

A JOURNALIST'S TOOLKIT

REPORTING ON THE POST-
2015 DEVELOPMENT AGENDA

A partnership programme between



In collaboration with



SUSTAINABLE DEVELOPMENT 2015

Helping stakeholders shape new global goals for humanity's future

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SUSTAINABLE DEVELOPMENT 2015

Helping stakeholders shape new global goals for humanity's future

THE SD2015 PROGRAMME This advocacy toolkit is an output of the Sustainable Development 2015 (SD2015) programme, a multi-stakeholder engagement programme run by Stakeholder Forum and CIVICUS, in collaboration with UN DESA.

The SD2015 programme aims to increase stakeholder participation in the process to negotiate a new global framework to eradicate poverty through sustainable development, known as the post-2015 development agenda. SD2015 provides tools and opportunities for all stakeholders to input to this agenda and help build a more sustainable future, through five focus areas: raising awareness; increasing engagement; empowering stakeholders; coordinating advocacy; and strengthening governance.

SD2015 is undertaken with the financial support of the European Union.

See www.SD2015.org for more information and resources, or to contribute a blog outlining your own post-2015 development agenda advocacy activities.

ABOUT THE SD2015 PROGRAMME PARTNERS



CIVICUS

CIVICUS is a global alliance of civil society organisations and activists dedicated to strengthening citizen action and civil society around the world.

Founded in 1993, CIVICUS strives to promote marginalised voices, especially from the Global South, and has members in more than 150 countries throughout the world.

At its core, CIVICUS works to ensure that the voices of civil society are heard and amplified. To serve this aim, the organisation brings together civil society actors to generate and share knowledge, coordinate advocacy campaigns, and monitor the events and trends that impact the operating environment for civil society around the world.

www.civicus.org / info@civicus.org



STAKEHOLDER FORUM

Stakeholder Forum is an international organisation working to advance sustainable development and promote democracy at a global level. Our work aims to enhance open, accountable and participatory international decision-making on sustainable development through enhancing the involvement of stakeholders in intergovernmental processes.

Stakeholder Forum works with a diverse range of stakeholders globally on international policy development and advocacy; stakeholder engagement and consultation; media and communications and capacity building - all with the ultimate objective of promoting progressive outcomes on sustainable development through an open and participatory approach.

www.stakeholderforum.org / info@stakeholderforum.org



UN DESA (SD2015 COLLABORATOR)

The United Nations Department of Economic and Social Affairs (UN DESA) works closely with governments and stakeholders to help countries around the world meet their economic, social and environmental goals.

Within UN DESA, the Division for Sustainable Development (DSD) provides leadership in promoting and coordinating implementation of the sustainable development agenda of the United Nations, including support for the effective participation of Major Groups (as defined in Agenda 21) in the UN political processes and its analytical and capacity development work.

United Nations Sustainable Development Knowledge Platform:
www.sustainabledevelopment.un.org

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INTRODUCTION

This toolkit is aimed at journalists around the world who are covering - or would like to cover - stories relating to sustainable development and the design and implementation of the proposed Sustainable Development Goals (SDGs) and the related framework of policies; known collectively as the post-2015 development agenda.

The content has been prepared by journalists who understand how difficult it can be to engage audiences in broad, overarching topics such as poverty, good governance or climate change. We have tried to approach this toolkit with pragmatism in mind, suggesting stories or lines of enquiry which you can adapt for your own audiences wherever you live or work.

WHY NOW?

In 2015 the United Nation's (UN) Millennium Development Goals (MDGs) framework expires. Before that happens, national governments, development agencies and many other organisations are discussing what should happen post-2015. This is often referred to as the **post-2015 development agenda**. For more details on the background and content of this agenda, see part 1 of the **SD2015 Advocacy Toolkit: Influencing the Post-2015 Development Agenda**.

Under the auspices of the UN, the MDGs will likely be replaced by the SDGs, which will have the umbrella aim of eradicating poverty around the world, through sustainable development. The process is intricate and complex, but all being well the SDGs will be agreed at the UN General Assembly in September 2015. At the time of writing, the **Open Working Group on the SDGs** had made a proposal for 17 SDGs, although this number may be reduced and topics combined throughout the course of 2015.

Work will then continue in order to translate the goals and their targets to national and/or regional levels, and to develop indicators to measure progress. However this is done, the SDGs will need to be relevant to all countries and compel action to be taken by developed and developing nations alike, taking into account different national circumstances and starting points.

AIMS OF THE TOOLKIT

This toolkit is designed as an entry point for anyone wanting to write stories relating to the SDGs and all other related Post-2015 related processes. It aims to help clarify some of the important background issues and provide some international facts and figures to help bolster your reporting.

We have deliberately focused on the real-life issues that form the focus of the currently proposed SDGs, rather than look at each of the proposed goals in turn. That will be much more interesting to your audiences than talking about UN processes. However we have also highlighted links between the proposed SDGs and the broader subjects in each section of this toolkit.

DESIGN OF THE TOOLKIT

Each section focuses on a different global issue, namely:

1. **Poverty eradication and gender equality;**
2. **Food security and sustainable agriculture;**
3. **Healthy lives and sustainable living environments for all;**
4. **Education and lifelong learning;**
5. **Water and sanitation for a sustainable world;**
6. **Sustainable economic growth, energy and industrialisation;**
7. **Sustainable consumption and production (SCP);**
8. **Climate change;**
9. **Marine resources, ecosystems and biodiversity; and**
10. **Peaceful and Inclusive Societies, Means of Implementation and Global Partnership**

The complex relationships between and amongst all of these issues highlights the multidimensional nature of sustainable development. Tackling one of these issues for a story may well benefit from - or even rely on - learning and bringing in content from another. We therefore recommend reading and referring to each issue in order to address sustainable development as a whole, but also to check every possible aspect of your story. Under each of these topics you will find useful content laid out in the following way:

- **The challenge**
A short outline of the topic and the main issues faced by nations around the world. Sources of information are listed at the bottom of this section;
- **How is it reported**
Examples of existing reporting of the topic;



- **Putting it into context**
Ideas of how you can explore relevant points for your local audience;
- **Changing the perspective**
Examples of the types of stories that might come up around this topic;
- **Bringing it alive!**
Suggestions of how to give a local or personal slant to an international story;
- **Demystifying the jargon**
Words, phrases and abbreviations you might come across on this topic;
- **Special issues**
Considerations when covering this topic and interviewing specialists;
- **The story behind the facts**
Suggested lines of questioning than might provide a useful angle for your local audience; and
- **Information resources**
More background information on the topic, including people you can approach for expert comment.

You will also see a box at the top of each section which indicates which proposed SDGs relate to the topic in question. (Note that we have focused on the key topics and related them to the proposed goals, not the other way around, to make the topics more manageable.)

We also want to make it clear that we have tried to take a neutral stance in drawing up the topics, providing facts and ideas to allow you to build your own reporting on these subjects.

ASKING THE EXPERTS

It is vital to distinguish between opinion and fact in your news stories, features and broadcast material. Most stories benefit from a mixture of the two but the distinction can often be lost.

Some of these topics are contentious so quotes should be from reliable, verifiable sources, especially when using statistical or technical information. This particularly applies when using the internet for your research. Only choose those sites whose information you know you can trust, and back them up with further sources.

We've given you links in each topic to help you find commonly accepted statistics. Remember that your interviewees may have a particular agenda, especially if they are making what could be exaggerated, or even understated, claims.

A NOTE FOR EDITORS

Journalist trainers may want to use these topics to stimulate discussion around reporting on sustainable development issues. We suggest that you use the scenarios in the sections *Changing the Perspective*, *Bringing it Alive* and *The Story behind the Facts*.

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REPORTING ON: POVERTY ERADICATION AND GENDER EQUALITY

The information contained in this training material is designed to reflect the following proposed Sustainable Development Goals (SDGs), as agreed upon by the UN Open Working Group on SDGs in August 2014:

- Goal 1: End poverty in all its forms everywhere
- Goal 5: Achieve gender equality and empower all women and girls

THE CHALLENGE

The number of people worldwide described as extremely poor has fallen by 650 million in the last 30 years. Yet despite such apparent progress - the greatest in the history of humankind - more than one billion continue to face hunger and destitution. In Sub-Saharan Africa over 48 per cent of the population exists on less than 1.25 USD per day while in South Asia the figure is 31 per cent.

Economic growth is now recognised as a means to an end and not an end in itself. As developing countries grow their economies and lift millions out of poverty, some experience growing inequality and a widening gap between the have and have-nots.

Women account for 70 per cent of the world's working hours, yet earn 10 per cent of the world's income and half what men earn, leading to greater poverty, slower economic growth and a lower standard of living.¹ Countries need to improve and equalise opportunities for all citizens. This often means dismantling barriers to women's participation in economic, social and political life.

Poverty eradication is at the heart of the SDGs framework, with each goal aiming to contribute to this overarching objective. Elements of poverty eradication can therefore be found in all the other topics we covered.

- http://www.undp.org/content/undp/en/home/librarypage/results/fast_facts/poverty-reduction
- <http://www.worldbank.org/en/topic/poverty>
- <http://www.undp.org/content/undp/en/home/blog/2014/6/13/measuring-human-progress-in-the-21st-century/>

HOW IS IT REPORTED?

The media reports below are just a few examples of how journalists have reported issues related to poverty eradication and gender equality:

- **Economic empowerment for Solomons' women**

'A saving scheme for women in Gizo in Solomon Islands has been set up to help improve their economic status and eventually set up their own businesses'.

Read more: <http://www.radionz.co.nz/international/pacific-news/247370economic-empowerment-for-solomons-women>

- **Women's status disappointing in Nepal: INSEC**

'Although the world is observing the 104th International Women's Day today and rights activists are advocating the protection of the women's rights globally, the status of women in Nepal is not satisfactory.

'...Of the cases of violence against women reported in the country in 2013, most of them were related to the domestic violence, a report says.

'According to a report unveiled by the Informal Sector Service Centre (INSEC)...1,569 women became victims to domestic violence last year.'

Read more: <http://www.ekantipur.com/2014/03/08/top-story/womens-status-disappointing-in-nepal-insec/386415.html>

- **In Costa Rica, promoting responsible pineapple production**

'In a rural community in the north of Costa Rica, a woman affectionately called 'Blanquita' by her co-workers leads a planting team of the Fior Agroindustrias, a business dedicated to pineapple production...In addition to policies of zero discrimination and equal pay for men and women, her company also promotes formal education programs for its workers'.

Read more: <http://www.undp.org/content/rblac/en/home/ourwork/povertyreduction/successstories/costa-rica-apoyan-produccion-responsable-de-la-pina.html>

- **How a Senegalese flower grew into a huge US business**

'Senegal's Magatte Wade, a self-described serial entrepreneur, is convinced that Africa's future depends on its ability to develop a strong manufacturing sector'.

Read more: <http://www.bbc.co.uk/news/world-africa-16203093?>

1. The Guardian (2013) Is empowering women the answer to ending poverty in the developing world? Available at: <http://www.the-guardian.com/global-development-professionals-network/2013/mar/26>



PUTTING IT INTO CONTEXT

To make your stories of interest to your readers, viewers or listeners, always be on the look-out for topical, locally-focused angles. Of course, the situation will vary, depending on where you are. Your country or region may have a high proportion of people living in poverty or perhaps it has enjoyed rapid economic growth-related reductions in poverty recently, or both. What about attitudes towards women? Do you think these might contribute towards its socio-economic future?

Here are some points to explore:

- Does your government/regional authority officially measure levels of poverty? If so, does it do this by looking at who lives on 1.25 USD per day or less or does it use different criteria? Even if your country/region is relatively wealthy, do not disregard the question! Poverty is relative, and it is likely it will be calculated in some way or other.
- Is the position improving or getting worse? How do today's figures compare with those of, say, five years ago? If things are getting worse, what, if anything, is the government doing about it? If things are getting better, explore why that might be.
- What targets or commitments have your government set or made in relation to the SDGs? Are they keeping to them?
- What is the difference in poverty levels in rural and urban areas? Consider these in economic terms and also in how people live their lives. Is there an issue with depopulation in rural areas, with the young or a predominant gender moving from agricultural communities to towns? Is emigration abroad a factor?
- Does your government/regional authority have specific initiatives to combat rural and/or urban poverty? If so, how long have they been in place? Are they having any real impact on people's lives?
- What proportion of the workforce are women or girls? How does their pay compare with that of men or boys? What proportion of the female workforce are in managerial or supervisory roles? How does this compare to men?
- Is domestic violence against women and girls a particular problem in your country? Or is it swept under the carpet? Speak to health workers, social workers, women's pressure groups, religious leaders? Does the law protect them?

- What are your government's initiatives to make education inclusive for all? Are girls or other groups restricted from accessing education, or treated differently in schools?
- What is the legal position? Are there laws designed to combat poverty, such as a statutory minimum wage? What about employment equality (gender-based or otherwise) or laws to encourage social change?
- What about international and local charities and aid programmes operating in or from your country/region? What role do they play in alleviating problems caused by poverty? Are they focusing on your country specifically, or is their focus global, perhaps based on the SDGs? Are they effective?

CHANGING THE PERSPECTIVE

Many of the issues of poverty alleviation or eradication and gender equality are reported on a global platform, often by international agencies such as the UN. This can make the topics seem abstract and rather remote, and consequently of little interests to your readers, viewers or listeners.

Sometimes, an important story of international interest can help focus attention on a topic that may seem peripheral otherwise. Use this as a peg for your own topical stories.

Here are some possible examples:

- **The release of a major report on global poverty levels**

Examine the report for statistical information about your own country. Where is it placed in the league tables? How does it compare to neighbouring countries? Do you think the figures will shock your audiences or will they be agreeably surprised?

Examine the narrative of the report for information which may be directly or indirectly relevant to your own country. What are the explanations for countries' rises/falls in the tables? Is your country mentioned or are the reasons applicable to you? Can you expand upon them?

Were any of your politicians, businesspeople or other stakeholders involved in the compilation of the report?

- **International news stories on potentially controversial issues of gender inequality, such as access to education or forced marriage.**

Is the issue relevant in your country? It may require particularly sensitive or careful handling but do not use this as an excuse to avoid the subject. Is the position changing? What has brought about that change?



Consider the issue from different angles.

- **Case studies from countries which champion the role of women in business or politics and examples of international role models.**

Are there any particularly inspiring women in your country who are successful in business or public life? Would they make an interesting subject for an interview? Are they champions for women's causes?

BRINGING IT ALIVE!

Your readers, viewers or listeners will generally engage more readily with your stories if they have a human face or voice. It helps enliven the subject matter and make it more personally relevant. Here are some suggestions:

- Spend time in an impoverished community, perhaps with several different families. What sort of accommodation do they have? What is a typical meal? What jobs do they do or are they unemployed? What are their prospects? What do they see as the barriers to self-improvement? Ask them what they spend on food/shelter/transport/medicine, etc. each week/month.
- If the differences between rich and poor in your country are especially great, compare and contrast the life of a poor family with that of a middle class one in the same town. Inequality is a crucial component of the poverty issue.
- Interview three generations of women in one family grandmother, daughter, grand-daughter. How has life changed for women within those generations or has it remained the same or even got worse? Does the youngest have the same or different prospects from those of her grandmother at the same age?
- Find a local female entrepreneur who has been especially successful. How did she achieve this? How did she overcome barriers? Local chambers of commerce and business organisations may be able to help you identify someone suitable.

DEMYSTIFYING THE JARGON

Reporting on issues surrounding poverty in an informed - and informative - way requires some knowledge of basic terms as well as the ability to correctly interpret and analyse economic statistics. At the very least, you need to be able to write clearly about the subject to ensure your audience understands the points you are making. But steer clear of

excessively-complicated or overly-technical information.

Follow these links for helpful glossaries of information related to issues of poverty.

World Bank Poverty and Social Impact Analysis

<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/>

UNDP Gender and Poverty Reduction

http://www.undp.org/content/undp/en/home/ourwork/povertyreduction/focus_areas/focus_gender_and_poverty/

SPECIAL ISSUES

Your readers, viewers or listeners will generally engage more readily with your stories if they have a human face or voice. It helps enliven the subject matter and make it more personally relevant. Here are some suggestions:

One of the challenges for any journalist will be to define what poverty means. For example, what is understood by the term 'poverty' to the audience you are reaching? Alongside specialist opinion, try to create a balanced story on which the audiences can make their own judgements.

See our general advice on covering topics in the context of the SDGs:

-Asking the experts (see page 5)

THE STORY BEHIND THE FACTS

The more you know and understand about issues of poverty eradication and gender equality, the better equipped you will be to report on them. You will also feel more confident about holding interviewees to account, when applicable.

Politicians, in particular, tend to be circumspect or even evasive when asked about matters which may be politically uncomfortable, such as poverty or gender equality.

A press conference or media briefing should not just be a one-way street, with journalists merely accepting what information is fed to them. It is also a chance for you to question those at the top.

Here are some of the kind of angles which may be appropriate for you to explore:

- How does the government account for the growing gap between rich and poor in your country? What is it doing to address it?
- How many people continue to live in poverty (measured according to national or international criteria)? Does



this affect more women than men? What is the government doing to address it?

- What does the government spend on what might be considered luxuries or inessentials, compared to poverty alleviation - i.e. ceremonials, foreign fact-finding delegations, chauffeured- transport for ministers, etc?
- What is the government doing to ensure girls get the same access to education as boys?

Of course, your questions will depend on circumstances and what information you have been given. Just remember that sometimes, the best story is hidden beneath the official line and needs some careful digging!

INFORMATION SOURCES

Here are some other useful information sources for when you are preparing stories on poverty eradication and gender equality:

World Bank (<http://www.worldbank.org/en/topic/poverty>)

Sustainable Development Knowledge Platform (<http://sustainabledevelopment.un.org/index.php?menu=233>)

United Nations Population Fund (<http://www.unfpa.org/gender/>)

UN Women (<http://www.unwomen.org/>)

UNDP Multidimensional Poverty Index (<http://hdr.undp.org/en/content/multidimensional-poverty-index-mpi>)

UNDP Gender Development Index (<http://hdr.undp.org/en/content/gender-development-index-gdi>)

Millennium Development Goal Report 2014 (<http://www.un.org/millenniumgoals/2014%20MDG%20report/MDG%202014%20English%20web.pdf>)



REPORTING ON: FOOD SECURITY AND SUSTAINABLE AGRICULTURE

The information contained in this training material is designed to reflect the following proposed Sustainable Development Goals (SDGs), as agreed upon by the UN Open Working Group on SDGs in August 2014:

- Goal 2: End hunger, achieve food security and improved nutrition, and promote sustainable agriculture

THE CHALLENGE

Agriculture, forestry and fisheries can provide nutritious food for all and generate decent incomes. But the resources we depend upon are being rapidly degraded by climate change, habitat destruction and other factors. Many of those in rural areas can no longer make ends meet or produce enough food on their land, forcing them to migrate to cities in search of work.

The global food and agricultural system needs to change in order to nourish today's 925 million hungry people and the planet's additional two billion inhabitants expected by 2050.

Agriculture is the world's single largest employer, providing livelihoods for 40 per cent of the population. Around 500 million small farms provide up to 80 per cent of the food consumed in much of the developing world.

But productivity is relatively low in the least developed countries, mainly because of land degradation and the breakdown of traditional soil fertility systems. Often government support for sustainable agriculture is minimal. In recent years, many such countries have moved from net food exporters to subsidised imports from abroad.

Sustainable agriculture relies on ecological processes, biodiversity and cycles adapted to local conditions - combining tradition, innovation and science rather than the use of chemicals with adverse effects on populations and the environment.

Eradicating extreme poverty and hunger is one of the eight Millennium Development Goals (MDGs). The target under this goal specific to food and agriculture - to halve, between 1990 and 2015, the proportion of people who suffer from hunger - is expected to be almost met by 2015. However, millions of people across the world still experience hunger.

The SDGs therefore aim to go even further and end hunger through advancing sustainable agriculture to achieve food security. This issue is closely related to several of our other topics:

- Topic 3: Healthy Lives and Sustainable Living Environments for All
- Topic 5: Water and Sanitation for a Sustainable World
- Topic 6: Sustainable Economic Growth, Energy and Industrialisation
- Topic 7: Sustainable Consumption and Production
- Topic 8: Climate Change
- Topic 9: Marine Resources, Ecosystems and Biodiversity
- <http://www.un.org/en/sustainablefuture/food.asp>

HOW IS IT REPORTED

Here are some examples of how the media has reported issues of sustainable agriculture, food security and nutrition:

- [Is sustainable agriculture possible in the Sahel?](#)

'With drought conditions chronic in the Sahel, many farmers give up trying to grow crops and head to towns and cities to find work'.

'In Chad many go to the south or to Lake Chad where irrigation from the fast-shrinking lake is used to farm. But some agro-ecologists say governments, donors and farmers should not abandon agriculture in the Sahel, and despite being 'very difficult', with the right approaches, there is 'huge potential' in natural regeneration, traditional irrigation methods, and simple alternatives such as crop diversification'.

Read more: <http://www.irinnews.org/report/95258/is-sustainable-agriculture-possible-in-the-sahel>

- [Corporate stranglehold of farmland a risk to world food security, study says](#)

'Small farmers are being squeezed out as mega-farms and plantations gobble up their land. The world's food supplies are at risk because farmland is becoming rapidly concentrated in the hands of wealthy elites and corporations, a study has found.'

Read more: <http://www.theguardian.com/environment/2014/may/28/farmland-food-security-small-farmers>

- [MPs urge UK to eat less meat to help global food supplies](#)

'The UK population must be encouraged to eat less meat 'over time' in an effort to make the global food supply more



sustainable, MPs have said’.

‘The International Development Committee said increased growing of grain to feed cattle was reducing the resources for nourishing people’.

Read more: <http://www.bbc.co.uk/news/uk-politics-22756864>

PUTTING IT INTO CONTEXT

Agricultural issues affect everyone, but audiences will vary hugely in what feels most relevant to them, depending on local circumstances. While hunger and malnutrition continue to persist in poorer regions, obesity and increases in waste prevail in others. There are many different angles to explore. Here are some suggestions:

- What staple foods does your country or region grow itself? In what quantities? Does it also export any of these products and if so, how much? What does it import from abroad and how much (quantities and costs)? What is the trade deficit between imported and exported food? How do figures compare with those of, say, 10 years ago?
- If your country or region exports foodstuffs such as fruit or vegetables, is there any evidence that the better quality produce goes abroad? If so, what are the implications for local people?
- How will the SDGs pertaining to food and agriculture relate to your country or region?
- How many small farmers are there in your country/region? Are numbers increasing/declining? If there is notable change, what are the reasons?
- Is there rural depopulation? What are the implications for agricultural production? Are family farms still handed from generation to generation or are young people moving away to the cities?
- How many industrial-scale farms are there in your country/region? Are these locally or foreign-owned? How do numbers compare with 10 years ago? What are the reasons for change? Do they provide value-added production facilities, i.e. a jam factory alongside fruit growing? What happens to the profits of these companies? Is there local reinvestment?
- Are small farmers hampered by poverty or poor infrastructure, such as transport or storage facilities? How many have access to electricity or adequate water

supplies? Is government financial support available? Do small farmers have help in marketing their products? What about technical support and advice - is this available to help them improve production quality and quantities? Are there any active groups lobbying for change?

- Is malnutrition a problem in your country/region? What are the instances of diseases caused by poor diet? Are numbers declining or rising?
- What about soil fertility and desertification? Is this improving or getting worse? Why? What impact does this have on local food production?

CHANGING THE PERSPECTIVE

An international news report on a food-related issue in a place far from your own can often seem too remote to be locally relevant. But use such reports as opportunities and ‘hooks’ for your own stories, altering the angle or perspective to make them interesting and pertinent to your readers, viewers or listeners. Major international news items can also raise awareness of topics which otherwise might seem peripheral. Again, this can create a more receptive audience for locally-focused stories.

Here are some possible examples:

- **Reports of famine or malnutrition because of crop failure, natural disasters or war**

Look at the causes. Are there any parallels with your own country or region?

If crop failure is caused by disease, could this occur locally?

If famine is because of climate change, what effects are, for example, extreme weather events having on food production in your locality?

Does your country have a problem with malnutrition? Why? Is anything being done to combat it? Bear in mind that malnutrition can affect those in rich as well as poor countries.

- **Reports about adverse effects from the use of certain agro-chemicals such as types of pesticides, perhaps causing death or disease**

Are these chemicals used in crop production in your country? Have there been any negative issues? Can this be linked to increases in more sustainable practices like



organic food production?

- Case studies about improved farming practices elsewhere - increased production, sustainable agriculture systems, creation of farming support groups

Could any of these ideas apply to your country or region's small farmers?

BRINGING IT ALIVE

Your story will better resonate with your target audience if it is personalised. A human face makes the subject less abstract and more interesting. Some of these ideas may work for you:

- Interview several small-scale farmers. What do they grow? Is this just for their families or do they produce enough to sell? If not, what would enable them to do so? Can they make a living from their farms? What barriers do they face? What support do they get from the government or others? Are they affected by changing weather patterns? Are their soils as productive as 20 years ago?
- Find a small-scale farmer whose business has been adversely affected by industrial-scale farming. What has been the impact on his/her production and/or sales?
- Find a small farmer whose business has benefited from the creation of local value-added production facilities, i.e. increased demand for his/her products or enabling them to sell higher value products. Has increased turnover enabled him/her to invest in their business? In what way?
- Interview local farmers, farming co-operatives, university and other agricultural experts to get their reactions to potential innovation in improved farming practices
- Interview people who have been forced from countryside to town to find alternative jobs to agriculture. How do their lives now compare? What circumstances would have enabled them to remain?
- Discover if your country's/region's universities and technical colleges are researching the development of sustainable agricultural practices. Interview the individuals undertaking the research programmes.
- Interview doctors/health workers about the incidence of diseases caused by malnutrition. Are these rising or

falling? What improvements do they think are needed?

DEMYSTIFYING THE JARGON

You need to be able to communicate technical terms and translate jargon in order to write your stories in a way your readers, viewers and listeners will understand.

These links to glossaries of information about sustainable agriculture should help you:

USDA Sustainable Agriculture: Definition and Terms -<http://www.nal.usda.gov/afsic/pubs/terms/srb9902terms.shtml>

Nourish Glossary - <http://www.nourishlife.org/learn/glossary>

Biovision, Millennium Institute, Glossary on "Sustainable agriculture, food security and nutrition" -http://www.biovision.ch/fileadmin/pdf/sdgs/Glossary_AgriFSNutrition_BV-MI_16062014.pdf

SPECIAL ISSUES

Issues of sustainability are likely to provoke strong feelings among those you interview. It will be a matter of judgement for you as to how much you need to clarify the distinction between fact and opinion. It will partly depend on the status of the individual and whether you think they may have a hidden agenda or political reasons for asserting a particular standpoint.

See our general advice on covering topics in the context of the SDGs:

- [Asking the experts \(see page 5\)](#)

THE STORY BEHIND THE FACTS

The more you understand issues of sustainable agriculture, the better placed you will be to ask interviewees pertinent and searching questions.

Do not just accept official information, such as that in press releases, at face value. Check it out for yourself if possible. Do some homework before attending press conferences. Ideally, you want to be able to get behind any public relations or propagandist messages and probe the subject in greater depth.

Imagine your government's minister of industry is making an announcement at a press conference. This is about a major foreign direct investment in a chemical plant on the outskirts of your city. The new factory occupies a large site



and will create hundreds of much-needed jobs, so the government wants to present it as a 'good news' story.

But what about the implications for local farmers? Here are some questions that could be relevant:

- Is the site for the factory currently being farmed? What is being grown? How many farmers are affected? How are they being compensated? Are they being offered alternative land to grow their crops or look after their livestock?
- What will happen to chemical waste from the factory? Where will it be stored? What are the implications for local water courses? Is this water used for agricultural irrigation?
- Are the chemicals safe? Evidence suggests similar plants elsewhere in the world have polluted the local soil, adversely affecting the health of those who live off the land nearby.
- Will people who currently work in farming be encouraged to work at the factory, taking skilled people away from agriculture?

Your questions, of course, will depend upon circumstances and what information you have been given or told. Just remember that the best story is often hidden!

INFORMATION SOURCES

Here are some other useful information sources for when you are preparing stories on sustainable agriculture.

United Nations Food and Agriculture Organisation (<http://www.fao.org/home/en/>)

United Nations Conference on Trade and Development (http://unctad.org/en/Docs/presspb20116_en.pdf)

United Nations Sustainable Development Knowledge Platform (<http://sustainabledevelopment.un.org/index.php?menu=258>)

International Fund for Agricultural Development (<http://www.ifad.org/>)

Oxfam (<http://www.oxfam.org/en/countries/agriculture>)



REPORTING ON: HEALTHY LIVES AND SUSTAINABLE LIVING ENVIRONMENTS FOR ALL

The information contained in this training material is designed to reflect the following proposed Sustainable Development Goals (SDGs), as agreed upon by the UN Open Working Group on SDGs in August 2014:

- Goal 3: Ensure healthy lives and promote well-being for all at all ages
- Goal 11: Make cities and human settlements inclusive, safe, resilient and sustainable

THE CHALLENGE

Half of humanity - 3.5 billion people - lives in cities. By 2030, almost 60 per cent of the world's population will live in urban areas, and 95 per cent of urban expansion will be in the developing world.

The world's cities occupy just two per cent of land but consume 60-80 per cent of energy and account for 75 per cent of carbon emissions. Rapid urbanisation puts pressure on supplies of fresh water, sewage systems, the living environment and public health. For example, 828 million people live in slums and numbers are rising.

However, cities are also hubs for ideas, commerce, culture, science, productivity, social development and other advantages. The challenge is to enable them to thrive and grow while improving the use of resources, reducing pollution and poverty, and providing those who live in them with access to jobs, housing, basic services and other facilities.

Both built and natural environments have a direct impact on public health, and health and development are intimately connected. Both insufficient development which results in poverty, and inappropriate development which leads to over-consumption - along with an expanding global population - can result in severe health problems in countries at all levels of development.

The Millennium Development Goals (MDGs) place a strong emphasis on health, with three of the eight goals focusing on health-related issues. In this respect, significant gains have been made in a number of countries on maternal

health, reducing child mortality and combatting specific diseases. The SDGs aim to build upon these foundations, striving to help tackle health-related issues wherever people live, in rural communities away from expertise and support, or in large cities where people gather in their millions, in both developed and developing countries.

See also our topics on:

- Topic 2: Food Security and Sustainable Agriculture
- Topic 4: Education and Lifelong Learning
- Topic 5: Water and Sanitation for a Sustainable World
- Topic 7: Sustainable Consumption and Production
- Topic 10: Peaceful and Inclusive Societies, Means of Implementation and Global Partnership
- <http://sustainabledevelopment.un.org/index.php?menu=221>

HOW IS IT REPORTED

Here are a few examples of the many ways in which the media reports issues related to sustainable cities, health and population dynamics.

- [Sustainable Cities: 'Can Improve Lives and Build a Healthier Planet'](#)

'It may seem counterintuitive in a world where giant urban concentrations of billions of people are snagged in traffic congestion and endless sprawl, but cities may well be the smartest way to both make our use of the planet sustainable and raise prosperity.'

Read more: <http://newswatch.nationalgeographic.com/2012/06/22/sustainable-cities-can-improve-lives-and-build-a-healthier-planet>

- [Fertility rates fall, but global population explosion goes on](#)

'Population will rise most rapidly in places least able to handle it: developing nations where hunger, political instability and environmental degradation are already pervasive. The African continent is expected to double in population by the middle of this century, adding 1 billion people despite the ravages of AIDS and malnutrition.'

Read more: <http://www.latimes.com/world/population/la-fg-population-matters1-20120722.html>



- **Tackling climate change: Copenhagen's sustainable city design**

'Visualise the world in 2050: convex streets that collect water from super-storms and pocket parks that absorb heat and can be turned into reservoirs. Welcome to Copenhagen, where planners are preparing the city for the effects of climate change several generations from now.'

Read more: <http://www.theguardian.com/sustainable-business/tackling-climate-change-copenhagen-sustainable-city-design>

- **Digitising maps of malaria hotspots to save lives**

'[Until recently] it was difficult to access information about the locations of Africa's malarial hotspots or how they are influenced by the weather there... But now, thanks to a digitised malaria mapping database that brings together all available malaria data, the disease no longer has the 'blind killer' status of past decades.'

Read more: <http://www.scidev.net/global/malaria/feature/digitising-maps-malaria-hotspots.html#sthash.15mCbc62.dpuf>

PUTTING IT INTO CONTEXT

Whether you live in a city, town or rural area, wherever in the world, the key with these topics to find angles that make the story relevant to your target audience. The news stories cited above are included to help you better understand the issues and see examples of different ways of reporting them.

Here are some points to explore:

- What is the population of your country, or its major cities? What was it 10, 20, 50 years ago? What is it projected to be in 10, 20, 50 years time? What are the reasons for growth/decline?
- What about demographics? What are the proportions of young people, the elderly, within your country/city populations? Are these figures growing or declining? What impact does this have on provision of services, such as schools or hospitals/availability of jobs?
- Does your government/local authority have particular initiatives in place to help deal with population growth or decline and/or imbalances in population demographics? If not, find out why not. If so, find out if these initiatives are effective or not.

- Does your government/local authority have particular initiatives in place to help improve healthcare or wellbeing, or deal with prevalent diseases/health issues? If not, find out why not. If so, find out if these initiatives are effective or not.
- How do the proposed or eventual SDG targets adopted in your region relate to population changes or health issues on the ground?
- Are people moving in large numbers from rural to urban areas in search of work? What impact does de-population have on the countryside? What health and other pressures are created by increased city populations? Does international emigration/immigration play a part in population decline/growth?
- What about birth control? What is the average number of children per family in rural areas? What is it in towns and cities? How do figures compare to 20 years ago? Are they rising or falling or remaining the same? Why do you think this is? Does the government encourage birth control by, say, providing free contraception? Has this had an impact on family size?
- Take a critical look at the city or town where you live. Does it have slums? What percentage of the population lives in them? How does this environment affect their health/education/employment opportunities? Are there state-funded or charitable slum improvement programmes? What impact are these having?
- How forward-thinking is your town's/city's authority? Are there programmes or initiatives to help cope with the impact of population growth, or to prevent health issues by encouraging healthy lifestyles through city planning and health initiatives? Is there innovative use of new technologies?

CHANGING THE PERSPECTIVE

Much of the reporting on issues of population growth or healthcare tends to take a global perspective. This can make the subject seem remote and of little direct interest to your readers, viewers or listeners. Try to find an angle that enables your target audiences to relate to it and to understand the potential impact on their own lives. Commentary on a city on the other side of the world may not inspire them - but an interesting and thought-provoking item about somewhere familiar to them should prompt a very different reaction.



Here are some possible examples of international reporting where you might be able to develop your own, more local, angle:

- **The issue of a major report on population dynamics or disease prevalence/healthcare quality by an international or national non-governmental organisation or charity**

Examine the report for anything relating specifically to your country or region. The report's summary or accompanying press release may not mention your country or region but your job is to comb the report itself for anything relevant

Look carefully at national/regional league tables. How do you compare to your neighbours? Is your country following demographic trends or is it bucking them? What are the reasons?

What are the report's main issues? Is there a local dimension you can explore?

Were specialists from your country's universities or technical institutions involved in compiling the report? What expertise did they add?

How do the findings relate to the proposed SDGs or specific targets for your country or other countries in the region?

- **International news reports on specific examples of slum clearance programmes, innovative and/or technologically-inspired urban developments such as traffic congestion management schemes, instances of major social unrest caused by migration to and from urban areas.**

Do any of these resonate with your own country or region? Can you cite good practice elsewhere as a local possibility? Or do you face the same issues which have caused problems in other places.

BRINGING IT ALIVE

Human interest and giving your story a personal dimension usually makes it more interesting to your audiences. Here are some suggestions which may be relevant:

- Interview your city's urban planning experts (perhaps based in universities or within a government department). What is their ideal vision for your city in 2050? How might that vision be achieved? What changes are needed to create a sustainable, healthy

environment? Are they financially viable?

- Investigate if any pressure groups are lobbying for change necessitated by rapid urbanisation and/or population growth - new schools, road building programmes, housing developments, etc. How do these groups interact with the authorities? Are they successful? If there are several groups, is there an overarching strategy or a piecemeal approach?
- Spend time with a poor family living in slum conditions. How much living space do they have? What services - water, electricity, gas - do they have? How much do they pay for their housing? How far do they travel to work? If they have moved into the city from a rural area, are their living conditions better or worse? What attracted them to the city?
- Interview businesses which employ large numbers of low-paid workers. Do the workers' living conditions impact on their efficiency? Are those living in poor conditions more likely to take time off for health reasons?
- Speak to health workers involved in birth control. Are large families a problem? Is there resistance to birth control? What public information campaigns are there? Are these effective? If not, why not? What improvements do they suggest?
- Speak to families affected by a preventable disease or undergoing treatment. How does it affect their daily lives or work opportunities? What do they think of national and/or international healthcare provided to them?

DEMYSTIFYING THE JARGON

You must fully comprehend the issues you are writing about in order to communicate effectively with your readers, viewers and listeners.

These links to glossaries of information related to population, cities and health may help you.

ICLEI Resilient Cities Series - <http://resilient-cities.iclei.org/resilient-cities-hub-site/resilience-resource-point/>

Glossary for World Cities - <http://www.sln.org.uk/Geography/Documents/Glossaries/Glossary%20for%20World%20Cities.doc>

UNDESA World Population Prospects: The 2012 Revision - <http://esa.un.org/unpd/wpp/Documentation/glossary.htm>

WHO Health Topics - <http://www.who.int/topics/en/>



SPECIAL ISSUES

Reporting things accurately and objectively is every good journalist's goal. With health statistics be aware that there are many variables (age groups, geographic regions, lifestyles) which can make the true story difficult to spot. For example, when making comparisons between different parts of the world try to ensure you are comparing like for like.

See our general advice on covering topics in the context of the SDGs:

- Asking the experts (see page 5)

THE STORY BEHIND THE FACTS

The more you know about your topic, the better placed you will be to report effectively on related issues. You will also feel more confident about holding interviewees to account, knowing that they are less likely to succeed in misleading you, if that is their intention. An enhanced knowledge will also enable you to explore less obvious angles.

What other angles might you explore? Here are some possibilities:

- How many people will lose their homes as a result of the development?
- Where and how will they be housed?
- What are current levels of air and noise pollution? What will they be once the airport is operational?
- Will the airport operate at night? What health impact will this have on those living nearby?
- How many construction workers will be employed in developing the airport? Where will they come from? Where will they live? Will this create additional pressures for the city's infrastructure?
- How will the seasonal increases in population resulting from tourism impact on the city as a whole? What other infrastructure will need to be created to cope with this?
- How does this fit with national carbon emissions reduction targets?

This is just a hypothetical example, and of course your questions will depend on circumstances and what other information you have been given. Just remember that sometimes the best story comes from what you are not told, not the public relations message!

INFORMATION SOURCES

Here are some other useful information sources for when you are preparing stories on healthy, sustainable cities and communities and issues about population.

United Nations (<http://www.un.org/en/sustainablefuture/cities.asp>)

Sustainable Cities (<http://www.sustainablecitiesasia.com/>)

UN-Habitat - United Nations Human Settlements Programme (<http://unhabitat.org/>)

ICLEI - Local Governments for Sustainability (<http://www.iclei.org/>)

United Nations Population Fund (www.unfpa.org)

World Health Organisation (www.who.int)

International Health Partnership (<http://www.internationalhealthpartnership.net/en/>)



REPORTING ON: EDUCATION AND LIFELONG LEARNING

The information contained in this training material is designed to reflect the following proposed Sustainable Development Goals (SDGs), as agreed upon by the UN Open Working Group on SDGs in August 2014:

- Goal 4: Ensure inclusive and equitable quality education and promote life-long learning opportunities for all

THE CHALLENGE

Over 543 million students were enrolled in secondary schools worldwide in 2010 - up by almost 100 million in just 10 years - something owing much to the specific Millennium Development Goal (MDG) on education. Yet millions of children do not attend school at all; about three quarters of them are in South Asia or Sub-Saharan Africa. Studies show that providing all children with quality basic education could boost annual economic growth by two per cent in low-income countries. Over 170 million people could be lifted out of poverty if all students in poor countries had basic reading skills.

Increased primary school attendance is placing greater pressure on governments in developing countries to meet a growing demand for secondary school places. Two million more teachers are needed worldwide, with poorer countries requiring almost four million new classrooms to accommodate those not at school.

Globally 775 million adults, including almost 500 million women, are illiterate. Adult learning counts more than ever in a globalised, fast-changing world, empowering adults by giving them skills and knowledge and contributing towards poverty reduction, improved health and promoting sustainable environmental practices. Over 543 million students were enrolled in secondary schools worldwide in 2010 - up by almost 100 million in just 10 years - something owing much to the specific Millennium Development Goal (MDG) on education. Yet millions of children do not attend school at all; about three quarters of them are in South Asia or Sub-Saharan Africa. Studies show that providing all children with quality basic education could boost annual economic growth by two per cent in low-income countries. Over 170 million people could be lifted out of poverty if all students in poor countries had basic reading skills.

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Globally 775 million adults, including almost 500 million women, are illiterate. Adult learning counts more than ever in a globalised, fast-changing world, empowering adults by giving them skills and knowledge and contributing towards poverty reduction, improved health and promoting sustainable environmental practices.

See our related topics:

- Topic 1: Poverty Eradication and Gender Equality
- Topic 6: Sustainable Economic Growth, Energy and Industrialisation
- Topic 7: Sustainable Consumption and Production
- <http://www.theguardian.com/global-development/poverty-matters/2011/oct/25/developing-countries-secondary-education-challenge>
- <http://unesdoc.unesco.org/images/0018/001864/186431e.pdf>

HOW IS IT REPORTED?

Here are a few examples of how the media has reported on issues related to education and lifelong learning:

- [Educating the world: how to get pupils in developing countries to learn](#)

‘Getting children into school is only part of the education battle. We must also ensure they learn once they are there’.

Read more: <http://www.theguardian.com/global-development/poverty-matters/2013/sep/26/educating-world-children-developing-countries>

- [Absence of Text Books, Qualified Teachers Hamper Education Sector](#)

‘The Superintendent of the Monrovia Consolidated School System (MCSS), Mr Benjamin Jacob, has disclosed that the lack of textbooks and qualified teachers were serious challenges of the educational sector in the country’.

Read more: <http://liberianobserver.com/education/%E2%80%98absence-text-books-qualified-teachers-hamper-education-sector%E2%80%99>



- **Another report on the failing schools syndrome**

‘The script has become quite familiar and rather expected. It would be an understatement to say all is not well with Jamaica’s education system... According to Educate Jamaica - a leading think tank - 75 per cent of all the secondary schools in Jamaica are underperforming.’

Read more: http://www.jamaicaobserver.com/columns/Another-report-on-the-failing-schools-syndrome_16903510

PUTTING IT INTO CONTEXT

Two of the above examples cite problems in particular countries, while the article in The Guardian takes a global look at the issue. Your role is to find topical angles which will make the subjects of education and lifelong learning of interest - and relevance - to your readers, viewers or listeners. The challenges will vary from country to country, region to region. Do not assume they are limited to poorer countries; richer nations face their own, albeit different, problems.

Here are some points to explore:

- Find out the fundamentals first. How many children are at school in your country? Primary? Secondary? Tertiary? What age groups are affected? Are attendance numbers rising or falling? Why? What is the government/local authority doing to address any problems?
- What has the government been aiming for, or committed to, on this subject for the MDGs? Has it already made public its position on education for the SDGs?
- How many schools are government-funded? How many are privately-funded and/or require a parental contribution? Is lack of money - either government or familial - leading to children’s exclusion from school? If so, are there any initiatives to tackle this? Does lack of money inhibit the range of subjects taught?
- What is your country’s annual education budget? What does this cover? How much does it mean per child? Are there scholarship schemes or bursaries for bright children from poorer families? If so, who provides these?
- Is there a problem with truancy? If so, why? What is being done to address it?
- How do academic standards compare to neighbouring countries/internationally? Your state education department should be able to answer these questions.

Are standards measured objectively?

- Is there a significant difference between girls’ and boys’ school attendance? If so, why? Is age a factor? Is it more of an issue with poorer families?
- Compare potential differences in attendance patterns/academic standards between urban and rural schools. Is travelling time/distance a factor?
- Are there enough teachers? Are they trained in the right subjects or is there an over-supply in some subjects and under-supply in others? Are there differences between urban and rural schools and/or in different areas? Are teachers trained in-country or abroad? Are levels of pay good enough to attract the best? Are any shortages being addressed?
- What about literacy levels? Are there regional differences? Are levels improving/getting worse? Why? Do employers have a problem recruiting literate/numerate staff? If so, what is the government doing to tackle it?
- What proportion of the population complete higher education courses? Is there a difference between levels of male and female enrolment? How is university access affected by social class? Are there any government schemes in place to address imbalances in these regards? How does university education affect job prospects and the national economy more broadly speaking?
- Are adult educational programmes/classes readily available? If so, in what subjects? Who provides them? Do employers offer apprenticeship

CHANGING THE PERSPECTIVE

International news on educational issues can seem too abstract or geographically remote to be of interest to your readers, viewers or listeners. Your job is to make that news relevant to them and stimulate interest in the subject. You can do so by looking at the issue from your own national or regional perspective, rather than a global one. Sometimes, the very fact that a subject is international news can raise its profile sufficiently to make your audiences more receptive to a story about the local position.

Here are some possible examples:

- **The publication of a global report on education standards by an international non-governmental organisation or charity**



Examine the report for any tabular and/or narrative information on your country's position in league tables or international rankings

Look for names of authors/contributors to the report. Are there any experts from your country/region?

What are the main issues the report is raising? Can you give them a local dimension? This might either support or dispute the report's findings. Use the report as a peg for your story.

- Reports of major donor aid programmes and other charitable initiatives in other countries, aimed to boost education provision/standards. Or, government-led initiatives related to the MDGs and other international policies or forthcoming initiatives such as the SDGs.

Are there any educationally-focused programmes and initiatives currently underway in your country? If so, what have they achieved? If not, are there any planned? Are there any groups lobbying for change? Can those in other countries be applied to your country's situation? If not, why not?

BRINGING IT ALIVE

Human interest will always enliven your story and encourage your readers, listeners and viewers to engage more fully with the content. Some of these ideas might be appropriate for you:

- Spend a day in a school in a rural area. Write a profile about the head teacher. What issues does he/she face in a typical day? Are there problems with rising/falling numbers? Are there enough text books? What is the dropout rate? Does poverty play a part in this? How might this be overcome?
- Interview one or more multi-generational families. How do they think the education of the oldest members compares with that of the youngest? Better, worse, or about the same? Do the junior family members have more or fewer opportunities than their grandparents?
- Identify a local personality, maybe a well-known business-person or politician or another individual with a high public profile. Ask them about their education and how it has contributed to their success. Are they involved in any campaigns to increase/improve education access/quality?
- Find examples of vocational classes or other adult learning taking place in your area. Interview the participants. What have they learned? How does it help

them in their everyday lives?

DEMYSTIFYING THE JARGON

Uses of terminology will vary across the world and most terms related to education and lifelong learning are reasonably easily understood. However, you may find these links to glossaries of information useful:

UNESCO Glossary - <http://glossary.uis.unesco.org/glossary/en/term/2217/en>

Europass Glossary - <http://europass.cedefop.europa.eu/en/glossary-sources>

SPECIAL ISSUES

Education can be an emotive subject. Feelings can run high. Bear in mind that educational orthodoxies change over time, and also that education is big business in many parts of the world. This might help you to be alert to hidden agendas on the part of someone you are interviewing.

See our general advice on covering topics in the context of the SDGs:

- Asking the experts (see page 5)

THE STORY BEHIND THE FACTS

The more you know and understand about education and lifelong learning issues in your country, including government policies and commitments related to the MDGs and the successor SDGs, the better equipped you will be to report on the subject and hold interviewees to account.

You will also be more likely to spot 'hidden' stories, arising from what the officials do not tell you, rather than what they do.

Here is an example:

Imagine your government is building a brand new primary school for 100 children in a remote village. A local entrepreneur has contributed towards the cost. He/she and a government minister announce the plans at a press conference. The speeches and accompanying press release will give you plenty of information for your story. But are there other questions you should be asking? Other angles you might explore could include:



- Why was this particular village chosen when there are many others needing the same facilities?
- Will the school be able to recruit the right teachers in such a remote location?
- Will the entrepreneur have a role in determining school policy?
- What will happen to pupils on reaching secondary school age?
- Is the minister confident parents will allow their children to attend school, especially if it means loss of agricultural or other labour?

Your questions, of course, will depend on what other information you have been given and on local circumstances. But do not simply accept everything you are told without further questions.

INFORMATION SOURCES

Here are some other useful information sources for when you are preparing stories on education and lifelong learning.

United Nations Educational, Scientific and Cultural Organization Education for the 21st Century (<http://en.unesco.org/themes/education-21st-century>)

United Nations Educational, Scientific and Cultural Organization Institute for Lifelong Learning (<http://www.uil.unesco.org>)

Global Education First Initiative (<http://www.globaleducationfirst.org/1507.htm>)

United Nations (<http://www.un.org/en/globalissues/children/pdf/educationfirst-facts.pdf>)

United Nations Sustainable Development Knowledge Platform (<http://sustainabledevelopment.un.org/index.php?menu=218>)

United Nations Children's Fund (http://www.unicef.org/education/bege_61625.html)



REPORTING ON: WATER AND SANITATION FOR A SUSTAINABLE WORLD

The information contained in this training material is designed to reflect the following proposed Sustainable Development Goals (SDGs), as agreed upon by the UN Open Working Group on SDGs in August 2014:

- Goal 6: Ensure availability and sustainable management of water and sanitation for all

More than half the world's population - about four billion people - have piped water connected to their homes. Since 1990 around two billion people have gained access to better sanitation and a similar number to an improved water source, according to data from the World Health Organisation (WHO) and UN Children's Fund (UNICEF), something likely to have been helped by a target on access to water and basic sanitation under the Millennium Development Goal (MDG) on environmental sustainability.

But experts believe that such improvements mask inequalities in access to clean drinking water and sanitation. For example, the number of people without adequate sanitation in towns and cities has actually increased, as environmental gains have failed to keep pace with urban population growth.

The global gains also hide the inequalities persisting between rich and poor, urban and rural communities, and regions and countries.

Dirty water remains the leading cause of death and ill health through water-borne diseases such as cholera, diarrhoea and typhoid.

The SDGs aim to focus governments and Non-Governmental Organizations (NGOs) on the sustainability issues around water and sanitation, and the implications for healthy and harmonious societies. This links closely to some of our other fact sheets:

- Topic 2: Food Security and Sustainable Agriculture and food security
- Topic 3: Healthy Lives and Sustainable Living Environments for All
- Topic 6: Sustainable Economic Growth, Energy and Industrialisation
- Topic 8: Climate change
- Topic 10: Peaceful and Inclusive Societies, and Global

Partnerships: Trade, Finance and Capacity Building

- <http://www.irinnews.org/report/100059/wash-gains-mask-growing-inequalities>

HOW IS IT REPORTED?

Here are just some examples of the many ways in which the media reports issues related to water and sanitation:

- **Shortages: Water supplies in crisis**

'Over the past 40 years the world's population has doubled. Our use of water has quadrupled. Yet the amount of water on the Earth has stayed the same.'

Read more: <http://www.bbc.co.uk/news/science-environment-18353963>

- **Why global water shortages pose threat of terror and war**

'From California to the Middle East, huge areas of the world are drying up and a billion people have no access to safe drinking water. US intelligence is warning of the dangers of shrinking resources and experts say the world is 'standing on a precipice''.

Read more: <http://www.theguardian.com/environment/2014/feb/09/global-water-shortages-threat-terror-war>

- **Sanitation for all 'a rapidly receding goal'**

'World leaders...discussed plans to expand sustainable access for water, sanitation and hygiene, focusing in particular on how to reach those in remote rural areas and slums where development projects have been slow to penetrate'.

Read more: <http://www.ipsnews.net/2014/04/sanitation-rapidly-receding-goal>

PUTTING IT INTO CONTEXT

Wherever you live or work in the world, it should not be too difficult to find a topical angle that is relevant to your readers, viewers or listeners. Some nations and regions face problems of resource shortages, perhaps because of climate change, irregular weather patterns or poor infrastructure. Others, especially rich ones, have to contend with over-consumption and increases in waste.

Here are some points to explore:

- What is the current situation in your country/region? If water is short, what is the government doing to tackle the situation? Is the problem getting better or worse?



Does population growth play a role?

- Are there ongoing improvements to water infrastructure? If not, why not? If so, how and where are they making a difference?
- Where does the water supply come from? What, if any, are the political, environmental, commercial and economic implications?
- Does anyone lack access to water today? If so, how many?
- What about farming and agriculture? Are farmers' supplies sufficient for their production purposes? If not, might this lead to food shortages? How do they tackle irrigation?
- Are water resources used to produce electricity? What are the implications of hydroelectric infrastructure such as dams on watersheds? Do they cause flooding, affect drinking water supplies, biodiversity etc?
- Do those living in rural areas or poor urban communities have access to piped water? What proportion of the population in each case? Is money an issue?
- What about crime? Is there a problem with illegal extraction of water from public supplies? What about deliberate contamination or that arising from negligence from the likes of industry?
- Is there a marked difference between water access and use in rich and poor households in urban areas? Can you draw a contrast between those without enough water and those who waste it?
- What is the incidence of water-borne diseases in your country/region? What are the death rates? Is the situation improving or getting worse? Are there preventative public health programmes in place?
- What laws have been passed to protect water quality? How are they enforced?
- How have the MDGs and other international initiatives related to your country's plans for water provision. How will they be impacted by the SDGs into the future?

CHANGING THE PERSPECTIVE

International news on water or sanitation issues may seem too remote to be of interest to your audiences. But why not change the perspective and angle it to make it relevant to them? A major international story can often focus attention on a topic that might otherwise seem peripheral. Use this enhanced public interest as an opportunity to create your own stories.

Here are some possible examples:

- **The release of official information on water and/or sanitation by an international or national non-governmental organisation or charity**
Examine the report for anything specifically relevant to your country/region
Examine the report for evidence of participation by your country/region's politicians, experts or officials
Look at the main issues. Can you give them a local dimension?
- **International news reports on famine in a drought-stricken region**
Is climate change affecting your country/region's water supplies?
Are water shortages (or excesses) impacting on agricultural production?
- **International news reports on dam construction, valley flooding schemes, desalination projects, etc.**
What is your country or region's system of mass water retention?
Have communities been displaced as a result?
- **Reports of scientific and technological advancements in water treatment and the provision of sanitation**
Are there pioneers of similar technologies working in your country/region?
Do your universities have related research programmes?

BRING IT ALIVE!

Putting a human face on your story and giving it a personal dimension will often make it more interesting to your audiences. Some of these ideas may be appropriate for you:

- Spend a day with a family without a piped water supply. Who fetches the water and from where? Is the supply always reliable? What is the impact on domestic life? Roughly how much water do they consume in a day? What do they pay?
- Find a household with new access to a piped supply and/or improved sanitation. How has this changed lives? What brought about the improvements? What do they pay?
- Spend time with a commercial farmer. How much water does he/she use? What does he/she grow and when? Is



his/her business affected by variable rainfall? If so, how does he/she compensate for this?

- Interview those running a clinic or hospital where they treat adults and/or children with water-borne diseases. What are their views on the public health programme? What, if any, improvements are needed?

DEMYSTIFYING THE JARGON

Present technical or scientific information in a digestible way. Avoid too much, or excessively complex, detail or jargon. You want your audience to understand and engage with your subject.

That means, of course, that you need to fully comprehend what you are writing or talking about.

Follow these links for glossaries of information related to water and sanitation issues.

Euro-Mediterranean Information System on know-how in the Water sector - <http://www.emwis.net/thematicdirs/glossaries>

Ryan's Well Foundation Glossary of Water and Sanitation terms - <https://www.ryanswell.ca/media/3669/glossary.pdf>

UN-Water Decade Programme on Advocacy and Communication (UNW-DPAC) Glossary on the Human Right to Water and Sanitation - http://www.un.org/waterforlifedecade/pdf/hrw_glossary_eng.pdf

SPECIAL ISSUES

You may need to define what are acceptable standards of sanitation for your audience. Your viewer, reader or listener may be making assumptions about what is 'enough water'. Any expert you interview may be referring to different issues which could cause confusion within the story.

See our general advice on covering topics in the context of the SDGs:

-Asking the experts (see page 5)

THE STORY BEHIND THE FACTS

Expanding your knowledge of issues related to water and sanitation will help you to better hold interviewees to account.

Imagine that your national environment minister has announced at a press conference that the government is bringing piped water to a particular isolated community. His/her announcement includes details about costs, who will be affected, when the scheme will be operational, etc.

Your colleagues from other media will all have the same story. You can choose whether or not you limit your story to the official information. Here are some other angles you might explore with the minister, if appropriate:

- How many people/communities remain without piped water?
- Why was this particular community chosen?
- How does the country's spending on water and sanitation compare with its defence budget?
- What are your national infant mortality rates from water-borne diseases?

Of course, your questions will depend on what official information you have been given and on local circumstances. But the 'best' story often comes from what you have *not* been told!

INFORMATION SOURCES

Here are some other useful information sources for when you are preparing stories on water and sanitation:

United Nations Water (<http://www.unwater.org/>)

United Nations Sustainable Development Knowledge Platform (<http://sustainabledevelopment.un.org/index.php?menu=220>)

Stockholm International Water Institute (<http://www.siwi.org/>)

Global Water Partnership (<http://www.gwp.org/>)

World Health Organization (http://www.who.int/water_sanitation_health/en/)

United Nations Children's Fund (<http://www.unicef.org/wash/>)

United Nations Refugee Agency (<http://www.unhcr.org/pages/49c3646cef.html>)

United Nations Environment Program (<http://www.unep.org/themes/Freshwater/index.asp>)



REPORTING ON: SUSTAINABLE ECONOMIC GROWTH, ENERGY AND INDUSTRIALISATION

The information contained in this training material is designed to reflect the following proposed Sustainable Development Goals (SDGs), as agreed upon by the UN Open Working Group on SDGs in August 2014:

- Goal 7: Ensure access to affordable, reliable, sustainable, and modern energy for all
- Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
- Goal 9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

THE CHALLENGE

Many contend that economic growth is essential to eradicate poverty. But not everyone necessarily benefits, or benefits equally, from an expanding economy. Prosperity must be inclusive to ensure the well-being of the whole population. Growth should ensure equitable use of natural resources within the environmental limits of our planet, now and for future generations.

Between 1990 and 2010, the global economy grew annually on average at 2.7 per cent. Those living on less than 1.25 USD a day fell from around 43 per cent to 21 per cent of the global population, or about 1.2 billion people. Yet in sub-Saharan Africa, there was a rise in inequality, with the top 20 per cent of the population increasing their share of income to more than half. In 2014, the 85 richest people in the world owned the same wealth as the 3.5 billion poorest people.

A sustainable economy needs structural and technological change so that it can generate new productive, value-added activities while staying within the environmental limits recognised by science. This may include industrialisation, if done in a sustainable way to build a low-carbon future.

Many poorer countries are often unable to industrialise their economies because their energy infrastructure is inadequate, making production costs high. For example, Africa's 'biggest infrastructure bottleneck' is provision of electricity; this stands in the way of progress of the

continent's mining sector which could maximise economic benefits by processing locally, rather than exporting most of its mineral wealth.

As well as ensuring that populations benefit universally from sustainable economic growth and expanding energy supplies, it is important that energy is produced and used in the most efficient, environmentally friendly manner possible, and doesn't contribute to climate change. For example, increasing the proportion of renewables in the energy mix should be an ambition for both developing and developed countries.

The proposed SDGs seek to address the above challenges. By informing wider audiences about the successes and failures in your local area on this subject, you as a journalist can help monitor the effectiveness of the SDGs once they come into force in 2016. These topics link closely to some of our other topics:

- Topic 1: Poverty Eradication and Gender Equality
- Topic 2: Food Security and Sustainable Agriculture
- Topic 3: Healthy Lives and Sustainable Living Environments for All
- Topic 5: Water and Sanitation for a Sustainable World
- Topic 8: Climate change
- http://sustainabledevelopment.un.org/content/documents/2078Draft%20Issue%20Brief_Sustained%20and%20Inclusive%20Economic%20Growth_Final_16Oct.pdf
- <http://www.uneca.org/our-work/regional-integration-and-trade/pages/industrialisation-and-infrastructure>
- <http://blogs.worldbank.org/energy/can-natural-resources-pave-road-africa-s-industrialization>

HOW IS IT REPORTED?

Economic growth, energy and industrialisation are broad subjects. Here are just a few examples of the way in which the media has reported on related issues:

- [The secret to sustainable economic growth in emerging markets](#)

'As growth slows down in the BRICS [Brazil, Russia, India, China, and South Africa], policymakers and business leaders must shift their attention from accessing foreign capital to developing local talent.'



Read more: <http://www.theguardian.com/global-development-professionals-network/2014/feb/20/labour-markets-brics-economic-growth>

- **The East is grey**

‘China is the world’s worst polluter but largest investor in green energy. Its rise will have as big an impact on the environment as on the world economy or politics.’

‘All industrial nations one day hit an environmental turning point, an event that dramatises to the population the ecological consequences of growth’ ...

‘The fetid smog that settled on Beijing in January 2013 could join the ranks of these game-changing environmental disruptions...’

Read more: <http://www.economist.com/news/briefing/21583245-china-worlds-worst-polluter-largest-investor-green-energy-its-rise-will-have>

- **Africa’s industrialisation burst**

‘As Africa’s economic growth continues, there are growing calls for commodity-based industrialisation’ ...

‘Côte d’Ivoire’s president, Alassane Ouattara, lamented the fact that only about 10 per cent of the money from chocolates goes to cocoa producers, while the rest remains in the rich chocolate-producing countries...’

Read more: <http://www.theafricareport.com/Columns/africas-industrialisation-burst.html>

PUTTING IT INTO CONTEXT

To make stories about potentially dry subjects like global policy goals on economic growth and industrialisation interesting to your readers, viewers and listeners, you need to find topical angles which will resonate with them. Wherever you live or work in the world, in a rich or poor nation, you should be able to think of several different ways to do this.

Here are some points to explore:

- Familiarise yourself with general statistical information about your nation’s economy. For example, what is the average wage? What is the unemployment rate? What is annual growth rate? What is the trade deficit? How do these figures compare with one, five and 10 years ago? How do they compare to neighbouring countries? What do they tell you? What is happening to the gap between

rich and poor?

- Identify your country’s or region’s primary sectors, such as mining, agriculture, timber production, consumer electronics or financial services. What are they producing and/or exporting? What value do you think could be added? For example, is there scope for furniture production alongside tree felling? Could chocolate or cocoa paste production take place near cocoa bean plantations (see ‘Africa’s industrialisation burst’ above)?
- Speak to primary sector industry heads (government ministers, trade bodies, company bosses). What factors inhibit their growth, or their sustainable growth? What prevents them from providing more and/or better paid jobs? Does energy or other infrastructure play a part? Does poor transport infrastructure make it difficult to expand, attract staff or transport raw or finished materials?
- Are there problems recruiting skilled labour? Speak to heads of manufacturing and service-sector companies. What are the shortages? Do poor transport links restrict the company’s reach to staff? Speak to your country’s/region’s universities and technical colleges. What vocational skills do they teach? Do they work with industry to meet skills’ gaps? If not, why not?
- Look at foreign direct investment into your country’s economy. Are any of these investments in energy or transport development or infrastructure? How many companies are foreign-owned? How many people do they employ locally? Are these low, medium or high-skilled jobs? What happens to the profits? Are the more highly paid jobs mostly filled by workers from abroad? If so, why do you think this is?
- What is the government doing to address infrastructure deficiencies? Energy supply? Transportation systems? Telephony and other communications? What major schemes are underway or planned? Are particular regions especially disadvantaged? Why is this?
- What proportion of your society lack access to energy? How reliable is energy provision in your country and/or locality? What is the share of renewables in your country’s energy mix?
- Find examples of successful, innovative, home-grown companies who have embraced modern technologies to thrive. Is renewable energy such a technology in your area, or has someone attempted to make it one? What



barriers have they faced? How have they overcome these? How do they see the future?

CHANGING THE PERSPECTIVE

Your job is to look for opportunities to make otherwise seemingly abstract or remote events relevant to your own readers, viewers and listeners. This means finding a particular angle to which they can relate.

Here are some suggestions:

- **The publication of a major report by an international agency on world economic growth**

Examine the report for anything specific about your country/region

Examine the report for your country's position in international league tables

What are the main issues? Can you create a local dimension?

Have any of your country's experts - university professors, politicians, sector specialists - participated in the report's compilation?

- **The publication of a report by an NGO or energy sector organisation on renewable energy technology or development**

Examine the report for anything specific about your country/region

Are any of the energy developments being undertaken or trialled in countries near yours, or similar to yours?

What are the attractions of the energy to the country(ies) in question? Will these apply to yours?

Have any of your country's experts - university professors, politicians, sector specialists - participated in the report's compilation?

- **International news reports about major infrastructure improvements elsewhere - construction of new gas pipelines, wind farms or solar energy arrays; introduction of advanced satellite technologies; construction of major new airports or container port facilities etc.**

Select relevant examples to draw a parallel (favourable or unfavourable) with the situation in your own country/region. What are your country's advantages/barriers to progress? Interview government ministers/industry chiefs for their perspectives.

- **A report on a new foreign investment - perhaps a manufacturing plant, renewable energy technology or service sector business - going to a neighbouring country.**

Find out if your country was considered for the investment (your minister of trade and/or investment should be able to tell you). If not, why not? If it was considered but was beaten by its neighbour, why was this? What factors were against it?

With all of these examples, investigate what your government is doing to meet its commitments under existing international agreements and relevant SDGs and related policies going forward - are there any innovative methods? Are they ambitious enough, and if not, why not?

BRINGING IT ALIVE!

Giving a personal dimension to your stories will almost always make them more interesting to your target audiences. Here are some suggested ways in which you can do that:

- If you are writing about a particular company, then focus on the boss or a senior executive to give it some life. i.e. 'Jay Shah is a dynamic young entrepreneur who runs a highly-successful business making bottles from recycled plastic' rather than 'The Shah Co. Ltd. makes bottles from recycled plastic'.
- Interview factory workers who previously worked in agriculture. How much do they earn? What did they earn before? Are their lives better or worse? How might they improve their situations?
- Interview individuals involved in major new infrastructure construction projects. Use them as 'vehicles' to convey statistical information, i.e. 'Bernard Wong is in charge of 50 men operating the diggers which are helping to create a new 200-mile highway from the coastal port to the capital.'
- Find a family where successive generations have benefited from successful local economic growth - perhaps a grandfather who was an agricultural labourer, a son who worked in factory production and a grandson who works in that factory's design department.
- Find a business or family that has benefitted from using renewable energy facilities - perhaps one who installed their own. Conversely, find one which continues to suffer from a dependency on expensive and/or dirty forms of energy.



DEMYSTIFYING THE JARGON

Subjects like sustainability, economic development, energy and industrialisation often use jargon and terminology which may be unfamiliar, especially when related to UN processes. Make sure you understand these terms, and communicate them to your audiences in a comprehensible way.

These sites may help you:

World Bank Glossary of Local Economic Development (LED) terms - <http://go.worldbank.org/V68WA64TFO>

Panos London Economic Growth and Poverty Reduction Glossary - http://panos.org.uk/wp-content/files/2011/03/Panos_London_Growth_and_poverty_reduction_glossary9axEVM.pdf

World Bank Economic Glossary - <http://worldbank.org/depweb/beyond/global/glossary.html>

Platts Industry Glossary - <http://www.platts.com/glossary>

International Energy Agency Glossary, Acronyms and Abbreviations - <http://www.iea.org/aboutus/glossary/>

Economist Economics A to Z - <http://www.economist.com/economics-a-to-z>

Financial Times Lexicon - <http://lexicon.ft.com>

SPECIAL ISSUES

Your story will lose credibility if you quote inaccurate economic or other statistics or simply get your facts wrong.

Seek out only reliable sources for statistical information, whether you are using direct or indirect speech to report from a government source or whether you get your data from the internet - use well-known, well-established institutions' work such as those above, and verify their data through their own references or by searching for others that use their example.

See our general advice on covering topics in the context of the SDGs:

- Asking the experts (see page 5)

THE STORY BEHIND THE FACTS

The more you report on issues of economic growth, industrialisation and energy, your increased knowledge will enable you to probe matters more deeply, to spot otherwise hidden angles and to hold your interviewees to account with greater confidence. When your stories relate to the SDGs on

these issues, it will be important to track your government's progress against their commitments and ambitions, and help to hold the government to account directly.

All news issued by governments everywhere contains propaganda, to a greater or lesser extent depending on circumstances. Those governments which seek an active relationship with the media are generally keen to promote positive events which reflect well on them.

Here is an example of a line of questioning you could pursue, if appropriate, at a press conference announcing an annual three per cent rise in national economic growth:

- What has fuelled this growth?
- Is the growth sustainable? Have factors such as natural resource use or local labour markets been accounted for in calculations and statistics?
- How does this compare to trends in non-economic calculations of wellbeing, such as those associated with health, education, and levels of democratic participation etc.?
- What is the average wage and has it grown by the same percentage?
- How much wealth is owned by the richest 10 per cent. Is the gap between rich and poor widening?
- What is the country's national debt? Is this figure growing?
- Does this rise meet the existing national or future SDG target(s) for your country? How does it compare to other countries' progress on economic growth?

Of course, what you ask will depend on what you are told officially and your overall understanding of the background. But often the most incisive story can come from information not included in the government's press release!



INFORMATION SOURCES

Here are some other useful information sources for when you are preparing stories on sustainable economic growth, industrialisation and energy.

United Nations (<http://www.un.org/en/ga/62/agenda/sustdev.shtml>)

United Nations Regional Economic Commissions (including specific sites for Africa (ECA), Europe (UNECE), Asia and the Pacific (UNESCAP), Latin America (ECLAC), and Western Asia (UNESWA)) (<http://www.regionalcommissions.org/>)

United Nations system Task Team (http://sustainabledevelopment.un.org/content/documents/2078Draft%20Issue%20Brief_Sustained%20and%20Inclusive%20Economic%20Growth_Final_16Oct.pdf)

World Bank (<http://blogs.worldbank.org/category/tags/industrialization>; <http://www.worldbank.org/depweb/english/beyond/global/chapter9.html>)

New Economics Foundation (<http://www.neweconomics.org/>)

International Policy Centre for Inclusive Growth - United Nations Development Program (<http://www.ipc-undp.org/>)

International Energy Agency (<http://www.iea.org/>)

International Renewable Energy Agency (<http://www.irena.org/>)

United Nations Sustainable Development Knowledge Platform (<http://sustainabledevelopment.un.org/index.php?menu=198>);

Global Energy Assessment (<http://www.globalenergyassessment.org/>)

Oxfam (<http://www.oxfam.org.uk/get-involved/campaign-with-us/our-campaigns/inequality-and-poverty>)



REPORTING ON: SUSTAINABLE CONSUMPTION AND PRODUCTION (SCP)

The information contained in this training material is designed to reflect the following proposed Sustainable Development Goals (SDGs), as agreed upon by the UN Open Working Group on SDGs in August 2014:

- Goal 12: Ensure sustainable consumption and production patterns

THE CHALLENGE

Three planets would be needed to support a world in which everyone lived like those in the average developed nation. Growing industrialisation and adoption of middle-class lifestyles mean an ever-increasing consumption of natural resources, and associated environmental pollution. The global population is projected to reach around ten billion by 2050, adding further pressure on the world's finite resources. Meanwhile, almost one billion live in extreme poverty, unable to consume the bare minimum needed for a decent quality of life. The pursuit of economic growth does not adequately value natural resources nor consider the resultant negative implications for the environment, general wellbeing and poverty.

Sustainable Consumption and Production (SCP) is about doing more and better with less. The aim is to radically increase resource efficiency and promote sustainable lifestyles while helping to alleviate poverty and enable everyone to enjoy a good quality of life with access to food, water, energy, medicine and more. It will help the world to move towards low-carbon and green economies, with the needs of future generations in mind. Major technological advances, education, improved human rights and participation, combined with a new model of economic growth, can all help to reduce environmental pressures and improve living conditions.

See also our topics on:

- Topic 2: Food Security and Sustainable Agriculture
- Topic 5: Water and Sanitation for a Sustainable World
- Topic 6: Sustainable Economic Growth, Energy and Industrialisation
- Topic 8: Climate change
- Topic 9: Marine Resources, Ecosystems and Biodiversity

HOW IS IT REPORTED?

Here are a few examples of how the media has reported on issues related to SCP.

- **Sustainable Consumption and the Global Environmental Crisis**

'...A sustainable economy can be compatible with economic growth, but only if we do a much better job of understanding and managing the environmental impacts of economic production and consumption.'

Read more: http://www.huffingtonpost.com/steven-cohen/sustainable-consumption-a_b_5225716.html

- **Social enterprise in Indian slums**

'Slums in India have grabbed the attention of activists, journalists and humanitarians for decades. And as urbanisation in India surges, living conditions in these poor areas within megacities have become increasingly dire.

'...But peel back the harsh veneer and one sees the budding social enterprises that thrive in Mumbai's M Ward and Delhi's Holumbi Khurd...'

Read more: <http://www.theguardian.com/sustainable-business/social-enterprise-india-slums>

- **Waste collection in Nigeria: Clean it up**

'The roughly 170m Nigerians who inhabit Africa's most populous country are producing far more waste than their creaking infrastructure can manage. Aminu Omar is one of thousands of unofficial waste-pickers who see this as an opportunity to make some cash...'

Read more: <http://www.economist.com/news/middle-east-and-africa/21596980-pile-plans-collect-and-use-rubbish-more-efficiently-clean-it-up?zid=313&ah=fe2aac0b11adef572d67aed9273b6e55>

- **Woman Tackles E-Waste Problem While Giving Jobs to 'Unhirables'**

'Electronic waste recycling has quickly become a matter of urgency, as people become aware of the dangers of e-waste... This is why GreenMouse Recycling and its CEO Evelyn O'Donnell work to support both the environment and the Silicon Valley businesses that need to thrive in it...'

Read more: <http://www.goodnewsnetwork.org/cal-mom-tackles-e-waste-problem-gives-jobs-to-unhirables>.



- **Unilever struggles to sell customers on Sustainable Living**

'Unilever has seen the total environmental impact of its products rise 5 percent during the past four years as it acquired a new shampoo business and struggled to convince consumers to use less energy for hot showers. The consumer products giant yesterday released an update on its ambitious Sustainability Living Plan, through which it aims to halve the greenhouse gas impact of its deodorants, food, detergents and other products between 2010 and 2020...'

Read more: <http://www.greenbiz.com/blog/2014/04/29/unilever-struggles-sell-customers-sustainable-living>

PUTTING IT INTO CONTEXT

SCP is not just about how much we eat or buy but has many other facets. You should be able to find plenty of angles, ranging from individual circumstances and behaviour to government and business strategies, and from a local to a wider scale. While many people are over-consuming and need to reduce their use of resources, many other people and communities need to increase their consumption to reach a fairer and better quality of life.

Finding the balance between reducing consumption and production to ensure we protect and effectively manage our natural resources while ensuring an increase in consumption and production to improve unequal living standards and to end poverty, is a challenge but a critical issue and potential story in itself. Be aware that such a broad approach may not resonate with your target audiences, so try to find a topical angle to which they can relate.

Here are some points to explore:

- Are there local communities or individuals living in poverty? What goods or services do they find it hard to buy or access?
- Are they taking any innovative measures to use or re-use local waste, or making profits from social enterprises?
- Are there groups with starkly contrasting lifestyles? Why? How well informed are these differing groups about the use of resources?
- Does your local community have food banks, or recycling centres, or renewable energy plants? How do these operate? Are they broadly successful or could they be improved?

- Are there any large local industries producing clothes, food or energy, for example? Do they re-use or recycle their waste? What happens to chemical waste?? Do they actively contribute to the surrounding community?
- What is your government's or local council's policy on waste or recycling? Do they provide any fossil fuel subsidies, or incentives for renewable energy/taxes on carbon? Have they introduced behaviour-change programmes to encourage responsible consumption? How successful are these programmes?
- What are your government's or local council's procurement policies? Have they committed to any actions, or are they involved in, the 10 Year Framework of Programmes (10YFP) on SCP? Are there awareness programmes for individuals to prevent or reduce waste? Does your government have SCP targets or incentives for businesses, and are these related to the SDGs? Do they encourage or compel organisations to report on their sustainability practices?
- Is there any sustainable tourism locally that commits to SCP in its operations or community outreach programmes?

CHANGING THE PERSPECTIVE

A major feature on SCP in general or from an international perspective may not appeal to your readers, viewers or listeners. Your challenge is to look for opportunities to make otherwise seemingly abstract or remote events relevant to them.

Here are some possible examples:

- **The publication of a major report by an international agency on world SCP patterns**

Examine the report for anything specific about your country/region

Examine the report for your country's position in international league tables

What are the main issues? Can you create a local dimension?

Have any of your country's experts - university professors, politicians, sector specialists - participated in the report's compilation?



- **International news reports about industrial or technological sustainability improvements elsewhere - carbon reduction techniques, conversion of waste into new products, water conservation or re-use, etc.**

Select relevant examples to draw a parallel (favourable or unfavourable) with the situation in your own country/region. What are your country's advantages/barriers to progress? Interview government ministers/local authorities/industry chiefs for their perspectives.

- **An advertising campaign to reduce personal consumption levels and/or food waste - either in a nearby region or another country.**

Find out if your local authority or anywhere else in your country has considered such an approach. If not, why not? If it was considered but rejected or is not high profile, why was this? What factors were against it?

BRINGING IT ALIVE!

Giving a personal dimension to your stories will almost always make them more interesting to your target audiences. Here are some suggestions:

- Interview factory workers at a company known for its sustainability improvements. How have their daily routines changed? Are their working conditions better or worse? Have their own consumption habits changed as a result of the improvements? Or do the benefits impact elsewhere (e.g. greater company profits, cheaper products for consumers in developed nations)?
- Interview company heads who have introduced sustainable production improvements. What motivated them - a concern for workers or the environment, or profits, or government regulation? Are they aware of the SDGs, and have these driven company change directly or indirectly? What benefits is the company reaping? Are these passed on to employees? A specific focus on the individual running and/or owning the company, rather than the organisation, will give the story more personal appeal.
- Interview individuals who rely on food banks or hand outs to eat, or do not have regular access to water, electricity or healthcare. Has their situation changed recently? Why? Are there initiatives to help them, and how do they feel about these.

- Interview the head or representative of an NGO leading a behaviour -change campaign to reduce personal consumption or waste, or calling for equality of access to food and other resources. Why is the campaign necessary? What does it involve? Are they pleased with results so far?

DEMYSTIFYING THE JARGON

SCP is a broad issue that underpins, and is affected by, many other sustainable development issues and areas. Whether you are taking a general angle or a business, scientific or political approach, you are likely to encounter jargon which may need simplifying for your audience.

Ethical Consumption in Australia - <http://ethicalconsumption.org/about/glossary>

Alternatively, refer to those listed under Information Sources for further clarification:

SPECIAL ISSUES

See our general advice on covering topics in the context of the SDGs:

- Asking the experts (see page 5)

SCP is an over-arching concept which applies in varying degrees to all of the subjects covered in our training material. It is particularly relevant to our topics dealing with Sustainable Agriculture, Healthy Life for All, Poverty Eradication, Water and Sanitation, Economic Growth and Climate Change. Depending on the angle you are taking with your story, you may find it helpful to refer to one or more of these other topics for guidance and information sources.

THE STORY BEHIND THE FACTS

The more you report on issues of SCP, the better equipped you will be to handle future stories on any sustainable development issue. Your increased knowledge will enable you to probe matters more deeply, to spot otherwise hidden angles and to hold your interviewees to account with greater confidence.

All news issued by governments and businesses contain propaganda, to a greater or lesser extent depending on circumstances. Those which seek an active relationship with the media are generally keen to promote positive events which reflect well on them.



Here is an example of a line of questioning you could pursue, if appropriate, when interviewing a factory boss about a new sustainable production technique:

- What prompted the introduction of the programme? Is the government supporting it, and if so why?
- Will company profits be affected?
- Will workers' wages be increased in line with profits?
- Is the company as committed to improving working conditions as it is to introducing sustainable production techniques?

Of course, what you ask will depend on what you are told officially and your overall understanding of the background. But often the most incisive story can come from information not included in a press release or volunteered in an interview.

INFORMATION SOURCES

Here are some other useful information sources for when you are preparing stories on SCP.

10YFP Programme SCP Clearinghouse: <http://www.unep.org/10yfp/KnowledgeResources/GlobalSCPClearinghouse/tabid/129615/Default.aspx>

BioRegional (2013) "One Planet Living - The case for Sustainable Consumption and Production in the Post - 2015 development agenda" - <http://www.bioregional.com/united-nations-post-2015-sustainable-development-goals/>

Global Footprint Network, Footprint Science: <http://www.footprintnetwork.org/en/index.php/GFN>

Forum for the Future: <http://www.forumforthefuture.org/>

World Economic Forum: <http://www.weforum.org/issues/sustainable-consumption>

Consumers International: <http://www.consumersinternational.org/>

Collaborating Centre on SCP: <http://www.scp-centre.org/>



REPORTING ON: CLIMATE CHANGE

The information contained in this training material is designed to reflect the following proposed Sustainable Development Goals (SDGs), as agreed upon by the UN Open Working Group on SDGs in August 2014:

- Goal 13: Take urgent action to combat climate change and its impacts

THE CHALLENGE

The world's industrialised nations have changed the balance of the carbon cycle over the last 150 years by burning large amounts of fossil fuels, like coal, oil and gas. Large-scale felling of forests that naturally absorb carbon dioxide from the air and breeding vast numbers of methane-producing livestock have compounded the problem.

The extra carbon, methane and other greenhouse gases in the atmosphere trap the sun's heat and have consequently raised global temperatures at a faster rate than natural processes can adapt to.

The planet has warmed up by an average of nearly one degree Celsius in the past century. This is causing changing climate patterns and more extreme and unpredictable weather. Some places will be hotter, some colder, some wetter, others drier.

Climate change affects all issues related to sustainable development in one way or another. Altering weather patterns threaten food production because rain is increasingly unpredictable. Rising sea levels contaminate coastal freshwater reserves and increase flooding risk. Pests and diseases spread beyond the tropics to which they were once confined. Evidence suggests that important tipping points, causing irreversible changes in major ecosystems and climate, may have been breached already.

These worrying circumstances are the reason why UN Member States are proposing to include a SDG on the subject of climate change. This is intended to complement the process to negotiate a new universal climate change agreement through the United Nations Framework Convention on Climate Change (UNFCCC). The aim is to adopt this UNFCCC agreement in Paris in 2015 to come into effect in 2020. Journalists have a key role to play in raising public awareness and holding governments to account on

their targets surrounding these issues, for both the voluntary SDG commitments on climate change and a legally binding UNFCCC agreement.

Climate Change is a widely cross-cutting issue, which arguably impacts all other goals in some form or fashion. Elements of Climate Change can therefore be found in all the other topics covered by our topics.

<http://www.unep.org/climatechange/introduction>

HOW IS IT REPORTED?

Reporting on climate change often suggests that views on the issue are polarised. However, while differing beliefs and positions of governments, policy makers, and some sections of society do indeed persist, there is strong scientific consensus about the reality of anthropogenic climate change. Despite this, you will still find many sources claiming that scientific opinion remains divided on the subject. You should always dig deeper to ensure that such reporting does not have ties to or vested interests in industries like fossil fuels which make the biggest contribution to climate change.

You therefore need to be especially careful about distinguishing between opinion and fact. This is not always easy - you might find two eminent scientists with opposing or differing degrees of opinion. Furthermore, despite scientific consensus that anthropogenic climate change is happening, there is still uncertainty about the particular effects it will have on different countries, communities or ecosystems, so be sure to review a range of trusted sources which draw upon sound scientific evidence, such as those listed in the Information Sources section at the end of this Topic.

Here are some examples of how climate change is reported in the media:

- **Climate change: the poor will suffer most**

'Pensioners left on their own during a heat wave in industrialised countries. Single mothers in rural areas. Workers who spend most of their days outdoors. Slum dwellers in the megacities of the developing world.'

'These are some of the vulnerable groups who will feel the



brunt of climate change as its effects become more pronounced in the coming decades...Climate change is occurring on all continents and in the oceans...driving heat waves and other weather-related disasters.'

Read more: <http://www.theguardian.com/environment/2014/mar/31/climate-change-poor-suffer-most-un-report>

- **Climate change helps seas disturb Japanese war dead**

'Rising sea levels have disturbed the skeletons of soldiers killed on the Marshall Islands during World War Two.

'...the Island's foreign minister said that high tides had exposed one grave with 26 dead. The minister said the bones were most likely those of Japanese troops.

'Driven by global warming, waters in this part of the Pacific have risen faster than the global average.'

Read more: <http://www.bbc.co.uk/news/science-environment-27742957>

- **Specter of climate change looms large, say small island nations at UN**

"The international community's actions to address climate change are grossly inadequate. We are focusing more on symptoms, not the root causes," said Samoan Prime Minister Tuilaepa Sailele, whose capital city, Apia, hosted the third annual UN conference on Small Island Developing States...

Samoa and other small islands will bring the "human face of [Small Island Developing States]" to each issue that comes before the UN - security, human rights, climate change, development, gender, or Indigenous, Mr. Sailele noted.

Read more: <http://www.un.org/apps/news/story.asp?NewsID=48899#.VDG-vvldUxA>

- **U.S. to face multibillion-dollar bill from climate change: report**

'Annual property losses from hurricanes and other coastal storms of \$35 billion; a decline in crop yields of 14 per cent, costing corn and wheat farmers tens of billions of dollars; heat wave-driven demand for electricity costing utility customers up to \$12 billion per year.

'These are among the economic costs that climate change

is expected to exact in the United States over the next 25 years...'

Read more: <http://www.reuters.com/article/2014/06/24/us-climatechange-economy-idUSKBN0EZ0AA20140624>

PUTTING IT INTO CONTEXT

Although a global issue, climate change affects different countries in different ways and to varying degrees. Some countries' activities contribute towards such change more than others - something reflected in international sustainable development policymaking by the concept of 'common but differentiated responsibilities' (CBDR), which recognises the need to consider differing historical responsibilities for environmental degradation alongside current abilities to address the issue. In this respect, developing countries have been pushing very strongly for both the SDGs and new UNFCCC agreement to reflect CBDR. Furthermore, the way in which countries develop national-level policies based on the eventual climate change SDG and UNFCCC agreements will also differ, so it is important to be aware of your government's specific programmes and positions.

Find a topical angle to which your target audiences can relate.

Here are some points to explore:

- What has been, or is the likely, impact of climate change in your country/region? Can you identify definite effects, either negative or positive or both?
- Are there any examples of extreme weather events - drought, flooding, unusually low or high temperatures etc.? What has been the impact of these? What steps are being taken to mitigate the effects of similar events in the future?
- Are there indigenous species - animals, birds, insects, plants - that have significantly reduced in number or even become extinct? What are the reasons? Are they connected to climate change?
- Speak to your country's medical institutions. Are they seeing incidence of new diseases, previously only experienced in other places? What do they see as being the reasons for this? How is the problem being tackled?
- Find out what policies and initiatives your



government has introduced to combat climate change. This includes existing international commitments (under the UNFCCC or otherwise) as well as national positions or commitments for future frameworks like the SDGs or new UNFCCC agreement. How effective are their measures?

- What about the climate change sceptics? Are there lobby or pressure groups which support the claims about climate change and others which deny them? How do you think such claims compare with prevailing scientific consensus?
- Take a look at education programmes in schools. What are your country's children being taught about climate change? How does this influence their behaviour?

CHANGING THE PERSPECTIVE

There are frequent international reports about climate change and its impact. To make the issues relevant to your readers, viewers and listeners, try and develop a local angle while still enabling you to cover a global story.

Weather-related disasters in other parts of the world may well be geographically remote from your own country. But they can focus international attention on a topic which otherwise might seem peripheral. Use this increased interest as a platform for your own related stories.

Here are some possible examples:

- **A major international agency report about global warming, focusing on the need for worldwide policy or behavioural change**

What are the report's main recommendations? Is their introduction feasible in your country? How well are they likely to be received? Ask relevant local organisations/politicians for their opinions.

Does the report contain any case studies of causes and effects of climate change elsewhere that are especially relevant to your country? For example, incidence of higher rainfall causing crop failure? Is your country wetter than previously? How has this affected agricultural production quantities and quality?

Look at the names of the report's authors. Are any of them from your country? Have your research institutions been involved in the report's compilation?

- **New research studies about the impact and causes of climate change**

Do the studies suggest any angles you could pursue? For example, if you live in an island nation, information about rising sea levels may well be particularly relevant.

Have scientists from your country been involved in the research? If so, what has been their role?

- **Reports of other countries' initiatives to protect the environment and/or reduce greenhouse gas emissions**

Could they be applicable to your country? Speak to local environmentalists, politicians, businesses and others for their views.

If feelings run high, might this be something your own media might adopt as a campaign for change?

BRINGING IT ALIVE!

The personal dimension almost always makes a story more interesting to target audiences who may not be aware of the science, impacts or policies in your region. The human face often triggers a more emotive response than an abstract concept. For example, a story about flooding or other weather-related disasters will resonate more if it features particular individuals or families whose lives have been devastated. You can always then refer back to the policies and the proposed or eventual SDG on climate change in your article, highlighting the government's commitments, achievements or failures to meet targets, and the impact this is having on real people in your region.

Some of these ideas may be relevant for you:

- Identify some of the possible causes and effects of climate change in your country. Think about people whose lives may be affected and interview them
- Interview a farmer whose crops have failed or whose production is negatively affected by drought, excessive rainfall or other climatic change. What impact does this have on his/her livelihood? Is he/she looking at growing alternative crops? What is the effect on what is available in the shops/at market? What about exports? Are there wider financial implications?
- Interview those involved with the tourist industry, such as hotel owners or businesses in holiday resorts. Is there evidence that changing weather patterns are affecting the traditional tourist season or modes of behaviour?



- Spend time with families living in places with more frequent heat waves or extreme weather events, or reduced air quality or crop yields. How are such problems affecting their daily life? Speak to the owners of local businesses who may be contributing to the problems by burning fossil fuels.
- Interview a public health official about climate change and disease. Are there cases of people locally contracting diseases previously only seen outside the country? Are health problems arising from increasingly frequent natural disasters caused by a changing climate? Why? What preventative public health campaign is in place?
- Arrange a head-to-head discussion between two actors, one who is perhaps sceptical about climate change and the other who believes the evidence is unequivocal - perhaps between a scientist and a politician or government official. Note that, given the consensus in the scientific community on the reality of anthropogenic climate change, a simple debate between two scientists, one a climate change sceptic, gives unrepresentative coverage to sceptics.

DEMYSTIFYING THE JARGON

If you are going to report effectively on climate change, you must be able to use scientific and technical terms correctly - and express their meanings in a way your audiences will easily understand.

You will find plenty of information on the internet to guide you. These links to glossaries of words, phrases and acronyms used in the context of climate change should be particularly helpful:

BBC Climate Change Glossary - <http://www.bbc.co.uk/news/science-environment-11833685>

UNFCCC Glossary of climate change acronyms - http://unfccc.int/essential_background/glossary/items/3666.php

IPCC Glossary of Terms - https://www.ipcc.ch/publications_and_data/publications_and_data_glossary.shtml

UNEP Climate Change Glossary - <http://www.unep.org/provia/RESOURCES/ClimateChangeGlossary/tabid/55306/>

SPECIAL ISSUES

Look at the organisations your interviewees represent. How reliable do you think these are as sources of fact? Do they have a political agenda on climate change? Might their views be prejudiced in some way? Are they over or under-stating their claims?

Use the internet and library research to consolidate your understanding and to check out your interviewees' assertions. Refer to the websites of reputable, well-known organisations.

Whatever angle you take, your reporting should be balanced so that your audiences can take an objective view on the subject. Avoid scare-mongering.

See our general advice on covering topics in the context of the SDGs:

- Asking the experts (see page 5)

THE STORY BEHIND THE FACTS

The more you understand about climate change, its potential impacts, the proposed targets in the SDGs and the resulting policies that affect your area, the better placed you will be to report on it effectively. You will also be better equipped to hold interviewees to account.

Your own developing expertise will enable you to question them more thoroughly and to challenge any claims more effectively.

Imagine an area of your country has been hit by storms of unprecedented ferocity. Homes and businesses have been destroyed, land inundated. Several people have died. The prime minister is fronting a press conference to announce a package of support measures the government is putting in place - perhaps thanks to UN-administered financing - including funds to help the homeless and a state-funded rebuilding programme.

You could choose to limit your story to the official information but here are some other angles you could explore, if appropriate:



- Are these some of the fiercest ever storms (in terms of wind speeds, volume of water, etc.) that your country has experienced? Why are they occurring now?
- Does the government connect the storms to climate change? If so, what steps is it taking to mitigate and/or adapt to similar weather events in the future? Are these steps driven by UNFCCC and/or SDG commitments or the government's own initiative? If none, why not?
- What can people do to protect themselves? (avoid building near coasts, rivers? use different building materials?)
- How effective are the emergency services? Do they have contingencies in place to deal with these weather events? If not, why not?
- Has the government considered public information campaigns to inform people about climate change and how to help protect themselves from its effects?

Of course, the questions you ask will depend on what you are told and on local circumstances. The point is that you should think laterally about the subject. Remember the best story is often the one which is the least obvious!

INFORMATION SOURCES

Here are some other useful information sources for when you are preparing stories on climate change.

United Nations Climate Change Newsroom <http://newsroom.unfccc.int/>

United Nations Framework Convention on Climate Change (UNFCCC) <http://unfccc.int/>

United Nations Environment Programme <http://www.unep.org/climatechange/>

Earth Policy Institute <http://www.earth-policy.org>
Intergovernmental Panel on Climate Change <http://www.ipcc.ch/>

Climate Action Network <http://www.climatenetwork.org/>

World Wildlife Fund http://www.wwf.org.uk/what_we_do/tackling_climate_change/



REPORTING ON: MARINE RESOURCES, ECOSYSTEMS AND BIODIVERSITY

The information contained in this training material is designed to reflect the following proposed Sustainable Development Goals (SDGs), as agreed upon by the UN Open Working Group on SDGs in August 2014:

- Goal 14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development
- Goal 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

THE CHALLENGE

Our health and wellbeing entirely depends upon the services provided by our natural ecosystems and their components: water, soil, nutrients and organisms. 'Ecosystem services' are the processes by which the environment produces resources for humans to survive and flourish, such as clean air and water, food, raw materials and fertile soils. Terrestrial ecosystems such as forests, and the temperature, chemistry, currents and life of the world's oceans together provide and regulate these services, and the climate and weather in which we live.

Pressures from population growth, changing diets, urbanisation, climate change and more are causing biodiversity to decline and the continual degradation of ecosystem services - population sizes of vertebrate species have declined by 52 per cent over the last 40 years, and every year we use 1.5 planet's worth of natural resources. The value of ecosystem services is not adequately accounted for in development decisions based on economic returns.

Nine 'planetary boundaries' have been identified within which humanity can continue to develop and thrive for generations to come. Crossing these boundaries could generate abrupt or irreversible environmental changes with catastrophic effects for society, particularly the world's poor. Three of these boundaries appear to have already been crossed - biodiversity loss, climate change and nitrogen pollution.

Oceans cover three quarters of the earth's surface and contain 97 per cent of its water. They are home to nearly 200,000 identified species, possibly many times more. Marine and coastal biodiversity provide the livelihoods of over three billion people. Oceans also provide the world's largest source of protein, with more than 2.6 billion people depending on them for their primary source. About 40 per cent of oceans are heavily affected by human activities, including pollution, depleted fisheries and loss of coastal habitats.

Given the vital support which biodiversity - terrestrial and marine - directly and indirectly provides humans and the environment, these subjects are closely linked with all topics of sustainable development. See our following topics for those most closely related:

- Topic 2: Food Security and Sustainable Agriculture
- Topic 3: Healthy Lives and Sustainable Living Environments for All
- Topic 5: Water and Sanitation for a Sustainable World
- Topic 7: Sustainable Consumption and Production
- Topic 8: Climate Change

<https://www.un.org/en/sustainablefuture/oceans.asp>

<http://www.millenniumassessment.org/documents/document.356.aspx.pdf>

HOW IS IT REPORTED?

Here are just some examples of the many ways in which the media reports issues of marine resource conservation and sustainable use, the protection of terrestrial ecosystems and the halting of biodiversity loss.

- [Japanese Eel Added to International Endangered Species List](#)

'Rich with vitamins and minerals, eels are credited by many Japanese people for helping them stay in good health and maintain their skin complexion. But eel stocks have plummeted rapidly in recent years and the country is now facing losing the traditional delicacy, which is typically enjoyed in the hot and humid summer.

'The International Union for Conservation of Nature added the Japanese eel to its list of endangered species... citing



“loss of habitat, overfishing, barriers to migration, pollution and changes to oceanic currents”. Although the list has no legal power, it may help raise awareness about the issue among the international community.

Read more: <http://blogs.wsj.com/japanrealtime/2014/06/12/japanese-eel-now-on-international-endangered-species-list>

- **Oban and Abu Dhabi link to save marine life**

‘Both places are surrounded by islands and offer a wealth of pleasure cruises to the tourists who flock to their shores.

‘But the similarity between Oban, with its quaint Victorian facade, and Abu Dhabi, with its shiny skyscrapers, ends there.

‘However, a new link is emerging between these two most unlikely bedfellows, with the formation of a business partnership stretching all the way from Scotland’s gateway to the second largest city in the United Arab Emirates.

‘...SAMS Research Services Ltd is on a mission to help the oil-rich Arabs protect their marine resources and expand their expertise.’

Read more: <http://www.scotsman.com/news/scotland/top-stories/oban-and-abu-dhabi-link-to-save-marine-life-1-3437368>

- **Protected tropical forests’ biodiversity ‘declining’**

‘Despite having protected status, the biodiversity in a large number of tropical forests is still continuing to decline, a study has suggested.

‘The authors said the findings should cause concern because the areas have been seen as a final refuge for a number of threatened species.

‘Habitat disruption, hunting and timber exploitation have been seen as signs of future decline, they added.’

Read more: <http://www.bbc.co.uk/news/science-environment-18970076>

- **Get to know your planetary boundaries**

‘There are no screaming headlines about the failure of international conferences to deal with dangerously high levels of nitrogen in water systems. The global ecosystem is being poisoned by the use of nitrogen fertilizers, creating massive dead zones in oceans and lakes throughout the world. We are not addressing the problem...

‘Can promoting the concept of planetary boundaries put critical issues like nitrogen into the public discourse? More importantly, can they move policy makers to structure market-based solutions to the nine boundaries?’

Read more <http://www.theguardian.com/sustainable-business/know-your-planetary-boundaries>

PUTTING IT INTO CONTEXT

Your country or region may have a significant coastline or it may be land-locked. But wherever you live, it is likely you will find topical angles related to marine resources, ecosystems and biodiversity to interest your readers, viewers or listeners. Your country may be the victim of biodiversity decline, or local circumstances may contribute towards the cause of another’s loss. Rich and poor nations are both affected.

Here are some points to explore:

- What fishing methods are used off your coast? Are any of these environmentally destructive, such as bottom trawling, blast fishing or use of poisons? If so, why have such methods replaced traditional ones?
- What species of fish are caught? Are numbers declining or growing, compared with, say, 20 years ago? Have any disappeared altogether? Are these fish for domestic consumption or export? Can you see any patterns emerging?
- To what extent are coastal wetlands used for aquaculture? What impact does fish farming have on natural coastal ecosystems? How does this affect wild fish stocks? Is disease a problem?
- Are there any traditional delicacies whose existence is under threat (see story above about Japanese eels) ? Are changing dietary habits having an impact on local fish stocks?
- Will the proposed SDGs introduce tensions between centrally agreed targets and local practices?
- Find out if any animals in your country are endangered species. How do numbers compare with 20 years ago, 50 years ago? Have any species disappeared altogether? Why? If there is an illegal trade in animal parts, skins or furs, who profits



from this? Where is the demand coming from and why? Why is existing legislation ineffective? What protection systems are in place?

- Does anyone traditionally hunt endangered species for meat? If so, what steps have been to provide alternative sources of food?
- How much countryside or wasteland in your country has disappeared in the last 20, 50 years? What has this been used for? What has been the impact on local people? Who has benefited financially?
- What proportion of your forests have been felled in the last 20, 50 years? Are the trees being replaced? Are there effective forestry conservation laws in place? What is the wood used for? Who profits? What is the impact on animals, insects, plants? Have any disappeared as a result of deforestation? What are the results of this loss?

CHANGING THE PERSPECTIVE

Stories about ivory poaching or depletion of stocks of traditional culinary delicacies can seem remote and irrelevant if they occur somewhere far removed from your own country.

Some lateral thinking will help you introduce a local dimension to such news reports.

Sometimes a major international news story will spark general public interest - use that engagement as a platform for your own angles.

Here are some suggestions:

- **An international news report about a multi-national pharmaceutical company using a specific natural plant extract found in limited quantities in a remote location to develop an obesity-fighting drug**
Are any rare plants grown in your country used in pharmaceuticals? Are these processed locally or exported in their natural state? Are stocks declining? What are the implications for local people? Does your country have a particular problem with obesity? What impact does this have on the biodiversity of the plant-growing country?
- **An international news report about mass felling in large areas of rainforest in other parts of the world**

Does your country import raw materials or manufactured goods resulting from the felling? How much? Are there alternative sources of supply? What about the development driving the deforestation? Are businesses from your country involved? What are the ethics of this?

Alternatively, does your country benefit financially from deforestation? How? Where does the money go? What happens to those whose homes and/or livelihoods are lost in the process?

- **An announcement of new internationally-imposed fishing quotas to conserve dwindling stocks**

Examine the effect of the limitations on your fishing communities. What are the implications? Was anyone from your government involved in the negotiations/drawing up the new quotas? What is their viewpoint?

BRINGING IT ALIVE!

Your target audiences will find it easier to relate to your story if it has a personal dimension. Interviews with those involved help to give it life. A suitable quote will often enable you to communicate a point more effectively than an abstract statement.

If appropriate, speak to several people to get a balanced range of views.

Some of these ideas may be appropriate for you:

- Interview the head of your country's natural sciences institute or relevant university department about local species of plants and animals which are declining. Why does he/she think this is? What, if anything, can be done to reverse the trend?
- Spend a day at sea with a fisherman who fishes on a small scale. Spend another day at sea on a ship which operates within a larger enterprise. Compare and contrast the methods they use, the quantities they catch, how much they sell, what happens to wastage.
- Spend time with those whose job is to combat illegal poaching. How successful are they? What barriers do they face? What are the attitudes of local people towards them?
- Interview a medical practitioner who specialises in the use of natural medicines. What are the



sources of supply? Have these been affected by the degradation of ecosystems? Is there an increased demand from export markets/large corporates? What are the implications?

- Interview the head of a local or multinational business in your area. What are they doing locally and/or internationally to conserve or protect the environment? What national resources do they use? Has their resource use increased and are they accounting for it in their financial reporting?

DEMYSTIFYING THE JARGON

Scientific and technical information should be presented in an easily-comprehensible way. You need to understand it yourself in order to do this. Consult these links for glossaries of information related to marine resources, ecosystems and biodiversity.

NRDC Glossary of Environmental Terms - <http://www.nrdc.org/reference/glossary/a.asp>

WRI Ecosystems Service Indicators Database - <http://www.esindicators.org/glossary>

SPECIAL ISSUES

Marine issues may seem remote to urban audiences. This raises some journalistic challenges. When interviewing specialists be sure to mention to them that many (perhaps most) of your audience will have no direct contact with the sea and marine resources. The same may go for audiences living beyond the immediate realms of a forest or particular land type.

See our general advice on covering topics in the context of the SDGs:

- Asking the experts (see page 5)

THE STORY BEHIND THE FACTS

The more you read and learn about issues of marine resources, biodiversity and ecosystems, the more skilled you will become on reporting about them. You will feel more confident in exploring new angles, especially those which may be less obvious, and in asking searching questions.

Also, you will be in a stronger position to hold others to account. They, too, are less likely to try and hoodwink you if

they know you are knowledgeable about the subject. They are certainly less likely to succeed!

Use your knowledge to think laterally and perhaps identify stories hidden behind the main facts.

Imagine that your government's minister of tourism is holding a press conference. He/she announces a large marina and holiday complex is to be developed on the coast. You know the location is famous for its locally-caught fish and that the new marina will encroach on the area where fishermen currently moor their boats. The wetlands are also famed for their birdlife. Here are some angles you might explore, if appropriate:

- How many fishermen are affected by the development? What alternative sites are being offered to them for their boats? What compensation will they be offered?
- What effect will oil pollution from the pleasure craft and sewerage from the new holiday complex have on the marine resources?
- What will be the impact on wildlife of the loss of the wetlands area? Where will the birds go and how will this affect natural cycles and ecosystem services in the area?
- Was an impact assessment undertaken and will the economic returns of the development really outweigh the cultural, environmental and economic costs of local heritage and local and wider ecosystem services declines?
- Will any profits from the complex be reinvested in local wildlife or social schemes?



INFORMATION SOURCES

Here are some other useful information sources for when you are preparing stories on marine resources, biodiversity and ecosystems:

European Commission <http://ec.europa.eu/environment/nature/biodiversity/economics>

Millennium Ecosystem Assessment <http://www.millenniumassessment.org/en/About.html#>

Stockholm Resilience Centre Planetary Boundaries Research <http://www.stockholmresilience.org/21/research/research-programmes/planetary-boundaries.html>

United Nations (<https://www.un.org/en/sustainablefuture/oceans.asp>)

World Ocean Review <http://worldoceanreview.com/en/worldoceanreview-1/marine-ecosystem/biodiversity>

WWF Living Planet report (http://wwf.panda.org/about_our_earth/all_publications/living_planet_report/)



REPORTING ON: PEACEFUL AND INCLUSIVE SOCIETIES, MEANS OF IMPLEMENTATION AND GLOBAL PARTNERSHIP

The information contained in this training material is designed to reflect the following proposed Sustainable Development Goals (SDGs), as agreed upon by the UN Open Working Group on SDGs in August 2014:

- Goal 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
- Goal 17: Strengthen the means of implementation and revitalize the global partnership for sustainable development

THE CHALLENGE

Peaceful and inclusive societies with effective and capable institutions and underpinned by the rule of law are crucial to the creation of a more equal and sustainable world. Such ambitions embrace a range of specific aims.

Peaceful and inclusive societies require, for example, a reduction or elimination of crime, violence and exploitation, especially violence against women and children. They need provision of free and universal legal identity, such as birth registration, for all. These societies must provide security for all social groups. They must also reduce their arms trade and negative effects connected with trade in illegal drugs.

Public institutions must be effective, transparent and accountable; their information and government data has to be publicly accessible, helping to reduce bribery and corruption and foster good governance. Participatory decision-making is the idea that involving all stakeholders, at every level, will result in more informed, better outcomes.

The rule of law requires equal access to independent and responsive justice systems. Freedom of speech and association, a free media, meaningful political participation and peaceful assembly are also essential. Countries must cooperate internationally to reduce tax evasion and money laundering.

Sustainable development needs stronger multi-lateral cooperation and a strong global partnership. Millennium Development Goal 8 on a “Global Partnership for Development” acknowledged the role that global development cooperation can play in achieving our collective ambitions, but it was the only goal that lacked sufficient indicators and targets for implementation. Much has been said through the discussions around the SDGs about “building upon the lessons learned from the MDGs,” and MDG 8 is at the centre of this debate.

But decisions on global issues of responsibility, and who must do what to realise a world we all want to live in, are never straightforward, with the issue of a “revitalized Global Partnership” hotly contested. National governments’ conflicting economic, environmental and social priorities, and the different interests of public, private, civil society and wider stakeholders make partnership working difficult, but crucial.

Adding fuel to the fire of these discussions is the concept of “Common but differentiated responsibilities (CBDR)” which highlights the joint efforts of the international community in addressing these issues, but recognizing the varied roles and historical responsibility of developed and developing countries. If the political disagreement through the UN Framework Convention on Climate Change (UNFCCC) is any indication, agreement on these particular topics of CBDR and a Global Partnership are surely a prerequisite to an international agreement on the SDGs.

Trade may be the most reliable way of helping poorer countries to become less dependent on aid and build sustainable economies. But the connection between (sustainable) growth, (fair) trade and (equitable) increased wealth does not happen automatically. A more equitable global trading system, with improved transparency, surveillance and regulation of those involved in financial transactions is required.

The proposed SDGs have been drawn up in the knowledge that societies need to be peaceful and law-abiding for poverty eradication to take effect, with global governance and partnership working central to implementation.

Seeing that the means of implementation and good governance are critical components of delivering upon the SDGs, these topics are very much related to all of the other topics in this toolkit.

http://www.un.org/en/development/desa/policy/untaskteam_undf/thinkpieces/22_thinkpiece_trade.pdf



<http://www.un.org/apps/news/story.asp?NewsID=48068>

<http://www.aibd.org.my/node/1228>

<http://www.beyond2015.org/sites/default/files/FINAL%20Beyond%202015%20Key%20Comments%20to%20the%20OWG%20SDG%20outcome%20document.pdf>

HOW IS IT REPORTED?

The issues outlined above are diverse and broad-based. Here are just a few examples of ways in which the media has covered them:

- **Societies can't be inclusive without equal access to justice**

'Unhindered access to a national judicial system is critical to human dignity and inclusive development. It gives meaning to the equality before law principle. In fact, the integrity, independence and impartiality of the judiciary are essential to protecting human rights and fostering economic development.'

Read more: <http://www.theguardian.com/global-development-professionals-network/2014/feb/20>

- **220 million children who don't exist: A birth certificate is a passport to a better life - so why can't we all have one?**

'With all eyes on the royal baby, there is no chance that George Alexander Louis Windsor will ever be rendered invisible. The same cannot be said for the 51 million babies - almost one in three of all babies born across the world annually - whose births are not registered each year. These children do not have a birth certificate and, legally speaking, do not exist.'

Read more: <http://www.independent.co.uk/news/world/politics/220-million-children-who-dont-exist-a-birth-certificate-is-a-passport-to-a-better-life--so-why-cant-we-all-have-one-8735046.html>

- **On first day of tea party, Modi talks good governance**

'BJP's prime ministerial nominee and Gujarat chief minister Narendra Modi... kick started his much-anticipated 'chai pe charcha' - discussion over tea - addressing and interacting with (the) audience at around 1,000 tea stalls in 300 cities

across the country.

'The theme of Modi's first 'chai pe charcha' was good governance...

'He answered questions ranging from tackling black money to promoting clean energy, skill development, law and order, government jobs, etc. from the audience.'

Read more: <http://www.hindustantimes.com/india-news/modi-has-tea-with-people-calls-for-good-governance/article1-1183230.aspx>

- **Governance and development: The term 'governance' is poorly understood**

'Development economists and development experts agree that for economic progress to become sustainable, countries must go beyond the efficient use of factors of production, such as labour and capital.'

'A few decades ago, they began to include technological progress and human development in their growth equations. Later still they identified institutional development as an important contributor to economic development. Now there is considerable focus on an input broadly defined as 'governance'.'

'In fact, good governance and quality of governance came to be discussed as the reason why economic growth in Pakistan has stalled for the last six years or so.'

Read more: <http://tribune.com.pk/story/666660/governance-and-development/>

- **Latin America: A toxic trade**

'While many of the region's economies are booming, the battle against illegal drugs cartels is placing severe strain on resources and institutions.'

'Amid the dizzying rise in commodities prices of the past decade, there are two notable exceptions: heroin and cocaine. Both products have defied inflation in ways only computer microprocessors can match: narcotics are cheaper in real terms than they were 20 years ago.'

Read more: <http://www.ft.com/cms/s/0/fd055994-ca8f-11e0-94d0-00144feabdc0.html>

- **Why we're gunning for the illegal trade in weapons**



‘Illegally traded conventional weapons claim more than half a million victims every year. These weapons kill, maim and disable, undermine economic prosperity and development, and keep millions of people, especially women and children, trapped in fear.’

Read more: <http://www.theaustralian.com.au/national-affairs/why-were-gunning-for-the-illegal-trade-bespinnbspweapons/story-fn59nix-1226939095965>

• **How much bigger can container ships get?**

‘The world’s cargo ships are getting big, really big. No surprise, perhaps, given the volume of goods produced in Asia and consumed in Europe and the US. But are these giant symbols of the world’s trade imbalance growing beyond all reason?’

Read more: <http://www.bbc.co.uk/news/magazine-21432226>

PUTTING IT INTO CONTEXT

You should not find it too difficult to identify topical angles broadly related to issues of trade, finance, capacity building, technology transfer and governance and partnerships for peaceful and inclusive societies. There are likely to be many examples, both positive and negative, irrespective of whether your country is among the world’s poorest or a middle-income or rich nation.

Some of these suggestions might be appropriate. They should also prompt you to develop your own ideas. With any of these, an interesting angle to apply might be on whether the examples you find exhibit good principles of sustainable development - are they inclusive, equitable, resource-efficient and so on - and if so is this driven by the relevant SDGs and/or national policies:

- How widespread is violence against children or women? Or is it never mentioned? Speak to doctors, teachers, religious leaders, children’s charities.
- Does your country have a compulsory birth registration system? If so, how many comply?
- How effective are the police/security services? Are national crime rates recorded? If so, are they rising or falling? How many criminals come before the courts? What are the rates of reoffending?
- What are your country’s main exports? What is their annual value? What are the proportions of

commodities, such as foodstuffs and aggregates; semi-finished products, such as partially-processed agricultural goods; manufactured components and finished goods? What about services like tourism? Are these exports growing or shrinking? Why?

- What are your country’s main export markets? Have these changed in the last five/10 years? Why? Identify examples of local companies with a new and/or growing export trade. Develop case studies on how they have succeeded. What do they make or do? Is there also a domestic market? How have they financed their growth?
- Does your country either buy or sell arms internationally, or produce or bring in illegal drugs? Are these used in conflicts? Who profits? Do gangs control the trade?
- Are there any international donor aid programmes operating within your country? Are they bi-lateral or multi-lateral? What do they provide in terms of capacity building, skills’ development, infrastructural improvement?
- Do politics or other local factors act as a barrier to foreign investment? Speak to existing investors/ local business people/economic experts to canvas their views.
- Does your country have systems in place to combat money laundering? How effective are they? How stringent are systems to prevent tax evasion? What is the impact of tax evasion on the public purse?
- How free is your country’s press? Or is it strictly controlled? How many stories has your own media been unable to report in the last year? Are you able to write about this or are you restricted?
- How are these issues dealt with in neighbouring countries, and how is your government focusing on them through the proposal and adoption of the SDGs?

CHANGING THE PERSPECTIVE

The issues outlined above are ones which many countries face. Stories about other countries’ exemplary governance are generally unlikely to spark much interest among your target audiences. However, they can provide a platform for your own related national issues. Simply change the



perspective to make the subject relevant to your own readers, viewers and listeners. Some, such as the illegal drugs or arms trades, have international implications as well as national ones. As a result, they are widely reported. Here are some possible examples:

- **News of a major corruption trial**

Look at the circumstances. In theory, could they have occurred in your country?

Is corruption a problem? Can you cite examples?

- **Stories about victims of poor justice systems which provoke international outrage**

How does your country measure up? Does it compare favourably or unfavourably? Are there any pressure groups lobbying for change to the judicial system?

- **International news reports about major trade or investment deals involving countries which neighbour your own or which are part of the same trading bloc.**

Was your own country a contender for this trade or investment deal? If so, why did it fail? If not, did it have the opportunity to participate in a competitive process?

Will the deal have a cross-border impact on your own national business interests, positive or negative?

Ask your government ministers what they will be doing to improve future chances in any such deals

- **The release of annual or other significant reports by international agencies involved in trade, finance, donor aid.**

Examine the report for anything specifically relevant to your country or region

Examine the report for evidence of participation by your country/region's politicians, experts or officials

Look at the main issues. Is there a local dimension you could explore?

- **Reports on worldwide drugs and/or arms trade**

Is your country mentioned? Is it singled out for praise or

criticism? What is its place in?

- **Reports of corrupt presidential or other elections, or corruption scandals involving loss of billions of dollars to the public purse**

Does your country have an election in the near future? How reliable is your electoral system? Is it democratic? Are there opportunities for corruption?

Look carefully at the circumstances. Could they occur in your own country? Canvas opinions from opposition politicians, business leaders, those involved in finance. What checks and balances are in place to prevent similar scandals closer to home?

BRINGING IT ALIVE!

Subjects like these can seem dry without a human face to give the story a personal dimension. This will also make story seem more relevant and of interest to your target audiences.

Here are some ideas which may be appropriate:

- Find individuals who have no identity because of lack of birth certification. How does this affect their lives? What barriers do they face? How can they overcome them? Do they see an answer in supra-national bodies such as the UN?
- Can you find examples of high profile women who are prepared to speak out about personal experiences of domestic violence, such as politicians, TV personalities, sports stars?
- Interview a current or former drug addict or addicts. How did they get hooked and/or reformed? What does it cost them? What is the impact on their lives? What medical help is available?
- If your country has an election coming up, interview the individual responsible for administering the electoral system. What problems does he/she face? How long has he/she been in the job? Is the system more or less transparent than previously? What happens to reports of fraud or gerrymandering?
- Spend time with your local police force, perhaps accompanying officers to a drugs' busting



investigation or similar. How effective is the security system? Follow up the case if and when it comes to court.

- Write a personal profile about your country's minister of trade. What is his/her background? Did they grow up in a privileged or impoverished background? What economic factors do they think will enable your fellow citizens to improve their lives? What do they think of the proposed SDGs and what they mean to your country?
- Interview your country's university professors and others specialising in economics and business. What are their views on the country's current financial status and future prospects? Can they identify potential trading sectors which have yet to be exploited? What barriers are there to the country's economic expansion? Do they think the SDG targets go far enough?
- Speak to the locally-based representative of a bi- or multi-lateral donor aid programme related to trade, business or infrastructure development. What does he/she think will enable your country to improve citizens' lives? Are the SDGs helping?
- Spend time with the head of a successful, sustainable local business with a significant export market. Write a case study about the company, focusing particularly on the owner or boss. How did he/she find and develop this market? What factors can you identify that contribute towards their success?

DEMYSTIFYING THE JARGON

All subjects involve a degree of technical information or jargon. Your task is to simplify any complicated or opaque language, not to confuse your readers, viewers or listeners with terms they cannot understand.

Here are some links to websites which may help you:

US Institute of Peace Glossary of Terms for Conflict Management and Peacebuilding - <http://glossary.usip.org/resource/rule-law>

World Trade Organization: A guide to "WTO speak" - <http://>

www.wto.org/english/thewto_e/glossary_e/glossary_e.htm

Trade Development Network (TDN) Glossary of Trade Terms - <http://www.tradev.net/Downloads/Tools/glossary%20of%20tradeterms.pdf>

Reuters Financial Glossary - <http://glossary.reuters.com/index.php?title=MainPage>

Economist A to Z - <http://www.economist.com/economics-a-to-z>

Stanford Corporate Governance and Leadership Initiatives Glossary - <http://www.gsb.stanford.edu/cldr/research/glossary.html>

United Nations Committee of Experts in Public Administration (CEPA) Glossary - <http://www.unpan.org/Directories/UNPAGlossary/tabid/928/Default.aspx>

SPECIAL ISSUES

Feelings are likely to run high if you are reporting on issues like violence against women and children, drug abuse or bribery and corruption. It is essential to distinguish between matters of fact and matters of opinion. It can be particularly important to clarify whether people are talking about the real effects of crime as opposed to the effects of the fear of crime.

Stories about international trade, finance and investment will necessarily involve statistical information and figures. Don't forget to verify your information sources very carefully to ensure you get the facts right and that your interviewees are not making exaggerated or understated claims for their own political or other ends. It is also very easy to make simple errors of transcription when quoting figures. A silly mistake can ruin an otherwise excellent story.

See our general advice on covering topics in the context of the SDGs:

- Asking the experts (see page 5)



THE STORY BEHIND THE FACTS

One of the roles of a free media in a democratic society is to hold government and other public institutions to account. It enables journalists to champion particular issues or causes which might otherwise never be brought to public attention.

You may well meet reluctance, hostility or point-blank refusal to answer questions from politicians and others when following lines of inquiry associated with the kind of topics discussed here. Just how far you pursue a subject depends not just on your own persistence and determination but also on the local media regulatory and legislative environment.

That said, the oxygen of publicity is a powerful weapon for effecting change, even if that change seems insurmountable in the short-term. The cumulative effect of, for example, a series of investigative stories about the drugs trade can have a positive impact over time.

Imagine you have been invited to interview your country or region's new chief of police. His/her main focus is on reducing petty crimes like shop lifting and traffic violations. But you have heard that police corruption is one of the reasons that drugs' trafficking is rife locally. Here are some potential questions:

- How many people have been prosecuted in the last five years for drugs' trafficking?
- What efforts are the police making to catch those involved? How successful are they?
- If relatively unsuccessful, why is this? What can be done to improve matters?
- What is the level of surveillance at sea ports, airports, border entry points? How effective is this? What methods of detection are used?
- Are drugs' trafficking gang leaders known to the police? If so, why are they not being targeted more effectively?
- Is he/she confident that police bribery is not an issue?

Of course, interviewing a police chief is different to questioning someone in a less powerful position. Nevertheless, sometimes people are reluctant to speak

about sensitive issues or refuse to talk to the media at all.

Here are some thoughts which may be appropriate:

- Consider doing some interviews off the record. This may make interviewees more forthcoming with information that is more valuable to your story than their identity
- Change actual identities of, say, those who are prepared to talk to you anonymously. But state in your report if you are using a fictitious name or persona
- Do not allow officials to hide behind false identities! They need to be accountable
- Remember that a notebook or microphone can be intimidating to those in vulnerable positions

INFORMATION SOURCES

Here are some other useful information sources for when you are preparing stories on peaceful and inclusive societies, trade, finance and other business-related matters.

Amnesty International <http://www.amnesty.org/>

Trade Capacity Building http://www.tcbresourceguide.org/multilateral_summaries/index.html

Transparency International <http://www.transparency.org/>

Saferworld <http://www.saferworld.org.uk/>

United Nations <http://www.un.org/en/development>

United Nations Department of Economic and Social Affairs <http://www.un.org/en/development/desa/index/html>

United Nations <https://sustainabledevelopment.un.org/content/documents/9274/majorgroups3.pdf>

World Trade Organization <http://www.wto.org/>

www.SD2015.org