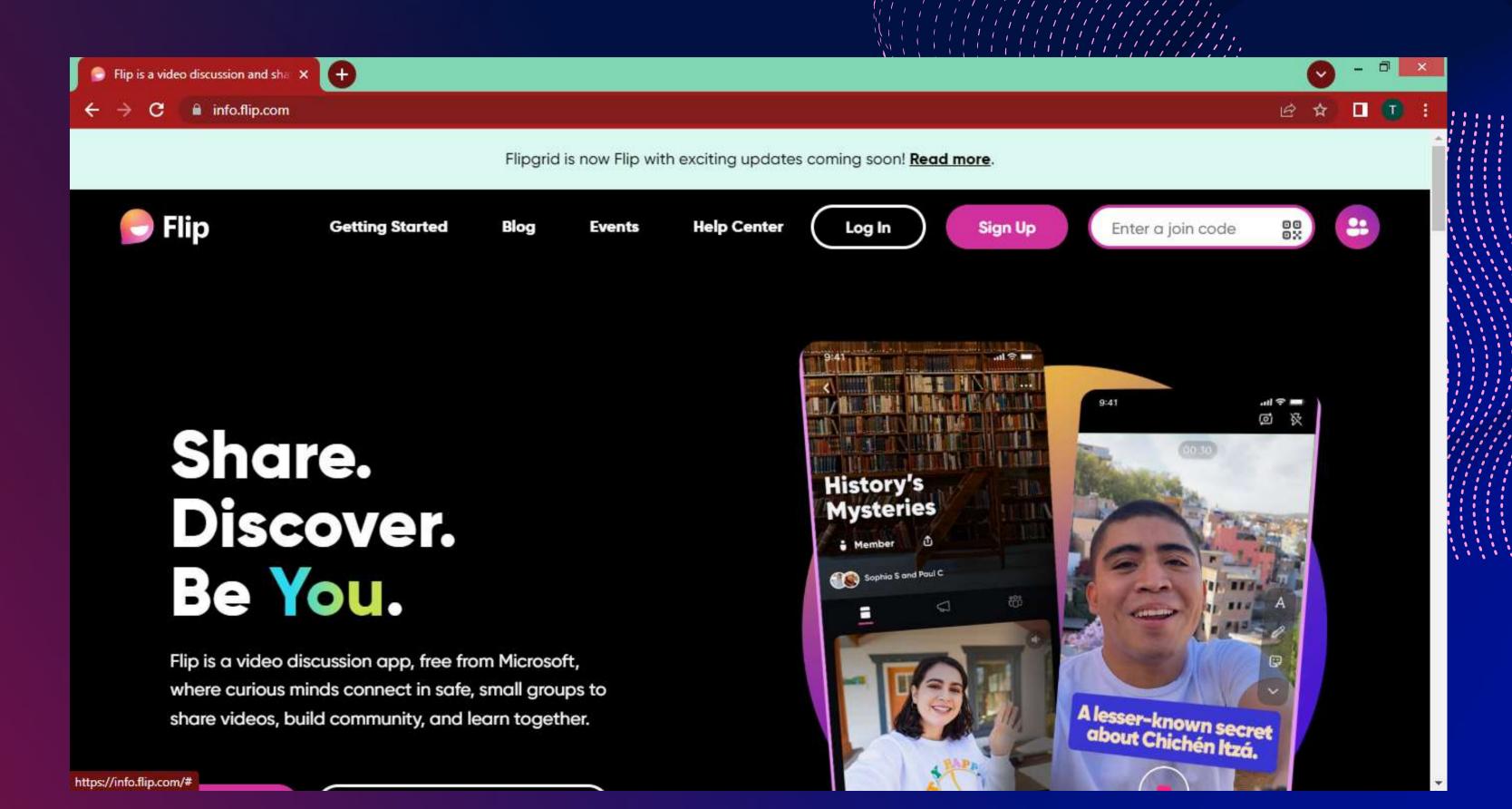


# Creating Task

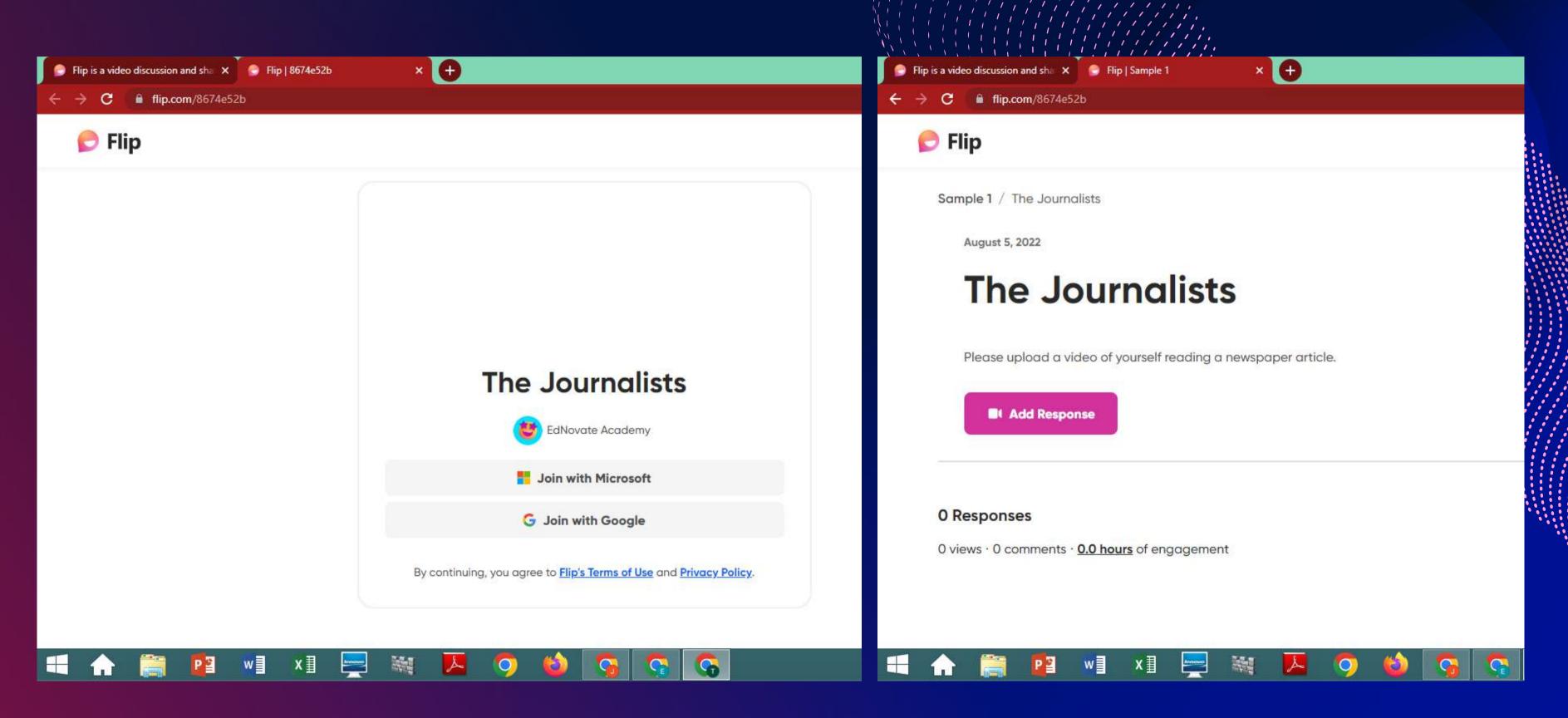




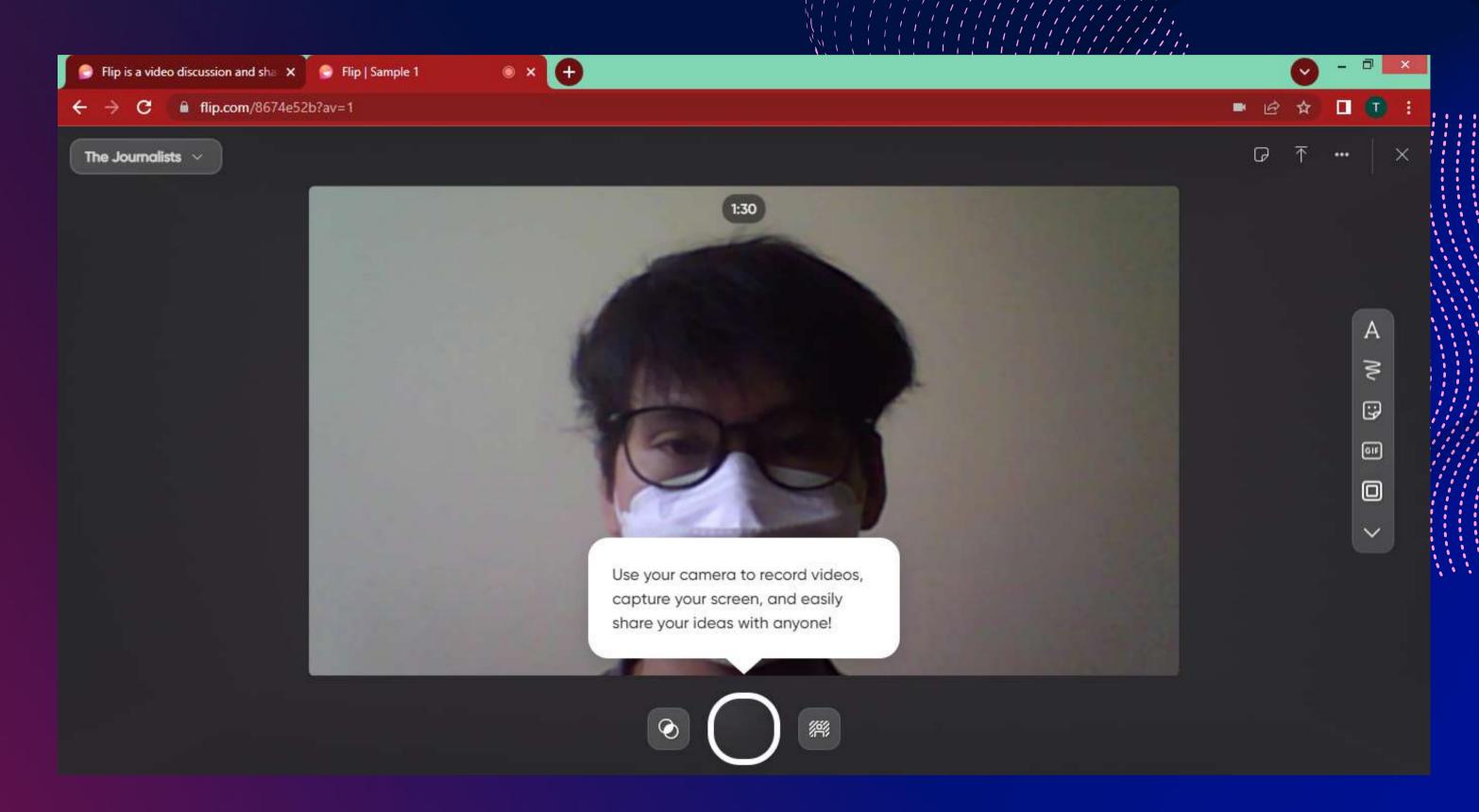
#### students' Access



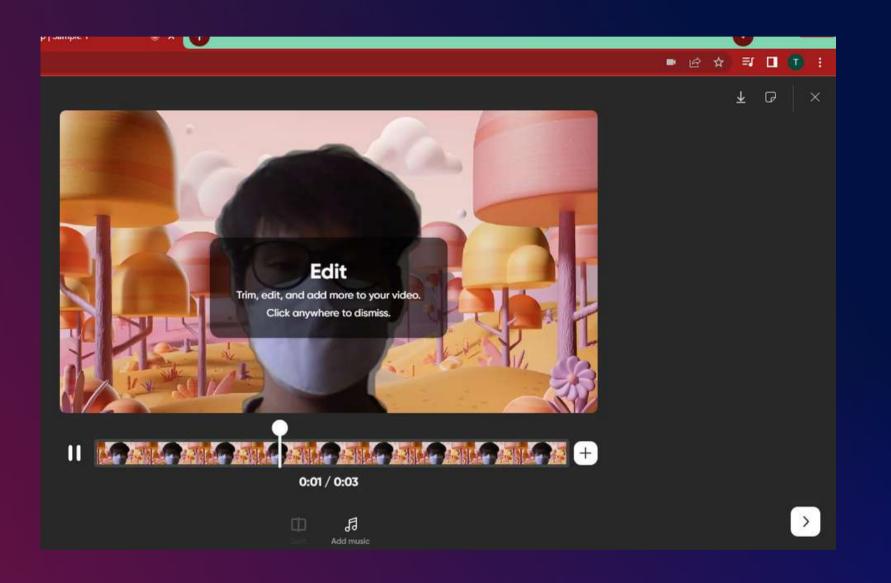
# Completing Assigned Task

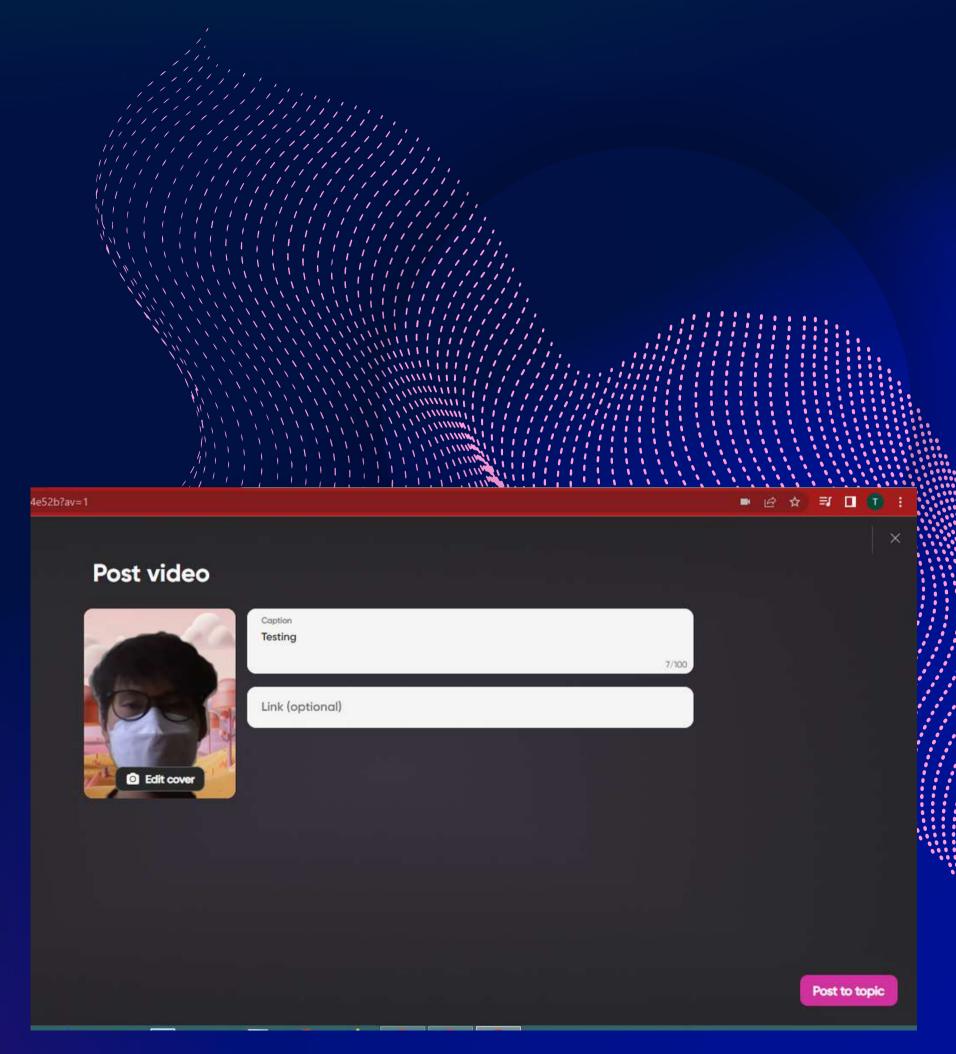


# Video Recording

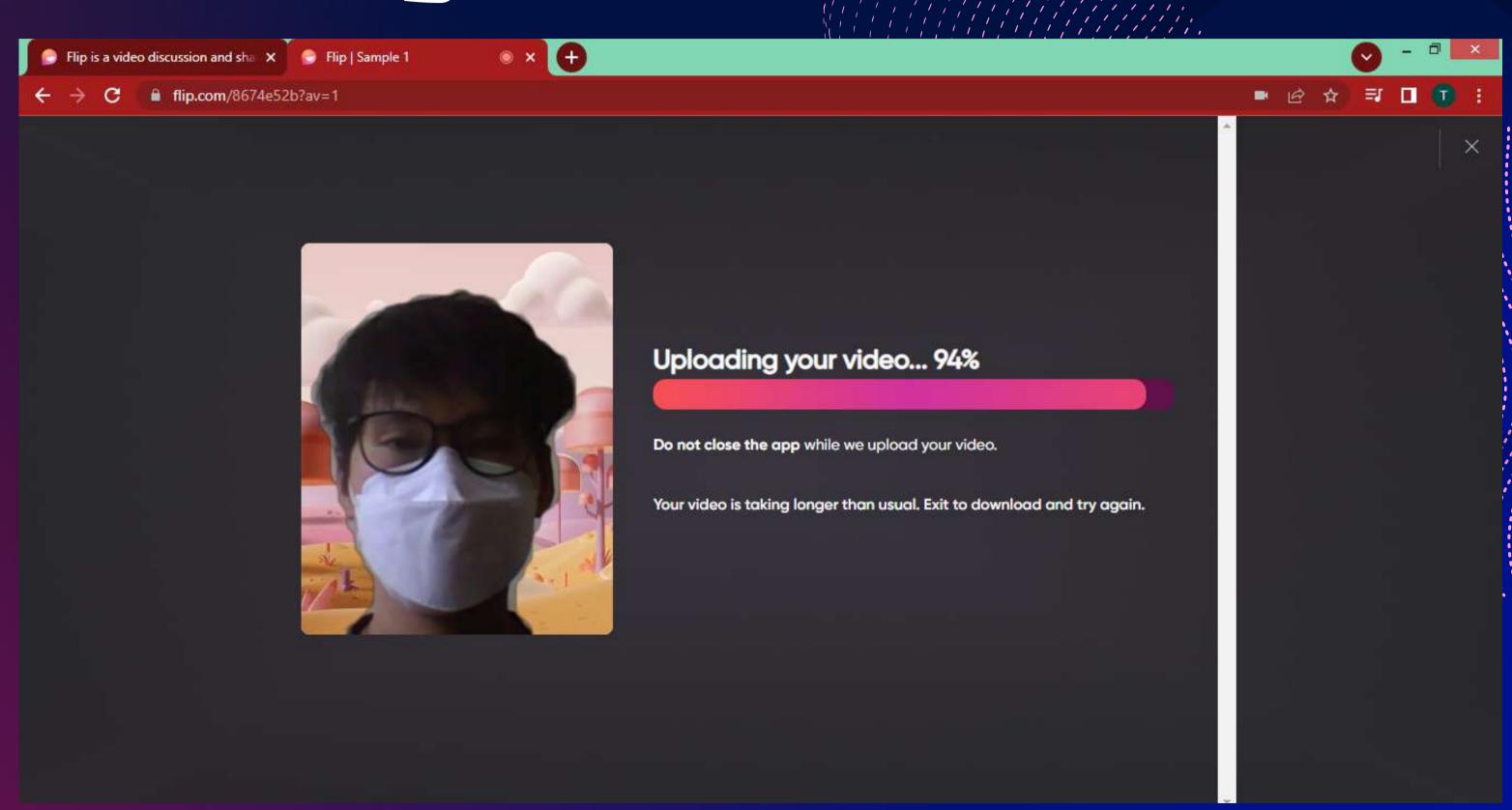


# Uploading Video

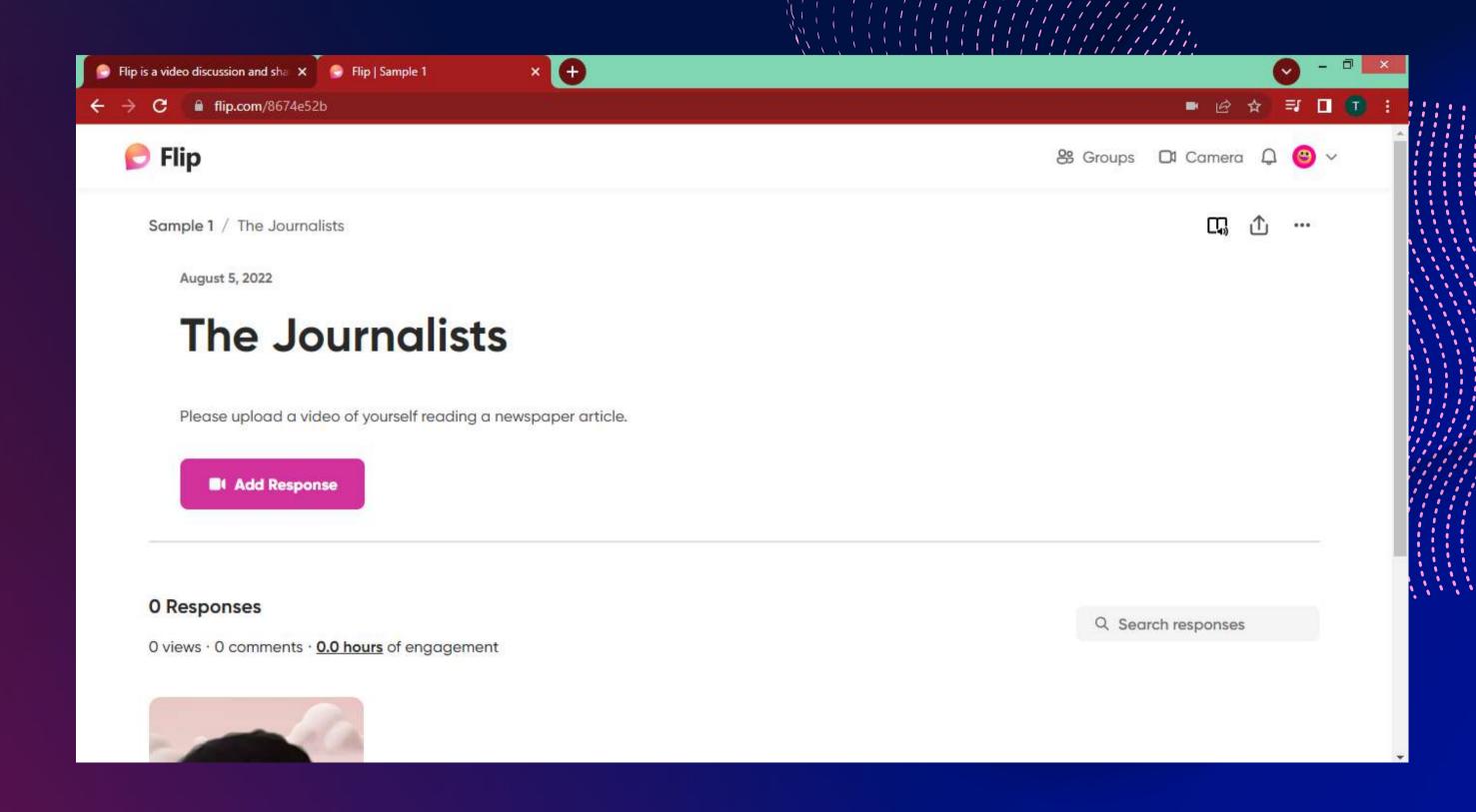




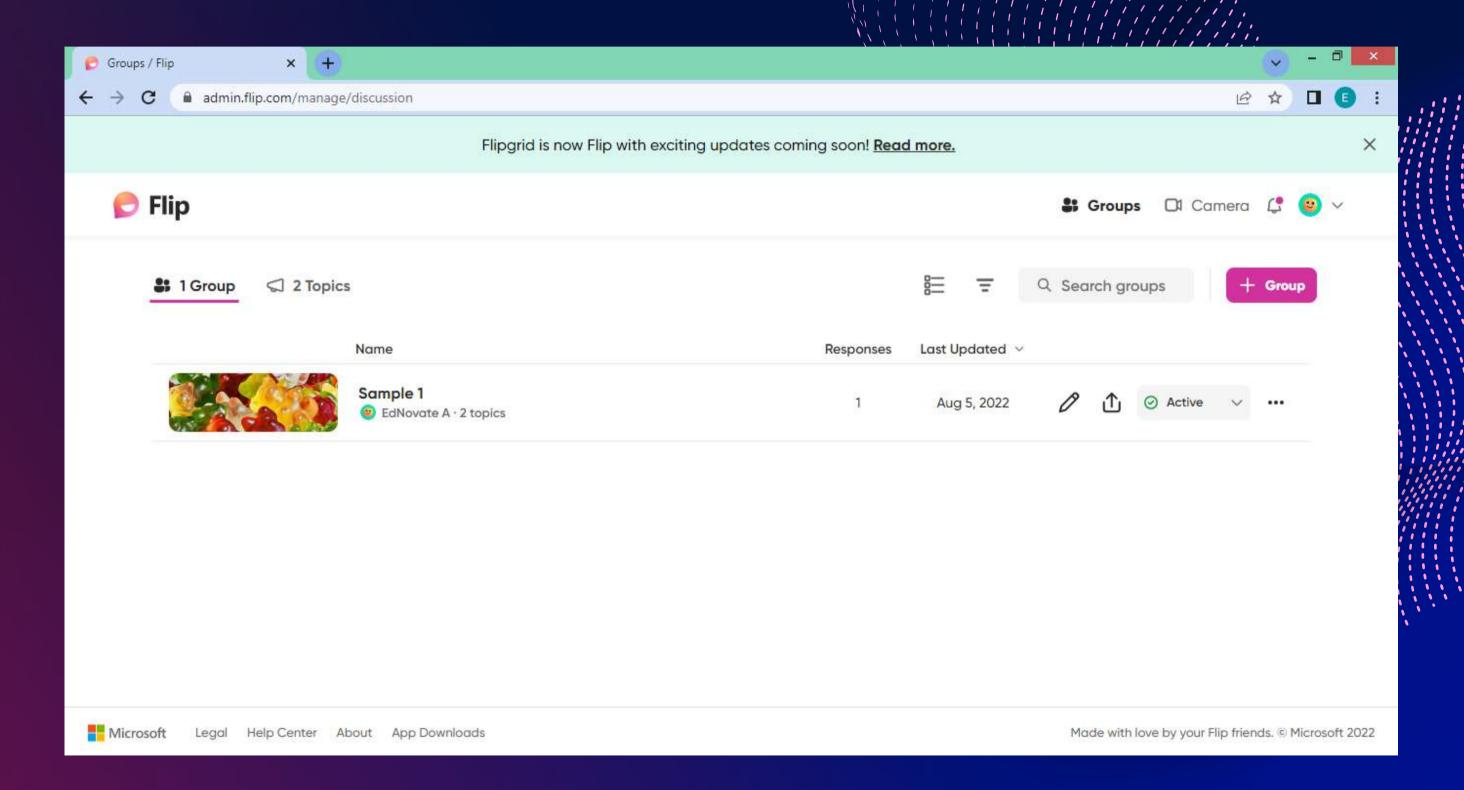
# Processing



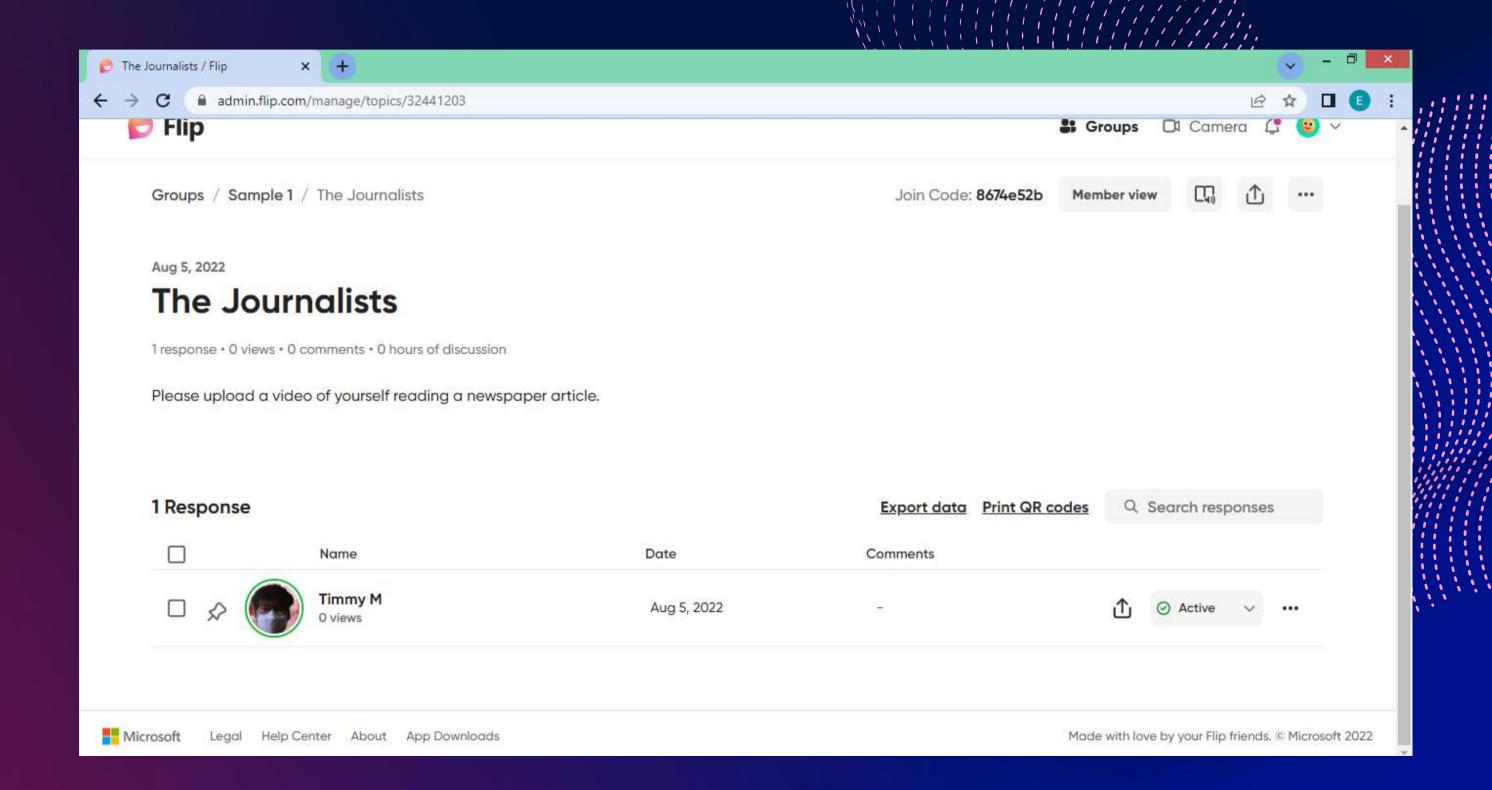
#### Student's Dashboard



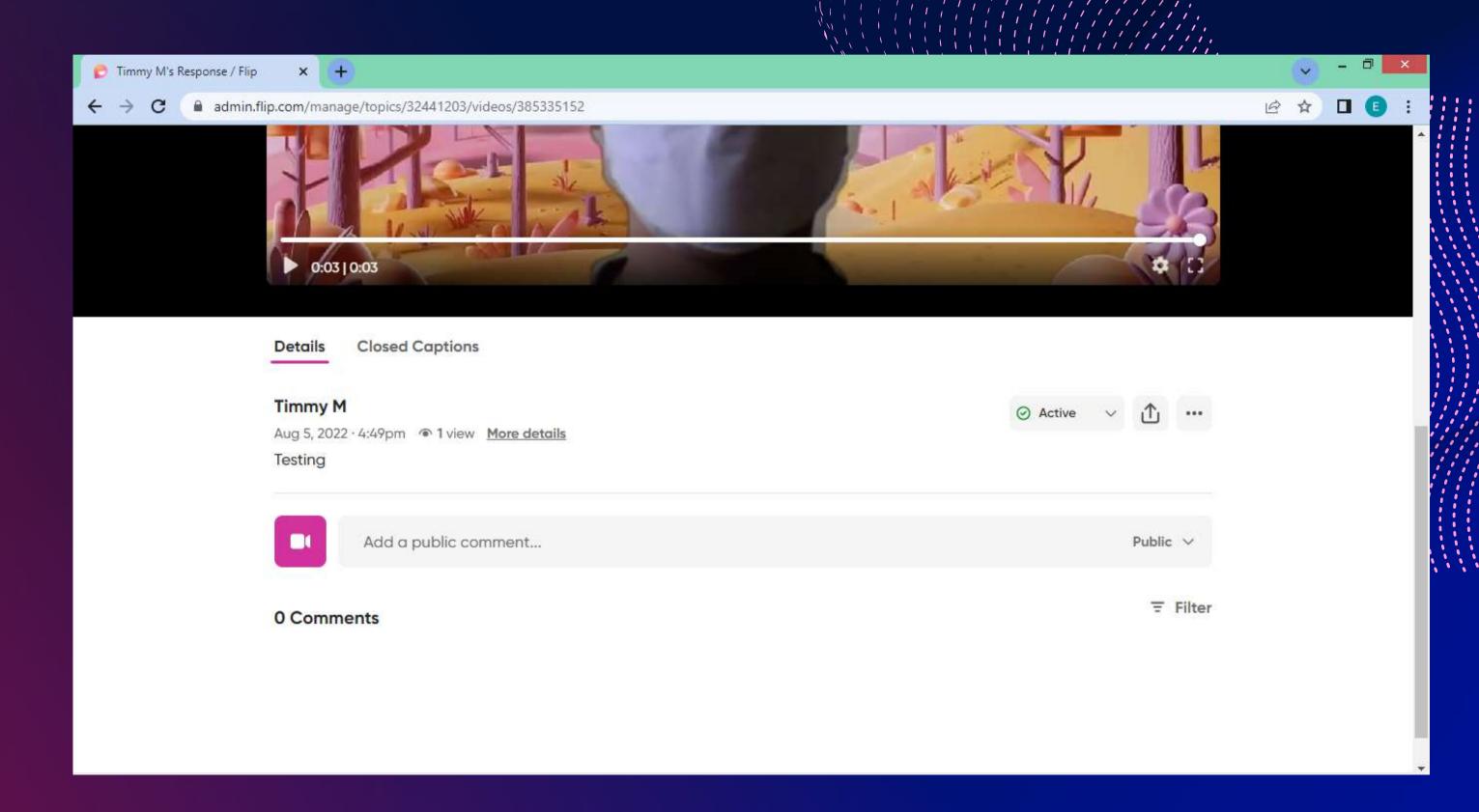
# Receiving Students Videos



# Access to Uploaded Videos



# Giving Comments / Feedbacks





#### NEARPOD INTERACTIONS

A student engagement platform built to make teaching with technology easy. Real-time insights into student understanding through interactive lessons, interactive videos, gamified learning, formative assessment, and activities

#### Nearpod



**Built-in features for interactive classroom** 



A variety of fun activities



Real-time or student-paced study



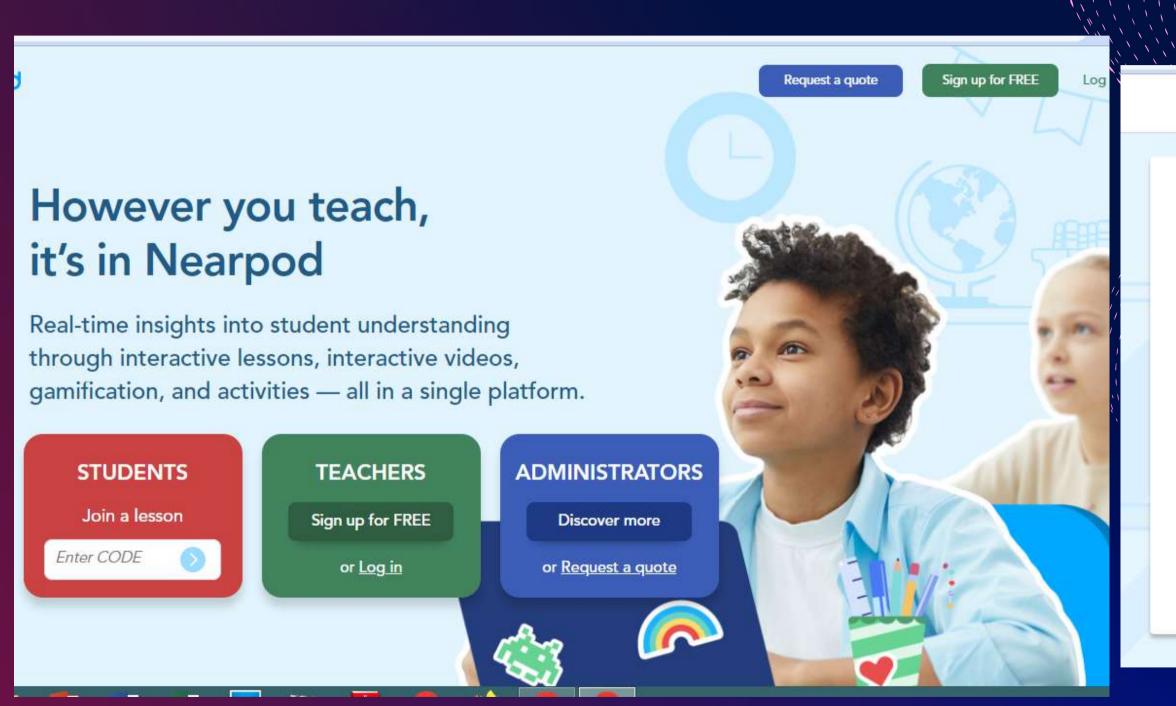
**Formative assessment** 



Student engagement and creativity



#### Creating Account





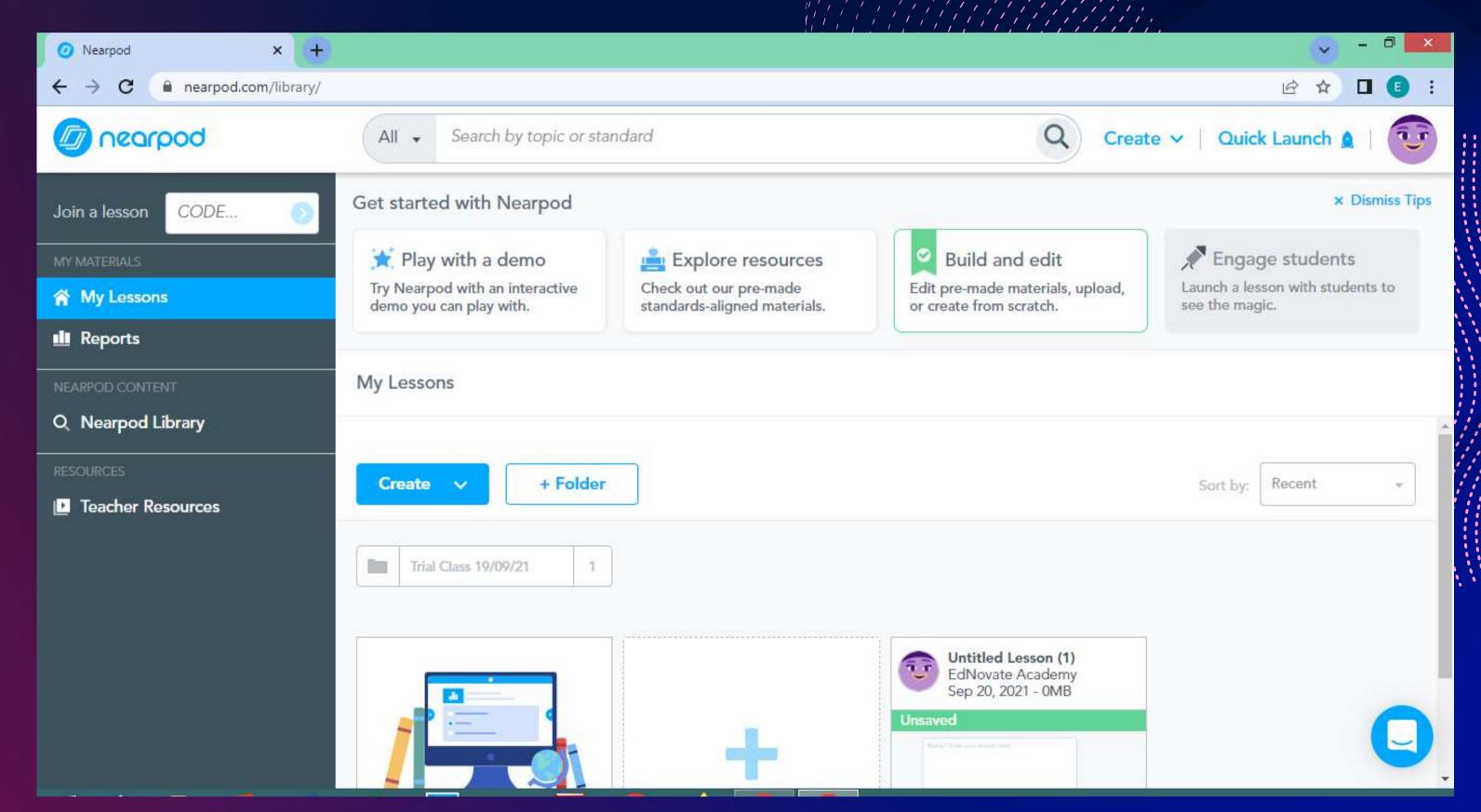
#### Choose your role...

Let's get you to the right account type.

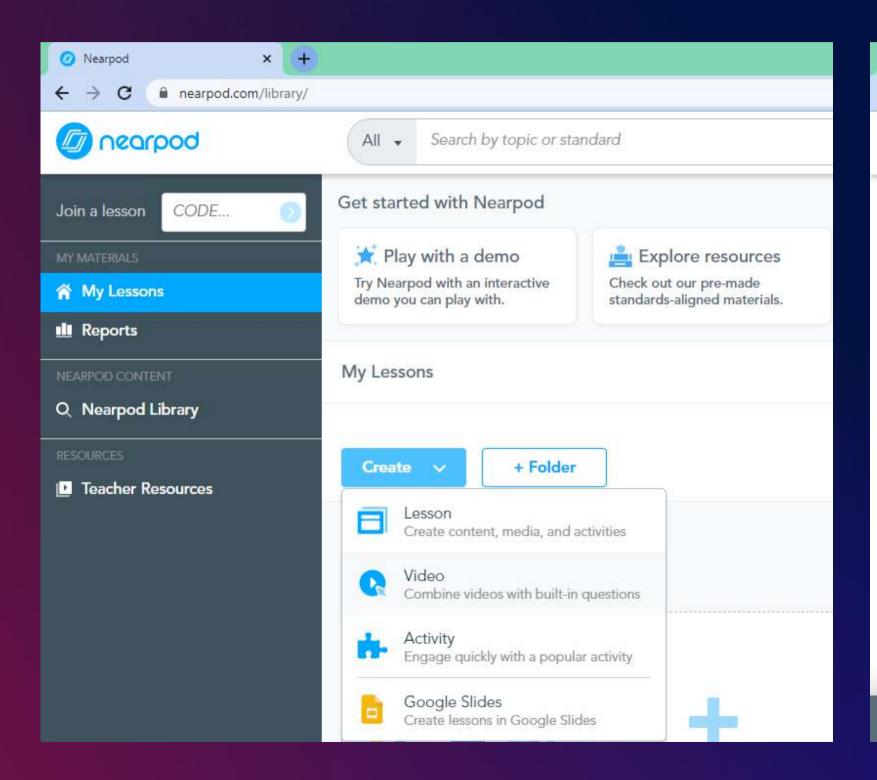


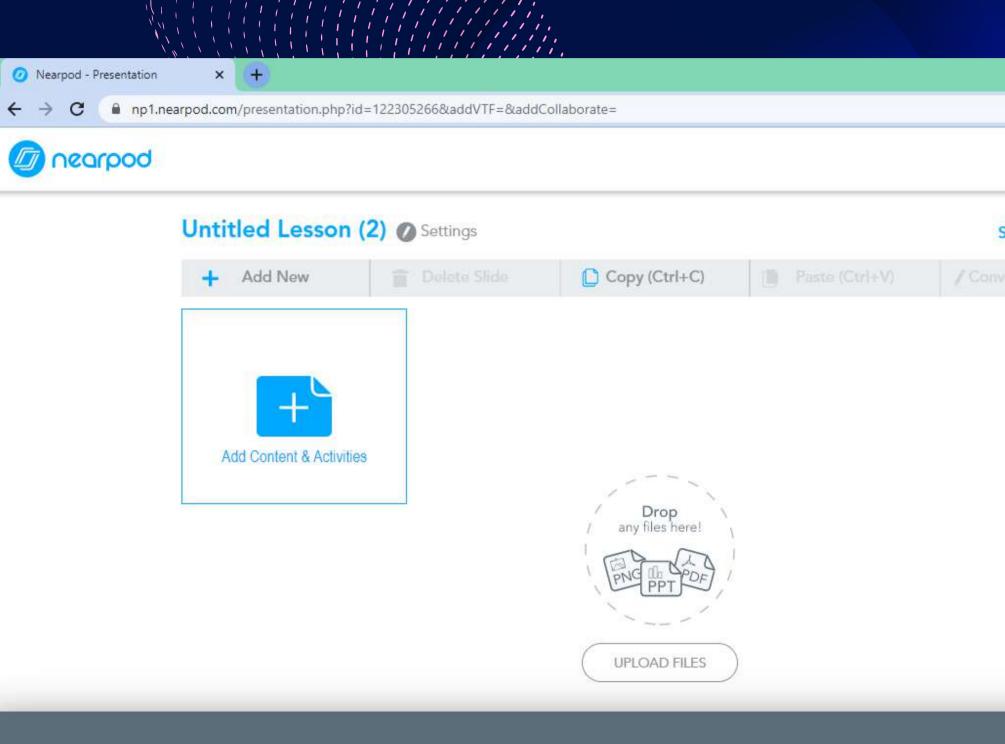


#### Dashboard

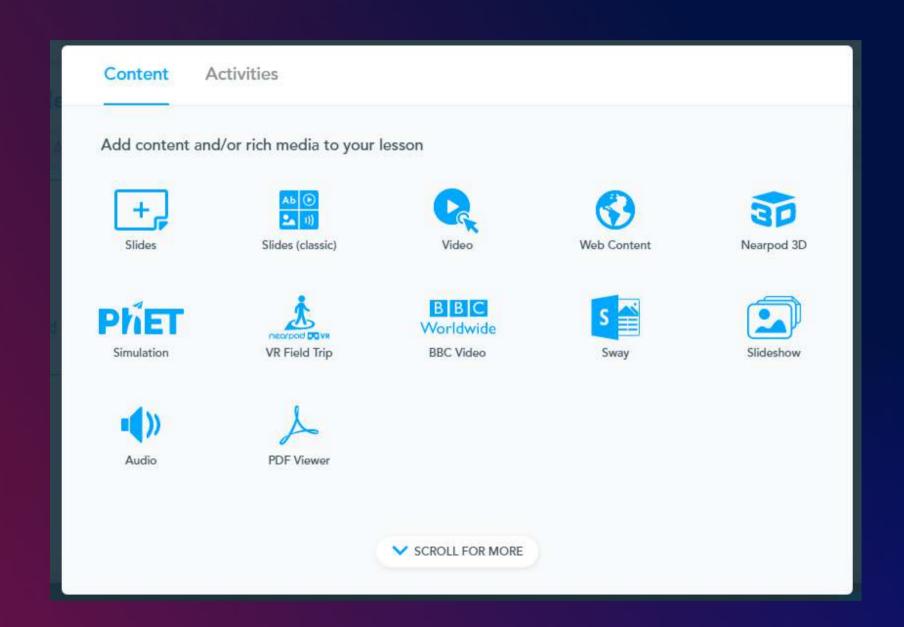


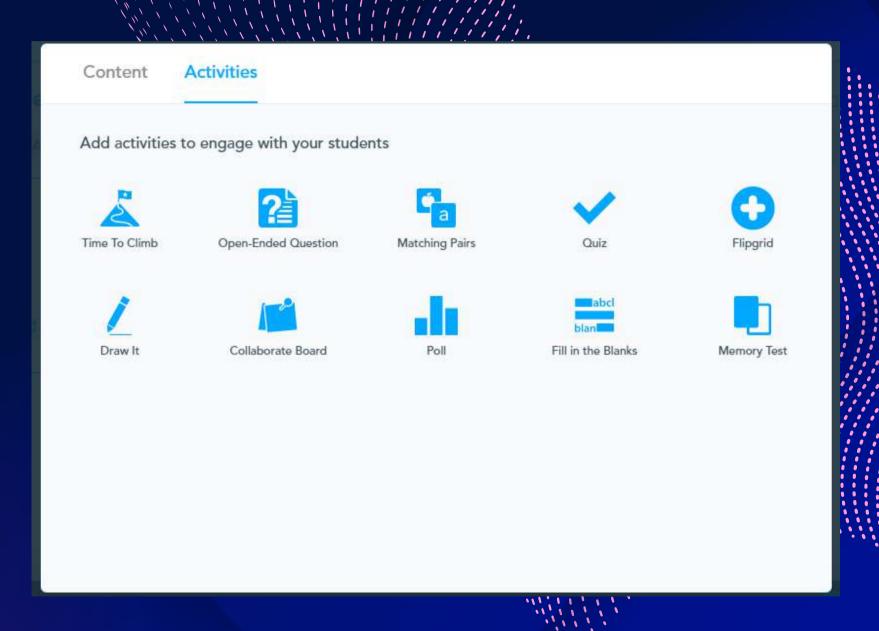
#### Creating Lesson



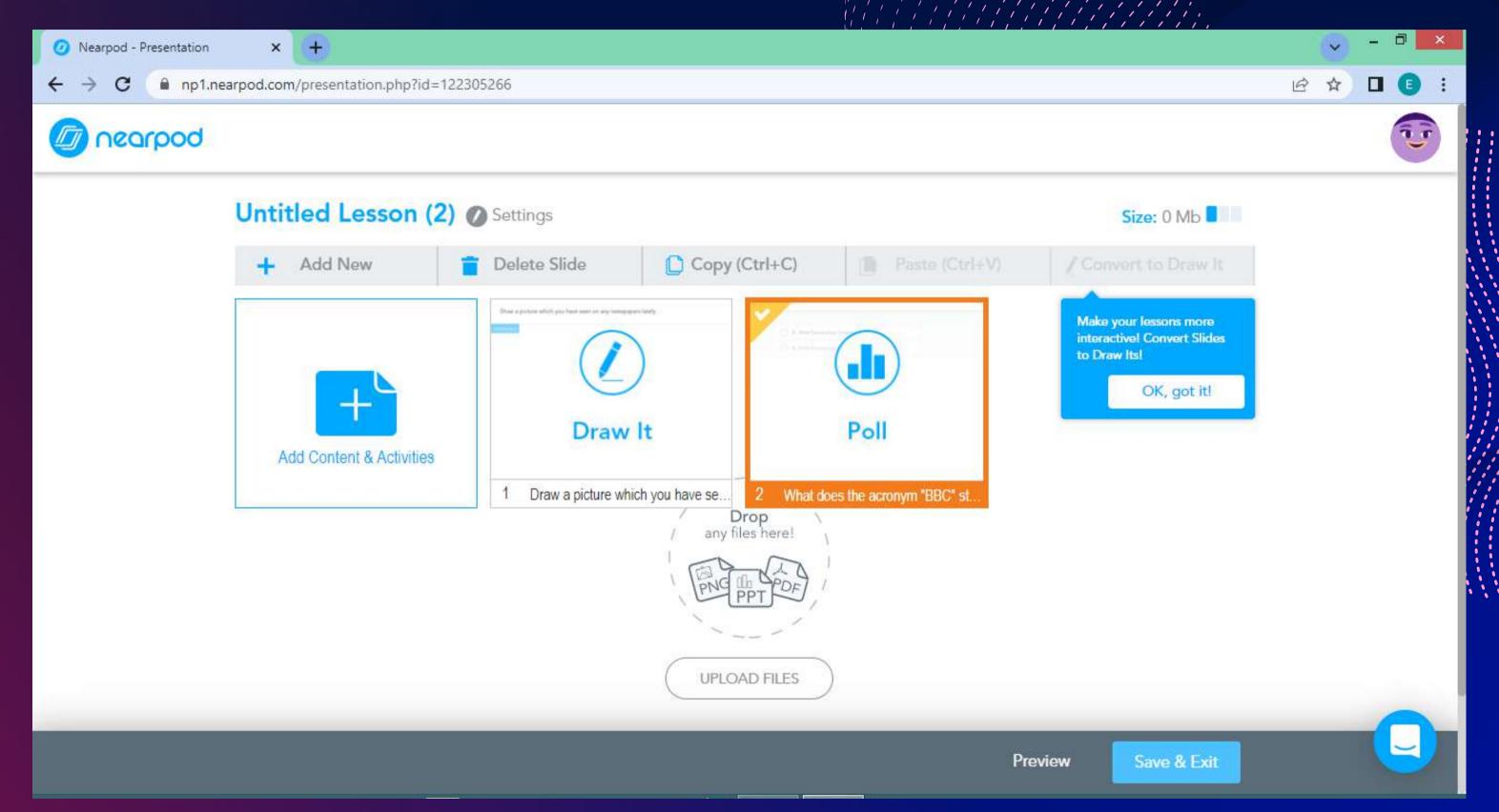


#### Creating Activities

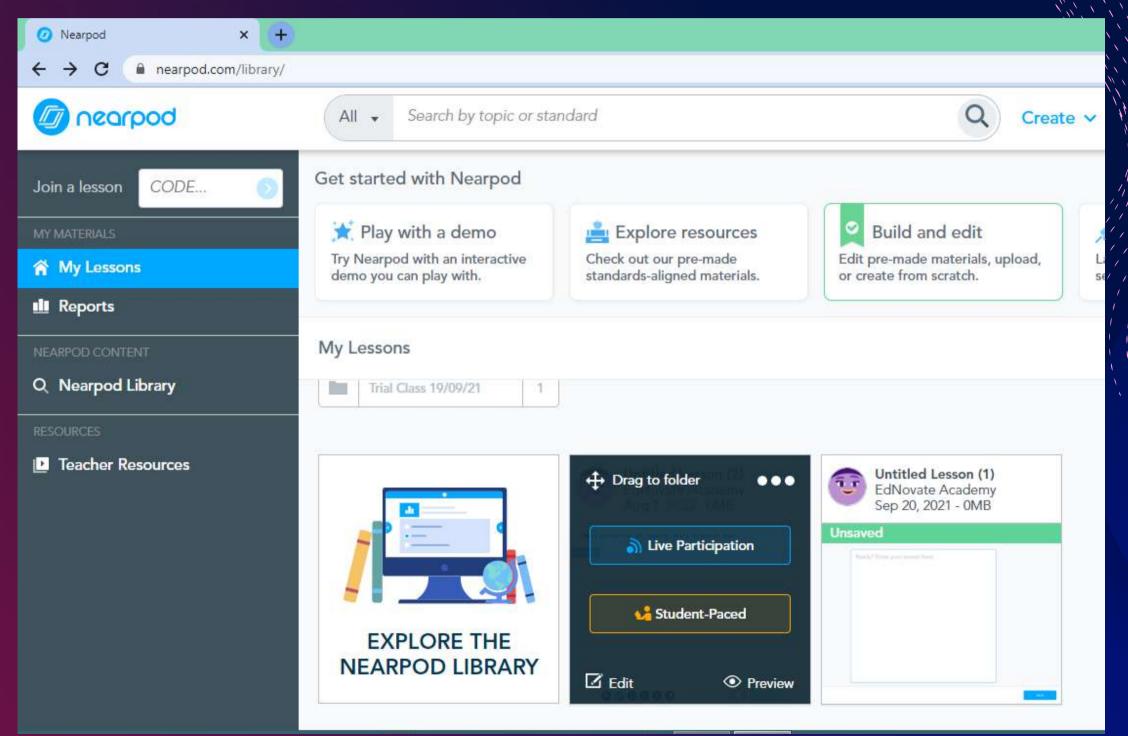


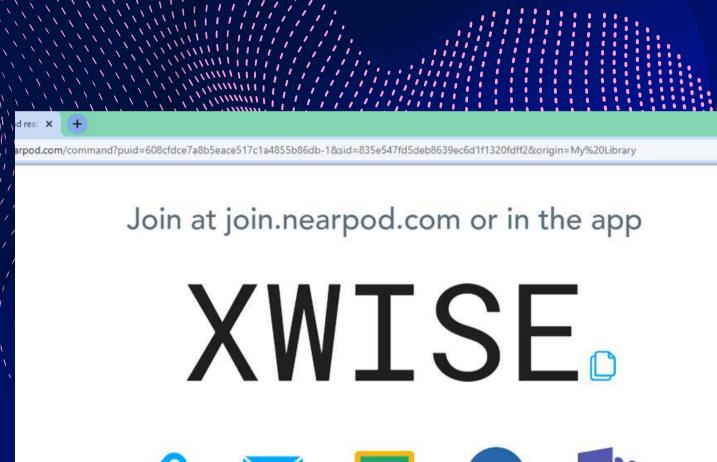


#### Activities on Dashboard



#### Conducting Live-class





Google

Classroom

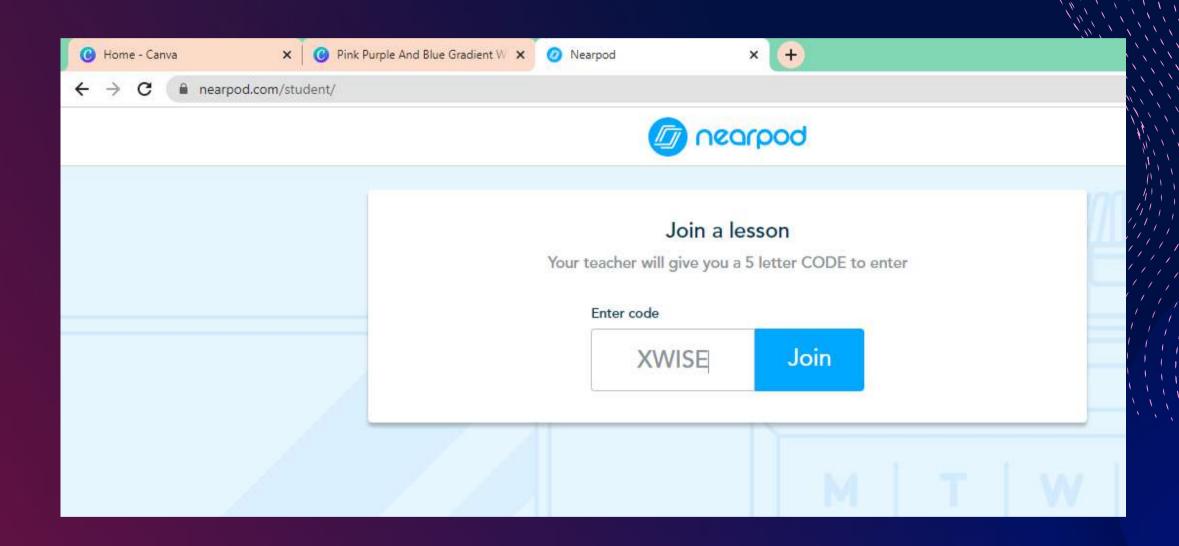
Copy Link

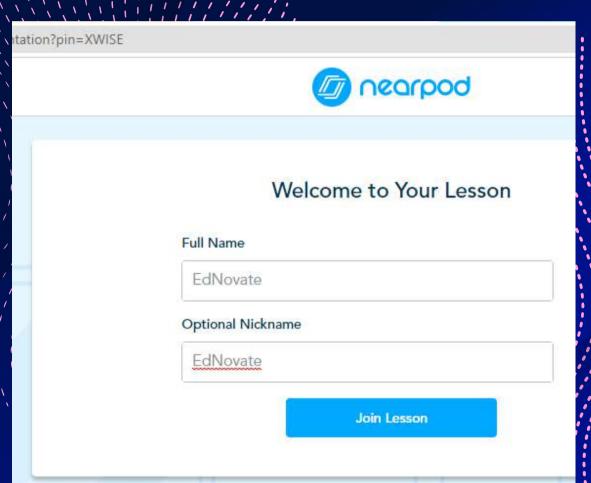
Remind

Microsoft

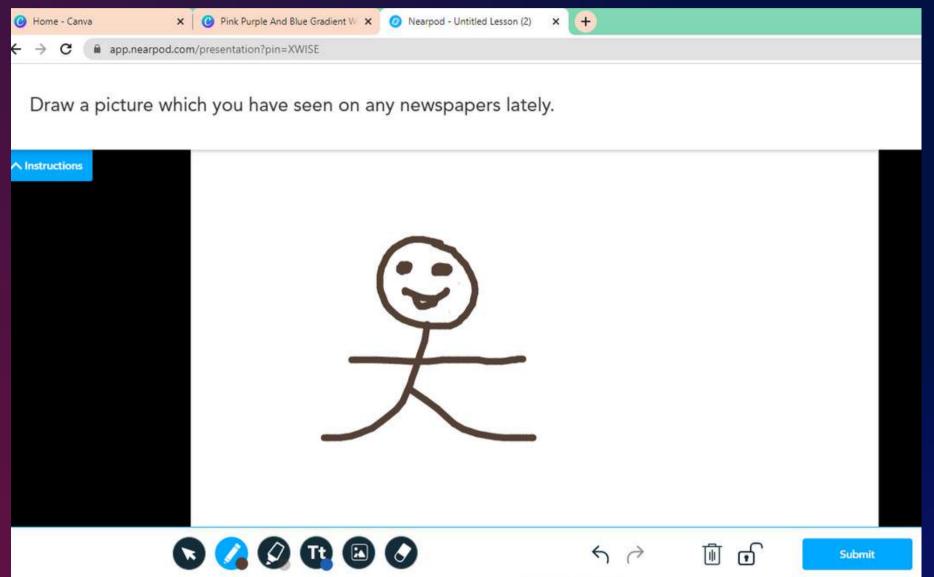
Teams

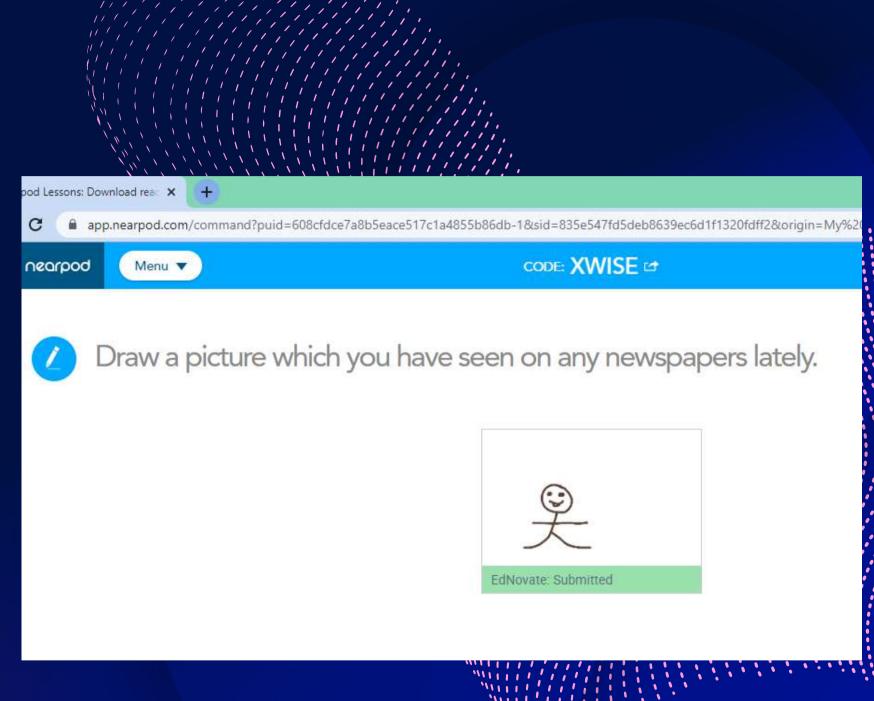
#### Student Participation





#### Results

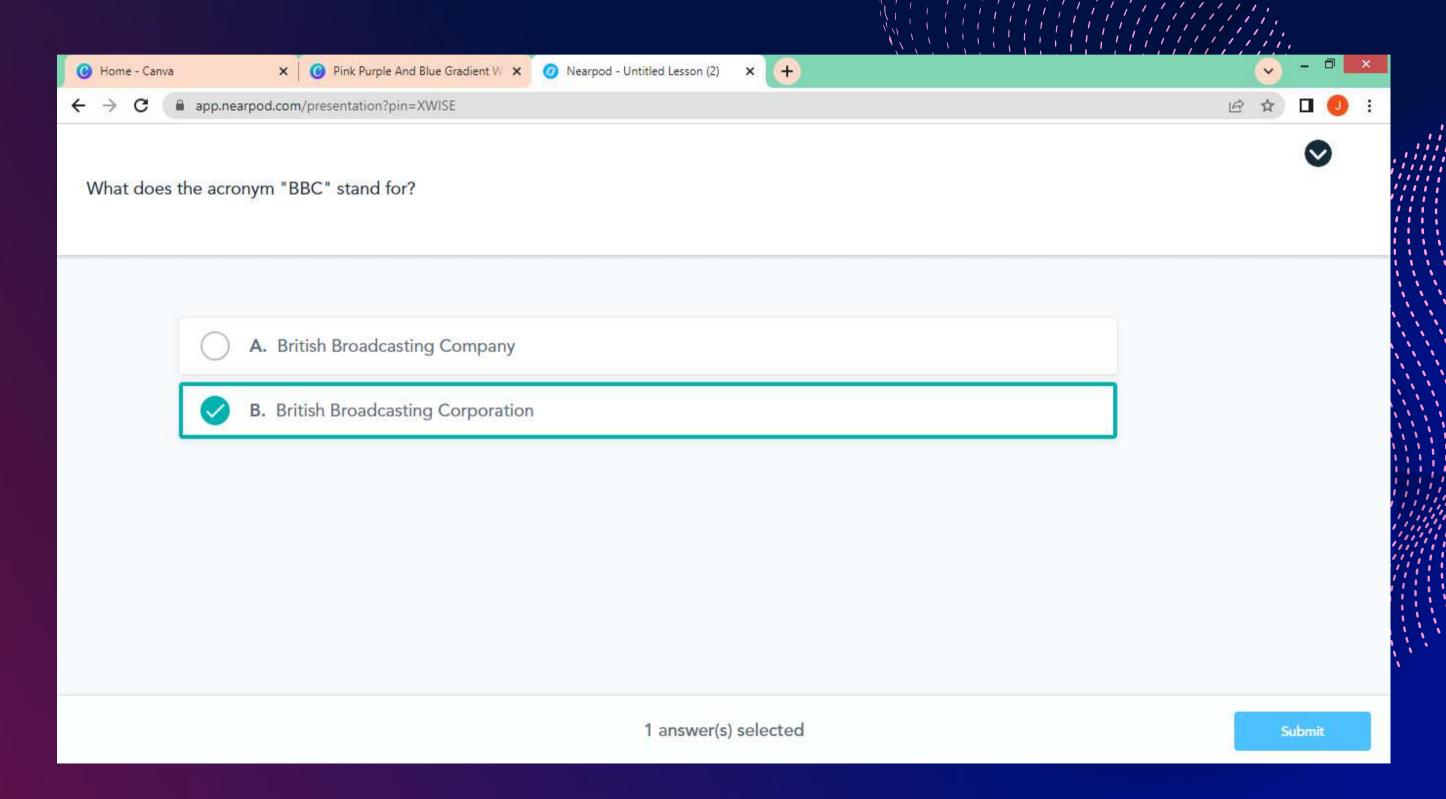




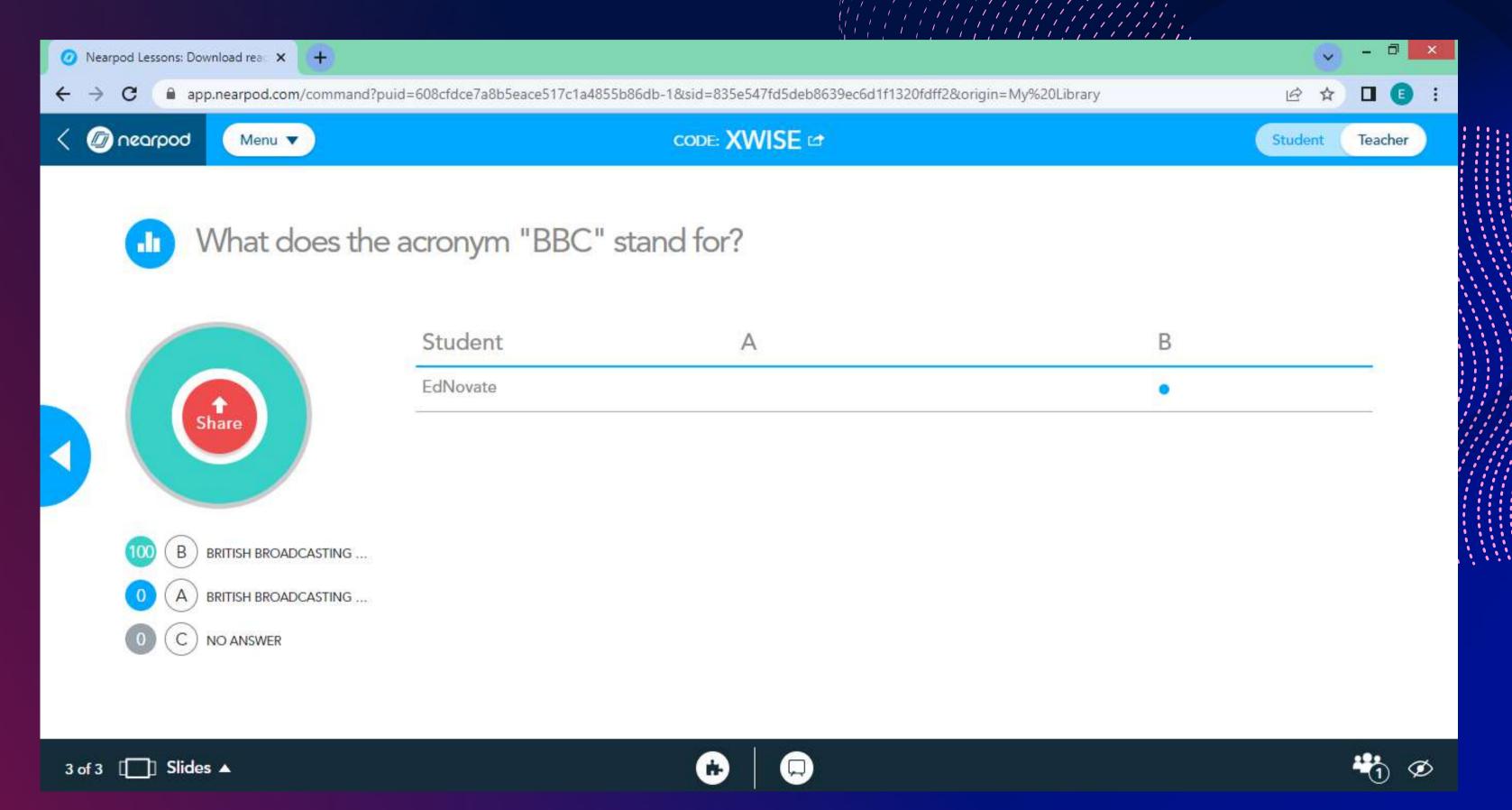
Student's View

Teacher's View

### MCQs Sample



#### Teacher's View of the Answer





## EDULASTIC ASSESSMENTS

Quickly identify learning gaps with diagnostic and formative assessments. Give students differentiated assignments to remediate, reinforce or challenge. Monitor progress towards standards mastery to ensure students stay on track

#### Edulastic

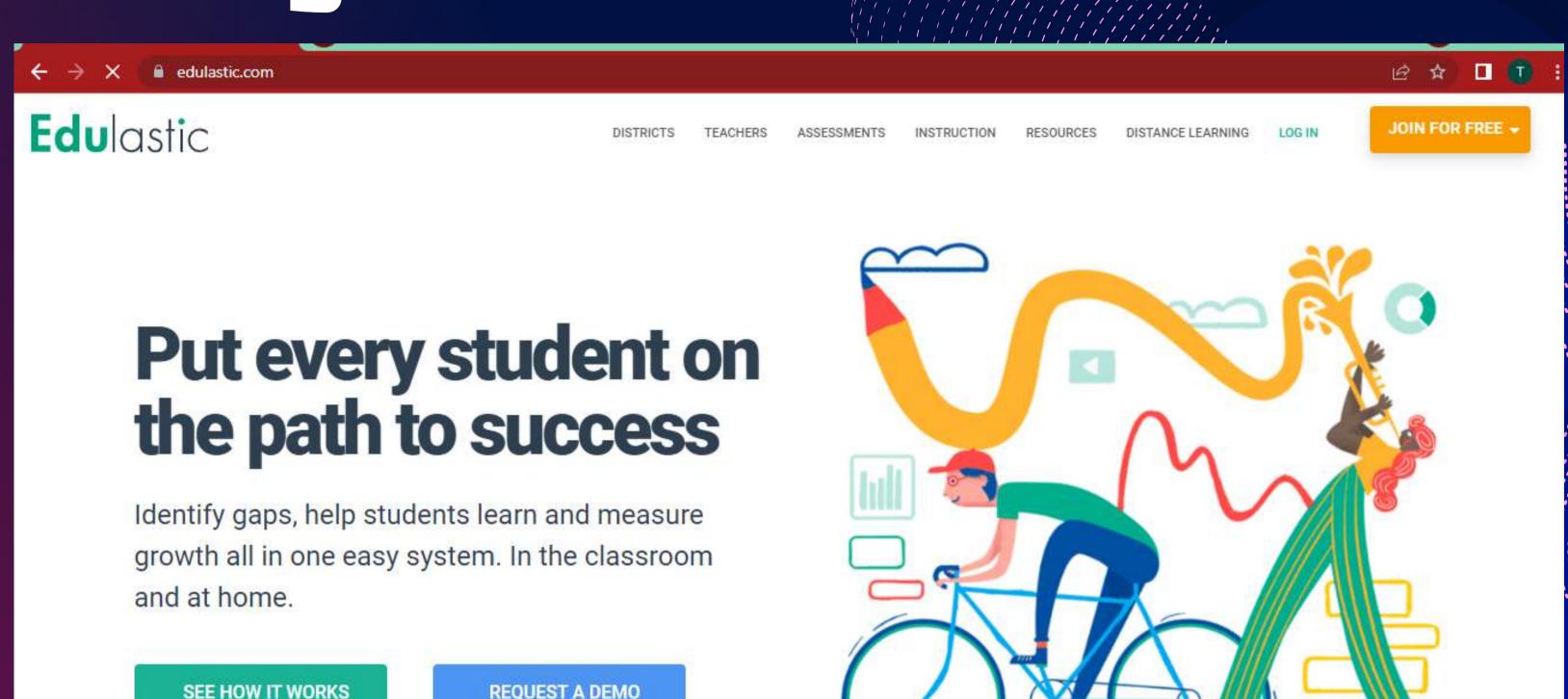


Convenient interface and tools

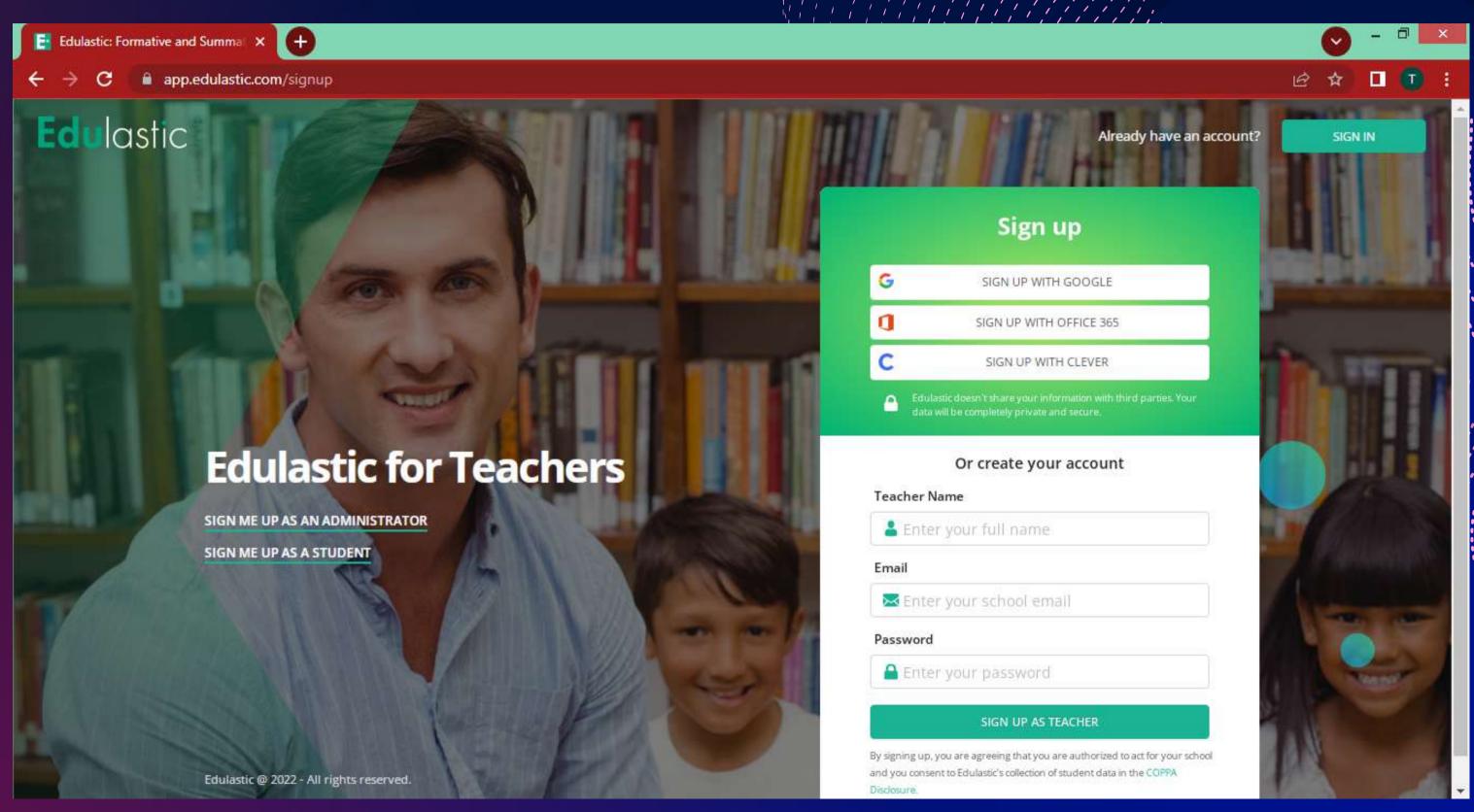
Formative/Summative assessments

Limited free functions

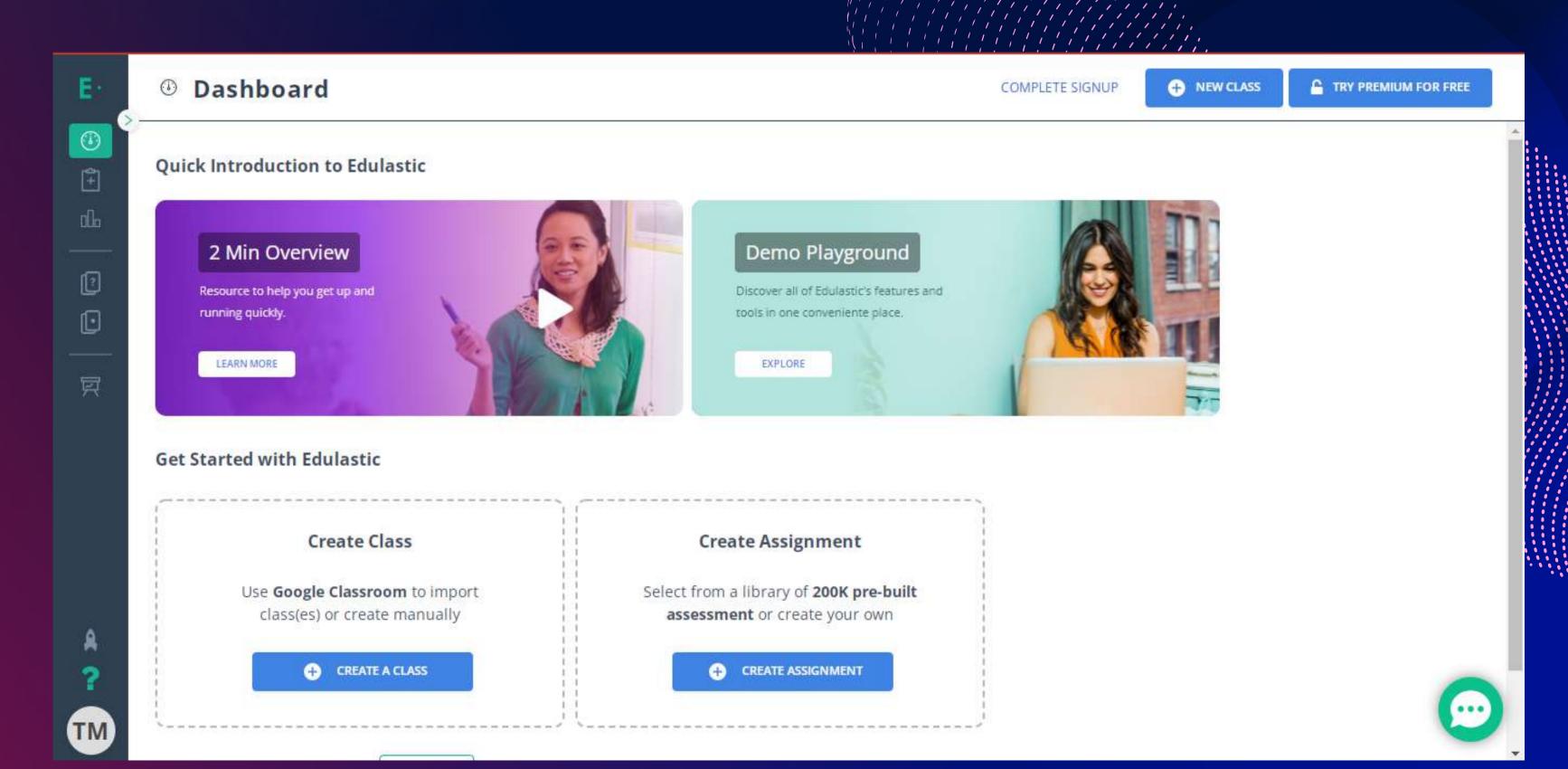
#### Creating Account



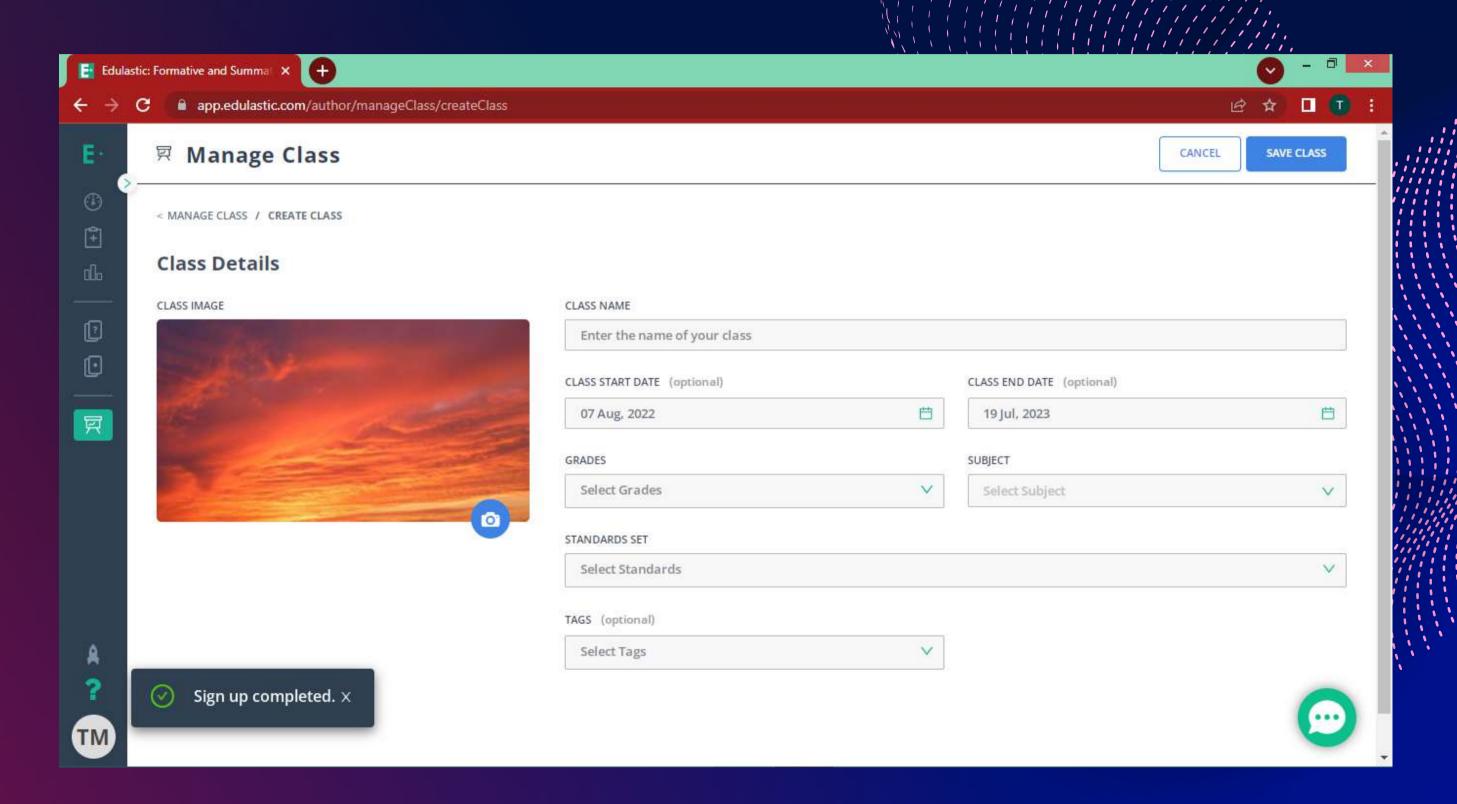
#### Creating Account



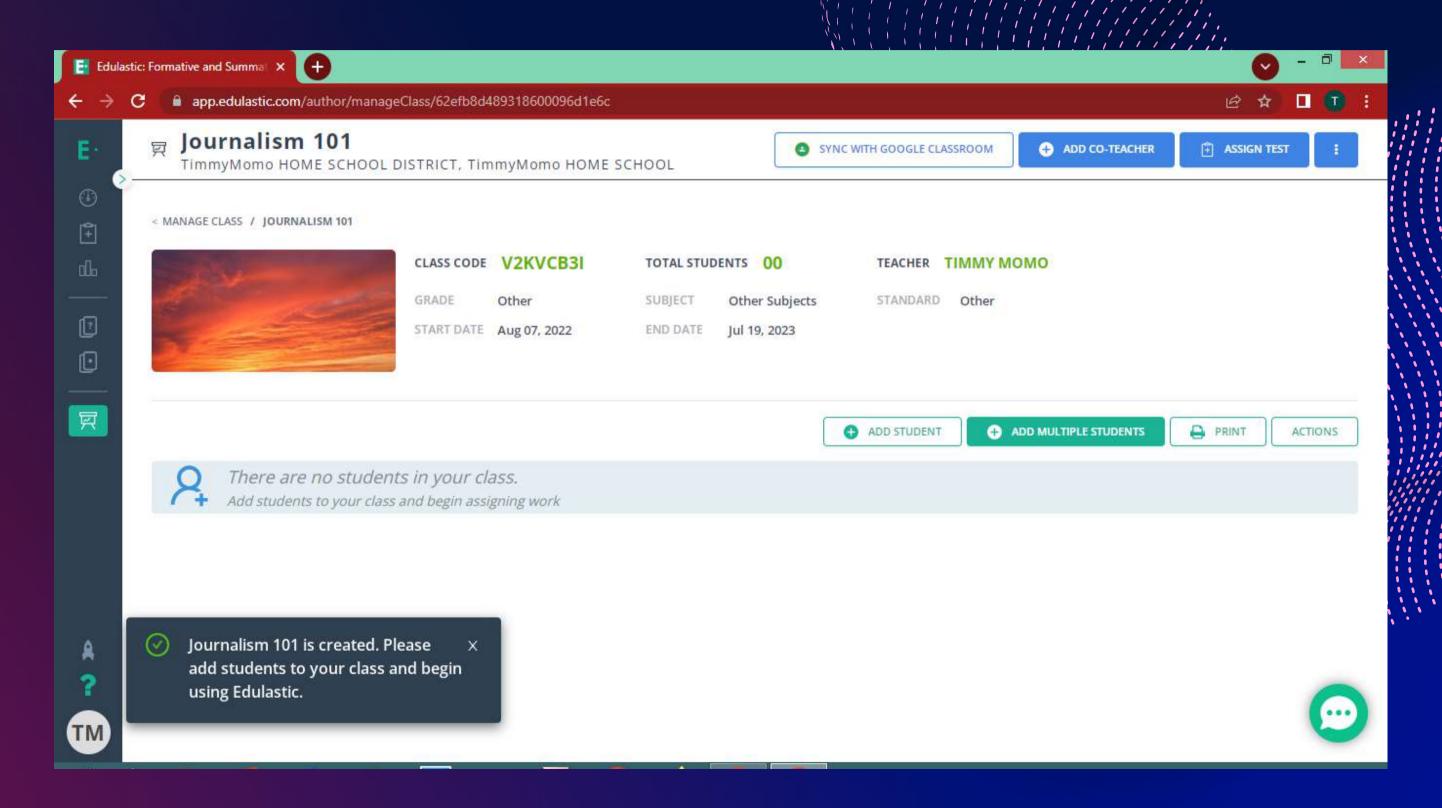
#### Dashboard



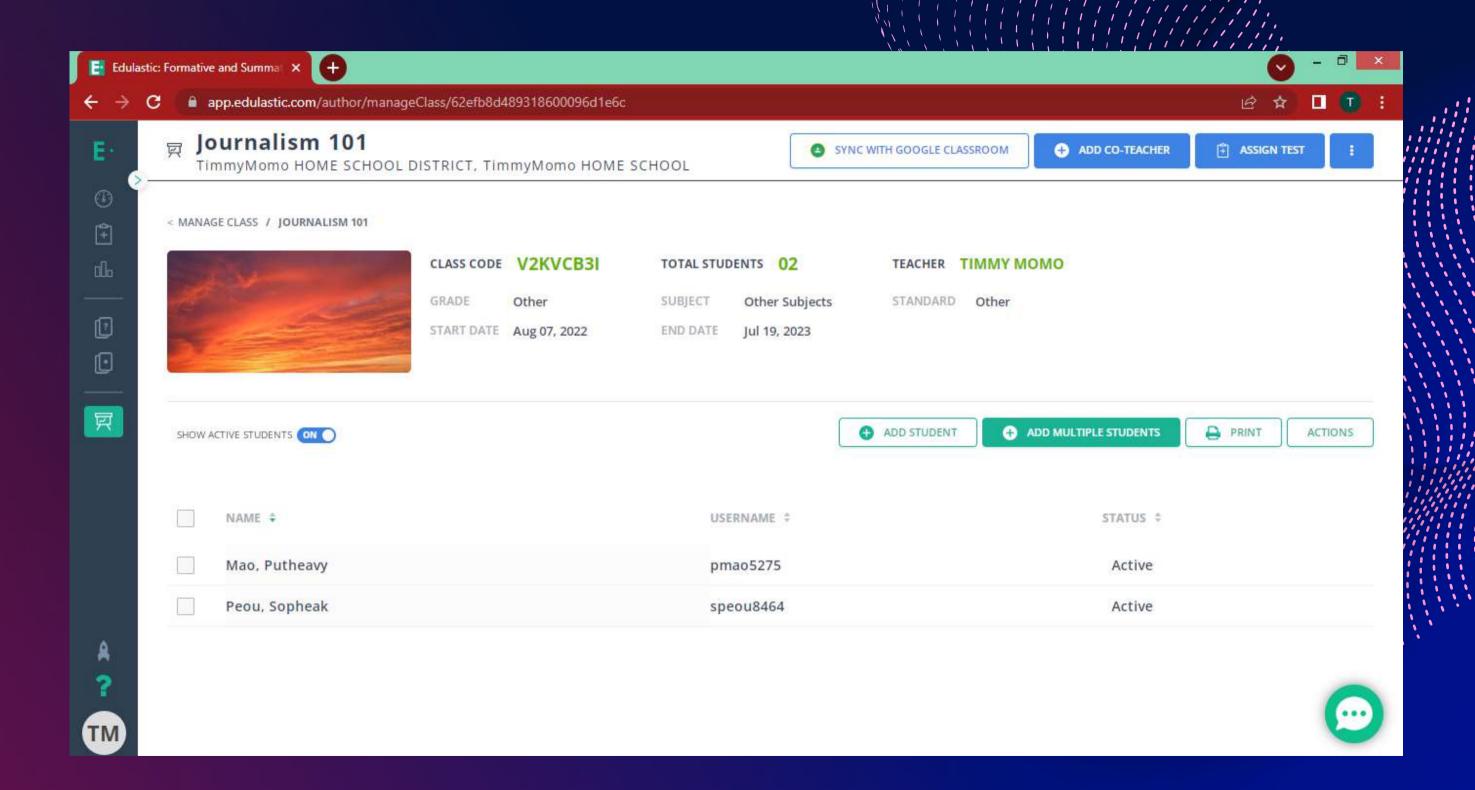
#### Creating Class



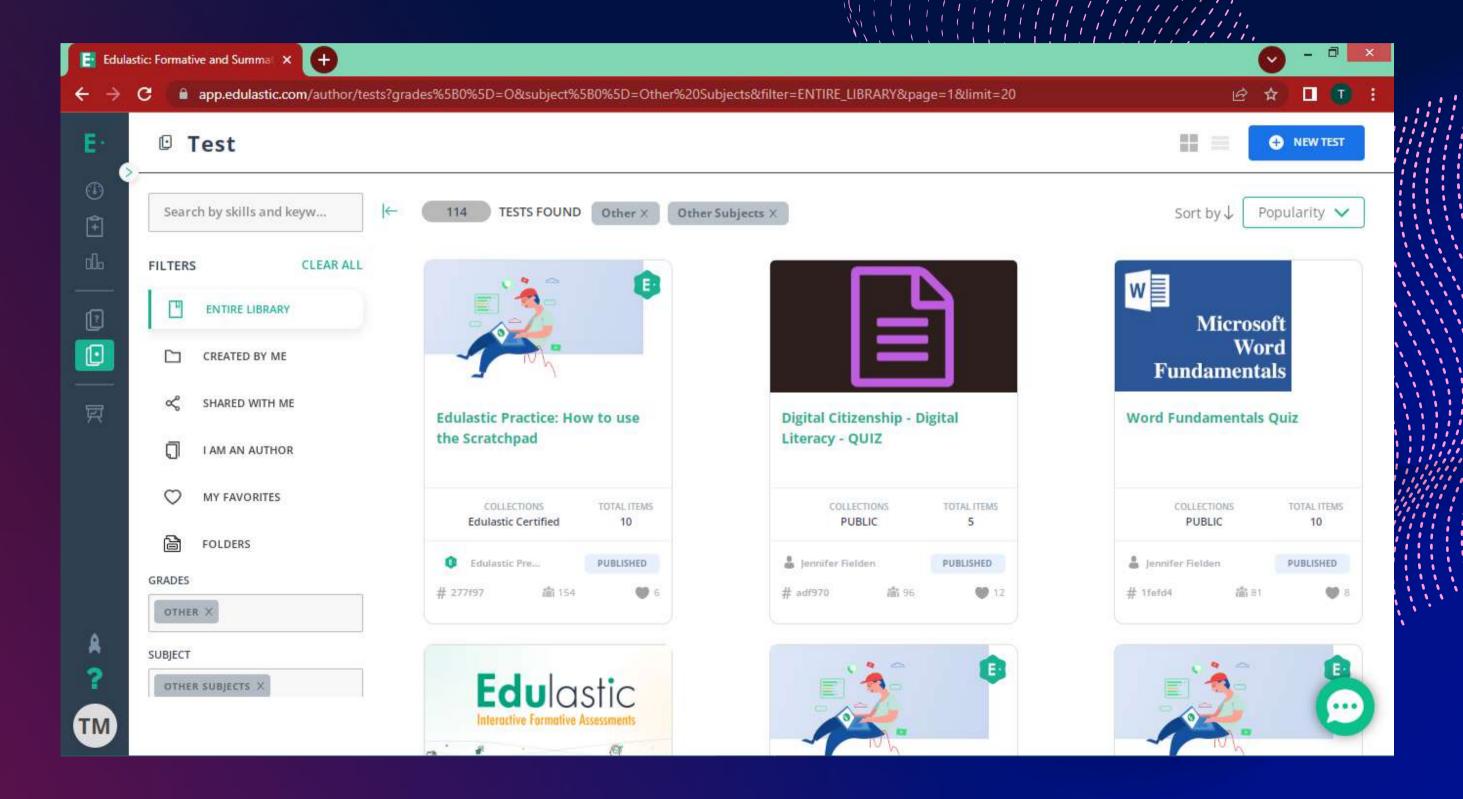
#### Creating Class



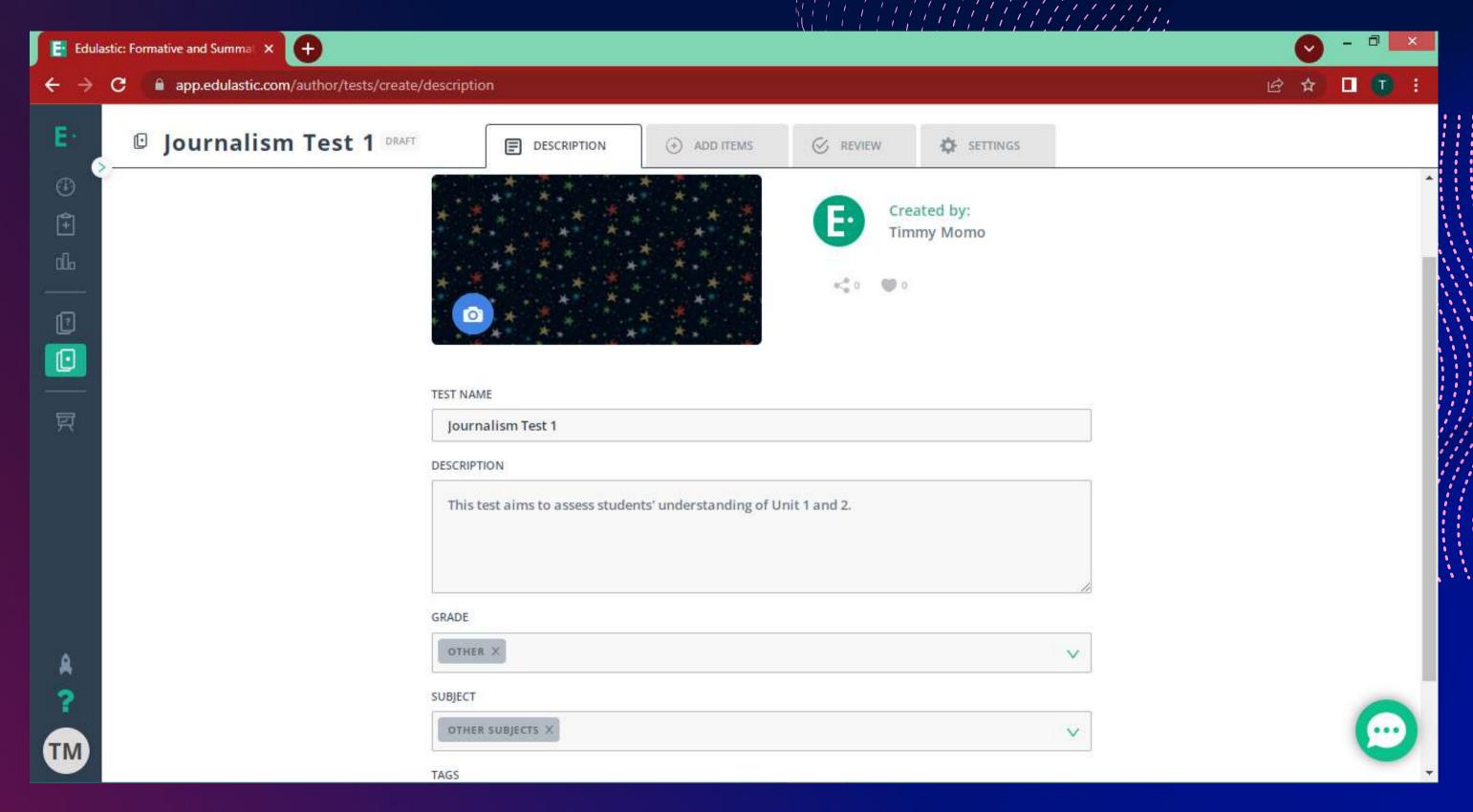
#### Adding Students



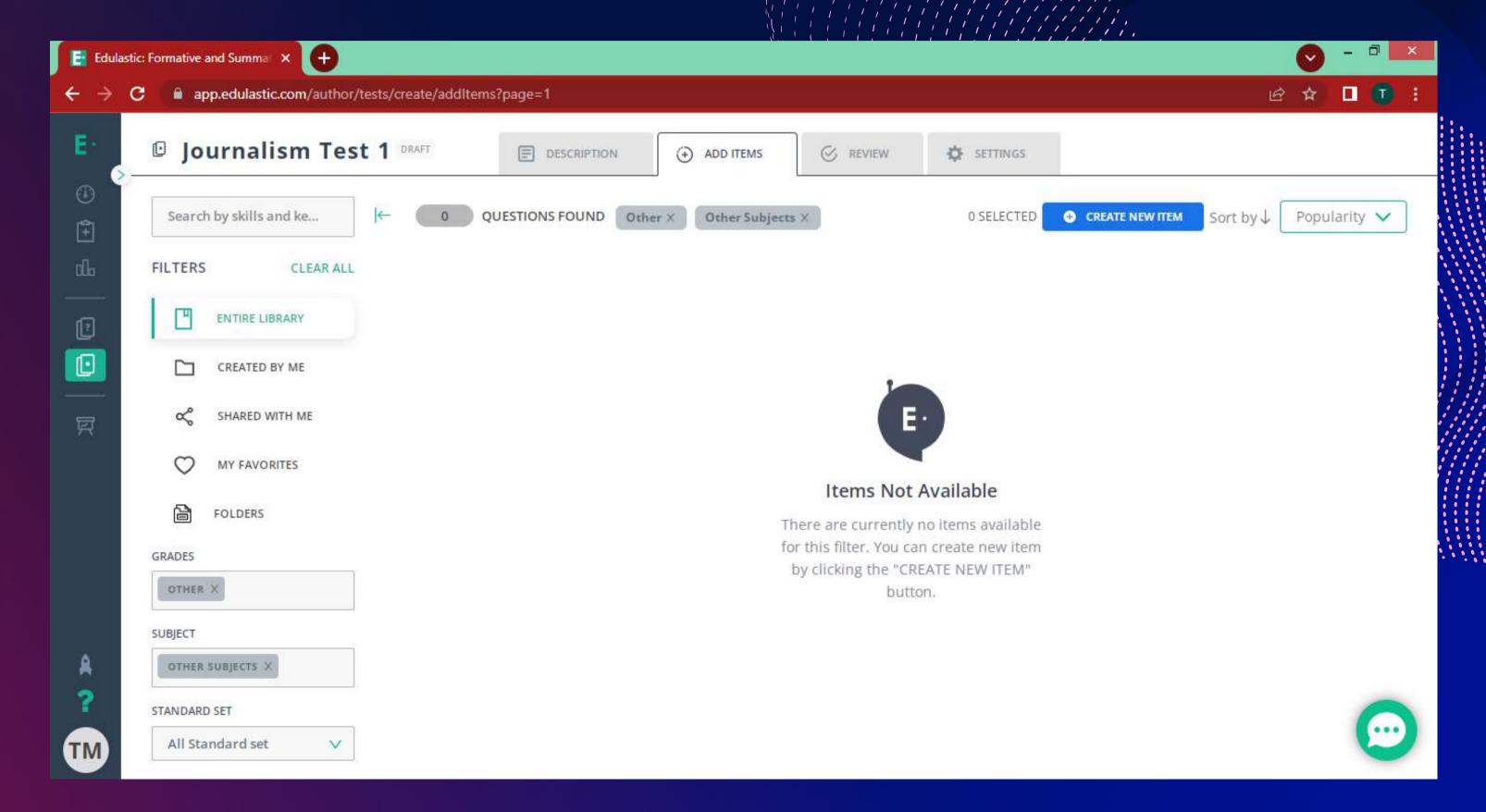
#### Creating Test/Assignment



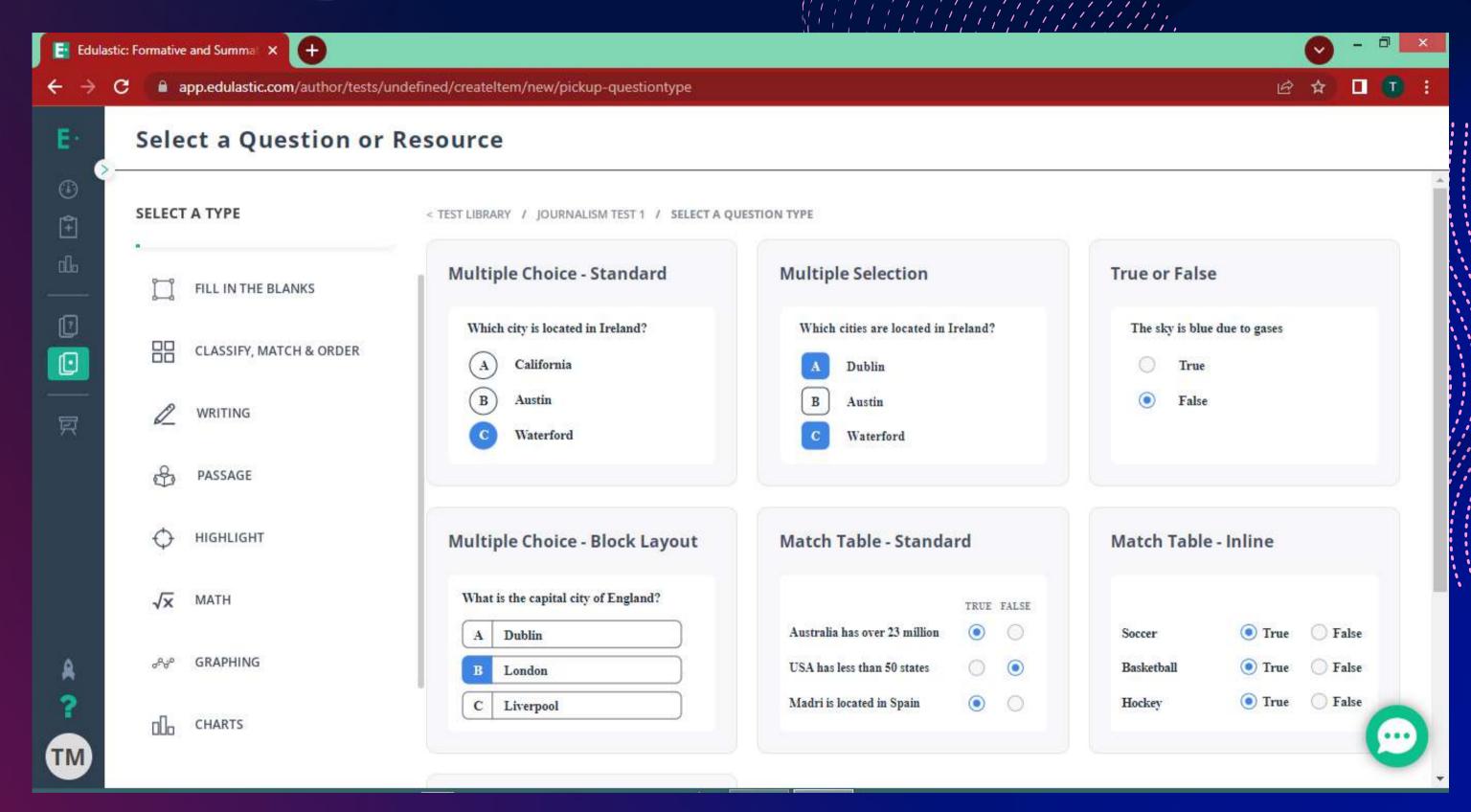
#### Creating Test/Assignment



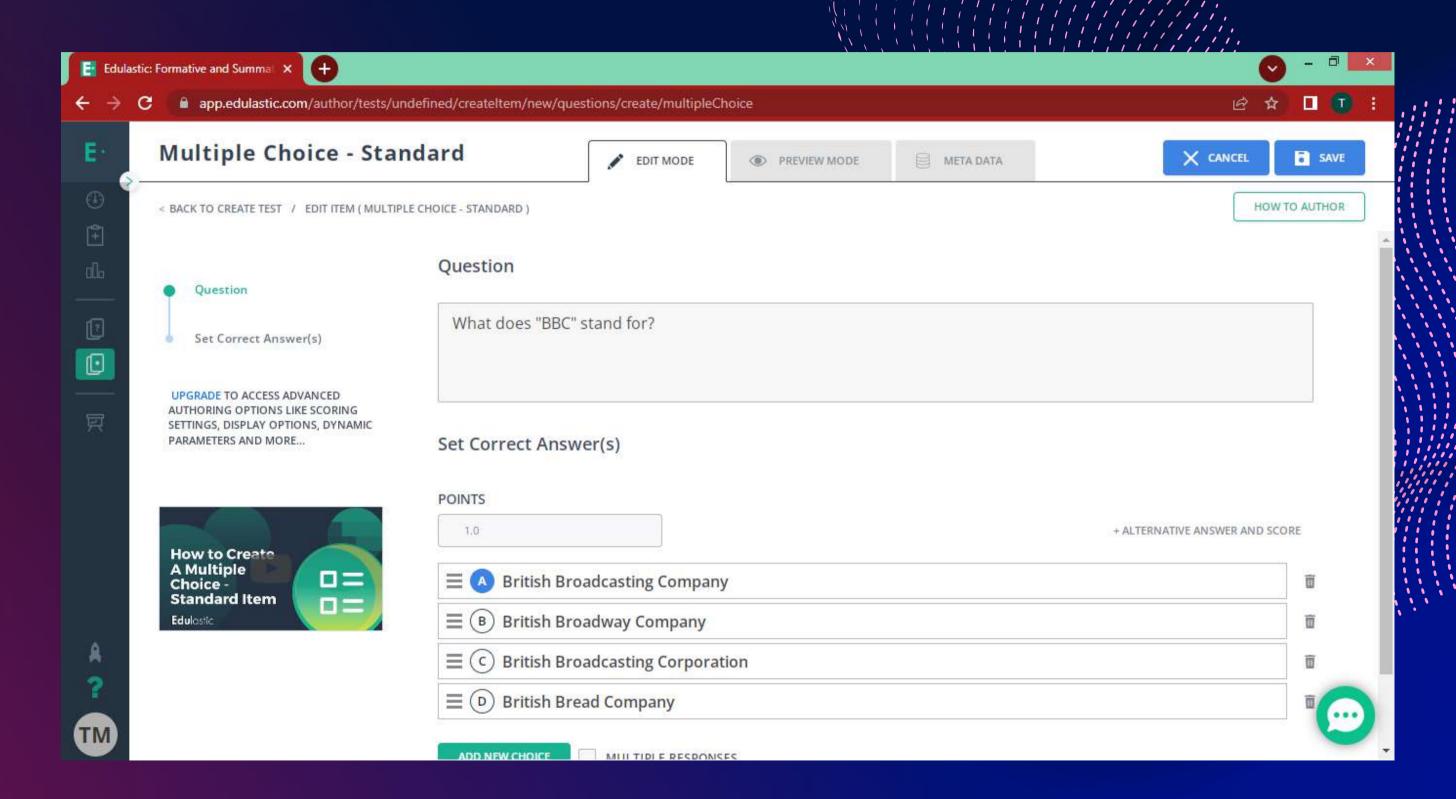
#### Creating Test Items



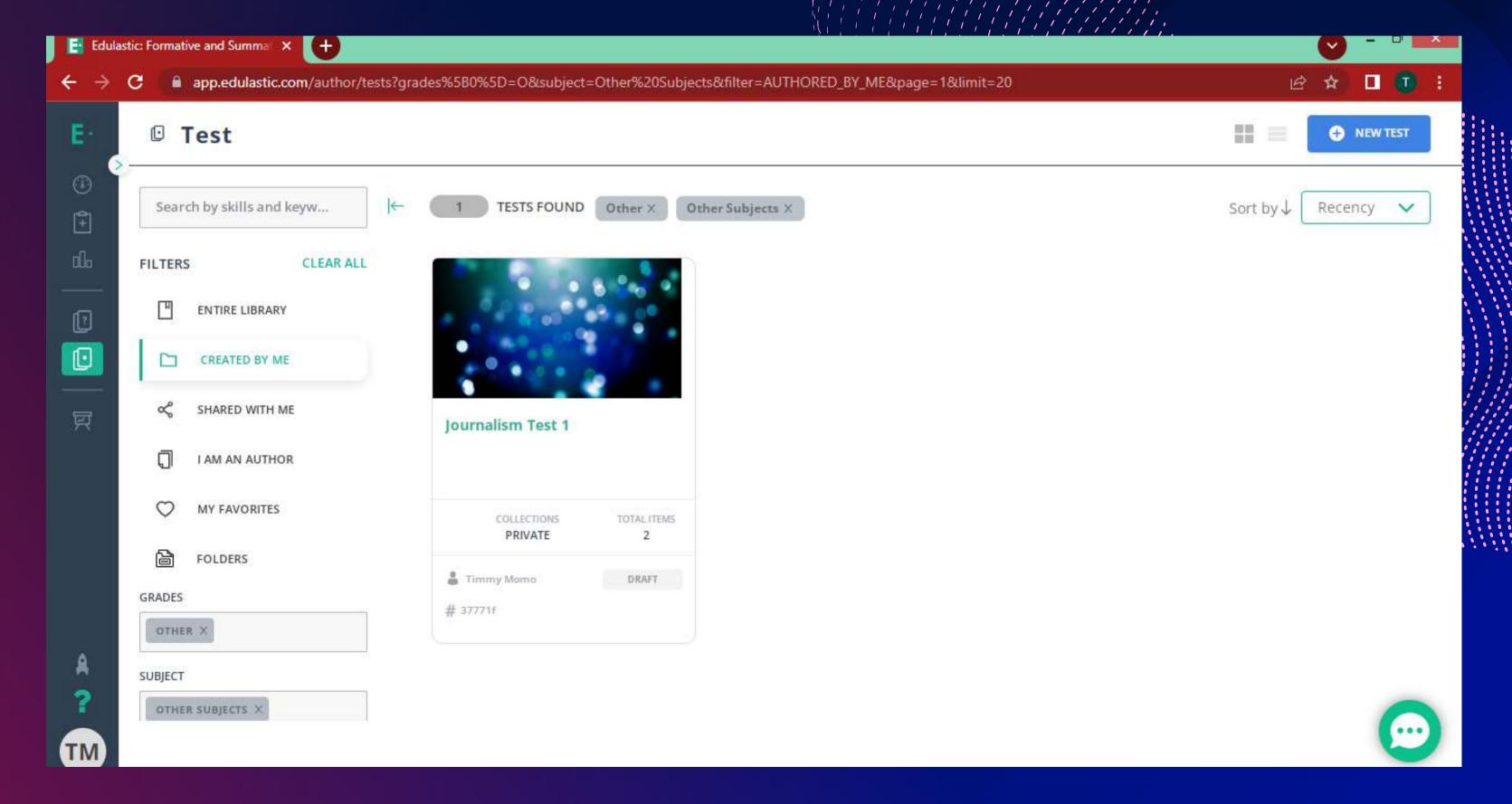
#### Selecting Items



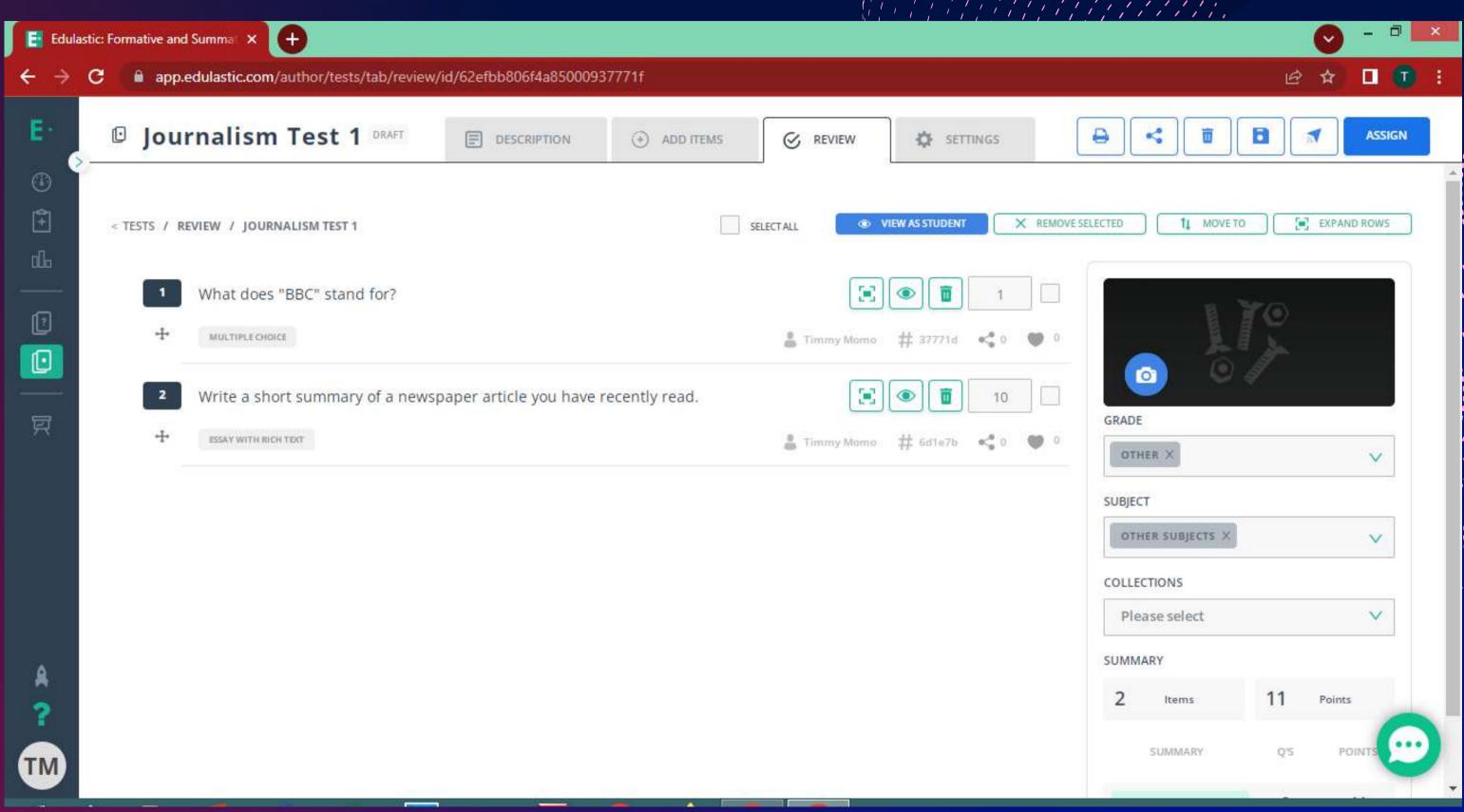
### Multiple-choice Questions



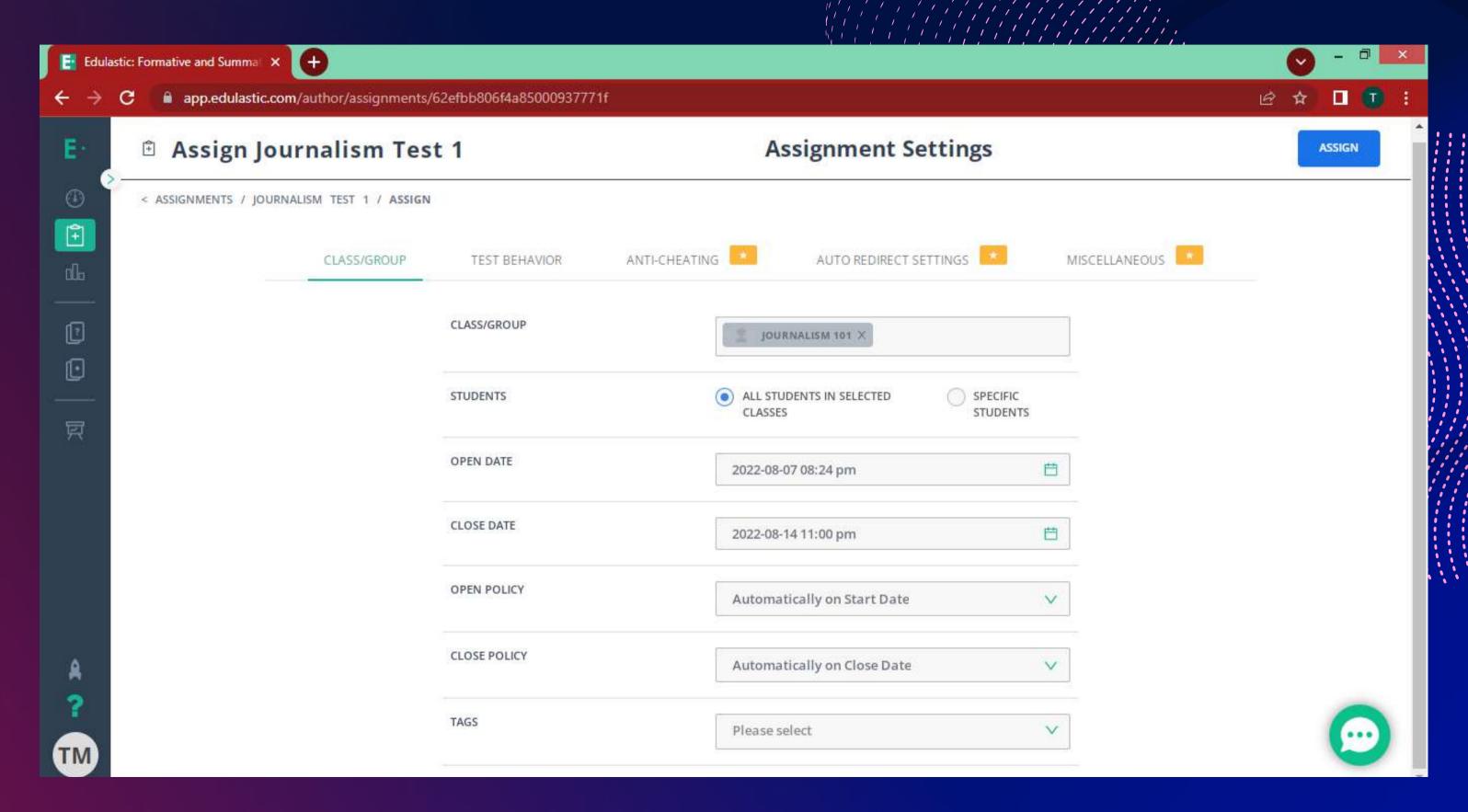
#### Assigning Tests



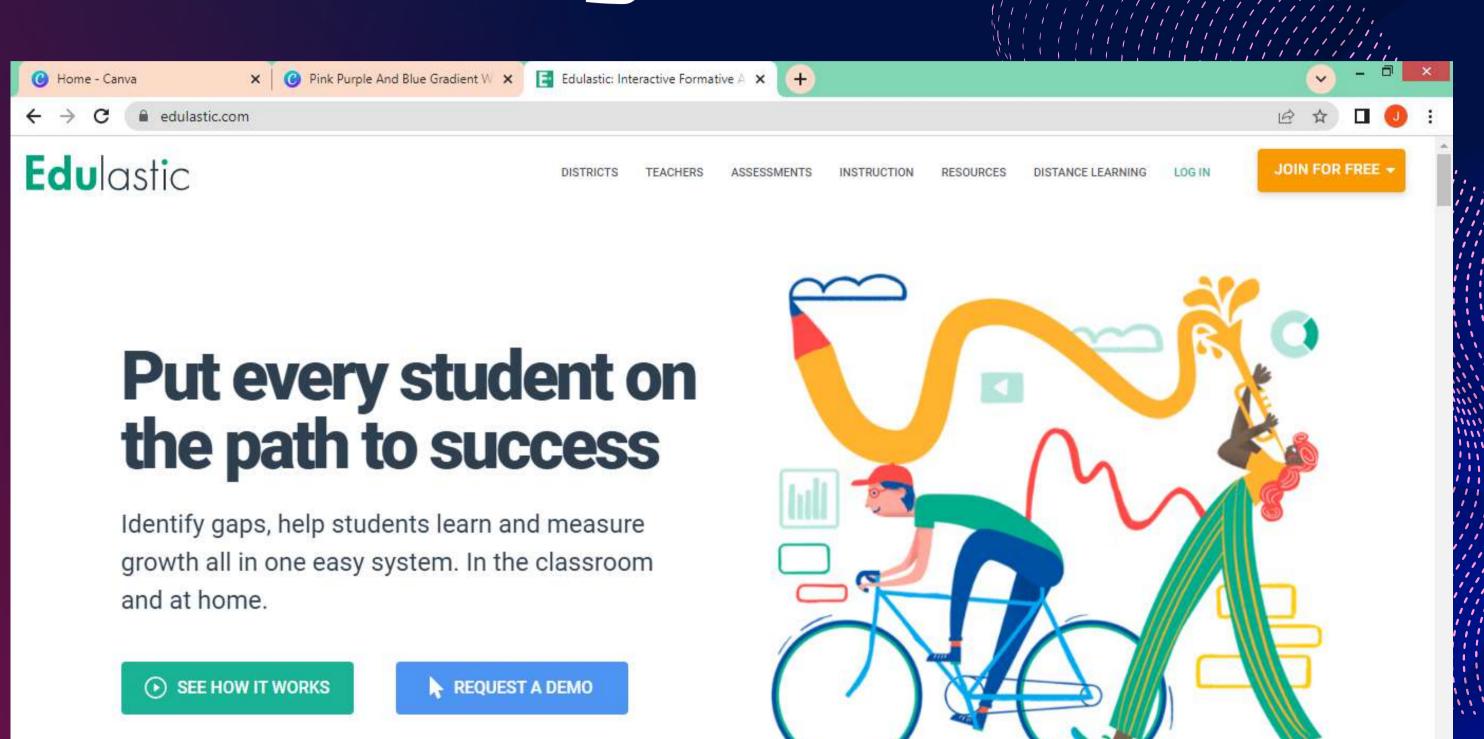
#### Assigning Tests

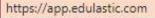


#### Edulastic

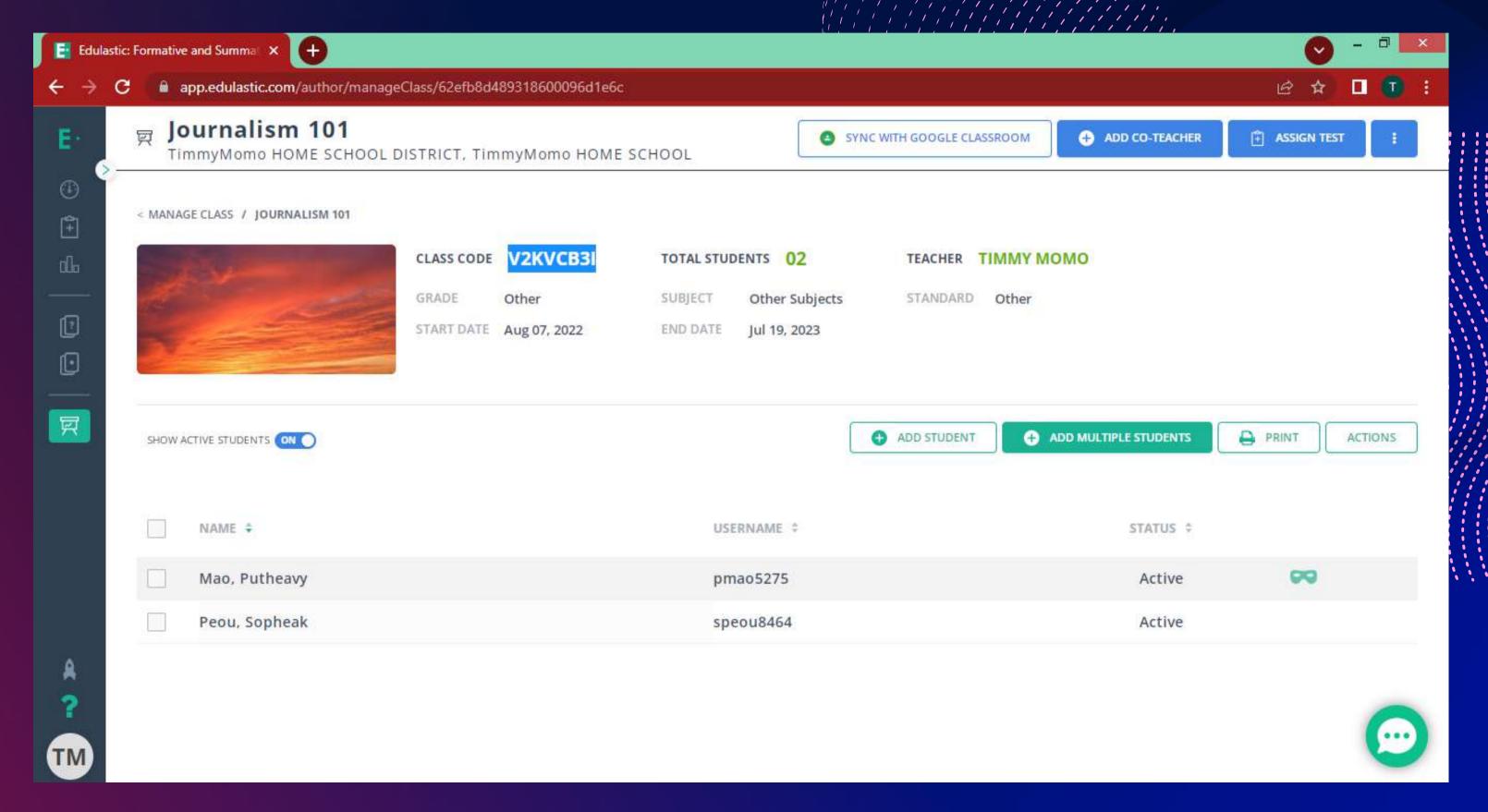


#### Student log-in

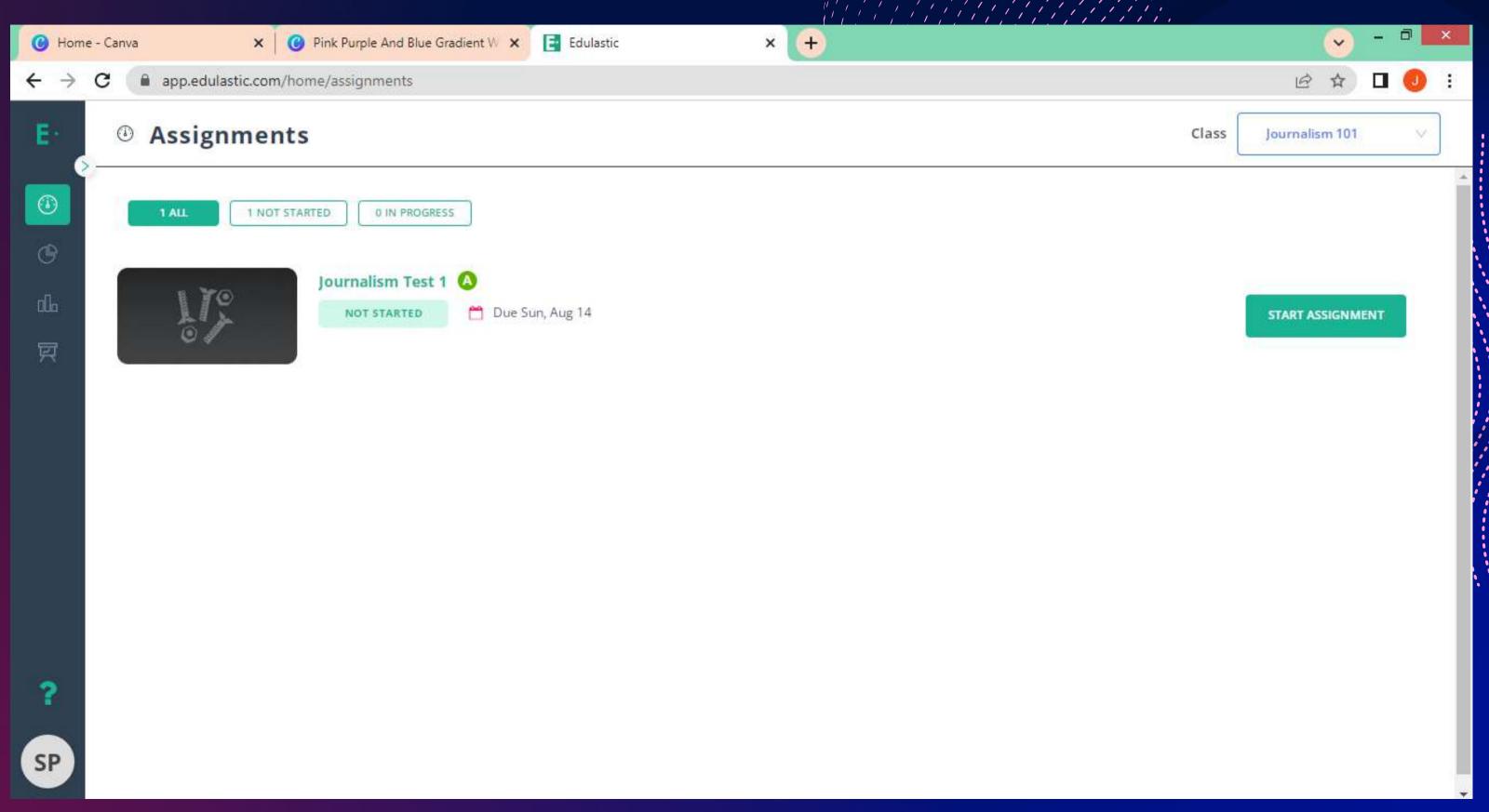




#### Student Log-in



#### Student Log-in





#### BAAMBOOZLE FUN REVIEW

a game-style learning platform that works online to offer accessible and fun interactivity for the class and beyond.

#### Baamboozle



In-class formative assessment

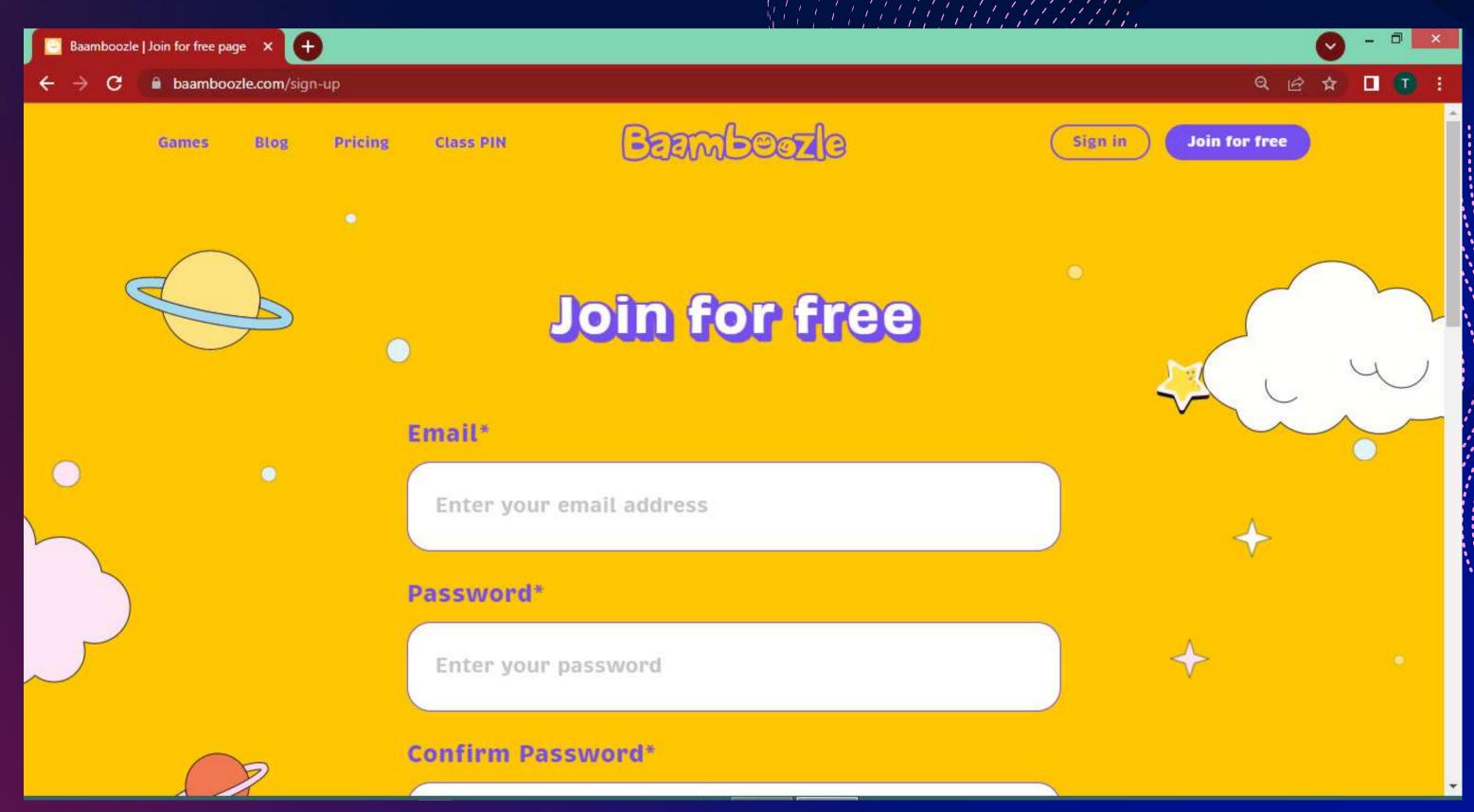
**Lesson review** 

Student self-study

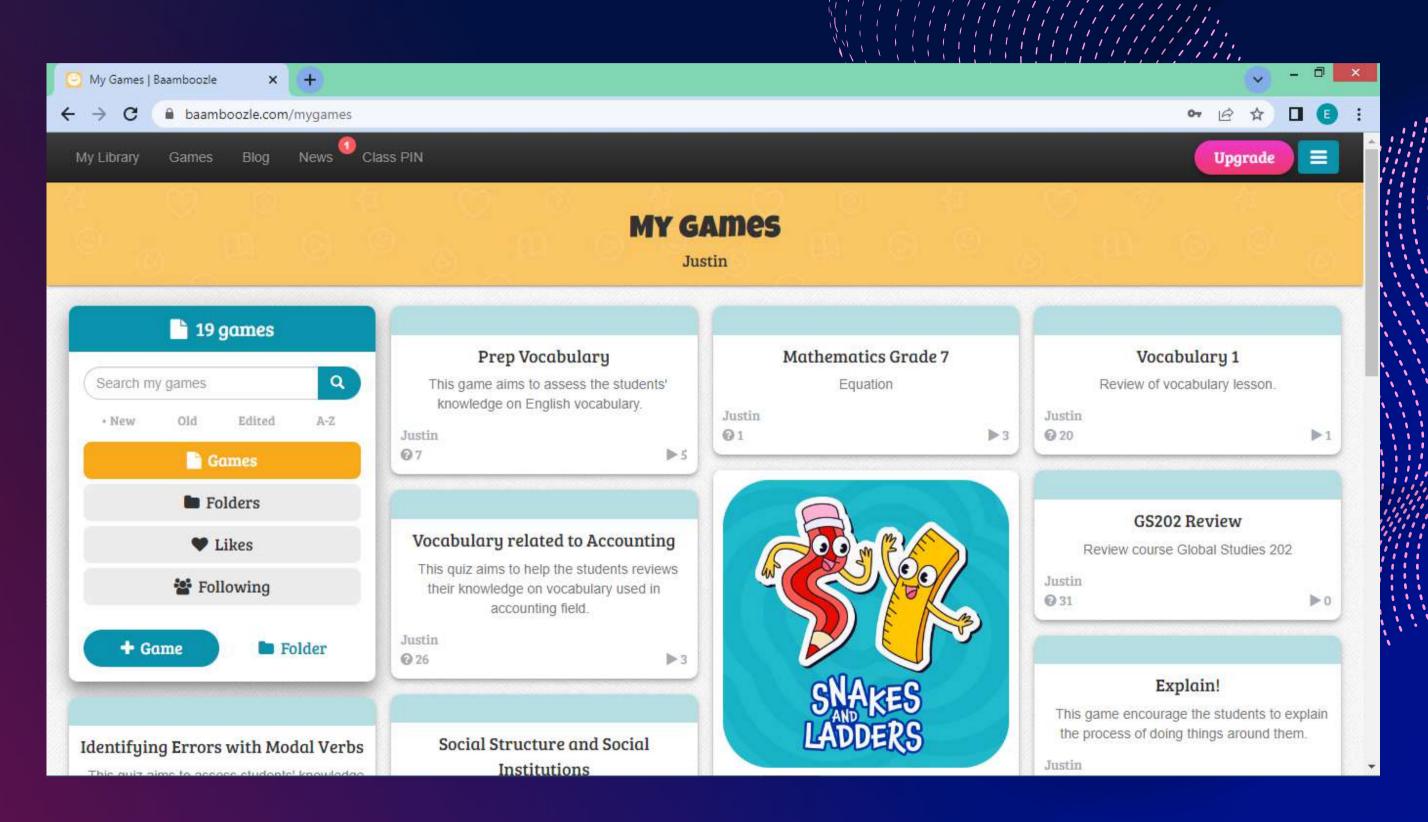
Inspired collaboration



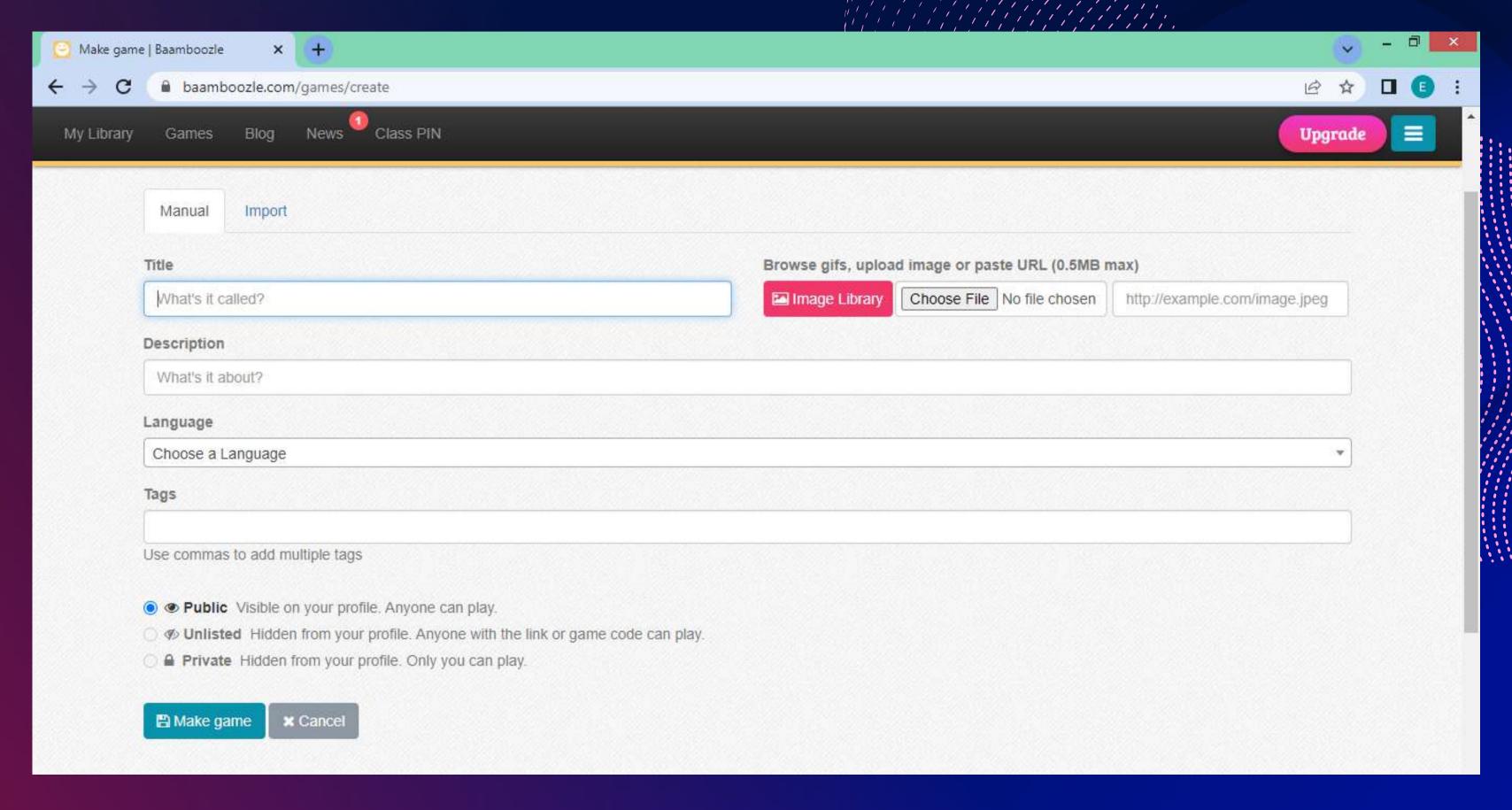
#### Creating Account



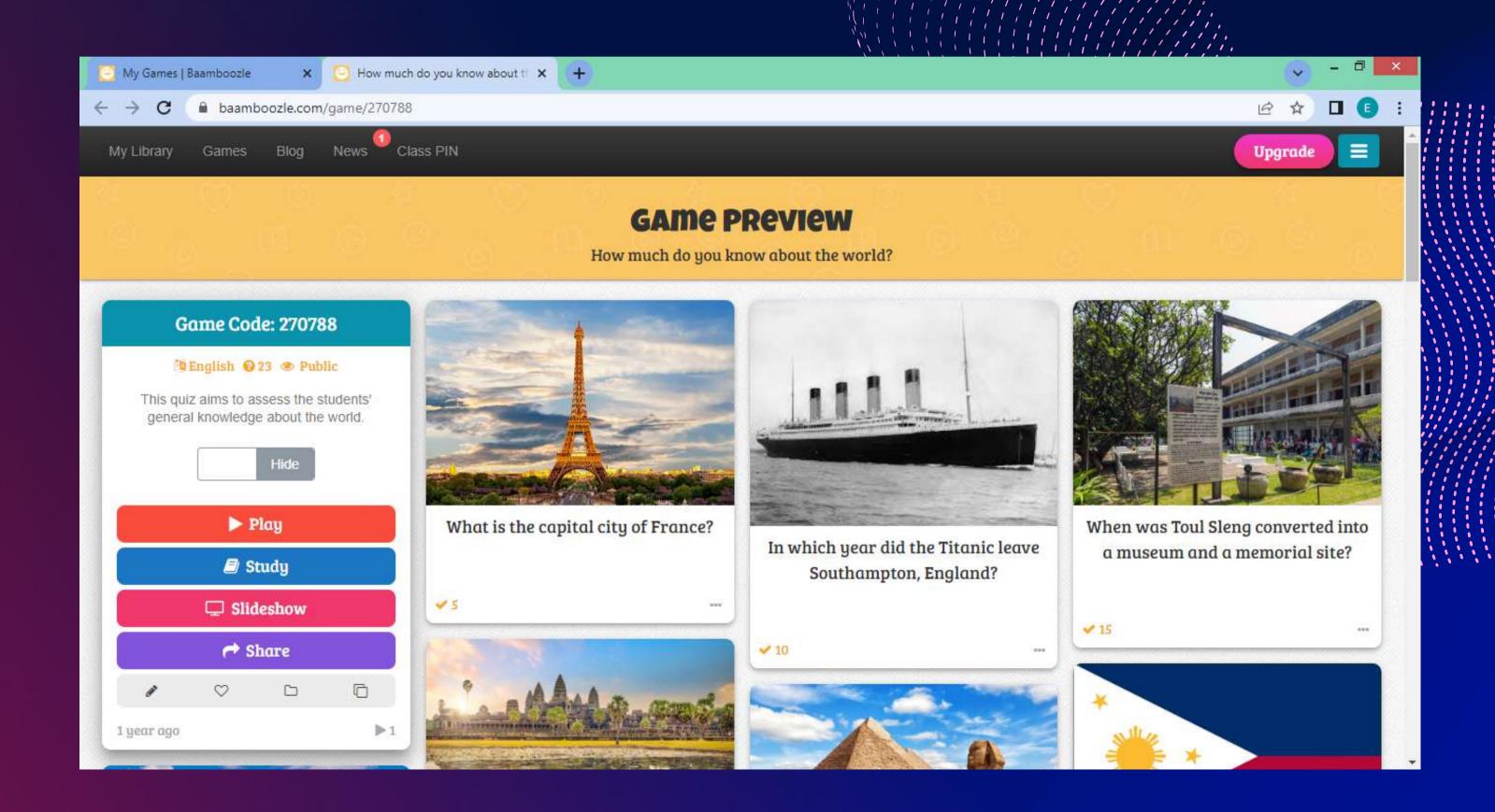
#### Creating Game



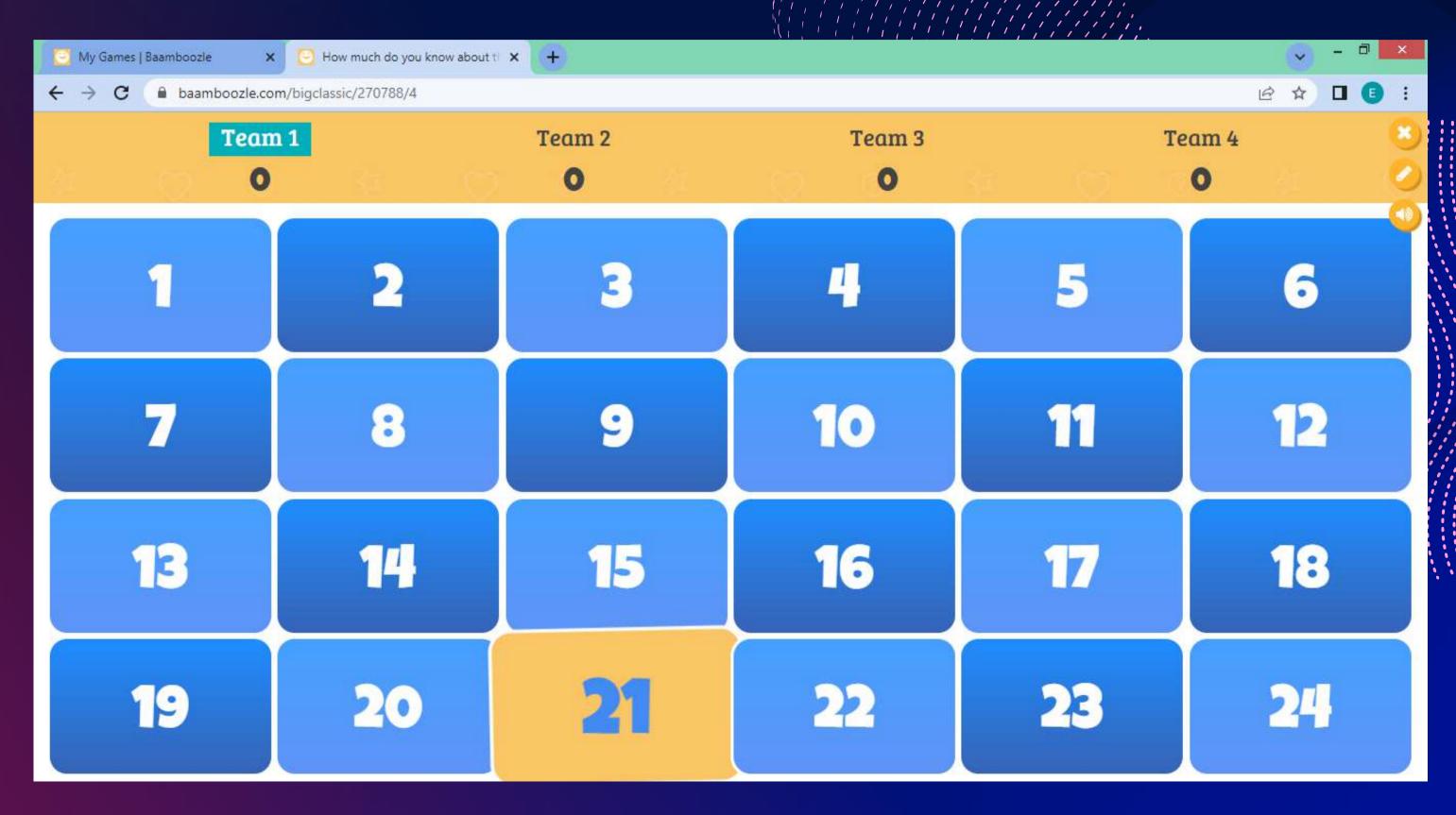
#### Creating Game



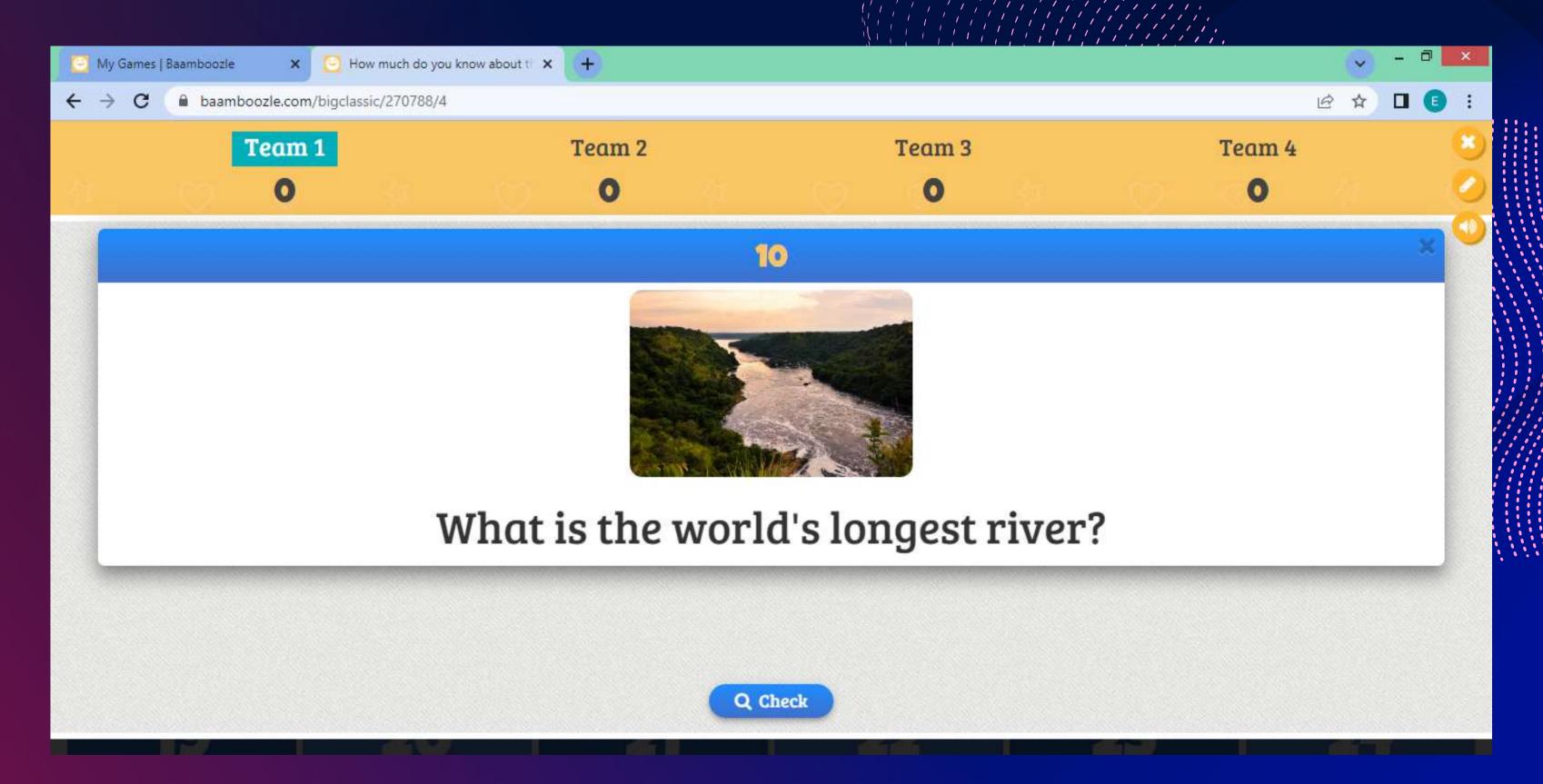
#### Baamboozle



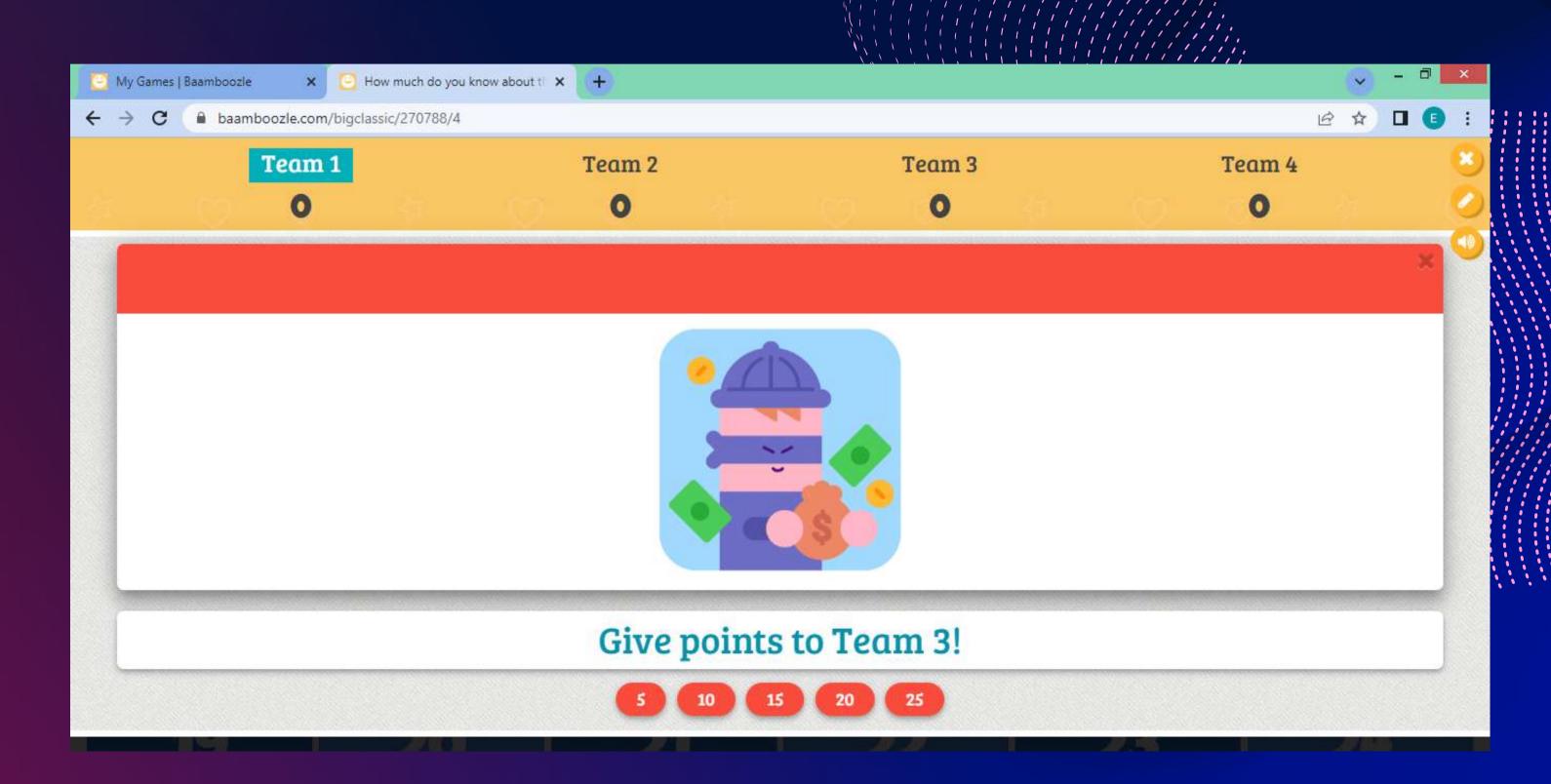
#### Playing Game



#### Baamboozle



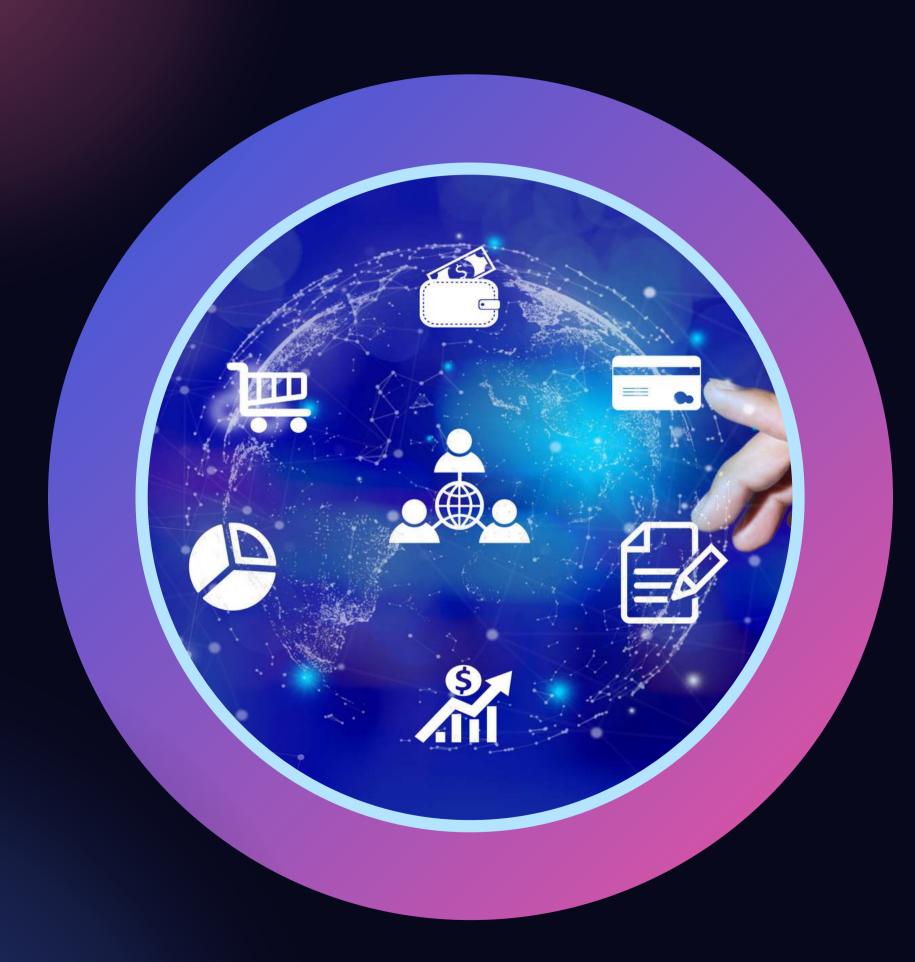
#### Game Twist



#### References

Le, T. (2018). Project-based learning in 21st century: A review of dimensions for implementation in university-level teaching and learning. *4th ICEAC International Conference on English Across Culture*.

Mergendoller, J., Markham, T., Ravitz, J, & Larmer, J. (2006). Pervasive management of project based llearning: Teachers as guides and facilitators. In C. M. Evertson & C. S. Weinstein (Eds.), Handbook of Classroom Management: Research, Practice, and Contemporary Issues, Mahwah, NJ: Lawrence Erlbaum, Inc.



# LET TECHNOLOGY INSPIRE EDUCATION