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# CONNECTING SUSTAINABLE DEVELOPMENT WITH MEDIA, JOURNALISM AND COMMUNICATION PROGRAMS IN EUROPEAN UNIVERSITIES

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***Abstract:***

*Media plays a critical role in shaping public opinion and policy on global issues related to sustainable development. As such, journalism higher education has an important responsibility to prepare journalism students to report on sustainable development issues and to promote the Sustainable Development Goals. However, integrating the SDGs into journalism curricula presents several challenges. This article reviews the current state of teaching the SDGs in European journalism higher education and identifies the challenges and opportunities for integrating the SDGs into journalism curricula. The authors examine the connection between journalism programs, courses and the topics of the SDGs, in the European university environment by accessing existing reports (mainly from institutions like UN, UNESCO, EU-HEIs), studies and articles on SDGs in journalism and the websites of EU-HEIs. The EU universities providing Journalism / Media Programs were selected based on three criteria: i/ the 2020 QS World University Ranking by Subject (subjects used: "communication & media studies", "development studies"), ii/ Google search based on keywords related to journalism or media education and SDGs and iii/ existing partnerships LBUS has with European universities in the field of journalism and media.*

***Key words:*** *Sustainable Development Goals (SDGs), sustainable development, Higher Education, media, journalism, best practices*

## 1. Introduction

The present article is designed and realized on the basis of the research carried within the framework of Sustainable Development Goals in Journalism Reporting Project (SDGsJR), funded by Erasmus+ / Cooperation for innovation and exchange of good practices (609897-EPP-1-2019-1-ES-EPPKA2-CBHE-JP) and carried out between November 2019 and November 2023. (LBUS, 2020). Consisting of nine partners, six

universities from three Asian countries (Cambodia, Malaysia and China), two European countries (Spain and Romania), as well as an organization responsible for technical support from Luxembourg, the SDGsJR project aimed to develop and implement a university course in partners' Higher Education Institutions in Asia, based on the pressing needs for education for sustainable development in this area. This course aims to enhance the capacity and expertise of journalists, analysts and journalism students to report on Sustainable Development Goals (SDGs).

The authors of the article, representing Lucian Blaga University of Sibiu (LBUS) team in the SDGsJR international project, have documented on and drafted a report whose purpose was to identify the best approach in designing an academic course in communication of SDGs, based on best practices existing in European Higher Institutions (HEIs). More concrete, the research team looked for the answers to the following research questions:

- What are the existing general practices in European universities regarding Media, Journalism & Communication Programs (MJCPs) in the area of SDGs?
- How are the SDGs included in MJCPs in terms of curricula content, teaching methods, resources involved and students' assessment practices?
- What are some examples of good practice that can serve as an inspiration for future implementation of journalism curricula with an increased awareness and engagement with the SDGs?

Although our purpose was to identify the orientation and trends of the incorporation of the SDGs in MJCPs, a complex approach was needed, from the general level of the university policy, up to the particular level of the curricula and syllabus.

Also, the lack of correlative studies, in this niche of educational programs in the area of Communication Sciences connected to Sustainable Development, led us to capitalize on our research within the article with a wider visibility. An essential document that we considered to be a benchmark in comparing academic programs in journalism is the Paris Declaration on Freedom on Journalism Education (UNESCO, 2020) which stipulates, among other principles that "Noting that journalism, as an academic discipline, plays a significant role in society including progress towards the United Nations (UN) Sustainable Development Goals." Adopted by the Members of the World Journalism Education Council, this document underlines the importance of preserving higher journalism education as distinct from other forms of mass communication, of promoting diversity both in terms of human resources and teaching and research, and of encouraging a critical spirit.

## 2. Context

The UN Agenda 2030 (United Nations, 2023), with the 17 SDGs at its core, aims at undertaking the world's most pressing challenges – including ending poverty and bringing economic prosperity, social inclusion, environmental sustainability and peace and good governance to all countries and all people, by 2030. Although all this seems to sound utopian, in a world marked by inequalities and economic gaps and affected by armed conflicts, a world exhausted after a pandemic with consequences that are difficult to estimate, the efforts and acquisitions of the academic environment in the direction of sustainable development cannot be ignored. Universities represent key institutions in the

education of future professionals for sustainability, therefore the fulfilment of the objectives of the UN Agenda 2030 largely depends on the way in which managerial vision, internationalization, teaching, and research are placed in the paradigm of sustainable development (Filho, W.L. et al., 2019). Universities around the world have in recent years become very receptive to change in the direction of integrating the education for sustainability in various forms (Daú, G., Scavarda, A., Alves, M. T. R., Santa, R., and Ferrer, M., 2023), (Sharma, L., Bulsara, H.P., Trivedi, M. and Bagdi, H., 2023) both in terms of teaching (introducing new study programs or updating existing ones, courses or themes), and in terms of research, through articles published in prestigious scientific journals, or related activities such as the establishment of research centres, the organization of conference events, the organization of summer schools, etc. Moreover, the education experts co-opted by the UN point out: "HEIs have a particularly important role to play in progress towards the SDGs. As plural institutions, they have built a reservoir of knowledge on each of the SDGs that both theoretically and technically underpin proposals for the advancement of each of the goals. They also have the ability to convene different sectors of society to debate and define the ways ahead with a long-term perspective." (UNESCO, UNESCO Global Independent Expert Group on the Universities and the 2030 Agenda, 2022, p. 20).

The mission of the universities nowadays has shifted from the traditional role of knowledge and culture institution towards an agent of empowerment. It is generally acknowledged that sustainability is especially tied to global complex problems and its approaches are necessarily framed by attempts to develop relevant practical solutions that bring together theories, practices, and insights from diverse bodies of knowledge. Therefore education, research, innovation, and leadership are essential in helping society address these challenges.

In this sense, together with the stability of the UN Agenda 2030, it was expected that education for sustainable development, especially in the post pandemic context (UNESCO, 2014), (Melentiadouc, 2023) levels and in all organizations, will constitute a strategic component that contributes to increasing the degree of awareness, resilience responsibility, and professional qualification (Bengtsson, S., Barakat, B. and Muttarak, R., 2018), (Filho, W.L. et al., 2019) as well as to creating a future mindset of care, equity and inclusion (Barth, M., Michelsen, G., Rieckmann, M. and Thomas, I., 2016), (Cicmil, S., Gough, G., and Hills, S. , 2017). Among all educational institutions, formal and non-formal, universities have a plurivalent capacity to transfer knowledge, generate ideas, research and innovate in accordance with the principles and of sustainable development needs and values. Moreover, the real connection of the academic environment to the community seems the most accessible solution to develop the needs of the people, to ascertain the socio-cultural, economic and environmental problems and to find practical, long-term solutions to the existing problems. Higher education institutions are also vectors of internationalization and globalization, through the human resource involved in mobility, partnerships, and transnational projects.

In meeting the challenges of sustainable development, HEIs must do more than just advanced training and skills development.

A review of the literature reveals an increasing interest in exploring the topic and making academic and practical contributions towards achieving the converging objectives of the achievement of the SDGs.

The concept and term "sustainable development" has gained prominence in education for sustainable development due to its historical definition, interpretations, dimensions, and challenges, which have contributed to its emergence and effectiveness and HEIs should consider the interdependence between education, sustainable development, human development, and education for sustainable development. (Agbedahin, A.V., 2019). Studies focus on the increasing demand for higher education institutions to reevaluate their curricular strategies, approaches, and structures to align with sustainability principles. The merging of changing trends in the higher education sector and the concept of sustainable development is influencing the way universities operate and that institutions of higher education are increasingly required to reevaluate their activities, strategies, and organizational structures in relation to sustainability (Beynaghi, G. et al., 2016). Looking ahead to the next decade, the authors present three distinct scenarios for the future, namely, a socially-oriented, environmentally-oriented, and economically-oriented university. Pursuing sustainable development through each of these scenarios would lead to significant and unique changes (Beynaghi, G. et al., 2016).

Tandon suggests several practical measures that HEIs can undertake to incorporate SDGs into the teaching and learning environment (Tandon, R., 2017). The author outlines three such directions: curriculum revisions, introduction of new courses, and engaged pedagogy. With respect to curriculum revisions, Tandon argues that existing syllabi and curricula can be modified and modernized to include new perspectives from the SDGs that were not previously considered. In terms of engaged pedagogy, the teaching of many of the SDGs can be conducted outside of traditional lecture rooms and practically demonstrated within community.

In recent years, the openness of universities towards sustainability education and collaborations with local organizations, the business environment and other local institutions is increasing. “We have demonstrated that embedding education for sustainable development responsibly across a HEI institution is a complex, emerging, evolving and non-linear process of addressing simultaneously the curriculum content, power, structures, identity, values, and external checks and balances.” (Cicmil, S., Gough, G., and Hills, S. , 2017).

## 3. Methodology

Desk research carried out in order to investigate the connection between the educational programs – Bachelor (BA) and Master (MA) and courses and the topics of the SDGs, in the European university environment. The project team accessed existing reports (mainly from institutions like UN, UNESCO, EU-HEIs), studies and articles on SDGs in journalism and the websites of EU-HEIs. The EU universities providing MJCPs were selected based on three criteria: i/ the 2020 QS World University Ranking by Subject (QS Quacquarelli Symonds Limited, 2021) (subjects used: “communication & media studies”, “development studies”), ii/ Google search based on key words related to journalism or media

education and SDGs and iii/ existing partnerships LBUS has with European universities in the field of journalism and media. The 16 investigated universities sites which have educational programs (BA and MA) related to SDGs are mentioned in Annex 1.

## 4. Results

In general, Western universities already have substantial experience in implementing sustainable development vision and policies. This can be ascertained both at the conceptual level and educational content, as well as at the operational level through measures regarding sustainable conduct (Filho, W.L. et al., 2019). For example, from a social point of view, university ethics in European HEIs promote inclusive vision and practices, combating discrimination, hate speech, etc. Also, caring for the environment and resources is one of the privileged sustainable directions both in teaching and research, as well as in current activities of academic life.

Although there is no systematic, extensive and exhaustive research that identifies and analyzes the correlations between study programs (bachelor, master or doctorate) and the SDGs, themes of the UN Agenda 2030 are found in European academic policies, to a greater extent in universities in the north-west of the continent and to a lesser extent in the south-eastern part of Europe. Thus, universities in countries such as Sweden, Great Britain, Germany, Holland, Spain can be considered benchmarks of good practice in terms of education for sustainable development. By comparison, Romanian universities are taking significant steps in the direction of education for sustainability, especially thanks to international projects and exchanges of experience and best practices with other HEIs.

Regarding the broader field of Social and Human Sciences and the particular field of Communication Sciences (MJCPs that interested us in the present research, the interest in the integration of SDGs in university strategies, programs and curricula revealed specific aspects that we exemplify in the following:

**Indirect connections with the SDGs are found more frequently in the title or description of MJCPs**.

The most frequent SDGs related words found in the name of journalism or media educational programs or modules and their descriptions are: globalization, societal challenges, sustainable development, social changes, digital, society, environment, environmental communication, modernity, gender, citizenship, inequality, representation and identity, innovation. Thus, in some European programs the connection between sustainable development and the environment is explicit and appears in the name of the respective degree program. For instance: Bachelor's in Media and *Environmental* Communication, Master of Journalism and Media, focusing on how to treat *globalization* and *global threats* like *climate change* in the world of digital media.

In the Romanian academic space, at the time of data collection, there was only one university program of this type: Médias, développement et société, in French, whose description emphasizes the actuality of the study perspective in Romania: "Ce programme de master introduit dans l'espace universitaire roumain un domaine nouveau de spécialisation: le journalisme et la communication dans la perspective du développement

durable et des nouvelles technologies". The modules of this program show the close relationship between the field of media and communication sciences with sustainability: *Modernity and sustainable development*, *Journalism, and sustainable development*, *Multiculturality and interethnic relations, Civic Journalism; Gender and media; Specialized Journalism.* Although the integration of aspects related to gender studies in the MJCPs is among the recommendations of experts (UNESCO, 2019), based on numerous researches on gender imbalances, inequities and discrimination, in Romania the inclusion of these issues in journalism education curricula and syllabi is most likely postponed because of reluctance and conservatism.

**The interdisciplinary orientation is evident in the monitored MJCPs connected to the SDGs**.

In this sense, an example of good practice is the Media Culture and Gender Module / BA in Film, Television and Media Studies. Described as a unique degree program in Germany, Specialist Journalism of Ansbach Departmental Journalism (Faculty of Media/ Ansbach University of Applied Science), offers future media professionals optional content oriented towards areas of specialization such as: Energy and Environment, Culture and lifestyle, Medicine and life sciences, Politics and economics, Sports. At the same university, however, another Media & Communication program is focused on audio-visual technology and practical skills, without any interest in sustainable development.

Also due to interdisciplinarity that links expertise in communication to sustainable development, it also attracted our attention the master's degree environmental communication de la Swedish University of Agricultural Sciences / Sweden. This two-year program proposes a specialization in public communication about environmental changes, motivating the need to train professionals for public institutions and organizations that develop and implement sustainability programs. "Communication is involved in all environmental issues: industries' adaptation of environmental technology, governmental protection of wildlife, international governmental agreements etc. (…) To facilitate sustainable development, society needs to know about, for example, plants, soils and water. But that is not enough. We also need to know how to coordinate different resource users, how to motivate consumers to adapt technology environment and how to manage environmental conflicts." The program is taught in English and is addressed to both Swedish and international students "who are trained to monitor environmental consequences of other actors' action and behaviour, to take decisions about permission and sanction, to give advice, plan, organise and pursue communication to create environmental change. Also, students are equipped with the necessary skills to help actors involved in conflict to improve their communication with each other and organize and pursue scientific studies of environmental communication."

Within the Bachelor's Degree in Media Industry and Innovation at the University of Brighton / United Kingdom, the interdisciplinary dimension is also visible in the structure of the core modules offered to students. In the first year of study, students are offered courses from Business, Creative/Digital Industries and Innovation, Critical Approaches to Media to optional modules such as: Community Media for Social Action.

At King's College London, the orientation towards sustainable education and development is visible in all the educational offer, we'll see the reason below, and is also implicitly found in MJCPs: "This diverse agenda incorporates questions of culture, communication, knowledge, authority, power, social justice and ethics in educational and professional and social contexts, including for example health and social care and the cultural sector. Scholarship in school is interdisciplinary."

One example of good practice from the United Kingdom regarding the interdisciplinarity of MJCPs, of one-year full time program is *Gender, Media and Culture* at Department of Media, Communications and Cultural Studies/Goldsmith University. The need for the existence of such programs is explained on the website: "Both the sustainability and the expansion of democracy depend on what media institutions do and what spaces media make possible. The complexity of these processes requires interdisciplinary research across politics, sociology, and media."

At Cardiff University/UK, there is an interdisciplinary bachelor's degree developed by the School of Social Sciences and the School of Journalism, Media and Culture, Journalism and Media Sociology whose modules express a strong institutional orientation towards the interdisciplinary connection of the field of Communication Sciences with sustainability. We exemplify among the core modules: *Contemporary Inequalities* and among the optional modules: *Understanding Journalism Studies* (first year), *Mass Media and Gender, Mass Media, Globalization and Culture, Media and Democracy* (second year), *Environment and human health* (third year).

**SDGs are integrated, implemented, and embedded within universities' / faculties' strategies, policies, and plans. Different universities approached the process in different ways, customizing it to different contexts and needs.**

SDGs are more likely to be integrated in academic programs, modules, or courses where there is a visible interest on sustainability at university management level. Our research shows that it is more likely to identify academic programs or specialized courses with a sustainable focus (MJCP included) within the SDGs engaged universities that are committed to societal impact, public engagement as well as on student learning and research. All these aspects are clearly connected. We have also noticed that where there are no academic MJCPs focused on the SDGs there is however an interest at management level. SDG topics are more linked to the general policies of the university than to specific courses, as shown by a study on integrative approaches, both vertical and horizontal, to the implementation of sustainable principles and practices on university campuses (Filho, W. L., Shiel, C. and Paço, A. D., 2015).

From this point of view, UK universities can be considered benchmarks in terms of the managerial vision of sustainability education and the integration of the SDGs into academic curricula. Only King's College London offers over 10 programmes on Sustainabilty, from Sustainable Cities, to Environmental Science for Sustainability or Culture, Media and Creative Industries. On the University website came back over 700 search results for "SDGs": workshops, seminars, news. King's University is also a remarkable example of how EU HEI is connected to SDGs The Faculty of Social Science

and & Public Policy that develops features and topics about Climate change, violent conflicts, women, LGBT etc.

A European university declared committed to achieving the 17 SDGs is the University of Twente/The Netherlands, which in the vision section of its website explicitly declares this goal, including it, also, in the question: “how can we contribute to the development of a digital, fair and sustainable society between now and 2030?” (University of Twente, 2023).

**Monitoring of MJCPs in European universities, but also in public universities in Romania showed us that, although the SDGs do not constitute a subject named as such of a certain course, they are included in the subject of lectures and seminars in different degrees**; thus, many programs infuse sustainable development issues into their programs and lectures and offer learning experiences on topics such as: gender equality, children's rights, inclusion, reporting on vulnerable groups, green journalism, digital media, social media and the changing face of journalism, ethical investigative journalism. For example, in Romania, at the LBUS, the Syllabus of the *Social Journalism*, *Radio Journalism* or *Mentality and History* courses contain such topics. A more connected approach to the SDGs, however, has the previously mentioned master's degree from the University of Bucharest: *Medias, development, societe,* care își propune o instruire în sensul “to promote the integration of the social and solidarity dimension in organizations in general and in NGOs.”

In the presentation of a bachelor's program in communication sciences, in English, from the University of Twente, for example, the focus is on the suitability of the field not only to the technological changes of the digital age, but also to the socio-cultural challenges of our world today and tomorrow. Potential candidates for this program are asked the question: "Are you an ambitious, forward-looking student willing to make a difference through exciting, sustainable and inclusive communication?" The description of the module "A better world" incorporated in the program is also clarifying regarding the orientation of the curriculum towards the SDGs: "The world is facing great challenges. These challenges affect people, raise questions about the use of resources and are influenced by technologies. Think: climate, health, polarization, democracy. These and other topics are difficult to address, given that knowledge is incomplete or contradictory, many people and opinions are involved, and they are interconnected with other issues. In this module, students can select one of these contemporary global issues and analyse the role of communication in the emergence of the issue. We aim to propose a step forward where communication plays a central role.” At the College of Arts and Humanities/Swansea University/Great Britain there is a Master's program in Journalism, Media and Globalization. It has among the optional modules one named *Risk, Ethics and Journalistic Practice*. We mention a few subjects from the Syllabus, to illustrate the connection with the favourite themes of the UN Agenda 2030: *HIV/AIDS: epidemics, diseases, and mass media*; *Disaster and catastrophe coverage*; *Child abuse and the media*; *Communication practice and food panic*; *Terrorism, conflict and the media*. “Modules look at technology in the development of social movements and social conflict, and topics examine case studies on migration, anti-globalisation protests, green movements, religious clashes, racism and xenophobia.”

A BA program in Media and Creative Industries from the Department of Culture, Media & Creative Industries of the Faculty of Arts & Humanities / Kings College London describes its courses as emphasizing "on understanding and shaping society. There is a strong emphasis throughout on problem solving and policy formulation, creativity, interpersonal co-operation and active citizenship." The names of the subjects in the Syllabus are also correlated with some of the sustainable development goals. For example: Power, inequality, and social change; Social Justice and Policy Analysis; The Everyday Politics of Gender and Sexuality; Race, ethnicity, and society. The program's webpage states that “Study topics address current and relevant real-world social, political, and ethical questions that you are interested in, including campaigns such as Black Lives Matter, #MeToo, green politics, resurgent nationalism, and more.”)

At the Departmental Bachelor of Journalism from University of Applied Sciences Ansbach in order to qualify for a specific journalism department, from the third semester students can choose a specialization, opting for modules of interest from the following: Energy and Environment, Culture and Lifestyle, Medicine and Biosciences, Politics and economics, Sports. It can also be observed here, in addition to the interdisciplinary perspective, and the connection of journalism with sustainable development.

**Erasmus Mundus Journalism is a unique example of interdisciplinary and international cooperation between universities involved in knowledge transfer and skills training on Media and the SDGs.** This master's program brings together a consortium of seven European universities: Aarhus University, Danish School of Media and Journalism, University of Amsterdam, Charles University in Prague, City University of London, Swansea University, University of Hamburg.

Spanning two years, the program "combines academic, theoretical knowledge with journalistic skills to enhance students' ability to analyse, interpret and understand global changes that are increasingly challenging the traditional boundaries between media, politics, technology and culture. Overall, the program prepares students to work practically to improve and maintain the societal and cultural legitimacy of journalism globally." From the name of the courses (Globalization and world order, Reporting global changes, Research in mass media and journalism in the context of globalization) the orientation towards education for the SDGs in the context of globalization and the changes generated by this phenomenon emerges.

**Journalism educational programs and related modules consider the impact of digital environment.**

Digital era impacts all areas of economy. In journalism education, it can be translated into the need to integrate the digital technology into the teaching process and the impact digital media has on teaching content. For example, the field of communication sciences, especially journalism, at the University of Hamburg pays significant attention to global changes, orienting teaching and research towards them and highlighting that "the role of journalism in the world of digital media, where new forms of design. and interactivity have changed the job profile of journalists. New challenges include how to deal with globalization

and global threats such as climate change. The extreme complexity of our society, including its tendency to fragment, presents a special challenge for journalists."

## 5. Discussions & Conclusions

SDGs can play a crucial role in MJCPs in higher education institutions by raising awareness, promoting responsible journalism, and inspiring media professionals to contribute to sustainable development.

Following the monitoring, analysis and comparison of MJCPs, we have identified several key factors that lead to a good education in journalism based on the SDGs: (1). institutional support: advanced universities have an open management and receptivity for the inclusion in the curriculum of academic courses dedicated to the SDGs, in general , and, in particular, for programs in the field of social sciences, implicitly for journalism programs; (2). international inter-institutional collaborations for specialized training for teachers who are interested in incorporating SDG-related topics into their courses; (3). collaborations with cross-border, national and local organizations active in the field of human rights, the environment or other fields related to sustainable development; (4). Strictly regarding MJCPs, regardless of whether the level is BA or Master, interdisciplinarity is a key aspect that can be found in universities that are developed and connected to the problems of today's world, in consensus with research that emphasizes the need for interdisciplinary approaches in education for sustainable development (Nissani, M., 1997); (Annan-Diab, F. Molinari, C., 2017).

One of the recommendations of the UNESCO report, regarding the role of HEIs in fulfilling the 2030 agenda, refers to the need to prioritize the vision in this direction: "Sustainability should gradually become a main goal of higher education institutions. Embracing structural and cultural changes that place the SDGs at the heart of the governance and management of higher education institutions is a crucial means of increasing the impact and success of activities." (UNESCO, UNESCO Global Independent Expert Group on the Universities and the 2030 Agenda, 2022, p. 80). At the overall level, the connection of Western European HEIs with the goals of sustainable development is reflected in management policy, study programs, syllabi and the work of many research centres. Moreover, at the University of Twente, the integration of the SDGs is an academic stake in itself. As a higher education institution BMS wants to contribute to a more sustainable and inclusive global economy and help build more prosperous societies by integrating universal values into curriculum and research. Its mission fits with the UN Sustainable Development Goals showing the importance of societal challenge and scientific relevance of our academic activities, curricula, and organizational practices for a better world.

Also, the University of Hamburg / Germany was recognized for implementing the United Nations SDGs in an exemplary manner. The University has created an online map, "Our contribution to SDGs", depicting all sustainability projects in research, teaching, the administration, or infrastructure that have a connection to one or more of the SDGs. And at the annual Action Days for Sustainability, the SDGs provide the framework so that it is easier to understand the sheer breadth of sustainability at the University.

The tendency to incorporate teaching and research topics from the UN Agenda 2030 paradigm is taking shape in Romania as well, and it can be assumed that in the other states of Central and Southeast Europe. A systematic research in this region would shed more light on the openness of HEIs towards sustainability education.

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**Annex 1.** The investigated universities and their educational programs (Bachelor and Master) related to SDGs:
Netherland, University of Groningen, Faculty of Arts & Society (University of Groningen, 2023)
Netherland, University of Twente, Faculty of Behavioural, Management and Social Sciences, Bachelor Communication Science (University of Twente, 2023) and Master Communication Science (University of Twente, 2023)
Germany, (Bonn-Rhein-Sieg University of Applied Sciences, 2023)
Germany, Ansbach University of Applied Sciences, Faculty of Media, Specialist Journalism (BA) (Ansbach University of Applied Sciences, 2023)
Germany, University of Hamburg, Faculty of Business, Economics and Social Sciences, Journalism, Media and Globalisation (MA) (University of Hamburg, 2023)
United Kingdom, De Montfort University Leicester, Global Health MsC (De Montfort University Leicester , 2023)
United Kingdom , University of Brighton, Media Industry and Innovation (BA) (University of Brighton, 2023)
United Kingdom, University of Cardiff, School of Journalism, Media and Culture (University of Cardiff, 2023)
United Kingdom, King's College London, Faculty of Arts & Humanities - Culture, Media & Creative Industries BA (King's College London, 2023) and Global Media Industries MA (King's College London, 2023)
United Kingdom, Swansea University, MA in International Journalism (Swansea University, 2023)
United Kingdom, Goldsmiths University, Department of Media, Communications and Cultural Studies, MA Gender, Media, Culture (Goldsmiths University , 2023)
Sweeden Jönköping University, Sustainable Communication MA (Jönköping University, 2023)
Sweden, Swedish University of Agricultural Sciences, Eenvironmental Communication and Management MsC (Swedish University of Agricultural Sciences, 2023)
Spain, Universidad Carlos III Madrid, Department of Communication, BA in Film, Television and Media Studies, Module: Media culture and gender (Universidad Carlos III Madrid,, 2023)
Denmark, Erasmus Mundus Journalism (Aarhus University, Danish School of Media and Journalism & University of Amsterdam & Charles University Prague & City University London & Swansea University & Hamburg University), Mundus Journalism MA (Erasmus Mundus Journalism , 2023)
Romania, University of Bucharest, Faculty of Journalism and Communication Studies (Module: Gender and Political Communication / Media, Public Communication and Globalization Master Programme, MA; Modules: Multiculturality and interethnic relations; Civic Journalism; Gender and media; Specialized journalism; Journalism and sustainable development / Médias, développement et société Master, MA). (University of Bucharest, 2022)