

**SDGs** | Journalism  
Reporting.

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# Report on SDGs Journalism Reporting Course Content Report 1

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## 1 Presentation

This Report 1 is based on the surveys conducted with students, journalists and staff of the project partner universities in Asia. This document takes into account the needs for training on SDG in the Asian partner universities, with relevant content and modules aimed at students in communication and related careers, and practising journalists in those territories. The results of these surveys are crossed taking into account data from European reference programmes, in order to solve the difference in teaching and the adaptation of the Course Curriculum to the universities and contexts of the partner countries.

SDG Journalist Reporting's priority objective is to **develop the capacity of academic staff at partner universities in Asia** to “design and organize an updated curriculum with climate change and sustainable development. (SDG in Journalism Reporting. Detailed description of the project, p.3).

The training proposes a joint action for **quality education in the SDGs** and will prepare future communicators in the **creation of factual stories** to be **reached and shared with the population, using TCIs in data analysis and dissemination**, as well as other proximate strategies to make this possible. SDG Journalist Reporting proposes an exchange of **critical information that raises awareness among the public**, authorities and other organizations interested in advancing SDGs in the public sphere

The project also targets practising **media organisations and journalists** to **update their skills** and **get their participation** in the project and the Course. The relations between HEIs and media and journalists are essential to **respond to the lack of coverage of the global SDG strategy**, which should not be ignored in the face of its local implementation (Kabeer, 2005). The resulting course will be **central** to the **final year of a Bachelor of Journalism and Media Studies programme** or as a module in a **Master's programme**.

The global action plan that constitutes the Sustainable Development Goals (SDG) (Hylton, 2019; Campagnolo et al., 2018) calls for a **serious commitment** to people, planet and prosperity for future generations. **Sustainable development** is a complex concept (Abubakar, 2017; Taylor, 2016; Arias, 2004; WCED, 1987) that articulates many mandates and urgencies in the 17 SDGs, their



targets and their respective indicators that make up the plan today.

In the development strategy, **sustainability** (Mensah & Enu-Kwesi, 2018; Ben-Eli, 2015; Thomas, 2015; Stoddart et al., 2011; Lafferty et al., 1999) is understood as the **balance to be achieved between economic growth, environmental preservation and social welfare**, in each and every one of the GDS, when these, as almost always happens when facing the facts in the journalistic reality, are interrelated. It is not easy for the conventional media and the journalists of daily information to use such an extensive and articulated **agenda of causes**, politically agreed upon at the world level (Kane, 1999), but which often requires **specialized data** that is difficult to find or to elaborate in precarious conditions or in situations of habitual tension also between the exercise of journalists and the organized journalism from the conventional information companies.

At the Johannesburg World Summit in 2002, (Pérez de las Heras, 2002) media leaders from all over the world concluded that it is a serious problem that "... the media public **is not aware** of what sustainable development means or, in other words, fails to identify with the issues and risks raised if it does not relate it to the people it affects. In countries where the struggle for sustainable development is urgent, media leaders expressed the wish that a **more committed attitude** could lead to the establishment of a creative and **expanding**



**platform for the exchange of information**, which would be conducive to **open and constructive debate**" (Bird et al., 2008).

The detailed description of the SDG Journalism Reporting project shared with Cambodia, China and Malaysia outlines that the media must **transform government policies into practical actions** so that citizens can hold governments accountable for their promises, i.e. ensure that **transparency** and **accountability of government** policies are effective. Especially those that concern economic growth, address the social needs of communities and preserve the environment. Of course, with the implementation and development of those measures that concern the education of citizens, freedom of expression and communication.

The project sees a **correlation between a free**, independent and pluralistic **media system** and the overall process of a **sustainable development strategy**. However, many **Asian governments see the media as an instrument of control and not as the independent body** it is supposed to be.

As detected in the project, the **reports** on sustainable development **did not offer coverage** proportional to the importance and relevance of the **problems suffered by the various communities**. The **lack of knowledge about sustainable development on the part of**



**most journalists** was also noted at this meeting.

The project's proposal to articulate journalistic stories and communication actions on urgent global and local issues such as **climate change** (Browning et al. 2019; Zhai & Chang, 2019); Gossling-Goldsmiths, 2018; Le Blanc, 2015) does not exempt the treatment of **other SDGs** as topics and tasks that students can address in the curriculum. For example, two situation reports for this WP1 on climate change in the territories addressed (Bueno, 2020; Quintela, 2020) describe the presence of released toxics that generate serious problems in human health and contaminate food and water (Kedah), CO2 pollution (Shenzhen; Phnom Penh), the accelerated change in temperatures affecting crops, food, health, poverty levels and infrastructure (Battambang; Kuala Lumpur) or the rise in water levels and decline of coral reefs (Ningbo; Shenzhen), among others that the project itself focuses on and have illustrated as issues to be considered by the Asian partners in the questionnaires.

The CBHE programs advise cooperation in a **sustainable thematic articulation** that is enhanced in different cluster<sup>1</sup>. Climate Action, objective 13, would form a cluster with Clean Water & Sanitation (SDG 6), Affordable & Clean Energy (SDG 7), Life below water (SDG 14) and Life on Land (SDG 15), for example, although some of

<sup>1</sup> See [https://eacea.ec.europa.eu/home/sites/eacea-site/files/cbhe\\_sdgs.pdf](https://eacea.ec.europa.eu/home/sites/eacea-site/files/cbhe_sdgs.pdf)



these SDGs may not be considered applicable. In SDG Journalism Reporting, in addition to knowledge and skills in sustainability and in relational and data technologies, **differentiated topics of interest** are specified, according to the **communities** where the universities that are going to elaborate the syllabus of the Course are located.



In the **Study Visit** held in Santiago de Compostela, Spain, (February, 19-24, 2020) teachers and technicians from partner universities had the opportunity to learn about research and good practices on SDG from the USC and other European entities involved in its promotion, in order to **guide the planning of the course** and provide greater skills if possible. Shortly before the **CoVid-19** arrived in Europe, it also had an impact on people and academic structures, and therefore on the development and timing of this same project.



All of the partners in the SDG Journalism Reporting initiative have contributed their **experience and expertise** in the development of this WP1 and, in particular, in **responding to the surveys and fact sheets** that we will use in the analysis of this Report 1: University of Battambang (Cambodia) [UBB], University of Malaya (Malaysia) [UM], Universiti Utara Malaysia (Malaysia) [UUM], University of Nottingham Ningbo (China) [UNNC], Shenzhen Polytechnic (China) [SZPT], Lucian Blaga University of Sibiu (Romania) [LBUS], Novel Group (Luxembourg) [NG] and University of Santiago de Compostela (Spain) [USC]<sup>2</sup>.

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<sup>2</sup> Pannassastra University of Cambodia [PUC] responded to sheets 1 and 2 and Q1 and Q2. Before initiating the local focus groups and the international collaborative document, the PUC, due to the situation of the CoVid-19 pandemic and internal structural reasons of its institution, decided to abandon the project. As the PUC data are partial, they have not been taken into account in the common analysis of the partners regarding the Course. The Royal University of Phnom Penh [RUPP] as a new project partner is developing the questionnaires and focus group separately, and its results will be developed in parallel to WP2 and in a later project progress report.



## 2 Report 1 and the actions of WP1

The USC team has designed and carried out, with the participation of the partners, 4 surveys [F1, F2, Q1, Q2] in these first months of project preparation, one of them [Q1] to journalists and students, as well as four local focus groups of experts and an online collaborative document between experts from Asia and European guests. The LBUS team, on the other hand, has developed the Report 2 (April 2020) on European SDG and Journalism programmes and courses with which we have been able to contrast other courses from the EU-HEI and European professional organisations and thus differentiate the curriculum. In that document we processed and analyzed the information obtained through desktop research, Internet searches, and a questionnaire used in 15 interviews with experts in the area of journalism and communication from various European universities.

The LBUS and USC teams, however, have interacted in the information collection process by sharing the agenda of experts from European universities and data related to the surveys carried out to facilitate the perspective when analysing European courses and programmes.

The purpose of the cross-referencing in this report 1 is to take advantage of the analysis process to share a story that completes and complements the vision and mission of the Curriculum. That it contributes context, theoretical and practical foundations, thematic preferences that differentiate and contribute to the syllabus of the Plan, orientations on the first methodological proposals and of evaluation in the formation, as well as the human and technical existing resources and those that will be necessary to develop the Course.

From the next section of this document, the Report will intersperse the responses of the target groups and the reasoning put forward by the work teams in order to obtain an overview of both contributions. Finally, a series of recommendations are made on this account and some initial orientations and differences with European programmes are provided in order to elaborate the contents and resources necessary for the Course in Asian universities.





The first two questionnaires [F1, F2] for this Report 1 were addressed from USC (December 2019) to the work teams of the Asian HEIs, a total of 38 researchers and technicians in international projects, with the aim of providing prior information on the reasons and needs to develop the SDGs in their universities, to present their first proposals and to reason what could be the objectives of their preference taking into account the needs and problems of their territories, those that the SDGs and the activity of Journalism could describe and deal with [F1]<sup>3</sup>. In a second card [F2]<sup>4</sup> the work teams were asked about their networks with local agents and about other needs to consolidate and deliver the Course. This document consolidated information regarding the relational resources of each university in order to observe the potential of development of the Study Plan and the viability of the modules foreseen in the project. With F1 and F2 a comparative analysis of the answers to short questionnaires with open questions was carried out to obtain a common and articulated reading subject to a basic matrix, attentive to the different contexts and material and human needs of the work teams of each project partner in Asia. The questionnaires were sent by e-mail to the principal researchers of the universities surveyed.

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<sup>3</sup> See questionnaire F1 in AI.

<sup>4</sup> See questionnaire F2 in AI.



In Q1, the questionnaire<sup>5</sup> was answered by 268 students from the HEIs in Asia, 68 journalists, as well as 114 professors from these universities who are not part of the work teams. The answers of these professors will be used in report 3, as this first report aims to collect information on those identified by the project as target groups, i.e. students and journalists. In this questionnaire the target groups were asked about their knowledge about the GDS, preferences about the objectives taking into account the needs in their territories and the experience with these topics in their universities, about their interest in participating in the Course, the type of Course (modules), material and human resources needed to develop the training, its learning and evaluation methodology, educational offer similar to the Course in their territory and training and professional values or merits that the Course could provide them with. In reference to their preferences regarding the SDG objectives, it was taken into account, besides the popularity of the SDGs in one or another profile (students/journalists), the assignment in clusters that the CBHE programs have to articulate the cooperation in packages of related objectives. In Q1, a quantitative analysis was carried out on the answers to questions combined with a structured basis with elective assumptions and, in some cases, with Likert scales to measure conformity with the proposed statements. The collection of information was carried out using the Microsoft Teams platform.

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<sup>5</sup> See Q1 questionnaire in AI.



The information obtained was analysed using the SPSS statistical package, version 25. The socio-demographic information collected is only partially taken up in this report but may be relevant in the future to obtain more data in the elaboration of the Study Plan, when providing segments of interest to partners in specific reports referring to their institution. The variables finally chosen for report 1 were the target groups that can take the training (working journalists and students), as well as the university to which the subjects belong or with which they collaborate in this questionnaire.

In a subsequent survey of these work teams, [Q2], which we will use in Report 3 (State of the Art), information was identified among the members of the work teams (teachers/technicians) on their competencies (teaching/management) in Journalism, Sustainability and SDGs, on the need to develop a preparatory course for teachers and technicians on SDGs, on the material and human resources needed to carry out the Course, on similar training offers in the country and on contents of interest to them in the Course that is the object of this project.

On the other hand, during the development of WP1, both 5 local focus groups and an international collaborative document were carried out, which will be used in Report 3. Regarding the local focus groups carried out in each partner university in Asia, the contribution



made in the answers to the previous questionnaires was taken into account, deepening and completing those that were not conclusive. A total of 38 experts, including journalists, teachers and students, participated in the local focus groups.

The online collaborative international document, which was facilitated and analyzed by SZPT in conjunction with USC, again took into account those questions that were not answered in depth in previous questionnaires and focus groups. This document was the first approach to share and contrast among the partners some proposals of internationalization and common issues or axes that, according to the project, should be consolidated in the Course. In this document the European partners contributed 3 external experts who advised on each of the blocks of related questions. In the collaborative document, a total of 11 students, teachers and journalists in Asia took part in addition to the European experts mentioned. The results of the local focus groups and the international document will be important inputs to establish the state of the art of the project in report 3.



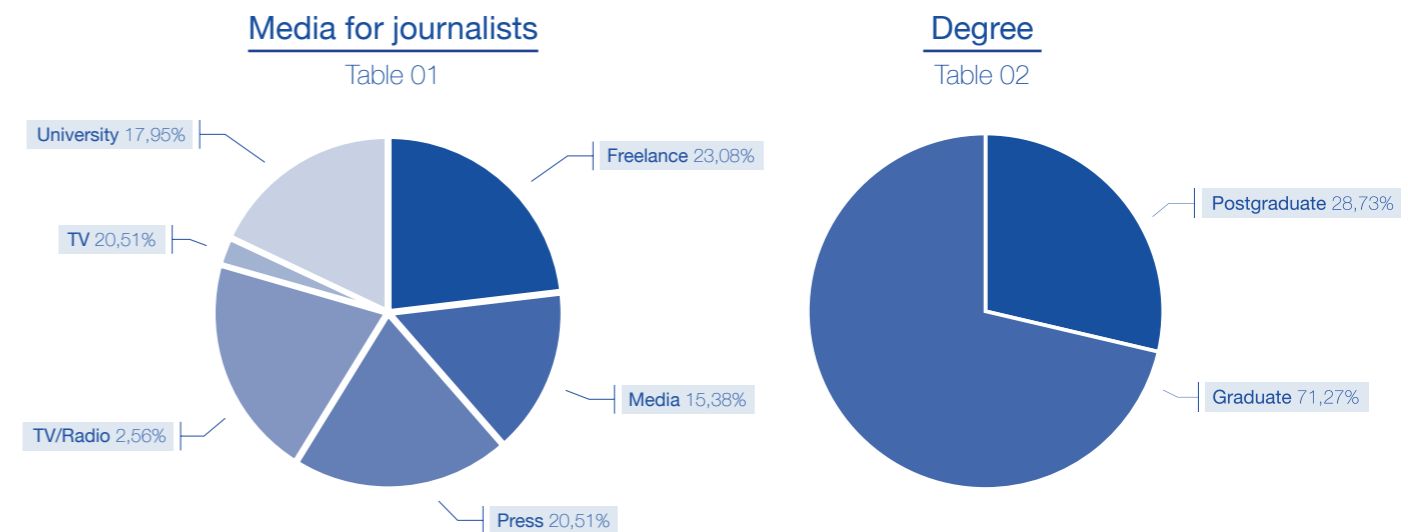
## 3 Report 1

### 3.1 Target Groups and Work Teams

The journalists and students who participated in the different surveys were selected by the work teams of each partner university in Asia who shared the questionnaires designed by USC telematically with the participants, in accordance with simultaneous deadlines. Both groups are identified in the project as “objectives” of the training. Between the two target groups, a total of 336 individuals participated in the sample.

The project’s working teams in Asia have been involved both in the conceptualization process that has involved agreeing and responding to F1 and F2, and in the selection of representatives of the target groups and the dissemination and verification of the forms received from Q1. This international team is composed of 28 teachers and researchers and 10 technicians in international projects from the partner universities in Cambodia, China and Malaysia.

In the case of Journalists, a total of 68 individuals (20.2%) answered the Q1 questionnaire. These are professionals included in the contact agenda of the project’s work teams. More than half of them did not report their relationship with the media or any other recognized activity of the profession, so that it is assumed that the work teams use lists of recent graduates and it is understood as a plausible capture, foreseeing a satisfactory registration of the Course. The rest of the journalists say that they work in different media and communication organizations. Among the latter, most of them work on their own for those media to which they can sell their work (23.08%). Another group stated that they work in the press (20.51%) and another in television (20.51%). The “Media” category refers to professionals working in various media including those who have their own media, generally for an online audience. Responses were also received from communicators belonging to the communications teams of the partner universities themselves or of other universities in these countries.



Among the media outlets cited by the Journalists as being where they work were the following newspapers, radio stations, television stations, online media and university press departments:

- Beijing Science and Technology media
- Beijing Youth Weekly
- Beijing Youth Daily
- CCTV-17
- CHINA GLOBAL TELEVISION NETWORK
- Khemarak university
- Macaranga (www.macaranga.org)
- Media Prima Berhad
- Nanyang Siang Pau
- New Straits Times (Malaysia)
- Ningbo TV station
- Oriental Daily
- The Star
- University Technology MARA
- Zhejiang Radio & Television Group
- Zhejiang University of Finance & Economics

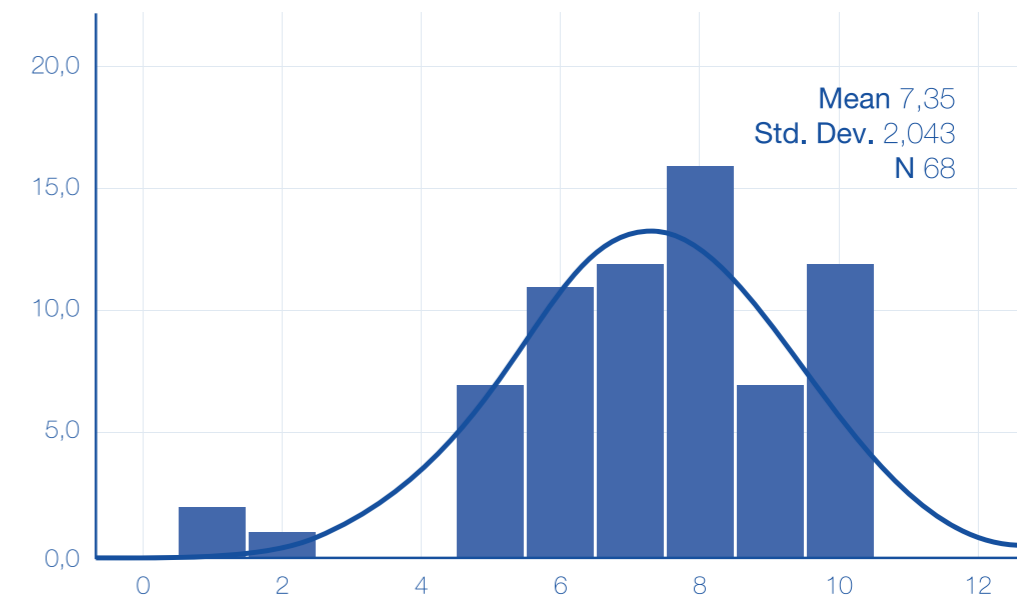
For the target group Students a total of 268 students from the partner universities in Asia participated. An average of 53.6 individuals per institution The sample comprises undergraduate students (N=191; 71.3%) and graduate students (N=77; 28.7%).

## Target groups and their interest in participating in the course 3.2

Both groups show a moderately high interest in the course, although this is clearly lower among students. The group of journalists is the one that shows the greatest interest in the course. Only a small number of them indicate little or no interest in the course.

Interest for taking part in the course (target: journalist)

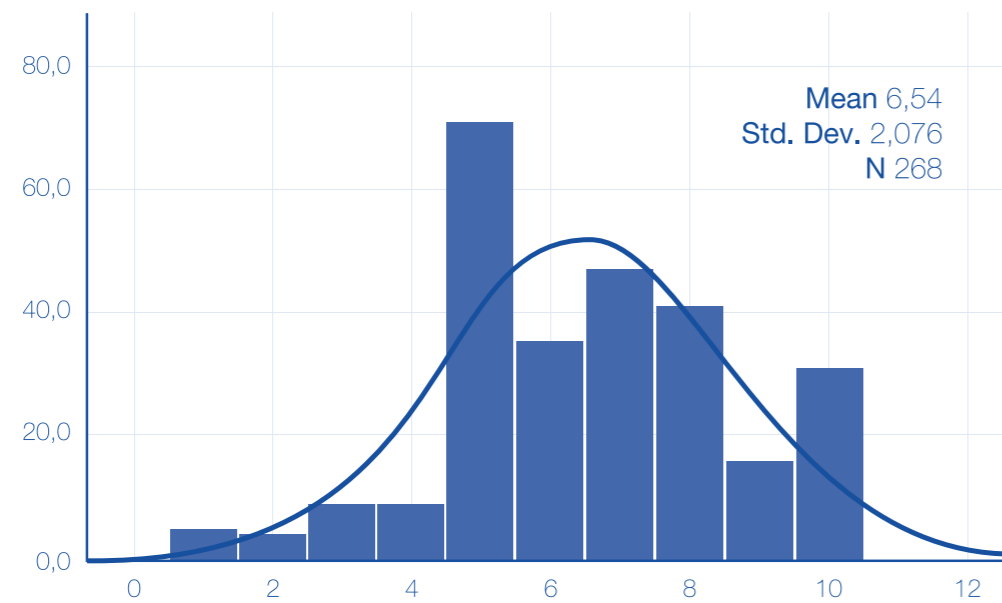
Figure 04



In the case of the group of students, the answers show a much wider distribution, with the most abundant group showing an intermediate interest.

Interest for taking part in the course (target: student)

Figure 05



### Offers of similar training in the territory 3.3

While only about a quarter of the journalists admit to the existence of an educational offer similar to the SDG Journalism Reporting course in their area of influence, almost half of the students note this. Given that it is foreseeable that the students are more aware of the educational offer than the journalists, the conclusion is that there are, in fact, other courses with a similar educational offer that compete with the proposal of this project.

### On the expectations of better training 3.4

Despite the existence of other educational offers competing with the Course in the territories, the degree of improvement that this proposal could introduce would be very well valued, on a scale of 1 to 5, with averages that greatly exceed the central value (3) in the case of journalists, although to a lesser extent in the case of students.

#### Value added by our educational offer in the local educational market

Table 31

If the previous answer was affirmative, to what extent does this new educational offer provide added value to the existing offer?

	Mean	Standard Deviation	Minimum	Maximum
<b>JOURNALISTS</b>	4,24	0,66	3	5
<b>STUDENTS</b>	3,79	0,75	2	5

Similarly, when asked about the professional or educational improvements that the course would bring, the ratings of both groups, on a scale of 1 to 5, are clearly above 3, but not too high.

#### Upgrading of professional or educational activities by target

Table 32

To what extent could this educational offer contribute to upgrade your professional or educational activity?

	Mean	Mean
<b>JOURNALISTS</b>	3,93	
<b>STUDENTS</b>		3,87

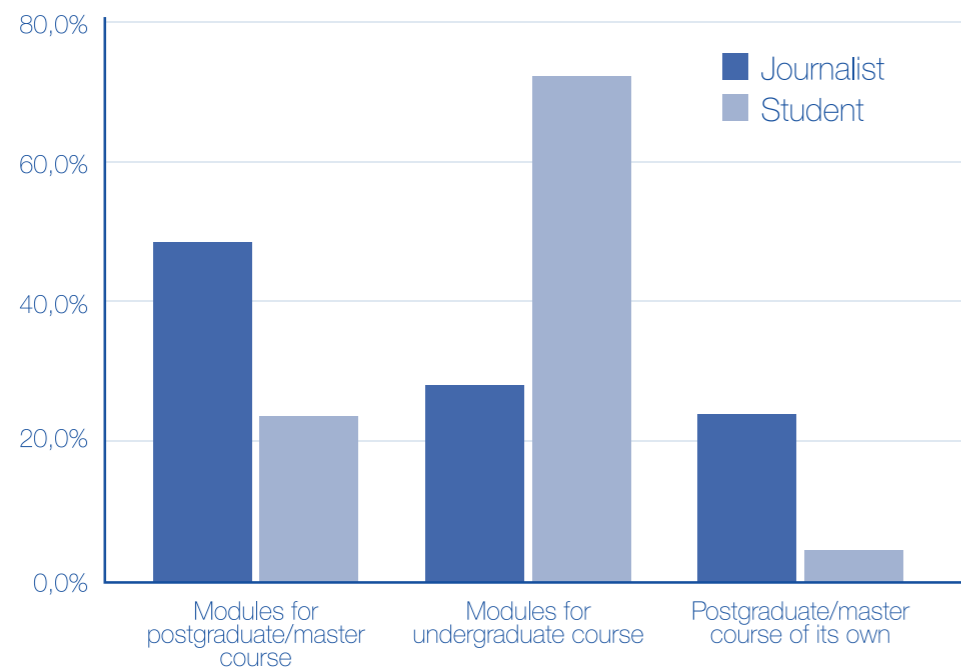
### 3.5 Type of course preferred

Almost half of the journalists indicated that the ideal type of course would be a graduate course, while among the students there was a large majority of the opinion that the ideal course should be a degree course.

If you look at both target groups together, they reject their own postgraduate course or master's degree. Both prefer to integrate it as modules of a course, either of a postgraduate course (journalists) or of an existing undergraduate course (students).

Preferred type of course by target

Figure 6



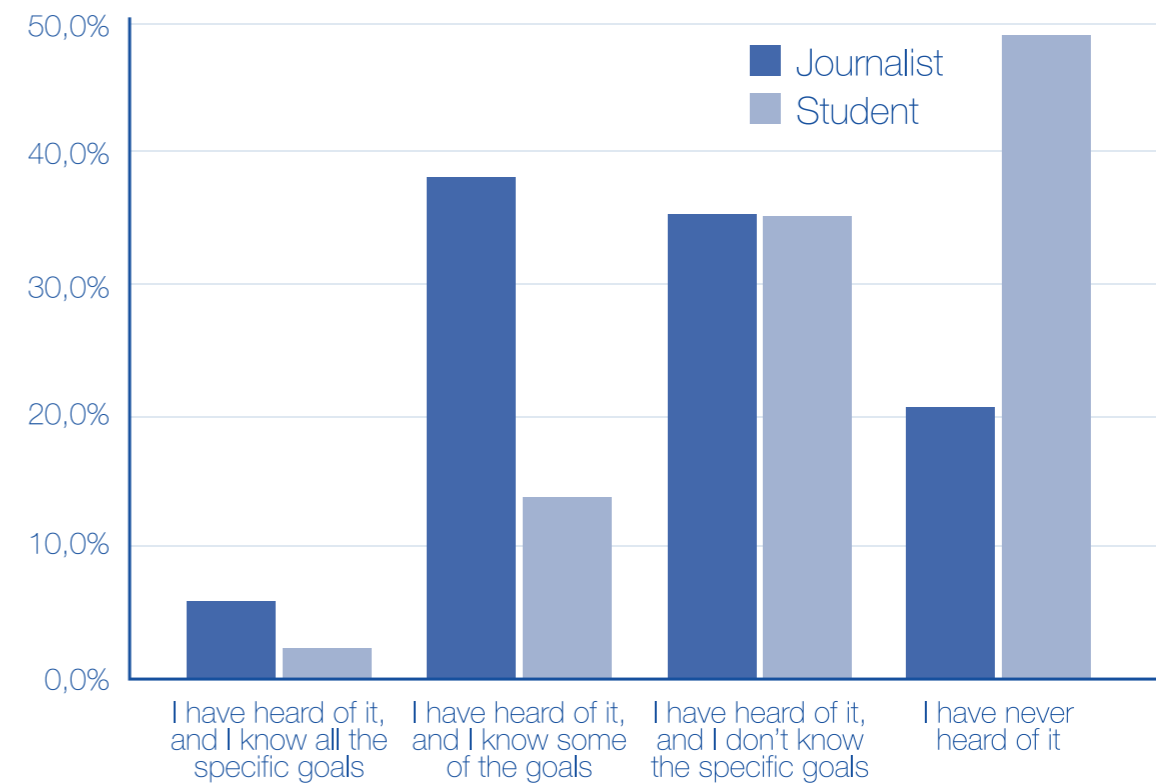
### What knowledge do the target groups have of the SDGs? 3.6

Comparing the responses of both groups we observe clear differences between them in terms of their level of knowledge of the SDG. The only thing they have in common is the scarcity of subjects with extensive knowledge of the SDG.

Knowledge of SDGs for both targets

Figure 03

Have you heard about the Sustainable Development Goals (SDG) adopted by United Nations in 2015?

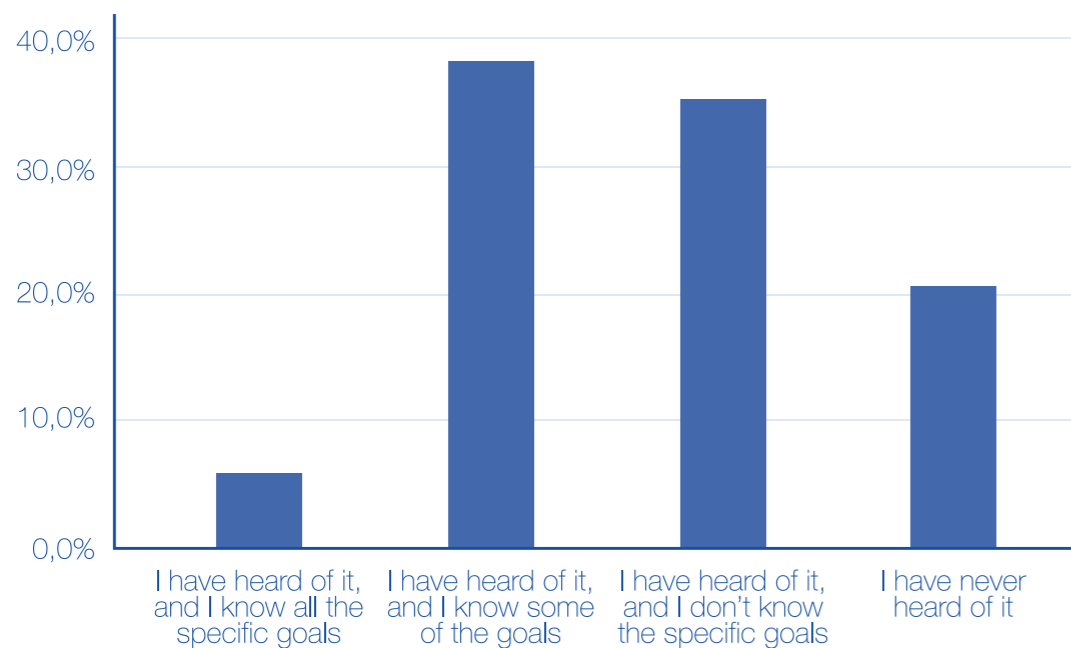


In the case of journalists, most of them report an intermediate level of knowledge of the SDGs, with few cases that do not know them at all, such as those that claim to know them in depth.

**Knowledge of SDGs (target: journalist)**

Figure 01

Have you heard about the Sustainable Development Goals (SDG) adopted by United Nations in 2015?

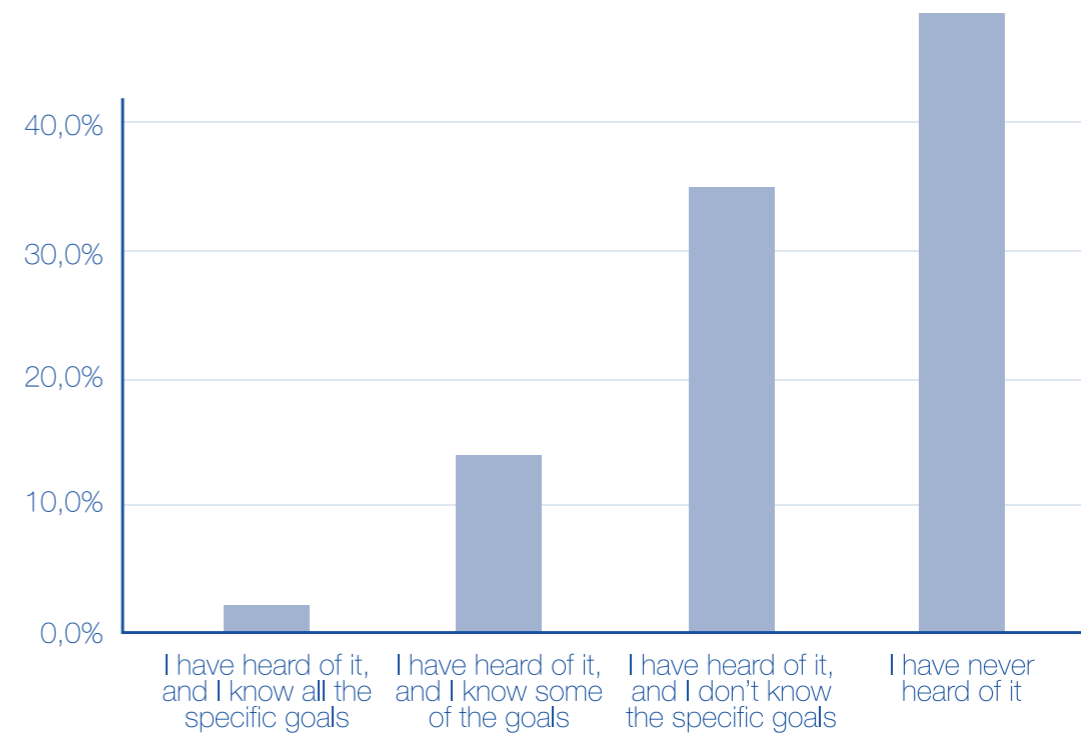


In the case of students, most of them show little or no knowledge of the SDGs, with very few reporting extensive knowledge of them.

**Knowledge of SDGs (target: student)**

Figure 02

Have you heard about the Sustainable Development Goals (SDG) adopted by United Nations in 2015?



## Considerations and recommendations

The response to the surveys has been satisfactory, thanks to the efforts of the work teams. A diverse potential is covered and proposed as students of the Course: undergraduate

A



students, graduate students, media journalists (online, press, radio, television), freelancers and university communicators. This diversity, if it is decided to extrapolate to the potential enrolment of the Course, would raise a demanding formulation of contents and methods in the training, but also a greater value in learning and exchange of experiences among the students themselves that would reinforce the teaching. Even more so if it were the case of opening the enrolment to students of other degrees of the project's universities, who would contribute other points of view and knowledge to the tasks to be carried out.

B

Although the respondents value the proposal of the Course, nevertheless the answers to the questionnaire indicate that an important information campaign will be necessary both in the centres, among the graduates or among the organizations, media and institutions. An information campaign about the Course that will influence the values and attractions of the Course, that will project its possibilities of internationalization and of, if not employment, then journalistic practices, that can be evaluated, of high quality, with the support of university authorities, student and journalist organizations and among



the communication departments of the institutions. We recommend an intensive strategy in this regard, not just a distribution of brochures or information through networks. It would try to present the global agenda of the SDGs and their local links with the participation of authorities, recognized journalists, staff members of organizations, community activists, ... from events scheduled prior to the call for registration.

In this respect, it is important to document the background and offers present in the territories, recovering good management practices, agenda and network formation, training and experiences, however minimal these may be or appear, and obviously to differentiate oneself from them and to promote higher quality training on the objectives set (Freedman, 2015). It is important that this documentation forms part of the teaching material and analysis of the course.

The target groups surveyed differ with respect to the location of the Course in the chosen degrees. While journalists would prefer a postgraduate degree, students require that the





Course be a module that is parallel to the degree, which could even make sense as a specialized career path or exchange of subjects, as a viable option. Notwithstanding the effort in financing and planning that this would require, I would advise a module by itself that, if it obtains a high demand, should precede enrollment taking into account those students who, in the opinion of the local organizers, demonstrate a certain vocation and proactivity. The credits would have to be validated instead of other subjects of the degree, to obtain it. There has been talk of diluting the course into existing subjects, but this possibility is not perceived as being of great interest for the European programme, taking into account also that the treatment of the agenda would depend exclusively on the will of the teachers. We do not consider it a good option, since in our opinion it would depreciate the effort and the sense of the project.

E

The lack of knowledge of the SDG agenda by students encourages to promote the Course with more reason if we take into account the premise of ensuring that future generations are incorporated into the global agenda from now on. The Course should consolidate a clear vision and



mission, which will structure knowledge and tasks, support and resources, experiences and reflection. It should provide a set of competencies and skills that are useful to develop a necessary journalism. The response from journalists, on the other hand, has made it clear that the global agenda of the SDGs is not aligned with the current news agenda. Articulating the principles and norms, processes and procedures of the journalistic profession with the global agenda in the territories is a challenge that needs to be met in this Course. Journalists will be motivated if the Course offers resources and access that generate reliable data, environments and situations to develop dialogue and new narrative challenges, as well as pointing out the possibility of a better, decent and open working space where they can carry out their work.





## 3.7 About the contents of the course

### 3.7.1 Mapping of the bad development: the local context as perceived by the work teams

The universities draw a map of social, economic and environmental problems in their territories based on the experience of the surrounding area and on studies and publications of reference that preferably address the context of the country. We follow their arguments based on the open responses collected in F1 and F2.

The work teams focus their concern on the deterioration of the **climate** and the **environment, poverty, health** and the **quality** of both higher education and other stages of training in the lives of the inhabitants of their territories. It is a spiral of related causes and consequences deriving from certain human actions, from forms of social organization or from modes of production and consumption. These needs or consequences of a bad development coincide with the urgencies posed by some of the world's SDGs. Although the knowledge of this agenda is not excessively deep, nor is it a guide for teaching or one of its lines of research, it can provide references.

**Poverty** rates in these territories, despite the political will in recent decades to eradicate it in Asia, are still high (Handley, 2018).

**Economic marginalization** in rural areas and the migration of



low-skilled workers between neighbouring countries pose serious problems for the education and protection of children or for the **well-being** of families and communities because of the real lack of economic opportunities for these social groups. The UM, for example, detects in the environment of its students worrying signs of economic precariousness. **Social inequality** is growing, and particularly that of **women** (as a stereotype, in their work, domestic and cultural environment, ...), and affects their already scarce opportunities to achieve real economic and social parity.

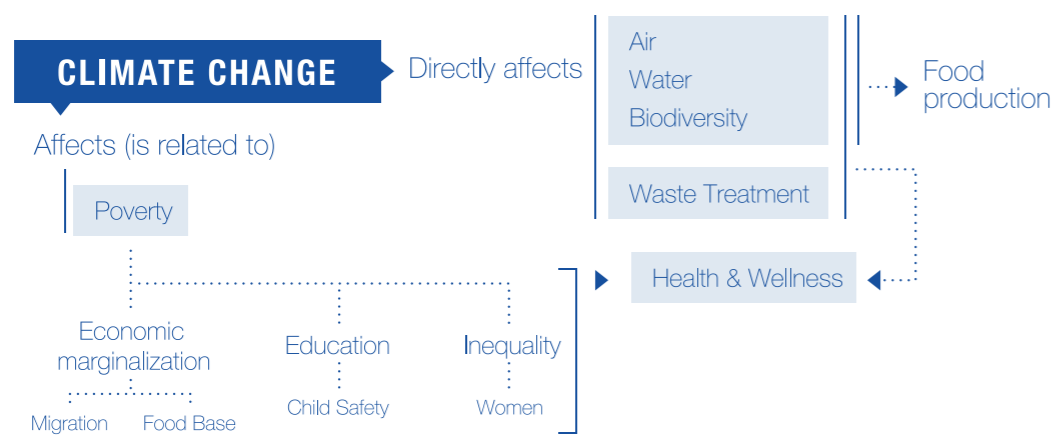
Poverty seriously affects the **mental and physical health** of the inhabitants, and particular spending on health care in some of these territories is one of the highest compared to other WHO regions. Diseases caused by air, water or food **pollution**, waste management or overpopulation are being redimensioned by climate change, which is accentuating diseases such as cancer, respiratory diseases and food poisoning. Climate change also affects the **lives of other species** in these territories and causes a serious loss of biodiversity and the environment, affected by land degradation and erosion, desertification and droughts or by unexpected floods that exacerbate the lack of a necessary **food base**, lack of resources and poverty and health problems .

The universities stress the need for a common and comprehensive

position on **education** in these areas, also for journalists and communicators, an issue that, in many of these territories, has not been supported by legislation or by an adequate educational or academic policy, according to some of the partners.

Work Teams **Poor Development Map** (uneven development)

Figure 01



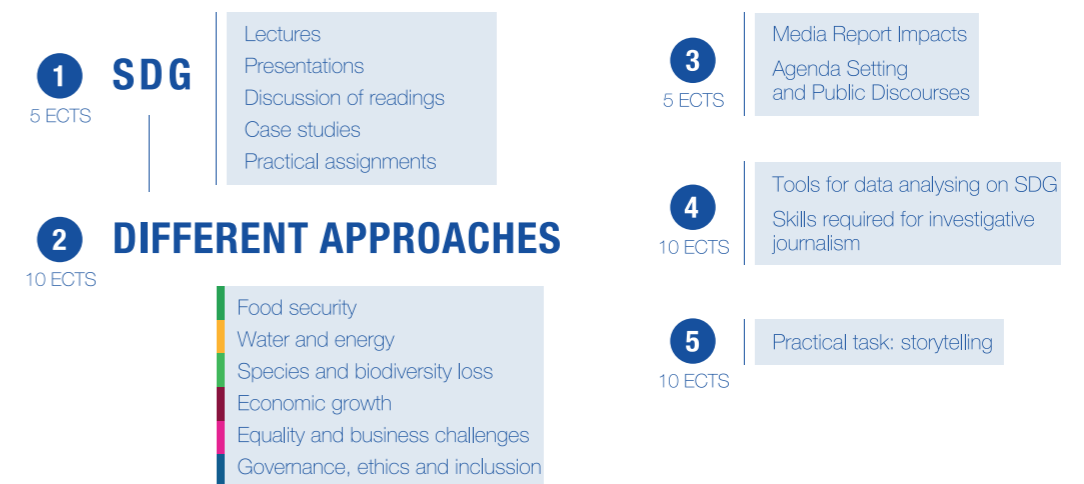
### 3.7.2 The fundamentals of the curriculum for work teams

The detailed project plan indicates a series of contents or subjects associated with the various scenarios and target groups of the course. As a pedagogical approach in the intensive scenario, a series of compulsory areas are detailed, corresponding to a given credit proposal, namely a transversal formation of the SDG, a thematic development (food security, water and energy, biodiversity, decent work and economic growth, governance, ethics and inclusion),

attention to the impact of the media in establishing an agenda of public discourse, to work tools for the analysis of data on the SDG and for investigative journalism, as well as to develop in practice information related to the SDG (SDG in Journalism Reporting. Detailed description of the project, p.36).

Topics Proposed in the Project (subjects)

Figure 02



The partner universities in Asia point out some programs of their current curricula in order to relate their contents to the Course. These programmes, together with other proposals expressly designed by the partners, address different fields but can consolidate some knowledge and skills necessary to interest and link students in certain specialities already taught in these training institutions. Thus we have programmes or contents in Community Development, Social Media, Media Ethics, Journalism, Language and Communication or



Multimedia Journalism, among many others, and to mention those that seem closer to the objectives of the training. According to the Asian partners, knowledge and good practices related to SDGs or to journalism and technologies are taught in these subjects of the current curricula of these universities. They say that it is necessary to assume a policy of the current plans more interdisciplinary, therefore, focused on the SDG to achieve quality education and vocational training, in addition to offering a competent and differentiated course that opens a working space with decent work and entrepreneurship, although this is now seen as complicated by some of the partners. It is necessary, they say, that the Course be based on a wide range of institutional and working environments and on diverse socio-economic contexts.

The SDGs, the Asian partners specify, should be **a guide for the training of young people at the undergraduate and graduate levels, related to their environments and expectations** (Cooper et al., 2004). Asian partners can cooperate to exchange teaching and experiences that provide the course with labs focused on journalism, community development or technologies.

With their answers, the partner universities in Asia have built up a homogeneous account of the main knowledge that, in their view, should be addressed in the Course. The researchers and techni-



cians consulted have focused on sustainable development, quality education and journalism as the **foundations of the** curriculum.

They are described below:

**Sustainable development**, on the one hand, is understood as a concept to be promoted in order to improve the participation of students and journalists in the Course. Some of the partners link it to the economic growth policies of the national government (Armida, 2019) and others to the need to reverse disinformation with counter-narratives (in particular they are concerned about the increase of false news in their countries) (Badillo, 2019; Repnikova, 2018; Vosoughi, S. et al., 2018).

**Quality education** focuses on the need to **improve existing journalism and communication studies**. According to the orientation offered by the partners in the Curriculum, the aim would be to deepen the professional practice of journalism from an updated perspective, through appropriate ITCs to improve the documentary,



informative and divulging skills of journalists.

**Journalism** and journalists are linked to different scenarios. Firstly, they place the **global crisis of journalism** and the conventional media in a complex scenario where the rise of **social networks**, the role of **governments** concerned with the level of **disinformation** and the **control by** those governments of information and the media ecosystem stress the problem. Although the common story calls for democratic convictions and a sense of social justice in the practice of journalism, some of the partners point out that **restrictions on** free access to information, freedom of expression and freedom of publication in these territories must also be taken into account. And also the self-censorship that this restricted framework provokes in the journalist.



**Although journalists** are identified as the agents who should practice and encourage critical thinking and promote accountability in political and corporate action, based on ethics and the rules that



govern their activity, promoting democratic values, dialogue and development, showing and activating good practices, producing reliable information, it is also true that, in order to exercise such responsibilities, journalists should have decent and adequate conditions that protect their trade and their job (if they work in the media).

The **media**, as public and commercial information companies where conventional journalism is practiced, are identified as guarantors of the public interest and, according to the Asian partners, should promote inclusion, citizen participation and development. For them, the role of the media is to anticipate conflict situations and support peaceful democratic processes, contribute to good governance and respect for human rights and social justice. To contribute to the health and well-being of communities and to define climate change as a social and economic problem. The media, as indicated by some of the partner universities, must ensure that they can also be a sustainable business model.

However, the common practice in the conventional media of these regions, especially in local environments far from the decision making process, does not guarantee good coverage and relaxes the professionalism of the journalist who makes a superficial and poorly analyzed information, losing audiences or only attending to very determined audiences who are attached to the headlines or to the pro-



grams for various reasons. On the other hand, there are publications that do not know or do not comply with the most elementary professional rules of journalistic ethics to ensure the business, risking the safety and responsibility of their journalists. There is coverage of poverty or climate change that covers journalists facing these facts on their own, although with no opportunity to offer more complete solutions.

The project's work teams are concerned about the tension caused by the migration of potential audiences from conventional media, used to maintaining an agenda with the public authorities, to other information media that have concentrated digital **technologies and** that today provide greater access for an audience that has also become an active producer of information.

**Quality education** in journalism, according to the partner universities, would seek to make the **principles of the profession** visible, updating **skills in the** news production process and in the **network** environment, strengthening quality through **constructive** (or solution) journalism and **sustainable journalism**, as new perspectives for public journalism.

The universities, according to some members of the work teams, have strengthened their knowledge in technologies and in ways of



making viable a **journalism of verification**, analysis, narrative strategies and dissemination. Other partners in Asia are influencing the **experiences with local communities and** companies, sectors that can provide a better and closer sustainable development, avoiding practices that are harmful to the environment.

The inclusion of the global political agenda represented by the **SDGs in the** information agenda of journalists and the media, according to the partners of the Asian universities, would be linked in the planned training to several **responsibilities and challenges to be** assumed by the current and future journalist:

- a. to exercise a professional journalistic practice based on ethics and informative rigor, and to promote a participatory audience (practicing and generating **critical thinking**).
- b. to activate and support the **communities** around them, especially by sharing the voice of those who are vulnerable.
- c. to develop **specialized and inclusive journalism on** social, health and environmental issues.
- d. to promote the **accountability of** public institutions and enterprises.
- e. the production of high-quality **digital content**.

For the Asian partners, the **SDG** agenda revives these issues and specialized practices in journalism.

### 3.8 Journalists and students: between the SDGs and the agenda to be dealt with in the Course

Both target groups put **quality education (SDG 4)** as a priority (journalists: 48.53%; students: 59.33%), followed by **health and welfare promotion (SDG 3)** (journalists: 47.06%; students: 54.48%). Both groups disagree on the third place, which is the promotion of **sustainable cities and communities (SDG 11)** for journalists (45.59%), and **gender equality (SDG 5)** for students (44.78%).

#### Popularity of SDGs by target

Table 05

	JOURNALISTS		STUDENTS		JOURNALISTS		STUDENTS		
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	
No poverty ▶	11	16,18	75	27,99	17	25,00	46	17,16	◀ Reduced inequalities
Zero hunger ▶	15	22,06	84	31,34	31	45,59	65	24,25	◀ Sustainable cities and communities
Good health and well-being ▶	32	47,06	146	54,48	17	25,00	58	21,64	◀ Responsible consumption and production
Quality education ▶	33	48,53	159	59,33	14	20,59	75	27,99	◀ Climate action
Gender equality ▶	24	35,29	120	44,78	10	14,71	56	20,90	◀ Life below water
Clean water and sanitation ▶	20	29,41	95	35,45	18	26,47	61	22,76	◀ Life on land
Affordable and clean energy ▶	16	23,53	66	24,63	24	35,29	104	38,81	◀ Peace, justice and strong institutions
Decent work and economic growth ▶	27	39,71	51	19,03	6	8,82	45	16,79	◀ Partnerships for the goals
Industry, innovation and infrastructure ▶	19	27,94	53	19,78					

As far as journalists are concerned, in addition to the above-mentioned SDGs, they also valued **decent work and economic growth (SDG 8)**, as well as **peace, justice and strong institutions (SDG 16)**. The least popular SDG among this group was the partnership with others for the achievement of the goals. In the case of the students, they agree with the journalists in giving secondary importance to peace, justice and strong institutions, and minimal importance to partnership with others in achieving the goals.

If we apply the advice of the CBHE programmess.<sup>5</sup> with regard to the articulation of the SDGs in clusters for better understanding and application, both target groups agree on assigning greater importance, by far, to the **climate change and environment cluster (SDGs 13, 6, 7, 14, 15)**. Below is the selection made by both groups.

<sup>5</sup> See [https://eacea.ec.europa.eu/home/sites/eacea-site/files/cbhe\\_sdgs.pdf](https://eacea.ec.europa.eu/home/sites/eacea-site/files/cbhe_sdgs.pdf)

#### Global importance of SDGs organized in clusters by target

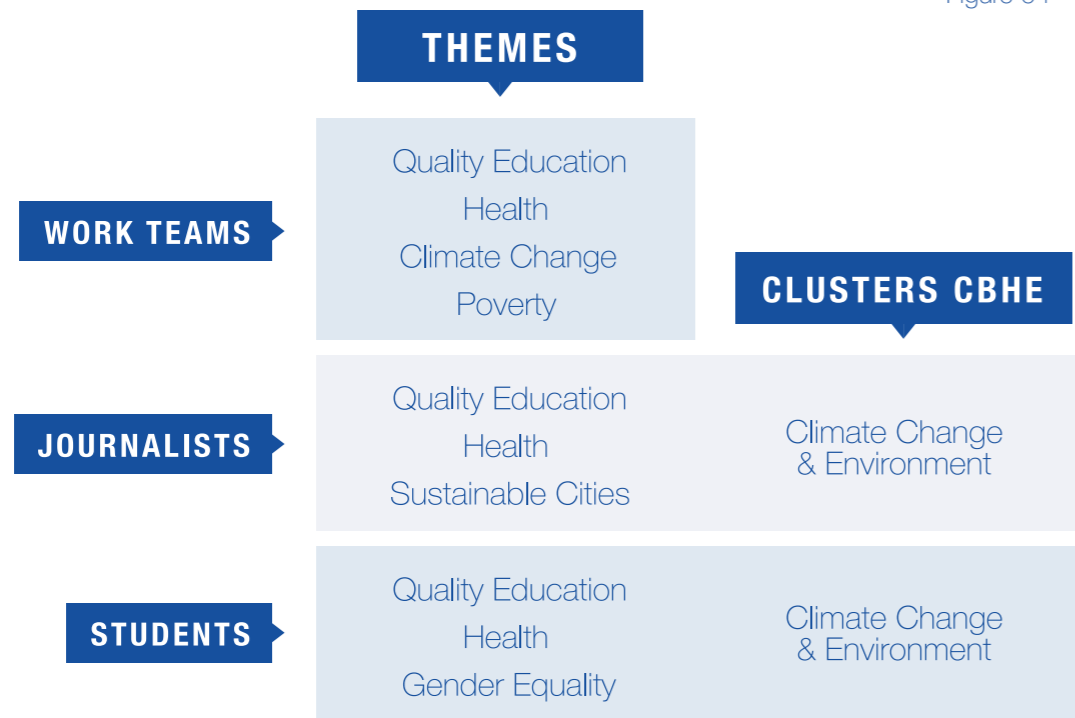
Table 06

	JOURNALISTS		STUDENTS		JOURNALISTS		STUDENTS		
	Sum	Sum	Sum	Sum	Sum	Sum	Sum		
Hunger and poverty reduction ▶	26,00	159,00	32,00	146,00					◀ Good health and well-being
Innovation and economic growth ▶	46,00	104,00	24,00	104,00					◀ Peace, justice and strong institutions
Equal rights ▶	41,00	166,00	33,00	159,00					◀ Quality education
Climate change and environment ▶	78,00	353,00	6,00	45,00					◀ Partnerships for the goals
Sustainability ▶	48,00	123,00							

In the case of journalists, the climate change and environment cluster stands out clearly from the rest, followed by sustainability (SDGs 11, 12), innovation and economic growth (SDGs 8, 9), and equal rights (SDGs 5, 10). For students, the importance of the climate change and environment cluster is far greater than the rest, followed far behind by quality education and equal rights.<sup>6</sup>

SDGs Favorite Themes

Figure 04



<sup>6</sup> SDG 4, as well as 17, are considered to be transversal in the CBHE projects. SDG 3 is considered by itself as a cluster.

## How to teach and evaluate the contents of the Course according to the Target groups 3.9

### Learning method 3.9.1

In the case of the total sample, both the journalists' and the students' preferences are for practical work and field work, followed by workshops and skills training in the case of the journalists.

Training method preferences for journalists and students

Table 24

	JOURNALISTS		STUDENTS	
	Count	%	Count	%
Lectures (Traditional teaching)	28	41,2	142	53,0
Presentations (Technology supported lectures)	30	44,1	133	49,6
Discussion of readings (Selection of readings)	26	38,2	106	39,6
Case study (Study based in individual cases)	41	60,3	144	53,7
Practical/Field work (Out of class work)	50	73,5	168	62,7
Participatory methods (Discussions, debates, etc.)	34	50,0	112	41,8
Workshops (Ability training)	42	61,8	152	56,7
Online collaboration (Communication technologies)	37	54,4	126	47,0
Group discussion (Within-group discussion of topics)	32	47,1	138	51,5
Projects (Project development)	38	55,9	145	54,1



If we unify the responses of both groups, we find that the preferred learning method for both is field work, followed by skills learning workshops, and thirdly, case studies.

### 3.9.2 Evaluation of the subjects of the course, according to the target groups

In the case of evaluation, both groups agree in preferring that it be carried out on the basis of experience in real contexts (real-world), followed by field work, which is the third choice of students, after project-based evaluation.

Assessment method preferences for journalists and students

Table 30

	JOURNALISTS		STUDENTS	
	Count	%	Count	%
Individual learning (self-assessment) ▶	29	42,6	133	49,6
Group assessment (assessment by peers) ▶	29	42,6	154	57,5
Field work (Out of class work) ▶	46	67,6	146	54,5
Project-based assessment (assessment by projects) ▶	38	55,9	155	57,8
Outcome-based assessment (traditional exams) ▶	23	33,8	78	29,1
Process-focused assessment (continuous assessment) ▶	23	33,8	95	35,4
Real-world assessment (assessment in real contexts) ▶	52	76,5	157	58,6

## Considerations and recommendations

The current uneven development (Saul, 2012) has produced the consequences that have reactivated the adhesion, on the part of the work teams of the partner universities, to the discourses of construction of sustainability, as it has been possible to see in the map of bad development in which the researchers draw their collective memory (Halbwachs, 2004) through the economic, social and environmental problems that they perceive in their territories.

The dichotomy between uneven development and sustainable development must be a basic argument in the contents of the curriculum. Sustainable Development is the foundation by which **SDGs** are constituted as **a global political agenda capable of influencing the national and local information agenda, mobilizing the public and social agents to transform and improve ways of life**. Discursively, it differs from the uneven and hegemonic development in that **sustainability requires to keep in mind that the economy, society and the environment must be equal when making**



**decisions that affect the forms and organization of present life and future generations.** In this sense we can say that it is a **form of political ethics, agreed worldwide, that should be corresponded by the journalistic professional ethics and taken into account as a procedural guide to elaborate information, from the critical thought.** The project's partner universities have concluded that **sustainable development** could be an **attraction** for the students of the Course. To deepen therefore in the SDG, in **its application in the territories and in the accountability of the economic, social and environmental policies must be one of the transversal objectives of the learning**, present as starting point of all the theoretical and practical contents of the Course.

This **cross-cutting objective guides the type of skills and abilities that students must demonstrate.** Namely:

**Capabilities:** distinguish between

- Uneven development vs. sustainable development, encouraging critical thinking, investigating the causes of bad development and proposing consensual solutions with the argumentative support of the global agenda that the GDSs represent.



- Sustainability for ethical and journalistic decision making (balancing economic growth, social justice and environmental preservation)
- The applicability of sustainable development on uneven development in the territories, correcting their complex problems, requires, however, **knowledge of the policies, economic growth, communities and local environment**, those who must **dialogue and** can assume the **transformation** proposed by the global agenda.
- It is important to take into account dialogical and not merely extractive methods for the creation of a **participatory** and consensual **factual narrative**, which reaffirms the solutions provided by the agents involved in the problems to be addressed (Communication about Sustainability, in Kleinen, 2019).

**Skills:**

- construction of the informative agenda in the territory from the world political agenda, taking into account its ethical forms and the development of critical thinking in the informative processes and procedures. Focusing accountability from the criticism to the uneven development.
- data tracking, rigorous verification, design and digital



presentation must take into account the premises cited in these Considerations.

G

The **quality education** indicated by the work teams speaks of quality education in **higher education**, not so much of the **SDG 4** for which students and journalists have bet on in the questionnaire. Quality education in journalism is understood in the Curriculum as the use of **technologies in the** verification of data, access to reliable scientific and journalistic databases, the conception of narrative formats with high impact on local communities and authorities and the dissemination of content through different media to obtain an intense circulation. On the other hand, the **analysis of public, corporate and media discourses, the** reinforcement of **journalism principles** (IFJ, 2019; Parliamentary Assembly, 1993), the learning of **relational and participatory methods and the narratives of specialized journalism** should establish the quality of training.

References to higher education and journalism can be found in the programmes referred to in Report 2. These **European programmes** correspond to very specific Master's degrees on the one hand, and on the other hand, to journalism and



media careers with subjects that can be covered by SDGs, as well as to degree subjects at the project's universities in Asia, as reported by the partners in the surveys.

However, according to the target groups, the proposal for this course would be a specific module in undergraduate courses (in the case of students) and a postgraduate course (as preferred by journalists), which can be limited, as the project indicates, to a specialized course with modules to be chosen by the journalists enrolled in the full course. Logically there is also an orientation of topics and tasks that would involve online learning methods.

While the European programmes referenced in report 2 have a significant theoretical load, this course aims at a possible **balance based on human and virtual social networks, in** order to develop a curriculum that is more flexible and with a greater practical and field load. As preferred by both students and journalists surveyed.

With respect to **SDG 4 Quality education** means taking into account this objective and its indicators among the topics to be dealt with in the Course. In this sense, for example, it would be interesting to promote a network with schools and institutes in the territory, and to relate higher education to other

stages of training with respect to the SDGs and their influence on educational and family communities. This network could reinforce the implementation of field projects in the practices of the Course, as we have discussed with some partners in the Study Visit (Santiago de Compostela, 2020).

The global agenda requires, on the other hand, that **communities and institutions get** involved and recognize the practice of a journalism that is guided by the global agenda and is capable of articulating it to communicate needs with the plurality of voices that it requires, taking into account that the **needs and media cultures of the** different agents are very different in the same territory (pragmatic, of circulation, of representation...) (Couldry & Hepp, 2016).

The European programmes on SDG and Journalism can help with regard to how **Western and European cultures are made** visible in their training and how they apply the **global agenda**, but it is up to the Course to establish the difference of assuming the global agenda according to the own cultures, agents and contexts of the Asian territories.

Despite the fact that the SDG agenda requires a complete and detailed review at the beginning of the Course (with

examples of good/bad practices of its application in the world, articulation of indicators among SDGs, application of policies related to SDGs in the EU, Cambodia, China and Malaysia) the target groups and working teams have shown preference for 'deepening the content of specific SDGs. These are SDGs 4 and 3, plus 5 (students) and 11 (journalists). In the case of the SDG 13, the CBHE programs and the project advise to articulate SDG 13 with the SDGs 6, 7, 14 and 15. The work teams have also pointed out SDG 1 as a determinant to understand some of the priority needs in the territories and certain aspects of the options proposed by the project.

SDGs Chosen Contents

Figure 05



H

It is advisable to make a detailed reading of the interrelations of the objectives and indicators<sup>7</sup> of the SDGs selected to articulate the project in the territories. This will have an impact on:

- the contents of all the subjects of the Course, in terms of concepts, references and approaches to exemplification, good and bad practices, global agenda and national institutional and media/journalistic agendas
- local, national and international data to be tracked and documented in institutions, agencies and media.
- in the selection of specialized software required for the documentation and production of teaching materials and those that will be accessible to students and teachers.

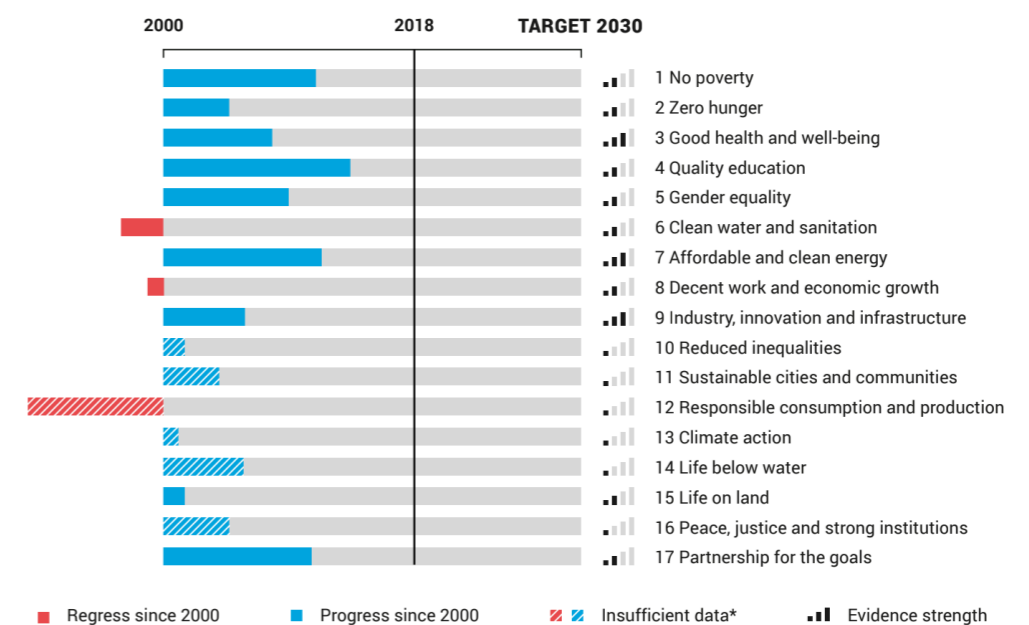
<sup>7</sup> See <https://cutt.ly/HdQM6iP>

The learning and assessment chosen by the target groups surveyed differentiates the Course even more from the European programmes reviewed in the Report. In this project, a Course based on experiential learning has been preferred, where practice in the field is developed in parallel with skills workshops and modules that build on theoretical knowledge (Peyrefitte & Lazar, 2018) oriented on journalism, narrative to introduce the global agenda in the informative agenda or notions that focus the SDGs by convening international

teachers and local stakeholders to involve the study in the social and professional network to which it refers. Fieldwork is employed in the observation and intervention in social and institutional scenarios, where social representations are generated and their stories constructed. The participation of students in obtaining data directly from primary sources of information, if the research has a greater purpose than teaching, can provide new statistics on issues that are required by the global agenda but that countries have not yet completed. This is the case, for example, with the collection of data on health and well-being in Asia or the much needed data on climate change and some of those SDGs that make up the cluster (SDGs 6 and 14) ( ESCAP, 2019).

Snapshot of SDG progress in 2018: Asia-Pacific region

Figure 06



The evaluation chosen also focuses on the student’s practical work in groups, in addition to individual tasks written from readings and discussions. The “Real-World” approach allows students to think critically, develop problem-solving skills and connect classroom learning to real-life situations (Bates, 2019), the use of tools that professionals use in their practice, collaborative work, commitment and collaborative effort and a multidisciplinary approach to teaching.

The level of “real-world” could be adjusted to a complex, high quality evaluation (Persaud, 2019) in which the use of everyday experiences that explain concepts, for example, as abstract as sustainability, are computed and students must relate to them. A design of activities that involve students with their communities and whose results are significant for both (Freedman, 2014). Design evaluation will be of great importance for teachers as they will have results that come from workshops and problem or need-based learning, from professional or cooperative procedures with communities or course partners.

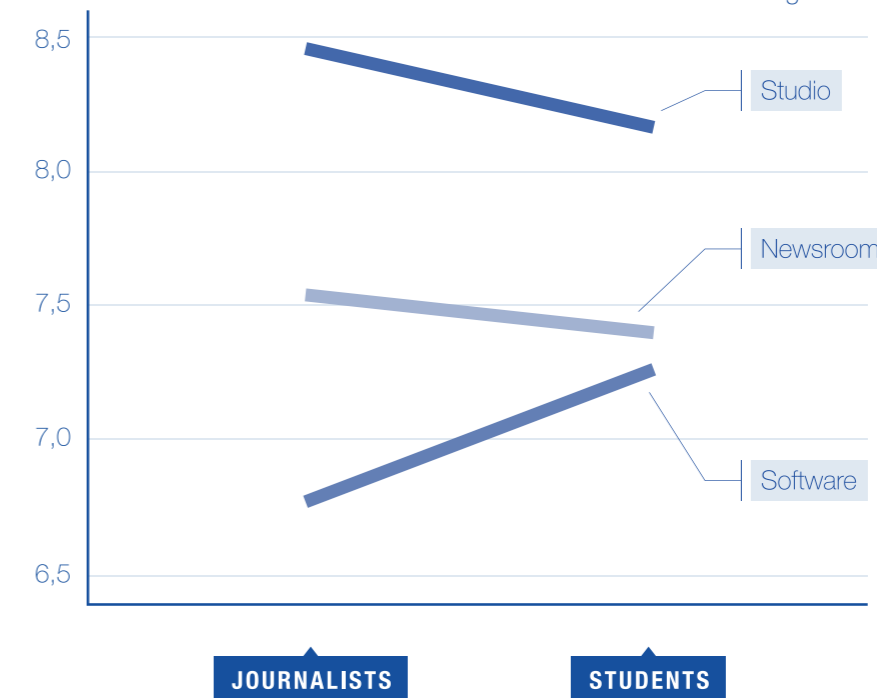
## The material and human resources in the Course 3.10

### Material Resources 3.10.1

In order for the course to have appropriate tools for its development, journalists and students agree on assigning the utmost importance to the availability of software to access data that facilitate the knowledge of SDGs and also advanced programs for audiovisual editing. Secondly, the need for a newsroom is not seen as necessary, while a recording studio is considered as the least important resources. It can be seen that journalists show greater differences in the scores assigned to different resources, while students assign more similar scores to each other.

Relative importance (from 0 to 10) of different physical resources by target

Figure 11



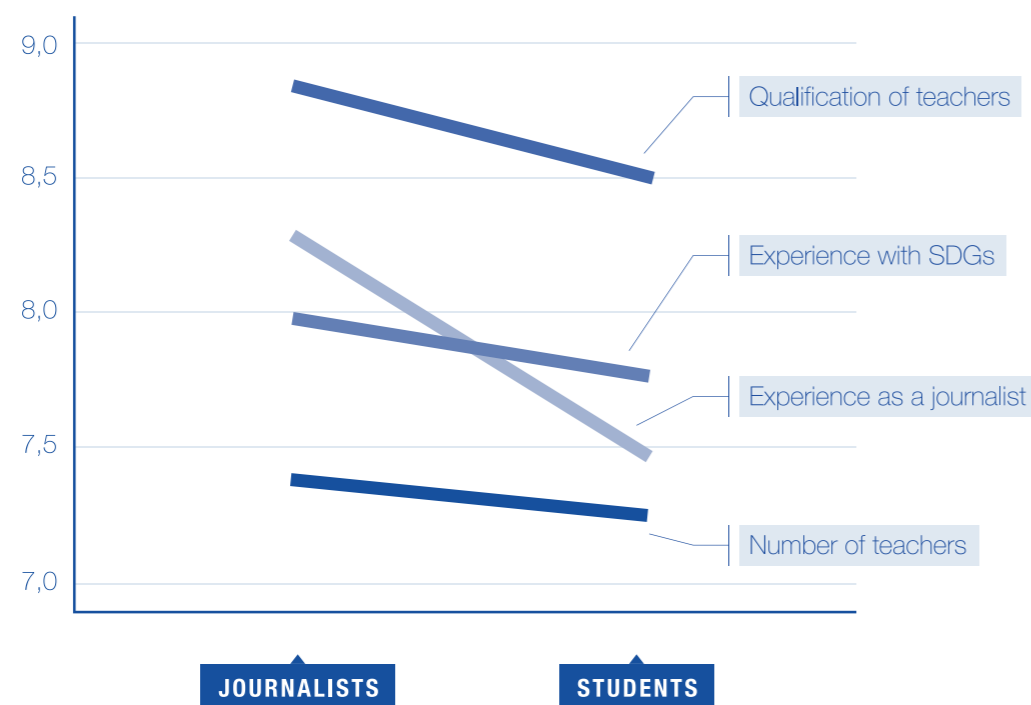
### 3.10.2 Human Resources

As far as human resources are concerned, the excellent professional qualifications that the teachers teaching this course must have are outstanding for both groups.

In the case of journalists, and with an importance close to the previous one, it is required that teachers have had experience as journalists or that there are experienced professional journalists in the teaching staff. Students tend to assign lower scores than journalists, although all existing human resources are generally rated quite highly by both groups.

Relative importance (from 0 to 10) of different physical resources by target

Figure 11



Some of these universities declare that they have problems in having a scarce cadre of teachers or speak of difficulties in hiring suitable teachers to complete a course that is, in the opinion of the work teams, so interdisciplinary and transversal in fields as open as Journalism and SDG, which resort to multiple approaches, and current and future emergencies.

In other universities, on the other hand, teachers and experts in highly specialized knowledge from the same centers and available to teach or tutor different subjects. There is also talk of inviting professionals from the fields of journalism and communication or sustainable development.

#### Available networks and agendas

3.10.2.1

The partners of the Course have understood that this training also needs a wide relational network, a social, community, institutional, media and scientific agenda, of quality that cooperates with each other, projects it and makes it reliable for students and journalists, for all those who are committed and interested in collaborating. At the local, regional, national and international level, but also among the same partners to exchange and share resources and content.

Most of these universities have a network on campus, between departments, related areas or with service units that they regularly



use. Also among colleagues in the scientific field at other universities in the country with whom they may share common interests in teaching or research. At the international level, it is projects like this that can strengthen common management, links, experiences and knowledge that are difficult to access in ordinary situations, they say.

As they belong to the public or semi-public sphere, the project's partner universities present another agenda of interest for the course, such as their contacts in departments and services at different levels of public administration. Both in terms of resource management and in the possible exchange of support and advice, this agenda must be reinforced in order to enhance the course.

Other agendas such as professional ones (media, professional associations, ...) are especially pampered by some of the partners located in capitals or big cities of the countries. In some cases the professional networks are strictly local or regional, which facilitates a greater and more profitable relationship with the course in those territories. Some of the partner institutions, because of their development approach, have cultivated networks with social organizations or sustainable local businesses.

Even so, as some of the universities recognize, for this Course it will be necessary to strengthen the existing networks and open new ones as the training and management of this one requires.



In general, the partner universities have administrative offices that can manage the internal and external bureaucratic demands, used to develop projects and take advantage of agendas.

In most of these universities there are units of data analysis, although they still need to focus on how to manage useful information for the Course and the network that is finally generated.



### The units of study 3.10.2.2

In some of these universities there are research teams related to computer or digital media analysis, on business opportunities, industry and sustainability, social advancement, natural world or health. In others, for example, the climate change initiative is used to get students to develop projects, even if they do not feel these works are suitable for public dissemination. Some universities have not developed analysis activities so it is seen as important to exchange on the project to initiate them.

Specifically on SDG there are no units of analysis or data.





## Considerations and recommendations

J

The human social networks established by the work teams are limited to the university environment and some contacts with institutions, media, organizations and companies. These networks are the result of previous projects, agreements or specific or continuous relationships. It is said that it is necessary to strengthen and amplify the relational networks to address this project and consolidate contents, support, agreements and promote an adequate internationalization that makes the Course and the universities visible as a quality initiative that the SDG agencies of the country and international can count on for the exchange of information and resources.

The local network to be built has to be amplified with reliable people and organizations, with educational and territorial communities, with government departments and services, with the media, so that they benefit the project and are equally benefited. The local cooperation is key to establish the Course.

To also persist in the university networks that are already maintained in order to have resources, administrative and



teaching facilities that can contribute in content or applications. It is necessary to cooperate among the universities in order to have an agenda of these international agencies to invite to the Course, to request experts for master classes, to present achievements and results or to seek the advice that may be necessary to enhance the initiative.

The construction of the networks that support the course should guide, as much as possible, the theoretical and practical contents (especially these, seeking to recognize processes, procedures and environments) and focus the modules in this regard.

K

The target groups point out that the teaching staff of the course should be highly qualified in both knowledge of SDGs and in journalism. And that the Course should have experienced journalists as teachers. The task forces point to specialized teachers and experts in some of the partner universities in Asia who can support and enhance some of the proposed contents and activities.

The requirements to which the students are obliged and the existence of these specialized teachers are very convenient to promote the teaching staff of the Course and its



internationalization (that is to say, to share teachers among the partner universities in Asia and, through the platform of the EU partners, if necessary). As we will see, it is necessary to train local teachers in SDGs and other contents, procedures and applications (as indicated in the priority objective of the project (p.3)) and in some of the training blocks their participation is very necessary (especially in blocks 1, 2 and 4, see Model in the following pages) both in the management of the block, and in the exercise of teaching, task tutoring and evaluation. Similarly, priority is given to the teaching or intervention in programmed activities of experienced local and international journalists, as well as specialists in problems associated with the SDGs chosen by the target groups. Perhaps in this way we can also improve the existing difficulties in recruiting or the shortage of teachers in some of the teaching cadres of the partner universities, as some claim. In order to ensure common and coordinated contents, it is recommended that each block trains an international teaching staff (among the Asian partner universities) to adjust the topics, tasks, resource materials, the schedule of events in the block and the evaluations that are within their competence, with the supervision of the consortium.



According to the work teams, the partner universities of the project in Asia have staff who are attentive to the management of projects and data analysis units that can offer a good support service to the Course. However, they lack specific units for SDG studies. The project supports the creation of these units as places to install the material resources for the exercise of the Course, but does not detail other functions that they need to have. It is clear that, by housing the equipment provided by the project, the work teams will have tools that can be used by the teaching teams of the Course and even by the students or stakeholders during certain laboratory or consultation hours. The specific software required for the activities and tasks of the Course will also allow to host in that space management tasks, documentation, creation of materials. The Units of Study are similar to the Resource Centres of the European faculties, but it is true that, if databases and bibliographic material are available online, they can also be units of study on the SDGs, for the management of statistics, reports,... They could be centres related to other centres of the project, which share information and collect the productions of the Course and promote them through an agenda of beneficiaries for academic dissemination or for international agencies.



## 4 Model

### Syllabus (academic year program)

#### 4.1 First proposal

In the detailed description of the project (p.36) a first outline of the course is given, which has not yet been confirmed by the target groups and the work teams consulted. In essence, the scheme is maintained, but with the variants that have been introduced later by the partners, taking into account local needs and problems, and internationalization. The scheme of the project obeyed to some watertight parameters where a series of topics were formulated that now we focus and reorganize to make a more flexible Course and able to achieve a greater attraction for the target groups, to promote the teachers of the partner universities in Asia (a priority objective according to the project) and to contribute so that it really is an international Course.

The scheme stated the following:

Course duration: 6-12 months: 40 ECTS

5 compulsory modules for journalism students and 2 minimums for practising journalists

1st scenario: Intensive course for students enrolled in undergraduate and graduate studies. 1 semester. The course will cover areas such as (all mandatory)

ODS and approaches 5 ECTS

2. ODS/Specific Topics 10 ECTS

3. Impact of the media, agenda setting and public discourse 5 ECTS

4. Tools for data analysis of ODS and skills required for investigative journalism 10ECTS

5. Practical task 10 ECTS

A total of 40 ECTS have been considered in the proposal below.

Content blocks 3 (journalism and media) and 4 (skills development) have been joined to facilitate a practical and applied methodology that favours the exposure of content from the initial block 3 based on examples and case studies and to feed into the previous application block 4.

There is reciprocity between the contents of both modules that are not dissolvable if we want to implement a course really oriented to its applicability and to the orientation of results of general interest, beyond the training level.



This way of working will facilitate, in turn, the approach of the practical part (former block 5, current block 4), giving premises and analyzing real and applied cases. The extension of the time dedicated to this section facilitates the deepening of the contents and the involvement and immersion of the students in the problems they will tackle in their work.

With regard to the timing, each university will adjust the work sessions corresponding to each module to the timing of an academic year, although a time of dedication per block is also proposed. However, we believe that the time available to the universities should be agreed upon for all of them, once we try to have the course carried out simultaneously as an option for the exchange of teaching and the joint obtaining of results and publications, among other facilities. The time frame indicated is governed by the European university criteria for ECTS.

#### Development of the thematic blocks:

## 1 THE WORLD AGENDA AND THE SDG

#### Themes:

- Origin and political process of the global agenda. Main agreements. The consensual global ethic of the SDGs.
- The 17 current SDGs. Objectives and indicators.
- Articulation of reference SDGs and identification with local



problems.

- The country assessment of the SDGs. Major agencies.
- SDGs on the information agenda of each country.

**Objective:** To base the global agenda as a reference to enhance the information agenda.

#### Timing:

Initial module. It has a basic character, presents the fundamental contents of the course and has a propaedeutic character for the others.

Dedication: 5 ECTS equivalent to 125 hours of work for each student, of which approximately 40 hours are class time and 85 hours of autonomous work outside the classroom.

#### Methodology:

- Concise, deep, empathetic classroom presentation with clear references and examples. Student participation in class sessions will be encouraged.
- Presentation, dynamization and monitoring of the tasks to be carried out by the students.
- Coordinated management between teachers of the module to bring an international reading of the SDGs.
- Teamwork among participants will be encouraged.
- Creation of comprehensive files for each SDG.



- The starting point will be the search and selection of references and evaluations of updated and significant SDGs from the historical-political context of the global consensus on SDGs.
- We will work with material edited by the teaching team, references from agencies, scientific and journalistic articles, audiovisual material.
- A support platform will be essential for the generation of a virtual exchange space.
- The autonomy and initiative of the students will begin to be worked on.

**Resources:** classroom assisted with technical means of projection; bibliographic material selected by the teaching team; comprehensive sheets of each SDG; complementary audiovisual material.

**Activities:**

- Individual work: reading and studying the recommended bibliography, with special attention to the comprehensive sheets of the SDGs.
- Identification of the international framework with local needs.
- Articulation of a chain of SDGs and their indicators Detecting data to be collected for research: scientific data and media data.
- Report of the meeting with the teachers from other universities.
- Meeting of the student body with the teachers assigned to the



module from other universities to deepen the SDGs and the global agenda. It will be structured as a round table based on questions from the students. It favors the vision of internationalization of the Course.

**Evaluation:** Continuous and individualized through task follow-up based on observation records. The joint reflections derived from the readings and the capacity to identify local needs and the articulation of indicator chains following the CBHE clusters will be taken into account. The coordination work of the teaching team and feedback is fundamental.

## SUSTAINABILITY

2

**Themes:**

- Uneven development vs. sustainable development.
- Sustainability: Equity Economy+ Society+ Environment (E=E+S+E) Intra/intergenerational vision of sustainability. Criticisms and adjustments to Development 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 and communication sector.
- 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.

- 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.
- E=E+S+E decision-making: global ethics and journalistic ethics.

**Objective:** To get the participants to assume Sustainability as the basic concept that activates the SDGs and their application in local environments.

**Timing:**

Immediately after block 1, as continuity and deepening. It should help design the context of the proposal to focus the learning projects (block 4).

Dedication: 10 ECTS equivalent to 250 hours of work for each student, of which approximately 80 h. (10 h. focused on equity; 20



on each of the sustainability parts and 10 on decision making) are class time and 170 h. of autonomous work outside the classroom.

**Methodology:**

- Concise, deep, empathetic classroom presentation with clear references and examples. Student participation in class sessions will be encouraged.
- Presentation, dynamization and monitoring of the tasks to be carried out by the students.
- Coordinated management between teachers of the module to sequence and combine discussions with experts from the territories.
- Realization of comprehensive cards of E=E+S+E.
- This will be based on the search and selection of updated and significant bibliographic references.
- We will work with material edited by the teaching team, references from agencies, scientific and journalistic articles, audiovisual material.
- It will be worked with the support of a support platform for the generation of a virtual exchange space.
- Emphasis will be placed on the need to work autonomously and to develop the students' capacity for initiative.

**Resources:** classroom assisted with technical means of projection;



bibliographic material selected by the teaching team; comprehensive files; complementary audiovisual material.

**Activities:**

- Recognition of local needs: Notes on the discussions and interactions from local M&E frameworks and legislation and first observations from the field
- Report of the meeting between students and representatives of institutions, media and organizations to obtain status information. If a debate is not possible, interviews and contrasting interpretation of them.
- Report of debate/interviews with authorities, activists and journalists and comparison with content of materials created and recommended by teachers.

**Evaluation:**

Continuous and individualized through task follow-up based on observation records. Reflections and contributions to local discussions and material reviews will be taken into account.

**JOURNALISM AND NARRATIVE TECHNIQUES OF DIGITAL INFORMATION**

**Themes:**

- 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.

- 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.
- Specialized documentation tracking and data verification: resources
- Investigative journalism, quality journalism and data journalism. Statistical analysis and reports from international agencies. Documentation standards in journalistic procedure. Workshop on documentation and journalistic verification in the digital world.
- 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.
- Writing, composition and dissemination techniques for SDGs: workshop on creating factual writing and positioning of publications.

**Objective:** To approach the journalistic reality, the procedures and



the forms of elaboration of digital contents applied to the Practical Project (block 4).

**Timing:**

This module is significant for the specificity and priority it gives to training.

Dedication: 10 ECTS equivalent to 250 hours of work for each student, of which approximately 80 hours are class time and 170 hours of autonomous work outside the classroom

**Methodology:**

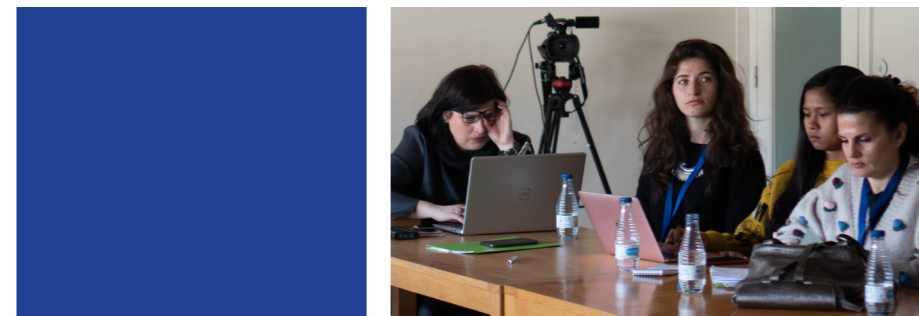
- Introductory lectures on the first three topics will be combined with the possibility of master classes and continuous skills workshops in parallel to the practical project (block 4), with specific online materials and group tutoring.
- Presentation, dynamization and monitoring of the tasks to be carried out by the students, with special attention to the first initiatives linked to the projects.
- Coordinated management among the experts who will participate in the module.
- We will work with material edited by the teaching team, references from agencies, scientific and journalistic articles, audiovisual material.
- We will work with the support of a support platform for the



generation of a virtual space for the exchange of materials and publications.

**Resources:**

- This module requires specialized teachers and experienced journalists, in practice, from the different universities and their



contexts, in order to arrive at more meaningful practices and specific knowledge in each of the topics.

- Classroom assisted with technical means of projection; bibliographic material selected by the teaching team; comprehensive files; complementary audiovisual material.

**Activities:**

- Concretion of the proposals for the realization of the projects.
- Comparative journalistic exercises based on the global agenda and the local news agenda to analyse the norms and styles of journalism.
- Comments and reflections on the master classes.





- Analysis of local and global good/bad practices.
- Skills workshops linked to the last 3 topics.

#### **Evaluation:**

Continuous and individualized through task follow-up based on observation records. The report on standards and selection of journalistic perspectives will be taken as a reference. Evaluation criteria will be applied based on the generation of quality information, the application of specific search criteria, data verification, design, dissemination and supports.

## 4 PRACTICUM

#### **Themes:**

This module is articulated from the contents of the three previous ones. Work will be done on the preferential SDGs for the project's partner universities: SDGs 13, 4 and 3. References and articulations with other SDGs will be included.

It is advisable to seek relationships with those who chose each target group and the team, i.e. SDGs 11, 5 and 1, taking into account the network managed with the university. If the practical project is carried out on SDG 13, it is important to take into account the rest of the SDGs of the CBHE cluster. In any case, all projects should be directly or indirectly related to SDG 13.



It is particularly relevant in this module:

- Planning, management and evaluation of projects.
- And, particularly, techniques of investigation, collection and analysis of data will be developed, such as
- Observation and participation in communities, media and institutions Recording and photography.
- Data check in the chosen reality. Surveys. Interviews.
- Management of panels of representatives of unique and vulnerable groups in the context analysed (social, environmental, scientific, etc.).

#### **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.

#### **Timing:**

This module is developed in parallel to block 3, trying to combine the workshops as soon as the practical project requires a laboratory. The skills workshops in this module will be key for the continuity of the practical project.

Dedication: 15 ECTS equivalent to 375 hours of work for each student, of which approximately 120 hours are class time (20 hours



of contextualization and presentation of the structure and guidelines of the project, 20 hours for the elaboration of proposals and 80 hours of follow-up) and 255 hours of autonomous work outside the classroom.

**Methodology:**

- This module has an eminently practical character, focused on the elaboration of the projects.
- For this reason, intense tutoring and follow-up work by the local teaching staff is envisaged, as well as a high level of involvement in the field.
- The first classes will be used to address the procedure and phases of the project
- After these preparation sessions, a proposal will be developed, from which the field work will be mastered. A weekly follow-up will be carried out, with continuous evaluation, following the methodological guidelines of “Real-World”.

**Resources:**

- For this module, local teachers are required to tutor the practical projects, as well as international experts linked to the partner universities in Asia. Each university will manage the feasibility of the internship.
- Assisted classroom with technical means of projection; online materials.



**Activities:**

- Carrying out a practical project in groups involving students and journalists, if possible, to analyse the implications and dimensions of one or more of the SDGs in a limited and defined local reality.
- Carrying out field work and analysis of reality.
- Publication of stories in groups.
- Preparation of a report that should take into account the knowledge and skills reported in the course and the publications made.
- Planning of actions for presentation and dissemination of results.

**Evaluation:**

It continues, through the monitoring of the tasks performed by each group in each of the projects. The assessment will take into account the methodology and guidelines of Real-World. A final evaluation will be made based on the assessment of the final report of each project (report). In this area, the evaluation criteria will be oriented to the quality of the resulting publication.



## Summary

The course is open to various groups of potential students who require experience in journalism and narrative skills aimed at facilitating the impact of the SDG agenda on the news agenda of partner countries in Asia. A large number of undergraduate and graduate students, local media journalists (online, print, radio, television), freelancers and university communicators were identified in the survey. Although the course could be extended even to communication professionals in administration and social organizations, as well as in companies. If the local agenda, which has to be reinforced in all the partner universities in order to establish the Course, demands it. A strong local agenda will provide the training with the necessary agreements to develop activities and agreements or to access experts, and to invite to the Course experienced professionals or representatives of institutions and communities.

The survey shows a real lack of knowledge about SDGs among students.



Media journalists and freelancers in these countries, on the other hand, do not use the SDGs as a guide to deal with the issues that are interesting to put on the global agenda, as confirmed by the results of the questionnaires.

Both deficiencies encourage the realization of the Course, not without an intense informative campaign and the recruitment of possible students, before opening registration. In order to attract the attention of students and journalists, the local needs and the knowledge that these students have required in the survey must be taken into account, and which extend those already referenced in the Course project.

Respondents require the Course to be a grade-level module. However, whether this framework for training journalists is of interest will depend on the achievement of agreements with professional organizations and media that are activated from the local agenda. To achieve a truly common experience between students and journalists in the course, such agreements would make the design and practice of the training more attractive to both groups. Journalists will be motivated if the course offers resources and access that generate reliable data, environments and situations to develop dialogue and new narrative challenges, in addition to thinking about a better work space, decent and open, where to perform their work.



One of the demands of students and journalists is that the teaching staff of the Course have a serious commitment to training in SDGs and that experienced journalists are available. In other words, in addition to local teachers being well trained on the global agenda, it is advisable that the Course has teachers and experts not only from their university, but from partner universities in Asia. Specialized teachers who, according to the work teams, are part of the faculty of these universities and can enhance the key issues of the Course. This internationalisation strategy gives even greater relevance and merit to the teaching staff of the Course and good training and participation materials that can also be shared through platforms. It is also advisable that, when working on the syllabus and resources, teaching teams are formed for each block of the curriculum to set programmes, produce and share materials on the basis of a calendar, if possible, also for mobility.

Another basic strategy is that local teachers also commit themselves to organizing and tutoring the practical projects envisaged in the curriculum, better if they are supported and involved by professionals or heads of media, organizations and institutions with which an agreement is reached for the students' practice.

On the other hand, students and journalists give relevance to the fact



that the Course has tools that facilitate its study. Both groups request a greater investment in databases and programs that support their searches for information on SDGs or editing to produce videos that value their practical work. In this sense, the partner universities have information and computing units and services, but none focused on SDGs yet. The Units of Study foreseen in the project play a relevant role here as a place where to create teaching and school material, for teachers and students, where to have documentation on SDGs or where the work team can program the teaching.

The target groups and work teams have outlined in the surveys a number of contents that the Course should satisfy. They have done so by comparing the global and local agenda, with knowledge of the territory, the agents involved and the profession. There are several purposes that cross the contents and activities of the Course: 1) the need to strengthen the global agenda of the SDGs in the informative agendas of these countries; 2) the need to implement the global consensus ethics of the SDGs in the ethics of the profession in these countries; 3) to enable critical thinking, accountability and dialogue from the dichotomy between uneven development and sustainable development to argue the need for equitable and future decisions. This is related to the following skills: 4) to open a dialogue with local agents involved in the relevant issues marked by the global agenda and 5) to become skilled in specialized journalistic procedures, in



factual narration and its dissemination through new media. In this sense, the practices are oriented to projects in accordance with these purposes, articulated from the SDGs selected by students, journalists and work teams.

The proposed study model has tried to structure all these demands on a scheme that strengthens the project, the universities involved in cooperation, the profession and the communities of those territories with the aim of adding greater presence to the global contribution of the SDGs. The plan has been organized in four blocks giving more weight to the practical project, as desired by the target groups, and reorganizing crucial issues while keeping a panoptic view of the world agenda, and not forgetting local needs. The intention is to create dialogue events that highlight the views of the actors involved and experiences and workshops that match the needs of the project. The vision is that the practical projects, in addition to creating valuable data and information for the local agenda, relate the Course to the international networks and agencies that promote the global agenda. Journalism runs through all the blocks as a transversal element that coincides, finally, with the creation of new narrative spaces and practical experience. This gives the plan a convenient flexibility and theoretical accompaniment and skills that intervene directly on the experience. And it allows a continuous evaluation, committed and involved, which affects the processes and procedures, reflection and reflexivity. Texto



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## Annex I · F1 Questionnaire

### Sustainable Development Goals in Journalism Reporting

(SDGs\_JournalismReporting)

#### SUSTAINABLE DEVELOPMENT GOALS

1. What is the main objective of sustainable development that they believe should be developed in the course for journalists and teachers?
  - 1.1. Please give reasons and briefly contextualize why it is necessary to develop this main objective in your region or in your country? Why is it needed?
  - 1.2. Which other SDGs is your institution interested in?  
Contextualize and give reasons
  - 1.3. What reports, regulations and studies produced from

centre of studies, local and / or national reports

support this choice of SDGs?

2. What reports, regulations and studies produced from centre of studies, local and / or national reports support this choice of SDGs?
3. Is there media coverage about these conflicts and problems? Or what other information about the media involved the population?
4. Is there an office, service, unit of study ... in your institution that analyses and works the data derived from reports, topical issues, ... about these conflicts and problems? And about the SDGs?
5. Do any of the subjects in official curricula address these problems and conflicts? Provide information about subjects and professors that address these conflicts and problems such as materials to develop methodologies, tasks and activities in this regard



## Annex II · F2 Questionnaire

### Sustainable Development Goals in Journalism Reporting

(SDGs\_JournalismReporting)

#### STRUCTURE AND IMPROVEMENTS

1. Study programs in your institution that can serve as a basis for the development of the proposed course. Possible adjustments of the curricula to facilitate the SDG course. Obstacles and Opportunities. Brief description of these training frameworks. (please provide English translation of these Plans)
2. Which professors of your university, in addition to those of your study centre, can provide information on the SDGs you have chosen to develop the training course?
3. Support from administrative departments. Identify which ones

4. Relations with associations or organizations of journalists. Describe the type of relationships and how they can help in the design of the course.
5. Relations with the media and brief description of the type of media. How the media can support the design of the course?
6. Relations with institutions with access to legislation related to the role of the media in the country.
7. Improvements proposed for these relationships (points 2, 3, 4 and 5).
8. Training places available for the face to face course
9. Programmes, APPs and systems at your institution that can be used for the course. What equipment (software, computers...) would be needed to ensure the successful implementation of the course?



## Annex III · Q1 Questionnaire

### Sustainable Development Goals in Journalism Reporting

By answering this survey, you are collaborating in an educational international program. It will take only a few minutes to complete. Confidentiality of the data is guaranteed.

### “SUSTAINABLE DEVELOPMENT GOALS IN JOURNALISM REPORTING” QUESTIONNAIRE

#### 1. PERSONAL BACKGROUND

1.1. Please, indicate your University:

- University of Battambang (Cambodia)
- Ningbo University (China)
- Shenzhen University (China)
- University of Malaya (Malaysia)
- Utara University (Malaysia)

1.2. If you are a professor or journalist not affiliated to the University, you can specify your actual affiliation here:

1.3. Please indicate your gender:

- Male  Female

1.4. Age:

 years old

1.5. Occupation:

- Student
- Professor/lecturer
- Journalist

#### 2. UNDERSTANDING OF SDGs

2.1. Have you Heard about the Sustainable Development Goals (SDG) adopted by United Nations in 2015?:

- I have never heard of it
- I have heard of it, but I don't know the specific goals
- I have heard of it, and I know some of the goals
- I have heard of it, and I know all the specific goals

2.2. In a scale from 0 to 10, how interested would you be in participating in a course on Sustainable Development Goals? Use the following scale:

Not at all 0 1 2 3 4 5 6 7 8 9 10 Very much



2.3. Please, indicate the type of course you would prefer for studying the Sustainable Development Goals (choose only one option):

- Modules for undergraduate course
- Modules for postgraduate/master course
- Postgraduate/master course of its own

### 3. CONTENT

3.1. Please, indicate five (5) of the following Sustainable Development Goals you would select as topics for the course:

- No poverty (end poverty in all its forms everywhere)
- Zero hunger (end hunger, achieve food security and improved nutrition and promote sustainable agriculture)
- Good health and well-being (ensure healthy lives and promote well-being for all at all ages)
- Quality education (ensure inclusive and equitable quality education and promote lifelong learning opportunities for all)
- Gender equality (achieve gender equality and empower all women and girls)
- Clean water and sanitation (ensure availability and sustainable management of water and sanitation for all)
- Affordable and clean energy (ensure access to affordable, reliable, sustainable, and modern energy for all)



- Decent work and economic growth (promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all)
- Industry, innovation, and infrastructure (build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation)
- Reduced inequalities (reduce inequality within and among countries)
- Sustainable cities and communities (make cities and human settlements inclusive, safe, resilient, and sustainable)
- Responsible consumption and production (ensure sustainable consumption and production patterns)
- Climate action (take urgent action to combat climate change and its impacts)
- Life below water (conserve and sustainably use the oceans, seas, and marine resources for sustainable development)
- Life on land (Protect, restore, and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss)
- Peace, justice, and strong institutions (Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels)
- Partnerships for the goals (Strengthen the means of implementation and revitalize the global partnership for sustainable development)

## NEEDS/RESOURCES

3.2. Please, indicate how necessary the following physical resources are for this type of course, using a score from 0 to 10:

Not at all 0 1 2 3 4 5 6 7 8 9 10 Very much

Studio

Newsroom

Software

Other (please, specify the physical resource and score it)

3.3. Please, indicate how necessary the following human resources are for this type of course, using a score from 0 to 10:

Not at all 0 1 2 3 4 5 6 7 8 9 10 Very much

Qualification of teachers

Number of teachers

Experience as a journalist

Experience with Sustainable Development Goals

Other (please, specify the physical resource and score it)

## 4. TRAINING METHODOLOGY

4.1. Please indicate which of the following methodologies would be necessary for the course (you can choose more than one):

- Lectures (Traditional teaching)
- Presentations (Technology supported lectures)
- Discussion of readings (Selection of readings)
- Case study (Study based in individual cases)
- Practical/Field work (Out of class work)
- Participatory methods (Discussions, debates, etc.)
- Workshops (Ability training)
- Online collaboration (Communication technologies)
- Group discussion (Within-group discussion of topics)
- Projects (Project development)

## 5. ASSESSMENT

5.1. Please, indicate which type of assessments should be used for the course (you can choose more than one):

- Individual learning (self-assessment)
- Group assessment (assessment by peers)
- Field work (Out of class work)
- Project-based assessment (assessment by projects)
- Outcome-based assessment (traditional exams)
- Process-focused assessment (continuous assessment)



5.2. Is there a similar educational offer in your territorial area?

Yes

No

## 6. ADDED VALUE

6.1. If the previous answer was affirmative, to what extent does this new educational offer provide added value to the existing offer?

Does not add anything 0 1 2 3 4 5 Does add a lot, it is  
new, it is not necessary very necessary

6.2. To what extent could this educational offer contribute to upgrade your professional or educational activity?

Would not contribute at all 0 1 2 3 4 5 Would contribute a lot

**Report on SDGs  
Journalism  
Reporting  
Course Content  
Report 1**

**SDGs** | Journalism  
Reporting.



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**Coordinator**

Marcelo A. Martínez Hermida · USC

**Researchers on Report 1**

Eulogio Real Deus · USC

Silvana Longueira Matos · USC

Francisco Conde Soto · USC

Óscar Rodil Marzábal · USC

Hugo Campos Romero · USC

Tamara Valladares de Vera · USC

Ana Vázquez Rodríguez · USC

Gabriela Miguez Salina · USC

Wajjih Al-Soufi · USC

**Collaborators**

Luis Ogando Des · ACCOM

Mercedes Novo Rodríguez · Xuvenciencia

Iago Bueno García · Verdegaia

Celestino Quintela Sabarís · Verdegaia

Bruno Arias González · Design and layout

César Feiras and Alejandro Gómez · Photographs

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