

Toolkit Frame, Voice, Report



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This section gives an introduction to the Sustainable Development Goals in general, as well as the issues of climate change, migration, and gender, which are the priority areas of the Frame, Voice, Report-program.

The Sustainable Development Goals

The Sustainable Development Goals (SDGs), or Global Goals, aim to end poverty, inequality and climate change. The goals were drawn up by the United Nations in 2015 and should be reached by 2030. The SDGs build on the success of their predecessor, the Millennium Development Goals.

However, they are more ambitious: they are not just about poverty, but also about human rights, economic growth, peace and security, and climate change. Altogether, the Global Goals emphasize the interconnectedness of a globalised world. For the goals to be met, everyone needs to do their part: governments, the private sector, civil society and people like you.

Question for applicants:

- ✓ To which of the Global Goals and targets does your work relate?
- ✓ If your work relates to several goals, how are they interconnected?

17 Global Goals and 169 targets

The 17 main Global Goals give well defined categories for the work ahead. They are subdivided in 169 targets, which are the real working parts of the Goals. The targets give a detailed list of the challenges and promote engagement on a more personal level. Through them, the Global Goals can really come alive.

On the website www.globalgoals.org you can explore each of the 17 goals and their underlying targets.



Cross-cutting themes: climate, migration and gender

Within the context of the Global Goals, three topics are specifically relevant for the Frame, Voice, Report program: climate change, migration and gender. In fact, gender and climate change are central to the causes and consequences of migration.

Environmental factors have long had an impact on global **migration** flows, as people have historically left places with harsh or deteriorating conditions. However, according to the [International Organisation for Migration](#) (IOM), the scale of such flows, both internal and cross-border, is expected to rise as a result of accelerated **climate change**, with unprecedented impacts on lives and livelihoods. The impacts of climate change will overly burden the poorest and the most vulnerable, especially poor women.

Men and women will experience the pressures of climate-related migration differently. The [IOM](#) states that **gender** affects the reasons for migrating, who will migrate, the social networks migrants use to move, integration experiences and labour opportunities at destination, and relations with the country of origin.

Read more about the relation between gender, migration and climate change:

- [UNDP](#): Gender and Climate Change - Thematic Issue Briefs and Training Modules
- [IOM](#): Gender and Migration
- [IOM](#): Migration and Climate Change

Migration

Migration is one of the three priority areas of the Frame, Voice, Report program.

Migration is included in the sustainable development framework and many SDG's are linked to migrants' human rights.

Migration is strongly related to climate, since the adverse impacts of climate change stimulate migration flows. Moreover, it is

linked to the gender issue, since gender norms and relations shape decisions about why and when women and girls migrate, and their experiences of migration.

Questions for applicants:

- ✓ To what extent is your work related to the migration issue?
- ✓ Which causes of migration does your project address?
- ✓ How does your work contribute to improving the human rights of migrants?

Migration trends

According to the UN Migration Agency, About 244 million people in the world do not live in the country where they were born. As a share of the world population, however, international migration has remained fairly constant over the past decades, at around 3%.

Migrations are consubstantial to the human condition. We move for work or study, to be with family and loved ones or to flee war, hunger and persecution. According to [William Lacy Swing](#), the General Director of the International Organisation for Migration (IOM), ‘migration is inevitable, necessary and desirable. The reality is that migration is not a problem to be solved but a process to be managed, and if managed well it can have huge benefits’.

It is important to distinguish between migrants and refugees. The [UNHCR](#) defines migrant as persons who make a conscious choice to leave their country, mainly to improve their lives. Refugees are persons fleeing armed conflict or persecution. At the moment, 65.6 million people in the world are forcibly displaced. The majority of them live in the Global South.

Central to the migration issue is the protection of human rights. A human rights-based approach pays particular attention to the situation of marginalized and disadvantaged groups of migrants, such as refugees, children and low-skilled female workers. According to the [United Nations Human Rights Office](#), such an approach will also ensure that migrants are included in relevant national action plans and strategies, such as plans on the provision of public housing, or national strategies to combat racism and xenophobia.

Migration facts

✓ International migrant population	244 million
✓ Migrants as proportion of world population	3.3%
✓ Forcibly displaced people worldwide	65.6 million
✓ Top hosting countries of refugees	Turkey (2.9m); Pakistan (1.4m); Lebanon (1m)

Sources: [World Migration Report 2018](#); [The UN Refugee Agency](#)

Migration and the SDGs

The Sustainable Development Goals recognise the positive contribution of migrants for inclusive growth and sustainable development. They highlight the impact of forced displacement and call for empowerment of refugees, internally displaced people and migrants. They call for access by all, including migrants, to life-long learning opportunities. The SDGs also commit to the eradication of human trafficking.

Migration is explicitly mentioned in the following Global Goals and targets:

- ✓ **Goal 4b** - Quality education: Substantially expand globally the number of **scholarships** available to developing countries.
- ✓ **Goal 5.2** – Gender equality: Eliminate all forms of violence against all women and girls in public and private spheres, including **trafficking** and sexual and other types of exploitation.
- ✓ **Goal 8.7 and 8.8** – Decent work and economic growth: Take immediate and effective measures to eradicate forced labour, end modern slavery and **human trafficking**. Protect labour rights and promote safe and secure working environments of all workers, **including migrant workers**, in

particular woman migrants.

- ✓ **Goal 10.7 and 10.c** – Reduced inequalities: Facilitate orderly , safe, regular and responsible **migration and mobility of people**, including through implementation of planned and well-managed migration policies. Reduce to less than 3% the transaction costs of **migrant remittances** and eliminate remittance corridors with costs higher than 5%.
- ✓ **Goal 16.2** – Peace, justice and strong institutions: End abuse, exploitation and **trafficking** and all forms of violence and torture against children.
- ✓ **Goal 17.16, 17.17 and 17.18** - Partnerships for the goals: Enhance capacity building to support developing countries to increase significantly the availability of high-quality, timely and reliable data, disaggregated by income, gender, age, race, ethnicity, **migratory status**, disability, geographic location and other characteristics relevant to national contexts.

Read more about migration

- Website of the UN Migration Agency: [International Organisation for Migration \(IOM\)](#)
- IOM Report: [Migration in the 2030 Agenda](#)
- IOM [World Migration Report 2018](#)
- Website of the [UN Refugee Agency](#)

Migration is also relevant with respect to goals and targets that focus on climate change, economic shocks and natural disasters, such as Goal 1.5 and 13.1-3.

Gender

Gender is one of the three priority areas of the Frame, Voice, Report program. Moreover, it is closely related to the areas of migration and climate change. The impact of climate change puts the heaviest burden on the poorest and most vulnerable, especially poor women. Moreover, gender shapes migrant’s needs, at all stages of the migration process. Gender equality is captured specifically in SDG number 5. However, the promotion of equal rights for men and women is a cross-cutting theme in all the Global Goals.

Questions for applicants:

- ✓ How is your work related to the gender issue?
- ✓ Which causes of gender inequality are tackled in your work?
- ✓ How does your work contribute to improving gender equality?

Gender trends

Over the past decades, the world has made remarkable progress towards gender equality. More girls are now in school compared to 15 years ago, and most regions have reached gender parity in primary education. Women now make up to 41 percent of paid workers outside of agriculture, compared to 35 percent in 1990. Today there are more women in public office than ever before.

However, there are still huge inequalities, and women and girls continue to suffer discrimination and violence in every part of the world. Too often women are confronted with sexual violence and exploitation, the unequal division of unpaid care and domestic work, and discrimination in gaining public office. Moreover, some groups of women face compounded forms of discrimination -- due to factors such as their age, ethnicity, disability, or socio-economic status -- in addition to their gender.

Gender equality is at the very heart of human rights. Women and girls' equality and equal access to education, health care, decent work, and representation in political and economic decision-making processes are vital to achieving human rights for all. So is ensuring equal access to economic resources such as land and property, and universal access to sexual and reproductive health.

Global gender facts	
✓ Share of girls in primary school	48%
✓ Share of women in wage employment	41%
✓ Proportion of parliament seats held by women	22%
✓ Proportion of women (15-49) using contraceptives	64%

Sources: [Worldbank](#); [Millennium Development Goals Report](#)

Gender and the SDGs

Women's and gender issues are captured in SDG 5 on Gender Equality. The goal focuses on critical issues such as ending all forms of discrimination, eliminating all forms of violence against women and girls; and eliminating harmful practices such as child marriages. However, gender is integral to all dimensions of inclusive and sustainable development. For example, various other goals tackle specific aspects of inequality, such as access to nutrition food (goal 2); access to education at all levels (goal 4); and creating access to decent jobs (goal 8).

Goal 5: Gender equality and empowerment of all women and girls

- ✓ End all forms of **discrimination** against all women and girls everywhere.
- ✓ Eliminate all forms of **violence** against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation.
- ✓ Eliminate all **harmful practices**, such as child, early and forced marriage and female genital mutilation.
- ✓ Recognize and value **unpaid care and domestic work** through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate.
- ✓ Ensure women's full and effective **participation and equal opportunities for leadership** at all levels of decision making in political, economic and public life.
- ✓ Ensure universal access to **sexual and reproductive health** and reproductive rights as agreed in accordance with the Program of Action of the International Conference on Population and

Development and the Beijing Platform for Action and the outcome documents of their review conferences.

- ✓ Undertake reforms to give women **equal rights to economic resources**, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws.
- ✓ Enhance the use of enabling **technology**, in particular information and communications technology, to promote the empowerment of women.
- ✓ Adopt and strengthen **sound policies and enforceable legislation** for the promotion of gender equality and the empowerment of all women and girls at all levels.

A number of other Global Goals and targets are also relevant to achieving gender equality, such as Goal 10.3, 3.1 and 3.7.

Read more about gender

- Sustainable Development Knowledge Platform: [Goal 5](#)
- [UN Women](#): Turning promises into action: Gender Equality in the 2030 Agenda for Sustainable Development
- [OHCHR](#): Women's Rights and Gender Equality

Climate Change

Climate change is one of the three priority areas of the Frame, Voice, Report program. It is closely linked to the areas of migration and gender. Firstly, the impact of climate change are especially felt by the poorest in the global South, most of whom are women. Secondly, its impact increases migration flows in the global South. The world's dedication to fight climate change is expressed by SDG 13.

However, a clear focus on environmental

sustainability underlies each of the 17 sustainable development goals.

Questions for applicants:

- ✓ How is your work related to the climate change issue?
- ✓ Which causes of climate change are tackled in your work?
- ✓ How does your work contribute to reducing climate change and its impact?

Climate change trends

People everywhere in the world are experiencing the impacts of climate change, which include changing weather patterns, rising sea levels, and more extreme weather events. The greenhouse gas emissions from human activities are a driver of climate change. Without action, the world's average surface temperature is projected to rise over the 21st century and might surpass 3 degrees Celsius this century. The most impoverished and most vulnerable people are being affected the most. They are often dependent on agriculture in areas that are sensitive to extreme conditions. However, the

responsibility for climate change is not the same for all actors. It is necessary to be much more demanding for those who have a higher degree of responsibility, starting with us in the Global North.

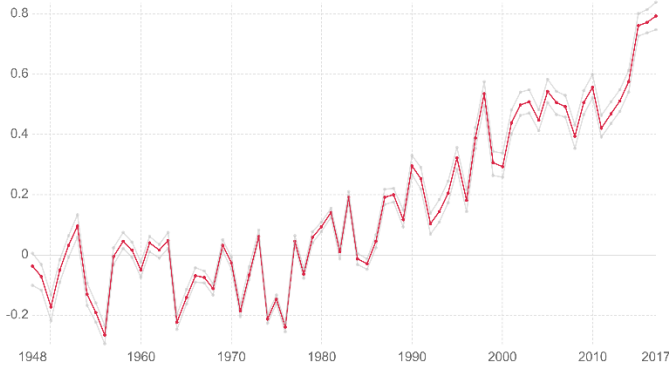
To address climate change, countries adopted the Paris Agreement in December 2015. In the agreement, all countries committed to work to limit global temperature rise to well below 2 degrees Celsius. To achieve this goal, greenhouse gases must be significantly reduced and fossil energy sources must be replaced by renewable sources of energy. Affordable, scalable solutions are now available to enable countries to leapfrog to cleaner, more resilient economies.

It is also important that developing countries in particular can take measures to protect themselves against the effects of climate change. That means, for example, investing in drought and heat-resistant seeds, rainwater storage and strengthening and constructing of flood defences.

Climate Change figures

Global average temperature anomaly

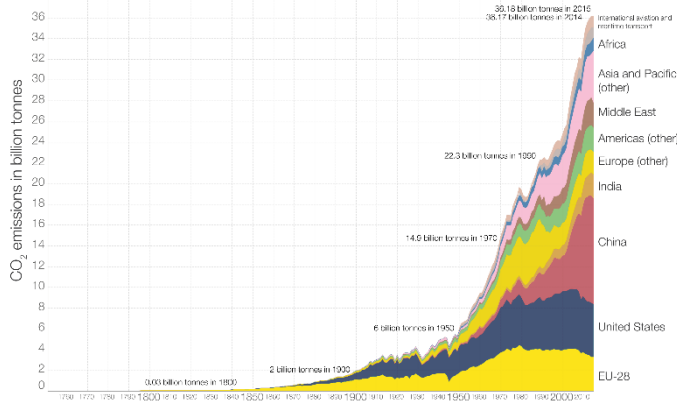
Global average land-sea temperature anomaly from 1961-1990 average temperature in °C. The red line represents the median global average temperature change, and grey lines represent the upper and lower 95% certainty intervals.



Source: Met Office (UK) Hadley Centre
OurWorldInData.org/co2-and-other-greenhouse-gas-emissions/ • CC BY-SA

Global CO₂ emissions by world region, 1751 to 2015

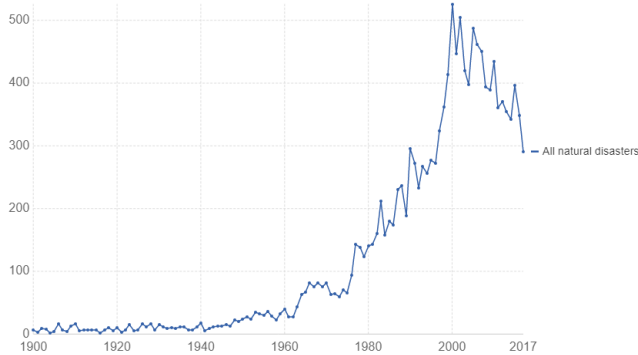
Annual carbon dioxide emissions in billion tonnes (Gt).



Data source: Carbon Dioxide Information Analysis Center (CDIAC); aggregation by world region by Our World in Data. The interactive data visualization is available at OurWorldInData.org. There you find the raw data and more visualizations on this topic. Licensed under CC BY-SA.

Number of recorded natural disaster events, All natural disasters

The number of global reported natural disaster events in any given year. This includes those from drought, floods, biological epidemics, extreme weather, extreme temperature, landslides, dry mass movements, extraterrestrial impacts, wildfires, volcanic activity and earthquakes.



Source: Natural disasters - EMDAT (2017)
OurWorldInData.org/natural-catastrophes/ • CC BY-SA

Source: [Our World in Data](https://ourworldindata.org)

Climate change and the SDGs

SDG 13 is dedicated to taking urgent action to combat climate change and its impacts. However, this goal is strongly interlinked with the other SDGs: if the world fail to take strong action against climate change, it will be difficult to achieve the other goals, particularly on poverty and energy.

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

- ✓ **Strengthen resilience** and adaptive capacity to climate-related hazards and natural disasters in all countries
- ✓ **Integrate climate change measures** into national policies, strategies and planning
- ✓ **Improve education, awareness-raising and human and institutional capacity** on climate change mitigation, adaptation, impact reduction and early warning
- ✓ Implement the commitment undertaken by developed-country parties to the United Nations Framework Convention on Climate Change to a goal of **mobilizing jointly \$100 billion annually by 2020** from all sources to address the needs of developing countries in the context of meaningful mitigation actions and transparency on implementation and fully operationalize the Green Climate Fund through its capitalization as soon as possible
- ✓ Promote mechanisms for **raising capacity for effective climate change-related planning and management** in least developed countries and small island developing States, including focusing on women, youth and local and marginalized communities
- ✓ Acknowledging that the United Nations Framework Convention on Climate Change is the primary international, intergovernmental forum for **negotiating the global response** to climate change

Many other Global Goals and targets are also relevant to combating climate change. Here are some examples, for example Goal 1.5, 7.1-2, 12.8 and 12.A and C.

Read more about climate change

- ✓ Sustainable Development Knowledge Platform: [Goal 13](#)
- ✓ United Nations: [Climate Change](#)
- ✓ Website of United [Nations Framework Convention on Climate Change](#) (UNFCCC)

Part 2: Approach

This section introduces the main approaches of the Frame, Voice, Report-program and helps you to tailor your application. You will find background information, exercises and other learning tools.

Frame: involve your language

Framing refers to how we portray the Global South. This section explains the essence of framing and shows how frames are connected to underlying values. It gives examples of constructive frames to communicate about people in the Global South.

No single story

The Global South offers more than a single story. When we continue to tell the same story about hopelessness and poverty, we deprive our recipients of the myriad other stories about schooling, business and family life, which also characterise the day-to-day experiences of people in the Global South.

There should be room for constructive stories that acknowledge the problems, but also suggest feasible solutions. Such nuanced stories will bring us closer to reality and enable recipients to form a more realistic impression of global challenges

Out



- hopelessness, victimisation rhetoric, problem-oriented communication, simplified messages and stories implying that it is only us here in Denmark who can change the state of affairs.

In



- constructive and nuanced communication, room to convey structural causes of poverty, giving partners their own voice.

About frames and framing

Frames tell us how we should understand the world around us. To frame is to choose words and images in such a way that certain aspects of reality are highlighted. These highlighted elements tell the audience what is important about the issue.



Frames as narratives

Frames can also be perceived as different narratives about a specific issue. Each narrative, or frame, consists of different components: it tells us about the essence of the issue, its causes and consequences, the moral values involved, and the potential solutions. Frames manifest themselves in a communicating text through features such as keywords, visual and stereotyped images, catchphrases, moral appeals, and symbolic devices. For example, a picture of an exhausted refugee, accompanied by words like 'drought', 'suffering' and 'hunger', can be interpreted as the narrative or the frame of the victim who fell prey to tragic circumstances. We don't need to be exposed to the whole frame: when we see a picture of this particular refugee, we tend to understand the moral message that she is suffering and needs our help.

The power of framing

Framing is an inseparable aspect of communication; it is impossible to communicate about societal issues without using frames and we often use them unconsciously. Also, framing as such is neutral; the manner in which frames are used determines whether they promote a desirable cause or not. Frames are used by politicians, journalists and marketers – but also by civil society- and human rights organisations who want to engage people and make a moral appeal. Frames address the deeply felt values of people and they can be important drivers of engagement with global injustice and poverty.

Five frames to communicate about the Global South

Progress frame

This frame asserts that poverty is an issue of lagging development. In the course of history, people worldwide have improved their living conditions and this process is

ongoing. The main point now is that people in the Global South have the opportunity to catch up. The economy must grow, education and health care must improve, the infrastructure must be expanded, et cetera. Western countries can help with funds, knowledge and expertise.

The progress frame radiates optimism: development is good for everyone; our children will have a better future. This frame can sometimes be recognized by metaphors with an element of movement, such as 'climbing out of poverty'. It can also be described as a project with phases and measurable goals. This frame includes images with signs of improvement and modern technology, such as the construction of roads and hospitals or the use of solar panels. The 'goals' and 'targets' in the sustainable development framework are examples of the progress frame, just like the words 'developing countries' and 'development work'.

Questions for applicants

- ✓ Which frames best match the vision and mission of your organisation?
- ✓ Which frames does your organisation mostly use?
- ✓ Which frames will best help us achieving the Global Goals?
- ✓ Which frames do you intent to use in your project?



Pros and cons of the Progress frame

The progress frame is capable of contributing to a positive image of the Global South, by portraying its people as active and industrious, and by emphasizing the change and achievements. However, it is important to note that the frame can be employed both in a positive and negative context. Hence, it can also communicate about a *lack* of progress, and thereby reinforce perceptions of the Global South as a place where nothing ever changes. Moreover, this frame may emphasize the distance between the 'developed' and 'underdeveloped' world, and thereby - unintentionally - portray (people in) the global North as being better, wiser, and more advanced than (those in) the Global South.

Social Justice frame

The social justice frame defines poverty as a matter of injustice and inequality. Poverty in a world of abundance is a sign that societies are organised in an unfair way: people do not get sufficient opportunities and freedoms to shape their lives and to provide for their own livelihoods. Poverty is not limited to material shortages, but extends to immaterial aspects such as discrimination, exclusion and the denial of rights, for example of women, employees or people with disabilities. The moral principle under this frame is the inherent dignity and rights of every human being. Hence, it asserts

that commitment to people in the Global South should be based on connectedness and mutual solidarity.

The social justice frame is reflected in the principles of many development organizations, which emphasize 'empowerment' and 'claiming rights' by the poor. For example, the frame can be recognized by words as '(in)justice', '(un)fairness', 'discrimination', 'rights', and 'fight'. Visual examples of the frame are images of people who are being excluded, suppressed or treated unfairly, or images that visualize inequality, such as slums in front of wealthy buildings.



Pros and cons of the Social Justice frame

The social justice frame has a strong power to express the importance of global solidarity. By emphasizing each person's indistinguishable human rights, the frame's implicit message is that we are all equal and that people from the Global South are like us. Like the progress frame, this frame can highlight promising as well as problematic developments: it can depict how people successfully fight for their rights, but also how they are excluded or oppressed. If the frame is solely used in a negative way, it may reinforce perceptions of people in the Global South as powerless and weak.

Global Village frame

'Global Village' is a saying that emphasises the growing interconnectedness of a globalising world. The central theme in the global village frame is that we are all in the same boat, and that we have a shared responsibility for the sustainable future of the planet. Our future will increasingly be marked by cross-border issues, such as climate change, water scarcity and food security, which cannot be solved within national borders. The poorest people in the Global South are most heavily affected by these global issues. At the same time, persistent poverty exacerbates these cross-border problems and undermines a sustainable future for all.



Global village is an important frame in communications about the Sustainable Development Goals. The frame is also used to point out our responsibility as a 'global citizen', for example by saving energy and water. Verbal devices of the global village frame are words and expressions such as 'mutual dependency', 'connection', and 'global public goods'. Visual examples are images and captions that visualise the consequences of climate change, such as droughts and floods, for the poor in the Global South.

Pros and cons of the Global Village frame

The global village frame emphasizes the interconnectedness and shared responsibility that underly the Sustainable Development Goals. Hence, they have a strong capability of enhancing engagement with the Global Goals. The frame is especially capable of communicating about issues with a

international dimension. However, it is less useful when communicating about sheer local local dimensions of poverty in the Global South.

Blame Us frame

The blame us frame is based on the notion that the rich world harms the poor world. It points at the guilty role of the Global North. Rich countries or elites have caused or maintained the problems in the Global South. In the past, they have damaged poor countries through colonisation and the exploitation of natural resources. Nowadays, they hurt the poor countries through an unfair global economic system, land grabbing, and the 'bad behaviour' of its multinationals, such as exploitation of workers and the pollution of the environment. Consequently, this frame asserts that problems in the Global South can only be solved if something changes in the North. We can see the blame us frame for example in



Pros and cons of the Blame Us frame

The blame us frame underlies campaigns such as Tax Justice, Behind the Brands and Stop the Land Grab, which hold companies and governments to account for their actions in the Global South. Hence, the frame can be a strong tool to draw attention to their wrongdoing and motivate them to change their behaviour. However, when targeted at individual citizens in the Global North, the frame may evoke people's feelings of shame and guilt, and thus base engagement with the Global South on negative feelings of self-reproach instead of positive feelings of solidarity.

Victim frame

At the heart of this frame is the suffering and destitution of people in poverty. They have fallen prey to tragic circumstances through no fault of their own. The frame emphasises how lack of food, shelter, medical care and other basic needs contribute to miserable living conditions.

Whatever has caused the misery: it is beyond the influence and responsibility of the victims. There is nothing they can do about it. The victim frame portrays the poor as helpless and innocent. It evokes sympathy and compassion, and makes a strong moral appeal to 'the rich' to help.



The innocent victim is most clearly seen in stories and fundraising campaigns about natural disasters and emergencies. The clichéd image of the victim is the 'starving child with flies in the eye'. Other images belonging to this frame are the Westerner in the role of helper in need.

Pros and cons of the Victim frame

The victim frame can be a powerful frame to evoke people's compassion and commitment to donate. However, it has a number of downsides. First, it reduces people's engagement with global poverty

and injustice to feelings of pity and compassion. Second, it contributes to a worldview that undermines engagement among the public on the longer term. The frame tells recipients that the world's problems are so downright hopeless that all we can do is to put a plaster on the wound. Third, the frame depicts people in the Global South as helpless and suffering. When such a frame is repeated again and again, it becomes cemented in people's perceptions of developing countries. Therefore, the frame should be used with care and possibly be balanced by other frames.

Values and frames

Frames have an impact because they appeal to people's values. Values are ideals and desirable goals that give direction to the lives of individuals or groups. Examples of values are freedom, wisdom, and self-discipline. Values are the basis of behaviour, because they influence people's motivation and goals. Hence, in order to understand the effect of frames on people's attitudes and behaviour, it is important to understand the basic principles of human values.

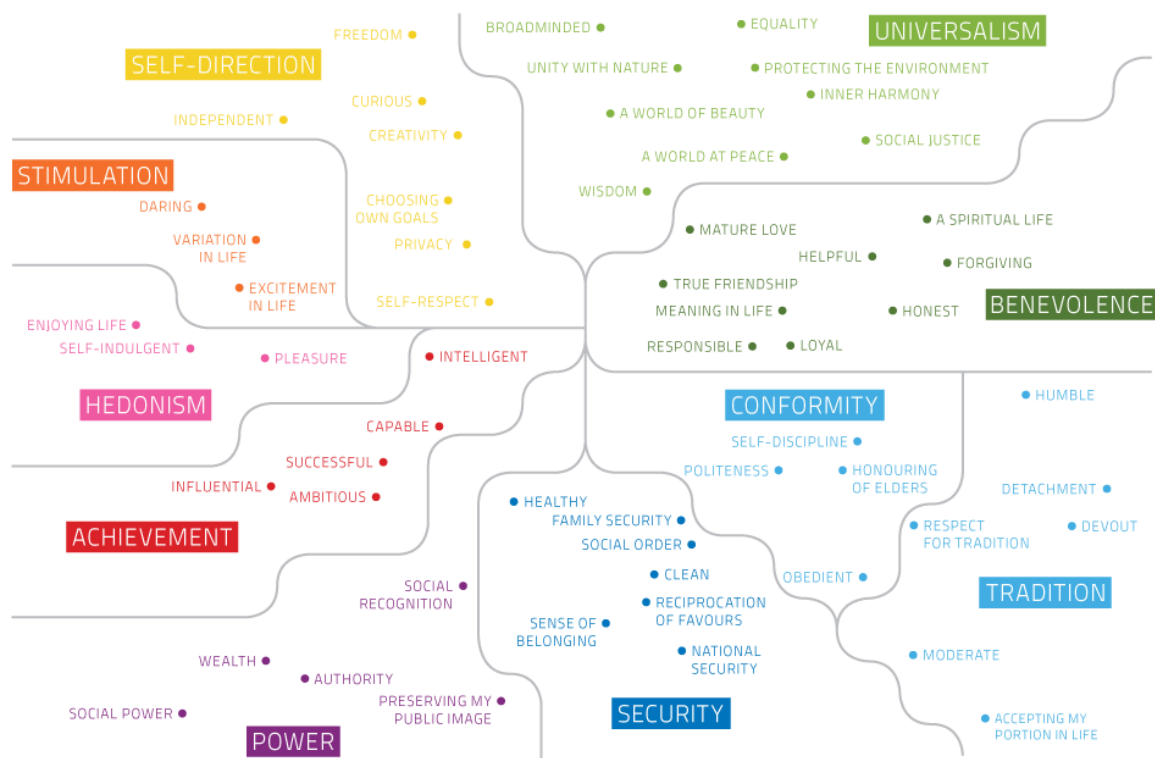
Questions for applicants:

- ✓ Which values are important in the work of your organisation?
- ✓ Which values drive your organisation's commitment for development cooperation?
- ✓ Have a look at the values circle of Schwartz. In which segment or segments do your organisation's values belong?
- ✓ In which segment or segments of the circle would you position each of the five global poverty frames (progress, social justice, blame us, global village and victim)?

Values circle of Schwartz

The social psychologist Shalom Schwartz has identified 56 values which are held by everyone. These values are the root of our motivations and the standard by which we judge our own and other people's acts. The values are interrelated; Schwartz has them mapped out into a circular model, which illustrates how individual values influence one another. For example, the values of 'broadmindedness' and 'equality' are close to one another in the values circumplex, which means that they are closely linked, whereas disparate values, such as 'wealth' and 'a spiritual life' are distant from one another.

We all hold these various values, but we differ in how much weight we attribute to each of them. This prioritisation influences our actions, such as choice of career, family structure and political convictions. Values can be temporarily 'engaged', when brought to mind by certain communications or experiences – and this tends to affect our attitudes and behaviours. When reminded of benevolence values, for instance, we are more likely to respond positively to requests for help or donations.



UNIVERSALISM
UNDERSTANDING, APPRECIATION, TOLERANCE AND PROTECTION FOR THE WELFARE OF ALL PEOPLE AND FOR NATURE.



POWER
SOCIAL STATUS AND PRESTIGE, CONTROL OR DOMINANCE OVER PEOPLE AND RESOURCES.



BENEVOLENCE
PRESERVATION AND ENHANCEMENT OF THE WELFARE OF PEOPLE WITH WHOM ONE IS IN FREQUENT PERSONAL CONTACT.



ACHIEVEMENT
PERSONAL SUCCESS THROUGH DEMONSTRATING COMPETENCE ACCORDING TO SOCIAL STANDARDS.



TRADITION
RESPECT, COMMITMENT AND ACCEPTANCE OF THE CUSTOMS AND IDEAS THAT TRADITIONAL CULTURE OR RELIGION PROVIDE THE SELF.



HEDONISM
PLEASURE AND SENSUOUS GRATIFICATION FOR ONESELF.



CONFORMITY
RESTRAINT OF ACTIONS, INCLINATIONS AND IMPULSES LIKELY TO UPSET OR HARM OTHERS AND VIOLATE SOCIAL EXPECTATIONS OR NORMS.



STIMULATION
EXCITEMENT, NOVELTY AND CHALLENGE IN LIFE.



SECURITY
SAFETY, HARMONY, AND STABILITY OF SOCIETY, OF RELATIONSHIPS, AND OF SELF.



SELF-DIRECTION
INDEPENDENT THOUGHT AND ACTION - CHOOSING, CREATING, EXPLORING.

Self-Transcendence versus self-enhancement

The ten groups of values can be divided along two major axes, as shown below:

1. **self-enhancement** (based on the pursuit of personal status and success) as opposed to **self-transcendence** (generally concerned with the wellbeing of others);

2. **openness to change** (centred on independence and readiness for change) as opposed to **conservation** values (not related to environmental or nature conservation, but to 'order, self-restriction, preservation of the past and resistance to change').

The positive values that will deepen and sustain support for development are found in the 'higher order' type of Self-Transcendence values. These are the value types Universalism and Benevolence. These positive values are in conflict with the Self-Enhancement value types - Power, Achievement and Hedonism. These Universalism and Benevolence values can in turn be seen to motivate action to tackle a wide range of 'bigger than self' problems, within which we can include global poverty and injustice.



Voice: involve a voice from the South

The development problems we face today are worldwide challenges. Development communication must, therefore, be built on equal involvement of participants from both the global North and South. This section explains the importance of including voices from the global South and provides tools to include those voices in your project.

Give a voice to the global South

Too often we talk 'about' people from the global South instead of letting them speak for themselves. While we claim to represent the narratives of the people who are most affected by global injustice, we suppress their voices by speaking up for them, instead of letting them speak for themselves. Indeed, the most suppressed voices have been those of the 'beneficiaries' of development aid in the global South. For us to achieve inclusive communication, we need to think about the voices we include.

Broaden your horizon

The most inspiring stories are those of people who tell about their experiences with global issues. Including voices from the global South can improve your communication, as we may come to see things from new perspectives, enabling us to broaden the scope of our narrative. Voices from the South can provide new ideas; can learn something we might have forgotten.

Including global voices can also help us to deconstruct common stereotypes that shape our thoughts on realities in the global South. However, it is also important to observe whether Southern voices create new stereotypes by replacing the old ones in the same process. We need to keep in mind that a person from the South is always an individual with his or her own context. Southern voices are diverse, and one person can only represent one kind of reality.

Hand over the microphone

We can strengthen Southern voices by giving talking time to the people it is all about, either our partners or target groups in the south. Rather than speaking on their behalf, focusing on our own view of the situation, we can



"This woman has improved her life by attending one of our literacy classes in her village"



"I am very proud that I have passed the exam of the adult literacy class. Now I will be able to help my son with his homework."

Example above

It can be hard to know what the villagers think, as it tends to be your own perception of the situation that is reported.

Example below

Hand over the microphone and let the protagonists speak for themselves. This enables more nuanced communication, from which you too may learn something new.

let them speak directly in our communication. this serves to highlight that people in the south are active agents of change in their own lives.

Ask better questions

When talking to people, the questions that we ask shape how they come across. If we only inquire into what is difficult, tough and sad, well, then we contribute to casting our interviewee in the role of the victim, which might indeed not suit him or her. Perhaps the interviewee has a powerful story about how he or she handles the situation. Moreover, as interviewer, you can choose to broaden the story to include what has caused the person's situation.

Examples of constructive questions:

- ✓ What will it take to solve [...]?
- ✓ Would you like to help solve [...]?
- ✓ When do you do so?
- ✓ Is there anything others should help to do?
- ✓ How can you overcome possible obstacles?
- ✓ What happens if you solve [...]?
- ✓ Who has helped/supported you?
- ✓ What have you learned that others may learn from?
- ✓ How have you taken responsibility for

Who are the voices from the global South?

Southern voices are narratives, experiences, knowledge and expertise of people from the global South who are willing to act for a world of global justice. A Southern voice can be the voice of people who live in the global South, but also of people originally from the South but currently living in the North.

Questions:

- ✓ Which 'voices from the Global South' are part of your network?
- ✓ Have you considered any possible cooperation with one or more participants in the South to develop and conduct your project effectively?

No single voice

One of the dangers is the assumption that anyone from the global South represents the voices of all people from the South. Coming from the South does not always mean that the person cares for the issues of global justice. Moreover, the global South is not a homogenous block. Any individual from the South brings their own unique background, perceptions

and values to the story. What is important for global communicators is to recognize the multiplicity of voices common in all societies.

Diaspora voices

Immigrants have significant potential to contribute to communication about global issues. Among the immigrants there are specific diaspora communities. Their representatives usually have lively contacts with their country of origin and often participate in development of their country of origin. Another group worth considering are international students. They too may have a keen interest in and awareness of issues of global justice.

Involving voices from the South: examples

Below you find some inspiring examples of how you can make a difference by including southern voices in your communication project.

Giving a voice to Senegalese street vendors

The Catalan NGO SOS Racisme embarked on a project, Vida Mantera, to give a voice to street vendors in Barcelona. The goal of the project, which was done together with the digital newspaper Catalunya Plural, was to analyse the causes and consequences of this international phenomenon and to counter the spread of prejudices and stereotypes. It looked for some causes in the city itself, others at the European borders, and many others in the country of origin of most people who carry out this activity, Senegal.

The project gave voices to the people who migrated and their families, so that they could tell their own stories. It also gave voice to public administrations in the North, such as the Barcelona City Council, international organisations (IOM), and expert NGOs. The authors worked with the Senegalese journalist Mariama Badji. She collaborated as a fixer in Senegal, contributed to the dissemination of the reports with her participation in a conference in Barcelona, and she published an article in Le Soleil, a Senegalese newspaper.

Throughout the project, journalists used terms as 'unauthorised' instead of 'illegal', to avoid negative connotations and criminalization of the street vendors. Moreover, they used images that



depicted people, both in the North and in the South, as active, empowered and determined. The reports give voice to local practices that can be sources of inspiration internationally, as the setting up of the street vendors union 'Tras la manta', an innovative local initiative.

Source: [Lafede](#), Spain

Photo: *Sònia Calvó*

Involve networks: Clean Clothes Campaign

Pro Ethical Trade Finland (Eetti) is using national and international networks in their global education and communication work. Eetti is a CSO promoting fair world trade, sustainable production chains and responsible consumerism. For Eetti, it is important to get first-hand experience of the people who are for example working in the garment factories, and not present them as victims but active change agents. Since Eetti does not have direct partnerships with CSO's in Global South, they are actively involved with for example, The Clean Clothes Campaign (CCC) that is dedicated to improving working conditions and support for the empowerment of workers in the global clothing and sportswear industries. The CCC is an alliance of organisations in 16 European countries. Members include

**Clean
Clothes
Campaign**



trade unions and NGOs covering a broad spectrum of perspectives and interests, such as women's rights, consumer advocacy and reduction of poverty.

The alliance relies on a partner network of more than 200 organisations and unions in garment-producing countries to identify local problems and objectives and help to develop campaign strategies to support workers in achieving their goals. Through the international secretariat in Amsterdam, the CCC in Finland receives up-to-date information on the situation that garment workers are facing in garment-producing countries. Eetti uses Southern case studies received via the network to inform journalists and the media in Finland about conditions. Together with other members of the network, Eetti also engages Southern experts as speakers at seminars and conferences on issues promoted by the Clean Clothes Campaign.

Source: [KEPA](#), Finland

Checklist for your communication project:

- ✓ Are the views and perspectives of others, both in the North and South, presented in an unbiased and respectful way?
- ✓ To what extent does the content maintain and reinforce stereotypes that are commonly associated with the South?
- ✓ Have you checked whether relevant debates are taking place now on the chosen issues of the project in the South?
- ✓ Is your project dominated by perspectives from the North or the South?
- ✓ Have you ever thought how different participants in the South and from the South would react to your project when they become aware of it?

Report: collaborate with journalists

The challenges to development and international solidarity are becoming increasingly complex, urgent, and interrelated. As a result, it is essential that we provide the public with adequate and understandable information. Journalists and NGOs need to develop new methods to inform and educate European public opinion on matters that seem distant from their everyday lives, but which are essential to people all over the world. Both NGOs and news media need to renew their rhetoric to improve the quality of the information they offer.

The media, how do they work?

Journalists are busy throughout the day with the question what will be in the news tomorrow. Each journalist has specific themes in his portfolio and a journalist usually works on several stories at a time. He follows the most important developments within his domains, and continuously keeps an open eye and ear to events that may be interesting for a story. However, the journalist is never completely master of his choices. He is part of a chain of information production, with its constraints and deadlines, and he refers, in general, to his subjects or to his editor-in-chief.

Getting acquainted with the journalistic selection process can be useful for those who want to interest journalists in their work. The following questions generally serve as a guide for journalists:

The editorial line: Why should my medium cover this topic?

The story must be part of the editorial line of the journalist's medium, and what he knows or thinks are the expectations of his readership.

Timeliness: Why should I treat this topic now?

News is about something that is happening *now*. In the news business, stories grow old in a hurry. The subject must bring new information or supplement it with relevance.

Proximity: How will my reader feel concerned about this?

People are more interested in nearby news that matters than in news from far-away places. A toxic waste dump in Africa is mildly interesting. A toxic waste dump in your neighbourhood is major news. However, proximity can also be a matter of emotional or social closeness, for example through stories of people who have the same interests or life experiences than you.

Novelty: Is it an unusual story?

This helps explain why a war or crisis, for example the one in Syria, was great news at first. But after a while, when not much changes, it slowly disappears from the front pages.

Conflict: What's the problem?

Journalists learn that a good story needs a conflict, otherwise it doesn't grab the audience's attention. That's part of why the news seems so negative. The millions of people who don't get murdered each day aren't news.

Human interest: Is there a personal story to tell?

A journalist needs 'incarnated' stories. Not generalities, but experiences, destinies, testimonies. The subject needs to arouse an emotion and stir empathy.

Develop a message for the press

You have something to offer

Attracting media attention is not always easy. Editors receive dozens of phone calls, e-mails and press releases a day, and only a small number of them pass the gate of news selection. That can make organizations hesitant to approach journalists.

Remember, however, that journalists are always looking for interesting issues. It can be helpful to rethink our relationship with journalists and media. Instead of thinking how to influence a journalist, consider instead the contribution of your organization to a topic that is present in the media, to a topic that interests a specific journalist, or how your organization can enrich a story.

What may an NGO provide for the construction of a good report or news story?

- ✓ **Context:** providing background information on our everyday topics, understanding of the reasons why we are presents on a specific topic, region, population, etc.
- ✓ **Connection:** a fresh look on interconnection and interdependence between North and South (migrations, environmental conflicts, gender inequality)
- ✓ **Human stories** about survivors and empowered people (abandoning the image of the incapable victims)
- ✓ **Direct sources of information**, through our networks in the global South: testimonials, expert voices, journalists
- ✓ **Advice and contact information** to work in Southern countries, including conflict areas

Think about the recipient of your message

Contacting a journalist starts with the question which type of medium you want to target. In general, local media are more easily accessible than national media, especially when your topic has a local slant. Involving television requires a project or event that is visually appealing and can be filmed. Beyond targeting a journalist, you must think of the public that you want to reach: what would interest them? Travel magazine readers do not have the same interests as those of an economic newspaper.

Reflect:

Think about your project or organisation from the perspective of a journalist. What could make the things you do interesting for a journalist?

Besides *who* to contact, it is also relevant to think about *when* to contact a journalist. What are the most relevant moments to approach the press? Beyond flagship actions of your organisation, are there any other moments in the year in which you can promote your action (World Day of....)? Anticipate: pay attention to newspaper deadlines. They usually need to receive your material a couple of days before, but not too early, since long-term planning in the media is rare. For daily newspapers, three to five days before might be a good rule of thumb.

Pitch your story

As a rule of thumb, it is good to call in advance before sending anything. This enables you to raise the mediums attention. It also ensures that you have got in touch with a relevant person to whom you

can email directly, rather than ending up sending a message to the editorial staff in general, none of whom will take ownership.

During the phone call, you should give a short pitch of your story. To prepare yourself, ask the following questions: What is of value to this medium? What do they want? Who are their readers or viewers? Why would your story be of interest for their audience? Make sure that your pitch is not too long. The journalist must quickly learn what your story is about.

Write a press release

Once you have initiated contact with a journalist from a medium, he or she will probably ask you to send some more information. For that purpose, it is good to write a press release, which you can also distribute to several other media. The press release serves as follow-up to the initial contact. It aims first and foremost to inspire and remind the journalist. You could possibly ask the journalist if she wants to take your story further. If the answer is a clear no, this is your cue to try to pitch your story to another medium.

A press release is a short text, preferably no longer than one page, written with short sentences, in active mode, in present time, without jargon and abbreviations. It includes a logo, practical details (date, place, et cetera) and contact details.

6 keys for a good press release:

- ✓ Keep the press release within one page.
- ✓ Start with the facts (who, what, when, where) and continue with explanations (how, why?).
- ✓ Recall, in a clear way, the overall mission and values of your organisation.
- ✓ Give examples of actions.
- ✓ Include one or several images. Remember to write captions that explain the content of the picture, names of persons who appear in it, and the credits for the photographer. Only use photos for which you hold the copyrights.
- ✓ Indicate a contact (phone, email), so that the 'right' person can be contacted quickly and easily.

Practise:

Prepare a pitch for a constructive story that you can present to a journalist.

Practise:

Write a press release to draw attention to your work; send it to the local media

The approach: constructive journalism

The daily news as we know it is overwhelmingly negative in tone. It emphasizes conflicts, disasters and problematic developments, and often contributes to feelings of hopelessness and a distorted worldview. According to surveys of Gapminder, a Swedish foundation, hardly anyone in Europe knows the basic global facts about, for example, declining poverty, improving health, and improved life expectancy.

This 'negativity bias' is not conducive in engaging the public in global challenges. Instead of encouraging people to act, it deprives them of the confidence that together we can tackle and solve problems. Therefore, the Frame, Voice, Report program promotes a constructive journalistic approach. The idea of constructive journalism is to give stories more context and to report about

solutions, instead of revolving around negative and conflict-based issues. By giving more background and reporting about what is going well, people are more able to create a realistic view of the world.

Constructive journalism should not be confused with merely 'positive' or 'good' news. Constructive journalism adheres to the core functions of journalism, like being critical, watchdog, alerting the public. However, it adds something to the existing journalistic routines, by asking different questions and highlighting potential solutions.

Reflect:

Read your own texts, such as on your website or in your newsletter. Are they articulated in a constructed way? What could you do to make the content more constructive?

Vademecum: manual for journalists and NGOs

This section presents 10 essential points identified by both journalists and NGOs, administrations, and universities, working in collaboration to write the 'Vade mecum for responsible international information'. It also elaborates the principles of a constructive and solutions-oriented journalistic approach.

1. Encourage a journalism of 'solutions'

- ✓ Go beyond just describing problems. Explain possible solutions or proposals, including those offered by civil society, and their results.
- ✓ Adopt a critical journalistic point of view that encourages reflection.

2. Treat all countries and communities with dignity. Avoid sensationalism and victimization

- ✓ Be aware of the importance of the vocabulary used. Pay attention to both written and audio-visual language.
- ✓ Avoid language that is discriminatory, androcentric or that uses stereotypes. Avoid concepts with negative connotations ('aid' is not 'cooperation'; terms like 'underdeveloped' or 'third world' are not pertinent, since they are inadequate and obsolete).
- ✓ Ask, where possible, for the consent of others before publishing images of them. Do not publicise images that violate human dignity.
- ✓ Portray groups and communities as 'strivers', not just as victims. Be especially careful with the portrayal of women: avoid showing them exclusively in the classic role of individuals only in charge of the family; portray them as holding important political, economic, social and cultural roles.
- ✓ Be especially careful with the images or testimonies of children, and avoid making sensationalist use of them. The dignity of children and their rights have to come before any other sort of consideration.

3. Distinguish journalistic information from institutional communications by organizations

- ✓ Organizations should offer information beyond what is strictly connected to their activities. Training in communication should be promoted within organizations so that they can provide useful information to journalists.

4. Make participants from countries in the South who are involved (or not) in international cooperation more visible. Include them in the production of information.

- ✓ Be aware of different sources on the ground and give voice to the local population. Consult all sort of Southern sources; not just NGOs, but also governments, leaders and local professionals, etc.
- ✓ Develop North/South alliances to enrich, diversify, produce and spread information.
- ✓ Give voice to individuals so that they can tell their own stories. Include the opinions of children in matters that affect them.
- ✓ Work with journalists and media from countries in the South.

5. Avoid being limited to the predominant role of Northern NGOs in producing information: avoid NGOing all international information

- ✓ Take on cooperation from different points of view –economic, political and cultural– to encourage comprehension.
- ✓ Take on important questions that are not simply centred on the projects of Organizations. Provide the necessary tools to put international solidarity measures in perspective.

6. Encourage comprehension of events and their complexity, with context and causes

- ✓ Whenever possible, use extended formats that provide context for events and the places where projects are taking place.
- ✓ Break up information according to gender, age and/or ethnicity, especially in matters that affect men, women and children differently.

7. Encourage local media to take on international realities to encourage mutual awareness among different populations

- ✓ Be aware of local problems and interests, and make proposals adapted to local journalism.
- ✓ Give voice to local practices that can be sources of inspiration internationally.

8. View events in perspective, and present them with a global dimension to encourage understanding of present and future interdependencies

- ✓ Show the relationship between causes and the impacts in the countries involved.
- ✓ Catch the interest and curiosity of the audience by presenting the common problems and the commitment of citizens in all their diversity.

9. Refer to international cooperation from a generalized point of view that encourages an awareness of different aspects, and distinguish actions of development from emergencies

- ✓ Present conflicts without simplifying them. Avoid using the technical vocabulary of cooperation; seek simplicity without oversimplifying.
- ✓ Overcome a purely technical presentation of cooperation, and do not forget the political dimension of cooperative actions.

10. Follow up on events and situations

- ✓ Avoid the monopoly of emergencies, conflicts and disasters in standard coverage. Follow up on events and provide information regularly on the evolution of situations.

Part 3 / Engage

The overall goal of the Frame, Voice, Report-program is to engage audiences in the pursuit of a world without poverty, inequality and climate change. This section provides tools to better involve your audiences in your work.

Increasing engagement

In the context of this program, we understand 'engagement' as acting towards a world of greater justice and equality for all. Engagement is linked to our knowledge, attitudes and behaviour. Knowledge may open our eyes to issues such as poverty, inequality and climate change. Attitudes are our beliefs and feelings towards those issues, which may guide our behaviour. Engagement is more than a rational, informed action: it relates to the deeper values we adhere to and it connects to our identity, feelings and passion.

Engagement can take different forms. It can be expressed, for example, by donating money to a cause, by donating voluntary time, or by taking certain actions, such as changing consumption patterns or developing a civil initiative. Although such behavioural engagement is strongly guided by our attitudes, their relation is not unambiguous. People who hold the same attitude may express their engagement in very different ways. For example, someone who is worried about the impact of climate change may decide not to fly anymore. Another person with the same concern, however, may remain a frequent flyer. But she may decide not to eat meat and to drive an electric car. Hence, general attitudes towards an issue may translate into different behavioural choices.

Before setting of your Frame, Voice, Report-activity, it important to answer the following questions:

1. What kind of engagement do you pursue (e.g., change of knowledge, attitudes, behaviour), and how will you accomplish that?
2. Who will become informed through your action and how will you assess and measure this?
3. Who will show changed attitudes and/or behaviours and how will you assess and measure this?

Tool 1 will help with the measurement of different types of engagement. Tool 2 will help you to assess the nature and size of the target audience. And tools 3 and 4 will help with accomplishing increased engagement.

Tool 1: Measuring engagement

Before starting a Frame, Voice, Report-activity, it is important to think about the evaluation of the results: to what extent have the activities contributed to greater engagement with the Global Goals? How have they contributed to increased knowledge and improved attitudes and behaviours? Although evaluations occurs at the end of the project, they should be prepared well in advance, if possible right from the start.

Define outcome, target group, action perspectives

Measuring increased levels of engagement is easier if the desired outcome is clearly formulated beforehand. For example, how many readers or viewers do you want to reach? What should they learn from your project? Moreover, measuring engagement is easier if you have defined and demarcated your target audience. Your project could, for example, target young people from 15 to 25 who have not yet been involved in international development.

Finally, tracing effects is easier when the target audience is given a clear action perspective. Action perspectives, can be broadly divided in donating money, donating time, and exhibiting certain behaviour. Examples of action perspectives are becoming member of a civil society organisation, changing consumption behaviour, contribution to knowledge and opinion formation about the Global Goals, dedicating voluntary time to the Global Goals, or establishing long-term contact with people from the Global South.

Measurement tools

Different tools can be used to measure engagement. The *knowledge*-component could be measured with the help of tests or quizzes of specific content. Alternatively, people could be asked in a survey how familiar they are with certain topics. Improved *attitudes* could be assessed with surveys or interviews that ask people about their feelings or beliefs about specific topics. *Behaviour* changes can be found through observations of how people act, or by asking them about their behaviours – or intended behaviours – in a survey. Alternatively, people could keep activity logs, such as those people keep to record their TV-viewing habits or buying behaviour.

Through the use of Google analytics and Facebook statistics, we a new realm of online data that we can gather and analyse, such as, visitors, likes, reactions, duration of stay, et cetera. Moreover, signing online petitions, and making online purchases and donations are actual behaviours that we can analyse and use to measure our impact. However, using these data requires a well thought-out plan on what to measure and analyse, and what that means for the success of your project.

Checklist measuring engagement

- ✓ Formulate what you want to achieve in a SMART way (SMART = Specific, Measurable, Achievable, Relevant and Time-bound)
- ✓ Define your target group
- ✓ Give an accurate specification of what effect is aimed for which target group
- ✓ Measure the change with the use of tools, such as surveys, interviews, or activity log

Tool 2: Social network analysis

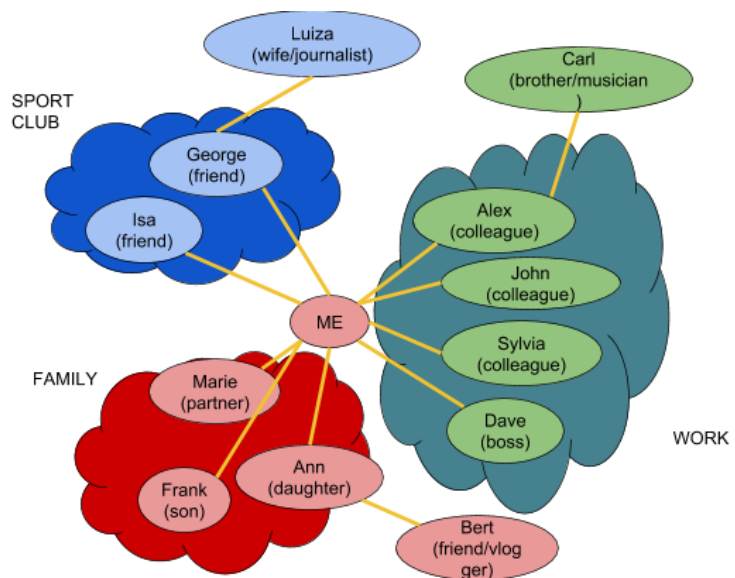
Engaging audiences starts with your own network. We are all part of various networks. In a day to day situation we fulfil different social roles and visit a variety of locations. One moment we are part of our family, the other moment we are at work and meet our colleagues in the coffee counter. In the afternoon we visit our sport club, go to the bar to meet friends or work in the board of an NGO. It is not only you, who participates in a diversity of networks; your friends, family members and colleagues do the same.

Make a socio-graph

Making a socio-graph for yourself and for the group you work with gives you a systematic insight in the networks you belong to and in the possibilities you have to reach certain people. Do not only think about people you encounter face-to-face, but also about people you relate to on social media.

To make a sociogram you do the following:

1. Put yourself in the middle of a big sheet of paper.
2. Start plotting the people you know directly around you. Preferable put them in blobs with a similar colour when they are in some common group (work, choir, sport club, etc.).
3. Identify key-people which relate to many others that you can't reach directly.
4. Identify groups of people that relate to more than one group (example: work colleagues you meet as well in the sports club).



How to use your social network analysis?

The **first way** of using your social network analysis is to get an idea of how many people you can actually reach. Through this method you can identify a rather accurate number of people you engage with, and to what extent. Through this network you can reach people, and the people in the network will repeatedly interact with you.

Example of a socio-graph

The **second way** of using it is to analyse the attitudes of people towards your message. It is obvious that your friends from the sports club will need a different focus in the message to make it interesting and important to them. So by asking yourself: 'how would I tell these people (or this person) about my communication project?', you can find ways to fine-tune your message and improve the probability that the message will go beyond the first tier of people. Instead of listeners, the people you speak to may become your ambassadors and will relay your message further.

The **third way** of using it is as a tool to plan your communicative action. Through the tool you can plan which successive groups you are going to target and with what message. It helps you not to forget to reach-out to all groups in your network and make your message go a long way.

Last but not least: identify the key ambassador in your network. Identify the journalists, radio-maker, tv-presenter, vlogger, bloggers, musician or artist that you can reach and can help in promoting your message. Through these people your communication action can become of most interest for furthering the SDGs.

Tool 3: Facilitate behavioural change

Engaging our audience means motivating them to change their behavioural to work towards achieving the Global Goals. And in order to have an impact on people’s behaviour, we need to address their underlying intentions and attitudes. The following insights are based on research by [Ajzen and Fishbein](#).

1. **Be specific.** If you want your audience to eat less meat, you need to talk about eating less meat. Talking in general about the importance of reducing CO2-emissions may influence their general attitude towards climate change, but it will not affect their specific consumption-behaviour.
2. **Highlight the positive outcome.** When people decide to act or not, they make a cost-benefit calculation. If they believe that the advantages of the behaviour outweigh its perceived disadvantages, they are more likely to form a favourable attitude. So highlight the advantages of, for example, donating time, or saving energy.
3. **Talk about ‘we’.** People are more willing to adopt behaviours that are performed by respected others, such as friends, family members and members of (perceived) social groups. Using the words ‘we’ and ‘us’ suggests that they are member of a social group that already adopts the behaviour.
4. **Make it easy.** People’s actions are influenced by their beliefs about the easiness or difficulties of a behaviour. People need to believe that they have the skills and other resources to perform the behaviour or overcome barriers. Convince them that they are capable of doing what you would like them to do.

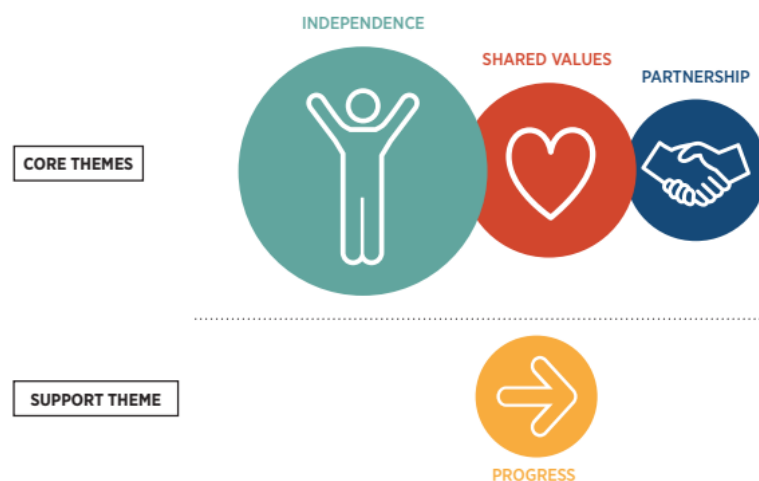
Tool 4: Use engaging narratives

Using constructive frames and including voices of the South are important ingredients of an engaging story. However, here are some additional insights about narratives and language that best work to engage your audience. They are adopted from The Narrative Project: a research and communications effort focused on changing the development narrative in the United States, United Kingdom, France and Germany. The research was conducted among the ‘Engaged Public’: people who follow global issues, talk about them with others and feel that it’s important to improve the lives and opportunities of the world’s poorest people.

Three key themes: independence, shared values, partnership

Three themes proved to be central to an engaging narrative: independence, shared values and partnership. The fourth theme, progress, was found to be a valuable supporting idea.

Independence: Development programs help people in the world’s poorest places become independent and stand on their own two feet.



Development programs offer people in the world’s poorest places a hand up, so they can build the foundations of independence: education, health and economic opportunity.

Shared Values: People born in the world’s poorest places deserve the chance to achieve their full potential, because every human life is valuable. Every person deserves the opportunity to live with dignity and reach their full potential—regardless of where they are born.

Partnership: Development programs work because people from across countries and communities join forces to share knowledge, resources and responsibility. Development programs are a two-way street.

Progress: Development programs work. We’ve beaten smallpox, nearly defeated polio and helped millions of people get education and training. The number of children who die before age five has shrunk by almost half. Let’s keep making the world a better place. We’ve come too far to stop now and undo all the progress we’ve made.

Reflection and exercise:

Critically assess your story (whether it is text, film, learning material, presentation...). Does it propagate the core themes of ‘independence’, ‘shared values’ and ‘partnership’? Is it supported by examples of ‘progress’? How could you improve the narrative in a more engaging way?

Changing the narrative

Using the narrative approach, ‘independence’ first, followed by ‘shared values’ and ‘partnership, is most persuasive to strengthen engagement of people who are supportive towards development. However, if you only have time or space to communicate one theme to any audience, ‘independence’ is the most influential. Below are some examples of how you can transform your message in a more engaging way:

In poor countries, millions of children still miss out on the opportunity to go to school and learn. Let’s save them from ignorance and poverty	<i>Independence</i>	With a helping hand, communities in the poorest parts of the world are taking control of their own futures . Through education and hard work, women and girls are able to reach their full potential and improve life for themselves and their families.
Without an education, Amita will be trapped in poverty just like her mother and father. Every day she is forced to walk two hours to and from school.	<i>Shared values</i>	Amita walks two hours to school every day because she is determined to get an education and achieve a better future for herself and her family.
We work in over 30 countries, improving access to education for girls like Amita.	<i>Partnership</i>	Our work would not be possible without the strong mutual partnership between the British people, UK government and the families we are reaching in over 30 countries.
Let’s not turn our backs on those in desperate need.	<i>Progress</i>	More and more children are going to school happy and healthy. Together, we’re making a lasting difference . For every year that girls attend school beyond nine years old, an entire country’s wages rise by 20%. Let’s not stop now and undo the progress we’ve made.