

# Nature-Based Solutions:


Transforming local communities through communication





# Living framework on social mobilisation and citizen engagement

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# Executive summary

This eBook, which is part of the **TRANS-lighthouses project**, delves into the intersection of Nature-Based Solutions (NBS) and Educommunication as means to confront global environmental and social justice challenges. It underscores the symbiotic relationship between humanity and nature alongside the transformative power of communication, highlighting these as essential for fostering significant and sustainable changes.

The narrative begins by exploring **NBS**, emphasising how these strategies harness natural mechanisms to tackle environmental issues such as climate change, air pollution, and the loss of urban green spaces. The discussion points to the necessity of collaborating with nature to not only enhance and beautify our urban environments but also ensure ecological resilience and human well-being.

A significant focus is placed on the **role of youth**, whose active participation is deemed crucial in the implementation of NBS. Their ability to engage communities and foster environmental awareness through digital technologies is portrayed as a pivotal force for advancing greener, more resilient cities.

**Educommunication** is introduced as a blend of education and communication that goes beyond traditional teaching methods to foster a democratic, inclusive, and participatory approach to knowledge sharing. This eBook also tackles

the ethical dimensions of communication in the digital era, advocating for journalism that respects diverse voices and upholds the principles of fairness, accuracy, and responsibility.

Moreover, this eBook not only discusses **theoretical aspects** but also provides **practical content** of production techniques. These strategies are designed to empower individuals, especially the youth, to create compelling content that engages their local communities. By doing so, they can effectively communicate and disseminate practices related to Nature-Based Solutions. This practical guide encourages readers to not only consume information, but to become proactive communicators and agents of change within their communities.

Ultimately, this eBook **informs and inspires** action and transformation, merging educommunication with the pressing need for environmental stewardship and community involvement. Through an extensive discussion, it calls for a collective effort to empower communities to use their voices and digital proficiency to advocate for a just and sustainable world. This comprehensive approach aims to equip community members with the skills necessary to produce and share content that promotes Nature-Based Solutions, thus driving local and global environmental and social change.

# Introduction

In a world grappling with **environmental degradation** and the **quest for social justice**, the convergence of **Nature-Based Solutions (NBS) and Educommunication emerges as a beacon of hope and innovation**. This eBook delves into the heart of how we, as a global community, can leverage the relationship between humanity and nature, alongside the transformative power of communication, to address some of the most pressing challenges of our time.

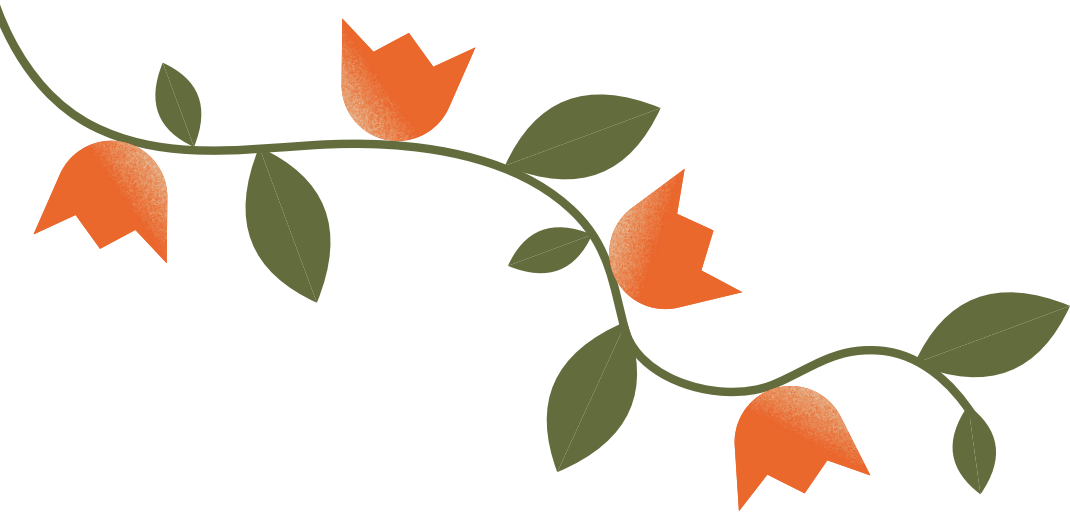
Chapter 1 opens the dialogue on Nature-Based Solutions (NBS), showcasing how these strategies employ nature's own mechanisms to combat environmental issues such as climate change, air pollution, and the loss of urban green spaces. NBS present a compelling narrative of cooperation with nature, highlighting projects that not only beautify and rejuvenate our cities but also fortify them against the adversities of climate change and urbanisation. It underscores a profound message: **by nurturing nature, we ensure nature nurtures us back**, fostering ecosystems that sustain diverse life forms and, consequently, human well-being.

As we journey through the pages, the role of youth in championing NBS projects takes centre stage. **Digital natives**, equipped with the tools of modern technology, and **passionate environmental activists** are pivotal in spreading awareness, engaging communities, and driving the implementation of NBS. Their energy and innovative

approaches breathe life into the movement towards greener, more resilient cities and ecosystems.

**Educommunication** stands at the crossroads of education and communication, embodying a methodology that transcends traditional pedagogies to foster a more **democratic, inclusive, and participatory** form of knowledge sharing. It is a practice rooted in the belief that effective communication can catalyse education and vice versa, emphasising the right to access information and actively participate in social dialogue.





As we delve deeper, the eBook explores the **ethical dimensions of communication** in the digital age, where the proliferation of information and the democratisation of media bring both opportunities and challenges. It calls for a journalism that not only informs but also respects the diversity of voices and adheres to principles of fairness, accuracy, and accountability. This discourse extends to the realm of **social media and SEO**, where engagement, visibility, and ethical considerations converge to shape the narratives surrounding NBS and environmental sustainability.

The culmination of these discussions leads us to a crucial intersection: the **practical application of Educommunicative strategies to amplify the impact of NBS**, foster youth participation and promote a culture of ethical communication. This final chapter serves as both a guide and an inspiration, encouraging readers to not just consume information, but to become active participants in crafting a sustainable future.

Together, through the lenses of NBS and Educommunication, this eBook paints a vision of a world where nature and human innovation work in harmony, where communication is a pathway to enlightenment and where every individual is empowered to make a difference.

Join us on this journey towards a greener, more equitable and interconnected world.



## CHAPTER 1

# Nature-Based Solutions and youth participation

Nature-Based Solutions (NBS) are all about teaming up with nature to fix big problems like climate change, polluted air, and the sad/devastating loss of parks and green places in cities.

Think of **nature** as having a superhero toolkit that **has all the necessary tools to fix itself**. In fact, with NBS, we use these tools to do cool stuff like planting trees to cool and clean the air in hot cities, creating peaceful parks and green roofs for everyone to enjoy, and restoring wetlands and rivers to stop floods naturally. These actions use what's great about nature to make our communities stronger, healthier, and ready for whatever comes next, making sure our cities are thriving places to live, now and in the future.



This isn't just about making places look pretty. It's about tackling the big reasons why our environment is hurting and using the land and water we have in smarter ways. NBS helps create friendly places where people can meet up and feel good, reminding us of a simple truth: when we look after nature, nature looks after us, giving back in ways that help our planet and us, as well.

But there's more to it than just making cities better. NBS are super important for keeping all kinds of plant and animal life safe, linking the good things we do with safeguarding our Earth's natural treasures. By integrating nature into our cities, farms, and everywhere else, NBS help save and restore



healthy places where lots of different life forms can thrive. These places stand up better to climate change, keep our air and water clean, and do loads of other jobs that need to be done, like helping bees pollinate plants and capturing the carbon that heats up our planet.

**At the heart of NBS is the idea that people and nature are a team.** By choosing to live in ways that are good for the environment, NBS reduce the harm we do and makes life better for all living things. They give us a way to solve today's environmental problems while making sure we keep the rich variety of life that makes our world so special, showing us how the health of our planet is linked to our own well-being.

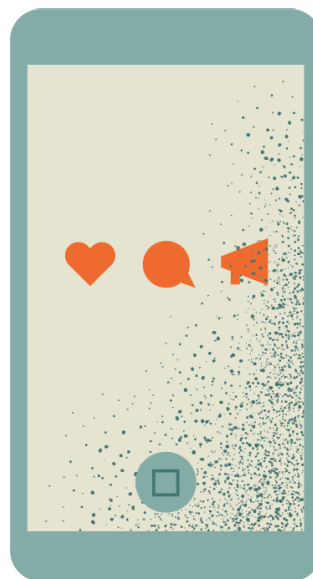


## 1.1 The role of youth in promoting Nature-Based Solutions projects: unique knowledge and environmental commitment

Today's youth, digital natives born into a world of rapid technological advancement, are leveraging online platforms to **spread awareness, share knowledge, and mobilise action** for NBS projects. Social media campaigns, virtual workshops, and innovative apps designed by young developers are making waves, drawing attention to the importance of integrating nature into our urban landscapes, agriculture, and coastal defences.

The impact of youth engagement in NBS is also felt on a global scale. International conferences and forums are now giving a platform to young voices, recognizing their role in shaping a sustainable future. Here, they share their success stories, challenges, and visions for integrating NBS into global environmental strategies. These gatherings not only provide valuable networking opportunities but also empower young people to become **global ambassadors for NBS** and environmental conservation.

The digital prowess of today's youth is another crucial factor in spreading the message of NBS far and wide. Through blogs, vlogs, and social media posts, they are demystifying



environmental science and showcasing the tangible benefits of NBS projects. This digital engagement is not just about raising awareness; it's about **creating a global community of young environmentalists** connected by a shared passion for nature and a commitment to making a difference.

The journey, however, is far from over. The enthusiastic participation of youth in NBS projects brings to light the need for more supportive frameworks that can harness their full potential. This includes increased funding for youth-led initiatives, greater inclusion of young people in environmental decision-making, and more educational programs focused on sustainability and conservation.

As we look to the future, it is clear that the **role of youth** in promoting NBS projects is **indispensable**. Their unique blend of knowledge, skills, and environmental commitment is not just revitalising our approach to conservation but is also inspiring hope for a greener, more sustainable world. By continuing to support and empower these young visionaries, we can ensure that Nature-Based Solutions become a cornerstone of environmental and urban planning, safeguarding our planet for generations to come. Together, we can turn the vision of a harmonious coexistence between humans and nature into a reality.

## 1.2 Nature-Based Solutions as catalysts for justice and transformative economies

Nature-Based Solutions recognises the interconnectedness of human societies and nature, advocating for solutions that not only restore ecological balance but also address the inequities faced by marginalised communities. NBS inherently acknowledges that **environmental degradation** disproportionately **affects the world's most vulnerable populations**, including indigenous communities, the economically disadvantaged, and those living in areas highly susceptible to climate change.

By integrating the principles of social equity into environmental projects, **NBS** aims to rectify these disparities, ensuring that interventions **provide both ecological and social benefits**. For instance, urban greening projects not only combat the heat island effect but also improve the quality of life in low-income neighbourhoods by providing access to green spaces and promoting physical health and well-being.

The contribution of NBS to social and ecological justice is also evident in its ability to create "just" landscapes, spaces that are not only ecologically rich but also accessible and beneficial to all segments of society. By promoting biodiversity, reducing environmental risks, and improving living conditions,

NBS projects help to level the playing field, ensuring that **environmental benefits** are not a luxury but a **basic right** accessible to all.

Another important aspect is the impact of Nature-Based Solutions stretches into the economic sphere, contributing to the emergence of transformative economies that prioritise **sustainability, resilience, and inclusiveness**.

NBS projects often serve as catalysts for **green job creation**, offering new employment opportunities in fields such as urban agriculture, ecological restoration, and sustainable tourism.

Another economic benefit of NBS is their **cost-effectiveness** compared to traditional grey infrastructure projects. By harnessing the services provided by ecosystems, such as flood protection by wetlands or air purification by urban forests, cities can achieve their sustainability goals at a lower cost, freeing up resources for other social needs.

Moreover, NBS fosters the development of **circular economies**, where waste is minimised, and resources are reused and recycled. Projects that integrate NBS principles contribute to the reduction of waste and pollution, promoting a more sustainable consumption pattern that benefits both the planet and its inhabitants.

In conclusion, Nature-Based Solutions offer a pathway towards more just, sustainable, and resilient societies. By addressing social inequities, leveraging local knowledge, creating

green jobs and promoting circular economies, NBS lays the foundation for a future where economic development does not come at the expense of the environment or the most vulnerable.

As we continue to embrace and expand NBS initiatives, we pave the way for transformative economies that are not only capable of thriving in harmony with nature, but also of ensuring a fair and equitable distribution of environmental benefits.

“Nature-Based Solutions offer a pathway towards more just, sustainable, and resilient societies”

## Conclusion

In weaving together the threads of environmental stewardship, social equity, and economic sustainability, Nature-Based Solutions (NBS) stand out as a comprehensive blueprint for the future. By aligning the forces of nature with the enthusiasm of youth, the principles of justice, and the mechanisms of transformative economies, NBS heralds a future where **harmony between humans and nature** isn't just aspirational but achievable.

The energetic **participation of youth** in promoting and implementing NBS underscores a pivotal shift towards environmental consciousness that transcends generations. Their adept use of technology to spread awareness, coupled with a genuine passion for ecological preservation, sets a solid foundation for enduring environmental advocacy. It's clear that supporting young environmentalists isn't just an investment in individual projects but a commitment to nurturing leaders capable of steering our planet towards a sustainable future.

Similarly, NBS's role in fostering **social and ecological justice** reveals the deep interconnections between our environment and social well-being. By addressing the disproportionate impact of environmental degradation on vulnerable populations and ensuring equitable access to natural resources, NBS embody a holistic approach to sustainability that prioritises fairness and inclusivity. This commitment

to “just” landscapes where benefits are shared equitably is a testament to the potential of NBS to heal and unite communities.

On the economic front, NBS emerges as a catalyst for a new era of **sustainable development**. Through the creation of green jobs, promotion of circular economies, and the cost-effective management of natural resources, NBS demonstrates that economic prosperity need not come at the expense of environmental well-being. Instead, they offer a model for economic growth that is resilient, inclusive and aligned with the planet’s ecological boundaries.

As we look to the future, the integration of NBS into our urban planning, agricultural practices, and coastal defences is not just a strategy for environmental conservation but a comprehensive vision for a sustainable, just, and prosperous world. By embracing the principles of NBS, we can ensure that our actions today sow the seeds for a future where nature and humanity thrive together.

The journey ahead requires a collective effort - spanning generations, bridging communities, and transcending borders. As we continue to empower youth, advocate for social and ecological justice, and reshape our economies, **the principles of NBS offer a guiding light**. Together, we can transform the vision of a harmonious coexistence between humans and nature into a tangible reality, safeguarding our planet for generations to come.

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## CHAPTER 2

# Educommunication and citizen communication

Our TRANS-Lighthouses project adopts Educommunication as its working methodology. Educommunication is a way of learning and sharing knowledge using strategies and products of communication.

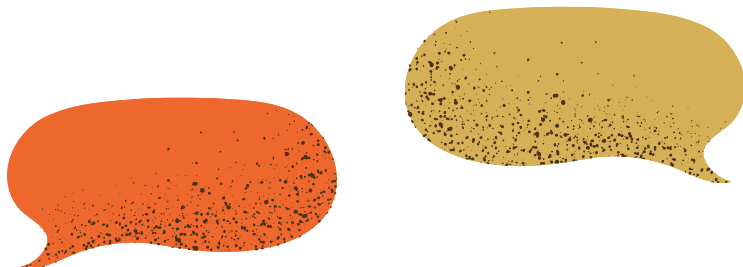


It is interesting to note that the word “**communication**” is **derived from the Latin word *communis***, from which the English word ‘common’ derives. ‘Communis’ means belonging to all or to many.

When someone communicates, they exchange information, making certain knowledge common to others. This is, therefore, an educational process through communication, or Educommunication.

Its fundamental premises are two:

- a. Education is possible only as a “communicative action”, since communication is a phenomenon present in all the formative processes of human beings;
- b. All forms of communication, that is, symbolic productions and the exchanges/ transmissions of meanings, are in themselves an “educational activity”.



The Center for Communication and Education at the University of São Paulo (Brazil) has defined Educommunication as the set of policies and actions related to the planning, implementation, and evaluation of processes and products designed to create and strengthen communicative ecosystems in ‘face-to-face’ or ‘virtual’ educational environments.

The educommunicative methodology that we apply in the TRANS-Lighthouses project develops along three distinct but complementary lines:

1. **Training:** learning of concepts and techniques to produce informative content, critical media analysis, and development of knowledge on environmental issues and democratic participation.
2. **Production:** creation of communication products by, with, and for young people, in order to put theoretical lessons into practice and disseminate the project’s related content.
3. **Awareness:** use of peer education, in order to mobilise and engage other young people on issues related to NBS through awareness campaigns.

It is important to highlight here that we are talking about rights. That is, the human right to communication which, in turn, is implicit in the concept of educommunication.



To say that communication is a right for everyone means that, fundamentally, each person has the right to receive information through any means, as well as the right to be heard, to produce and disseminate information and opinions.

This includes not only freedom of expression but also access to the technical and material conditions for the production and dissemination of information.

Educommunication always takes into account the context in which it will be carried out. It is only from research regarding to whom the communication is directed, what the language is and the most suitable media to use that one can decide what the products generated will be.

Through educommunication, we learn to:

- organize and express our ideas better;
- work in groups, because the product is the result of collective work;
- ask and listen to people;
- research various subjects, since we need to disseminate information that makes a difference to our readers, listeners, or viewers;
- deal with power, because we have the conditions to influence other people;
- develop a critical-reflective view, because we discover how other people can use communication to influence us;
- work with technologies, which helps us in life and in the profession we choose.

## 2.1 Key concepts of Educommunication

Over the years, several methodologies have been developed for working with Educommunication. We have established the following key concepts:

### Focus on the process

**We learn by doing.** When we carry out an activity, we grasp the details of the topic and relate our actions to other things we have learned. We discover ways of doing things that resonate within us the most, and ideas emerge about other areas allowing us to delve deeper into what we already know. This applies to technical and practical tasks, such as NBS. The more we engage in this debate, by reading, writing and interviewing, the more we learn about the topic and exercise our human right to communicate.

**Sense of mobilization and transformation.** We seek to inspire adolescents and young people to participate with an active voice in their families, their schools and their communities, as well as in various moments of cultural and political life. We believe this doesn't happen overnight, but as we engage in practical ways, we gradually understand the **importance of participation**. By collectively building knowledge, we are already transforming the present.

**Diversity.** Throughout the process of Educommunication, we encounter **various themes** that are discussed and **different forms of media** which are used. We have the chance to choose which ones resonate within us the most. Through each experience, we can develop various forms of content, such as interviews, collages, drawings, posters and research, among others. These different forms of content can turn into or be transformed into other forms of media, such as wall newspapers, blogs, podcasts, magazines, which in turn can mobilise more young people. The important thing is to generate dialogue. Therefore, everything from primary media (the body) and its extensions (voice, gesture, etc.) to digital era equipment like cell phones, cameras, and camcorders is valuable. There are also artistic expressions such as poetry, music, cordel literature, and others that can be produced.

**Evaluation.** Along the path we pursue, we have the chance to experiment, evaluate, and adapt without rushing to reach an ideal method, as learning occurs precisely when we pay close attention to the process and to the significant lessons learned. There are no mistakes, there's only a path.



## Internal-external democratic management

The way or process in which we do things largely determines their outcome. If we want to transform schools, society but also communication into spaces with more democracy, we need to practise it in our daily lives. This includes ensuring that one person does not hold more power than another in our group of young people, so that **decisions and actions are made collectively** and so that everyone can access and process information, to have power with others and not over others.

## Educommunicating city

We believe that **knowledge exists in many places, not just in schools**, universities, and books. It's also found in the networks of social organisations in our cities, in public institutions, in other city spaces and in the life stories of citizens. We, from the Translighthouses project, understand that everyone can teach and learn at the same time. As the educator Paulo Freire said, "Nobody educates anybody; nobody educates themselves; people educate each other, mediated by the world." For example, if you're in a group that wants to take action on the environment, you can arrange a conversation with an environmentalist from your city's environmental department or an NGO working on the issue. The important thing is to remain open to spaces, people, and opportunities to learn and teach.

## Peer education

**Young people are both learners and educators.** When we know that what we learn is not just for ourselves but has to be shared, we have an even greater desire to learn and share. With the commitment to share, knowledge becomes deeper and more ingrained. This also makes learning easier because those who teach us are peers, people who express themselves in a similar way to us and live in an environment close to our reality. When a conversation occurs among young people, the language used is more familiar and they understand one another better. This doesn't mean that adults and people of different ages are excluded from this process. Everyone is involved, actually! The proposal, though, is to educate people with similar experiences and life situations. Peer education is a practice that requires us to reflect on how we learn, in what ways we learn more easily, and what resources attract us to learning.

## Inter- and trans-disciplinarity

We believe that the construction of **knowledge** about any subject **is not solely confined to one discipline**, but rather is at the intersection of many, and beyond them. Suppose you want to better understand how the 196 countries of the world came to sign the Paris Climate Agreement. Your research will likely involve the history of the UN Climate Conferences, known as COPs, as well as social sciences, international law, climatology, physics and also documents produced by environmental organisations. Do you see, then? One discipline or field of

knowledge alone cannot provide us with all the explanations. That's why we are investing in this diversity and the dialogue between different types of knowledge, because knowledge is what the world is made of and not just in the disciplines we create.

### Foreign perspective

Have you ever noticed that when we return home from a trip, everything that was familiar to us seems to renew itself? Leaving our natural habitat allows us to have elements to compare our reality with others. This increased knowledge allows us to become more open, understanding, and supportive of diversity in the world. We believe that any Educommunication action carried out by a group of young people should take this into account. The idea is for friends and groups of companions to organise not only trips to distant places, but also visits to nearby neighbourhoods, forests, museums, universities, etc..

## 2.2 Nonviolent communication

**Nonviolent Communication (NVC)** is a communication process developed by Marshall Rosenberg. This approach is based on awareness and deep **understanding of the fundamental needs of all individuals** involved in communication.

The purpose of NVC is to teach us **how to do** what we already know what to do. Sometimes we forget what we have to do because we were educated to forget. NVC teaches us to pause and listen to other people and understand what is happening within them and behind their words, trying to understand their feelings, and needs. Can we re-educate ourselves to live in a world that does not induce guilt, shame, concepts of obligation, and duty? We often lose connection with others and start playing the game of "Who's right?", which has two main characteristics: punishment and reward. If you're right in the "Who's right?" game, you receive a reward but if you're wrong, you deserve to suffer. Who has never earned a gold star for getting the answer right? At this moment, we enter into a logic of competitive communication and lose connection. That's when violence begins.

There are various types of language that can be used when communicating. Here are 2 contrasting types to help understand the importance of choosing the best way to communicate:

## Jackal language

The jackal is a predatory, aggressive animal belonging to the fox family. It has a howl that can be quite annoying to people, as the sound resembles a loud scream or a siren. The jackal metaphor represents a shallow view of things, communication with **little connection, little breadth, and poor understanding**.

It's a language that blocks the connection between people, taking the form of moralistic judgement. Communication, therefore, is focused on assessing what is right or wrong, what is good or bad, correct or incorrect. **The goal of 'jackal language' is to criticise**, judge and think that it knows what is happening inside the other person, interfering with their self-perception.

With this type of language, we often behave like victims and insist that our needs be met without considering the needs of others, thus becoming communication based on demand and devoid of empathy. The reason for using jackal language, therefore, ends up being fear, guilt, shame, duty, reward, and punishment. And this communication normally leads to more draining, divergent, and hostile relationships.



## Giraffe language

The giraffe is the land mammal with the largest heart. Its long neck protects it by allowing the animal to have the ability to see far into the distance, to reach things that are unattainable to others, and to effectively stay away from danger. For blood to reach the giraffe's head, its heart has to be 43 times stronger than that of a human being. Its heart weighs 11 kilograms and pumps about 60 litres of blood per minute.

With such a strong heart, the giraffe can be used as a metaphor in NVC because it uses the language of the heart, a way to communicate with a broader view of the situation, devoid of value judgments, just **observing with empathy and affectionate connection**.

**The purpose of 'giraffe language' is to create a quality of connection** which allows us to **GIVE** (express needs in a compassionate and harmonious way) and **RECEIVE** (be in the presence of the other person's negative emotions without being overwhelmed by them, remaining in a compassionate posture). Thus, listening empathetically to the other person's pain helps understand the present beyond the clutter of the person's mind.

Speaking and acting like a giraffe requires us to be constantly aware that **we have a choice**. We may not like the options life offers us, but we always have a choice to make when we are communicating.

## Non-hostile communication Manifesto

In the spirit of nonviolent communication, we share with you the Non-Hostile Communication Manifesto, produced by the Parole Ostili project, which created the first online community against verbal violence. This document gathers 10 style principles to reduce, contain, and combat negative language.

1. **Virtual is real:** I say and write on the internet only things I have the courage to say in person.
2. **We are what we communicate:** The words I choose represent the person I am: they reflect me.
3. **Words shape thought:** I dedicate all the necessary time to express what I think in the best way possible.
4. **Before speaking, one must listen:** No one is always right, not even me. I listen with honesty and openness.
5. **Words are a bridge:** I choose words to understand, make myself understood, and connect with others.
6. **Words have consequences:** I know that every word of mine can have consequences, small or large.
7. **Sharing is a responsibility:** I share texts and images only after reading, evaluating, and understanding them. Ideas can be discussed.
8. **People must be respected:** I do not turn those who advocate opinions I do not share into enemies to be annihilated.

9. **Insults are not arguments:** I do not accept insults and aggression, even in favor of my thesis.
10. **Even silence communicates:** When silence is the best choice, I remain silent.

## 2.3 Citizen and transformative communication

From "I" to "We" and working in networks. How can we promote communication that supports nature-based solutions? You may have noticed that every process imbued with educommunication has as its main scope the positive transformation of our social relationships, the promotion of the common good, and the construction of a fairer, more democratic, and more inclusive society. Stop and think about it. What actually needs to be transformed? Where should we start to promote social change? This is not a simple answer. Below, we would like to propose 5 aspects to consider while working on social transformation.

They may, and most probably will, happen simultaneously, because we believe that when we transform something within our microcosm, it resonates with the rest of the world and vice versa. As Brazilian psychologist Nelson Lucero says: "**I believe in small, molecular things... can you imagine if people are affected and everyone starts talking about these things...**" The 5 aspects are:

## 1 - Ourselves

Educommunication is a learning experience that implies that communication projects are aimed at others and the community, but that they always start with continuous **self-awareness**, or rather, self-creation and transformation. This applies to students, teachers, educommunicators, and anyone else involved in the process. We must perceive ourselves as **unique individuals**, taking ownership of our individual reality while also differentiating ourselves from others and realising that we can act together towards common goals.

Educommunication actions seek to transform the environment in which we find ourselves, but also to have an effect on individuals and their inclinations (which change from person to person).

Taking care of and paying attention to this sphere, which we call "ourselves", involves analysing **how we deal with life's situations**, how things affect us, how we affect things, how we deal with our emotions and how we take care of our person.

Why am I feeling this way today? When we accept our existence for what it is, we gain space and autonomy to reflect, to put ourselves in another's shoes, and understand that the present is the best moment to act and change. This requires **developing empathy**, that is, the ability to understand or feel what another person is experiencing, for example, as we said, the ability to "put oneself in another's shoes."

For those of us working with NBS, it is necessary to broaden the concept of empathy to encompass not only humans but also all other living beings that inhabit this planet.

And not only that. We have to act and take care of the planet in such a way as to allow life to continue with dignity for all living beings that are not yet here with us today but will be with us one day, that is, the future generations of today's living beings. This has to do with the principle of **intergenerational equity** contemplated in the Paris Climate Agreement. It is the principle according to which the planet must be handed over to future generations under conditions no worse than those in which we inherited it. It translates into the right of future generations to enjoy the same type of ecological resources and services as current generations.

In other words, we are talking about equality among past, present, and future generations. Therefore, this type of equity contains two components: one that concerns the fair use of natural resources by past, present, and future generations and the responsibility for the preservation of such resources, available to all generations, as no generation is above others.

Regarding "ourselves", we can look at our history, our family's history, our likes, dreams, and personal desires. We can see what social causes, lifestyles, values and principles inspire us. We can analyse the effect of our actions on the world and the things that need to be transformed, cultivated, and valued. All these aspects are simultaneously in relation to other living beings.



It is also an opportunity to reflect on **our body** and its influence in the world. The body can be considered our first home, our first “territory,” and also our primary media, taking into account all its communicative potential, giving importance to this awareness of our body in our society. From body awareness to the space it occupies, and how it can interfere and reorder space, conditions are created to potentially introduce other media forms, strengthening the sense of responsibility.

Working on “oneself” opens up to the possibility of understanding the importance of **Human Rights** and its universal validity. What do rights have to do with me? The answer to this question connects our life to the history of humanity, the same humanity that came together to create the “Universal Declaration of Human Rights.”



## 2 - Others

According to traditional Chinese medicine, the relationship between people is one of the sources which is responsible for determining our levels of energy. The **quality of our relationships** affects our well-being.

Have you ever arrived at school, at university, or at work in a good mood, ready for a group meeting, and you see that people around you are just complaining and creating all sorts of problems? You may have found yourself suddenly tired, discouraged, and wanting to leave. Sometimes, it's us, instead, who are irritated, not knowing exactly what we have to do or what we need to do, barely able to pay attention to what the people around us are saying.

Inevitably, **human beings relate to others** in various situations. We can often choose the degree of the relationship we have with the people we live with. We can choose to be simple colleagues or we can share our innermost universe. But other people always play an important part in the equation.

Just as we can become discouraged by a colleague who often has a more negative outlook on things than us, we can be positively influenced by someone in the workplace who is generally in a good mood.

Human relationships have been a constant subject of study since the beginning of mankind. **Collaborative coexistence** is something that must be created because we can always learn



from others. We cannot change others, but we can always transform the relationship we have with others; that is what is in our power.

The only reason we know how to be human is because there are always others around us. In fact, while carrying out educommunication activities, other people are always present because we always work with other people. We work to communicate with and for others, fighting for human rights for everyone.

### 3 - Collective work

**Together we are stronger**; together, everything can be more fun; together our ideas become even better. In educommunication, we opt for collective work because we believe that collective intelligence is the one concept that best matches the idea of **participatory democracy**. Working in groups, though, is often a challenge, but collective learning can show us that there is no single way to do something: eating, going from point A to point B, talking to someone we don't know, asking for help, asking questions, learning about a subject, claiming a right, undoing a rule, these things can all be done in many different ways.

The more heterogeneous the group, the more interesting and greater the exchange. The more collaboration, friendship, and kindness shown, the stronger the bonds formed. The more each person looks into what interests them the most and shares it with the group, the more chance we have of

deepening our understanding of the questions. The more we follow formulas and paths we have already experimented with, the more we risk stopping observing where, how, with whom, and why we are where we are.

We can take advantage of the opportunities we have to continue experimenting and avoiding patterns. We need to constantly reinvent our relationships.

Collective work, carried out by a group of young people, cannot be formed overnight. It takes **patience, willingness, change**, a positive attitude, and daring to make it work well.

### 4 - Working in networks

Social changes always require work in the personal and cultural sphere, as well as in the economic sphere of society, to help understand the value and principles of relationships. Therefore, the more work that is **distributed among citizens**, the better the chances are that not only will more people communicate with other people, they will be consciously involved in the transformation processes.

**In network actions, each person does what they know best**, what they can do best and what they are motivated to do best. Working within a network involves a lot of political action, articulation, implementation of actions, as well as an exchange of information. There is no single person or institution that alone has the best solution. The best solution lies in mobilising action at different levels (local, regional, national,

and international). Our Translighthouses project is proof of this. As can be seen in our pilot cases, local action together with the work carried out by the network brings about social transformation because in that microcosm with its many specificities lies the strength of what happens (which is the reality of the action), and that can, following the domino effect, affect other spaces and people. To function well, a network must have a few basic characteristics which are listed here.

### Fundamental Principles of a Network

A network is a system of nodes and links capable of organising people and institutions, equally and democratically, around a common goal. Here are the main foundations of a network:

1. **Autonomy:** Each member maintains their independence regarding the network and other members. There is no subordination in a network.
2. **Shared values and goals:** What unites the different members of a network is the set of common values and objectives they establish together.
3. **Free will:** No one is forced to enter or remain in a network. The foundation of the network is the free will to remain in the network as an active member.
4. **Connectivity:** A network is a dynamic stitching of many points. Only when connected to each other do individuals and organisations maintain a network.

5. **Participation:** Cooperation among network members is what makes it work. A network only exists when in motion. Without participation, it ceases to exist.
6. **Multi Unit Leadership:** A network has no hierarchy or boss. Leadership comes from many sources. Decisions are also shared.
7. **Information:** In a network, information circulates freely, is emitted from various points and sent in a non-linear way to a multitude of other points, which are also information emitters.
8. **Decentralisation:** A network has no centre. Or rather, each point of the network is a potential centre.
9. **Multiple levels:** A network can unfold into multiple levels or autonomous segments, capable of operating independently of the rest of the network, temporarily or permanently, depending on demand or circumstance. Sub-networks have the same "network value" as the larger structure to which they are linked.
10. **Dynamism:** A network is a plastic, dynamic, and moving structure that transcends physical or geographical boundaries. A network is multifaceted. Each portrait of the network, taken at different times, will reveal a new facet.

## 5- The environment

Know the terrain where you will be carrying out your action. Territory, land, holding. Where are we standing? Our action has a greater impact when we know more about **“where we are stepping,”** because sometimes we have great ideas, but we don't do the necessary research to assess if and how it can be materialised and have more impact.

We can actually learn about the **physical aspects** of the terrain of an action: the streets, the geographical aspects, the spaces, and the institutions. It is also possible to investigate the **people who have a relationship with this terrain:** who they are, what the history of these people is, how human relations work in this space, and how these people communicate. Other questions that could be asked are: how the power is distributed in this place or who has the power of speech, or perhaps, what the place is like or what problems exist, if there are any problems.

It is important to conduct an analysis of the situation without sparing time and energy for the research, so that later you have a basis for comparison. Territory could initially be considered a space that has borders which can be established by a relationship of power, possession, or ownership, whether in the animal kingdom or within human relations.

There are, however, political, cultural, economic, and regional versions that broaden the meaning of this word. The **concept of territory actually encompasses several meanings** and changes according to the approach used.

For example, it is possible to talk about the territory of a country or city, defining its exact borders geographically, but we can also talk about a territory as the place where we establish daily symbolic and cultural relations of belonging and power, and this often exceeds the limitation of physical or ownership boundaries.

“Nobody educates anybody;  
nobody educates themselves;  
people educate each other,  
mediated by the world”

Paulo Freire

## Conclusion

The **edukommunicative approach** presented in the TransLighthouses project emerges as a powerful **tool for social transformation**, integrating education and communication in a collective effort to promote positive impact in the world. By adopting principles such as democratic management, inter and transdisciplinarity, and incorporating practices of nonviolent communication, the project reaffirms its commitment to building inclusive and responsible communicative ecosystems.

Educommunication is not only presented as a teaching method or a communicative strategy but as a profound movement of recognition and exercise of the fundamental **human right to communication**.

The active **involvement of young people** in the edukommunicative process strengthens their capacity to act as agents of change, stimulating **active participation in community life** and in the debate on environmental and democratic issues. Through this engagement, young people are prepared not only to understand and analyse the world around them, but also to positively transform it.

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## CHAPTER 3

# Ethics and responsibility in communication

As we move towards an increasingly connected and digital world, ethics in communication plays a vital role in guiding practices and decisions related to technology and information sharing. These ethical principles not only protect fundamental human rights but also serve as a foundation for building a fairer, more equitable, and inclusive society.



The promotion of these values is essential to ensure that information and communication technologies are used responsibly and beneficially for all people while also addressing complex issues such as online privacy and the ethical use of artificial intelligence. In an increasingly digital world, **information ethics is an essential moral compass** to guide our journey towards a fairer and more informed future.

New forms of communication, especially those mediated by the Internet, have transformed journalistic practice, making it global and enabling dynamic **dialogue with the public**. While this is positive for freedom of expression, there is also a need for a global journalistic ethics that promotes values such as accuracy, balance, and responsibility to the community.

Since 1997, UNESCO has been leading efforts to address the ethical dimension of the information society, recognizing that the principles of information ethics, based on the Universal Declaration of Human Rights, are fundamental to building an equitable information society. This includes rights such as **freedom of expression, universal access to information, the right to education, the right to privacy, and the right to participate in cultural life**.

Furthermore, journalism now faces the challenge of a **pluralistic global community**, where its narratives and world views have a significant impact on governments, humanitarian organisations, and ethnic groups in conflict. Responsible global ethics are crucial to ensuring that journalism reflects the diversity of global perspectives.

Information ethics is more than just a set of rules; it is a commitment to integrity and truth. In a world where information is both a tool and a weapon, strict adherence to journalistic ethics is essential to maintaining public trust and the health of democracy.

Journalists have a **social responsibility to report the truth and contribute to an informed society**. Ethics ensures that this responsibility is fulfilled in a way that respects human rights and avoids sensationalism. Additionally, there are some basic principles that every communicator needs to consider and that we have listed here:

### Truthfulness and accuracy

The pursuit of truth is the cornerstone of journalistic ethics. This means verifying all information before publishing it, ensuring that the news is accurate and reliable. Accuracy extends not only to facts, but also to the context in which information is presented.

### Impartiality and fairness

Impartiality requires reporting facts without the influence of personal or corporate biases. This requires presenting different viewpoints in a balanced manner, ensuring that all stakeholders are heard.

## Accountability

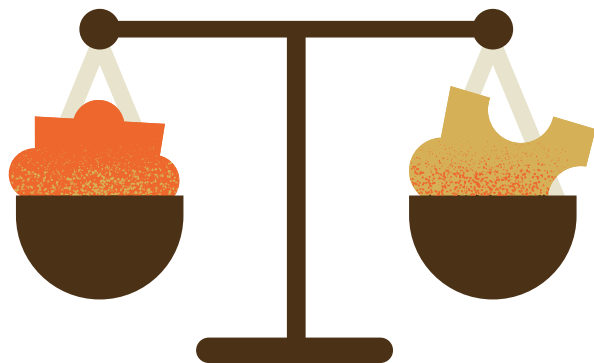
Those who develop communication content must be accountable for their work and be willing to correct mistakes. An ethical press is one that takes **responsibility**, retracts when necessary, and maintains **transparency** in its operations.

Additionally, social media has transformed the way information is disseminated and consumed. While they offer opportunities to reach a larger audience, they also present ethical challenges, such as the proliferation of fake news and the polarisation of viewpoints.

Therefore, to produce content, it is necessary to be diligent in the use of social media sources, ensuring that the shared information is verified and reliable.

## Privacy Issues

In an era where privacy is a growing concern, journalists must balance the need to inform the public with respect for individual privacy. This is particularly relevant in stories involving private individuals or sensitive information.



## 3.1 Discussion on the importance of journalistic ethics and responsibility in disseminating information about NBS projects

In the current context of climate crisis and environmental challenges, Nature-Based Solutions (NBS) have gained prominence as effective strategies to mitigate environmental impacts and promote sustainability. Therefore, to communicate NBS projects, it is necessary to understand the **importance of accurate and responsible communication** to promote the adoption and success of these solutions.

As we saw in Chapter 1, NBS are actions that strategically utilise processes and services of nature to address socio-environmental challenges. Their benefits are vast and include mitigating climate change, conserving biodiversity, purifying water and air, and promoting human well-being. Additionally, NBS offer cost-effective solutions compared to engineering-based alternatives.

When communicating information about NBS projects, it is crucial to ensure accuracy and transparency. This means **presenting scientific data and results** clearly and honestly, **avoiding exaggerations or oversimplifications** that may lead to misinterpretations.



Another important aspect in this context is to avoid what we call **Greenwashing**, which refers to the practice of exaggerating or falsifying the environmental credentials of a company or project. In disseminating information about NBS, it is essential to avoid greenwashing, ensuring that environmental claims are genuine and evidence-based.

Furthermore, NBS projects should be communicated **considering** not only their environmental benefits but also their **social impact**. This includes involving local communities in the planning and implementation processes and considering the social and cultural impacts of NBS.

Communication about NBS projects should emphasise the importance of long-term sustainability. This implies highlighting how these solutions can offer ongoing benefits and how they will be maintained and managed over time.

It is also important to note that NBS projects often involve **complex scientific concepts**. Communicating this information in an accessible manner without losing accuracy is a significant challenge. It is necessary to strike a balance between simplification and technical detail.

Finally, NBS projects are of interest to a **variety of stakeholders**, including local communities, investors, policymakers, and the general public. Therefore, adapting communication to meet the information needs of different groups is crucial to ensure understanding and widespread support for NBS projects.

Ethical and responsible communication is fundamental to the success of Nature-Based Solutions projects. When disseminating information about these projects, it is essential to maintain accuracy, avoid greenwashing, consider social and environmental impacts, and involve a variety of stakeholders.

Ethics in communicating these projects not only promotes the adoption of sustainable practices but also contributes to a more informed society aware of critical environmental issues of our time.



## 3.2 Practices for fact-checking and reliable source verification in content production

The era of digital information has brought unprecedented challenges to the production of reliable content. **Fact-checking and verifying reliable sources have become essential** to maintain the integrity and credibility of information. Therefore, fact-checking is crucial to combat the spread of misinformation and uphold the integrity of public discourse.

Here are some fact-checking practices:

### Critical evaluation of sources

It is fundamental to assess the credibility of sources. This includes verifying the authority of the source, the track record of accuracy, and the possible existence of bias or underlying interests.

### Cross-referencing information

An effective practice is cross-referencing information with multiple reliable sources. This helps to confirm the accuracy of data and identify possible inconsistencies or errors.

### Use of fact-checking tools

There are various tools and platforms on the internet dedicated to fact-checking, which can assist in identifying false information and confirming data. Utilising these tools can significantly increase the accuracy of produced content.

### Consultation with experts

For complex or technical topics, consulting subject-matter experts may be essential. They can offer valuable insights and help in the correct interpretation of data.

### Identification of authoritative sources

Identifying authoritative and respected sources in a specific field is a crucial step. This may include scholars, reputable institutions, specialised publications, among others.

### Transparency about sources

Being transparent about the origin of information is essential. This includes clearly citing sources and providing references that allow readers or viewers to verify the information themselves.

### Assessment of source context

It is important to assess the context in which the source is providing information. This includes understanding the source's perspective and how it may influence the provided information.

## 3.3 Approach to sensitive and controversial issues with sensitivity and impartiality

In an increasingly polarised world, addressing sensitive and controversial issues poses a significant challenge for writers, journalists, and communicators.

**Sensitive topics often involve emotional, moral, or social issues** that can elicit strong reactions. Recognizing the sensitive nature of these topics is the first step toward a responsible approach.

Controversial topics are those that generate divergent opinions and heated debates. Understanding the roots of controversy and the different perspectives involved is crucial for a balanced approach.

Here are some practices for a sensitive approach:

### Active listening and empathy

Actively listening to the concerns and experiences of people affected by these topics is essential. Empathy should guide how topics are addressed, respecting the emotions and experiences of individuals.

### Appropriate language

Language choice is fundamental. Avoiding derogatory, stigmatising, or sensationalist terms contributes to a more respectful and less inflammatory approach.

### Careful contextualization

Providing adequate context is essential to avoid misunderstandings. This includes explaining the origins and consequences of issues, as well as presenting different viewpoints in a balanced manner.

### Balance in presentation

Presenting different sides of a controversial issue in a balanced way is crucial for impartiality. This does not mean giving equal weight to all opinions, but ensuring that arguments are presented fairly.

### Handling public reaction

The public's reaction to sensitive and controversial topics can be unpredictable. Being prepared for feedback, whether positive or negative, and being open to constructive dialogues is an essential part of the process.

Approaching sensitive and controversial issues with sensitivity and impartiality is a delicate balancing act. It requires a deep understanding of the issues involved, careful communication,

and constant reflection on one's own stance and responsibility. By adopting these practices, it is possible to contribute to a more informed, respectful, and constructive public discourse.

### 3.4 Dealing with conflicts of interest and maintaining journalistic integrity

A conflict of interest arises when **personal, financial, or other circumstances** may compromise or appear to **compromise the impartiality** or objectivity of a journalist. This can affect how information is gathered, reported, or presented.

The first step in managing conflicts of interest is to **identify them**. This may include personal relationships with sources, investments in companies or sectors covered, or external pressures from sponsors or advertisers.

One of the basic principles for avoiding conflicts of interest is **transparency**. This is because being transparent about potential conflicts of interest is essential. When journalists proactively disclose these conflicts, they promote trust and credibility with the public.

Another key point is **impartiality**. This requires journalists to report facts in a fair and balanced way, without the influence

of personal or external interests. This means avoiding personal opinions from influencing reporting.

Dealing with conflicts of interest is crucial to maintaining journalistic integrity. Transparency, impartiality, and independence are key principles in this process.

By establishing clear policies, promoting education, and monitoring adherence to ethical standards, media organisations can help ensure that their journalists maintain the public's trust.

### 3.5 - Ethics in reporting on a community's local reality

**Local journalism is inherently connected to the lives of the people who make up the community.** It addresses issues that directly affect residents' daily lives, from municipal politics to cultural events and social problems.

**Trust** is an essential element in the relationship between local press and the community. Local journalists often build long-term relationships with their audiences, making ethics even more crucial in maintaining this trust.

The first principle we need to highlight here is **accuracy and truthfulness**. Accuracy is paramount in local reporting. Journalists must strive to verify all facts and present

accurate information, avoiding distortions that may cause misunderstandings or harm to the community.

Other key factors are **respect and sensitivity**. When addressing local issues, it is important to be respectful and sensitive to the particularities of the community. This includes understanding the cultural, social, and historical nuances that shape people's perception and reactions to information.

Additionally, proximity to sources can be an ethical challenge in local journalism. Journalists may find themselves reporting on neighbours, friends, or acquaintances, which requires a **careful balance between personal relationships and ethics**. Therefore, we have identified three important points to consider:

### Community Knowledge

Having a deep understanding of the community is essential for ethically reporting its reality. This means understanding the social, economic, and cultural contexts that affect people's lives in the area.

### Community Involvement and Feedback

Community involvement in news production can enrich reporting and ensure that important issues are not overlooked. Moreover, being open to community feedback helps maintain accountability and relevance in local journalism.



### Transparency

Being transparent about sources of information and reporting methods helps build and maintain the community's trust. This includes being clear about any potential conflicts of interest.

Ethics in reporting on local reality is a fundamental pillar of responsible and respectful journalism. By adhering to rigorous ethical principles, local journalists can not only inform but also strengthen and enrich their communities.

Trust, accuracy, impartiality, and sensitivity are key elements that ensure local journalism fulfils its vital role effectively and beneficially. While navigating the unique challenges that proximity to the community presents, journalists have the opportunity to establish journalism that not only reports reality but also positively contributes to the lives of the people who make up the community.

## Conclusion

Reflecting on ethics in communication and journalism underscores the importance of fundamental principles that guide not only professional practice but also the social responsibility of these fields. The **digital evolution has brought new challenges but also opportunities** to strengthen integrity and truthfulness in information dissemination.

These principles, which include not causing harm, respecting autonomy, benefiting others, being fair, truthful, granting dignity, treating others with care and compassion, striving for excellence, and accepting responsibility, are essential in building an informed, fair, and ethical society.

Precise and **responsible communication**, especially in sensitive areas such as Nature-Based Solutions (NBS) projects, is crucial for the success and public acceptance of these initiatives.

**Rigorous fact-checking and source verification**, along with a sensitive and impartial approach to controversial issues, reinforce the trust and credibility of journalism. Principles such as not causing harm, respecting autonomy, being fair and truthful, showing empathy, committing to truth, and acting responsibly function as tools that, in practice, **contribute to increasing credibility and ethics in all content production**.

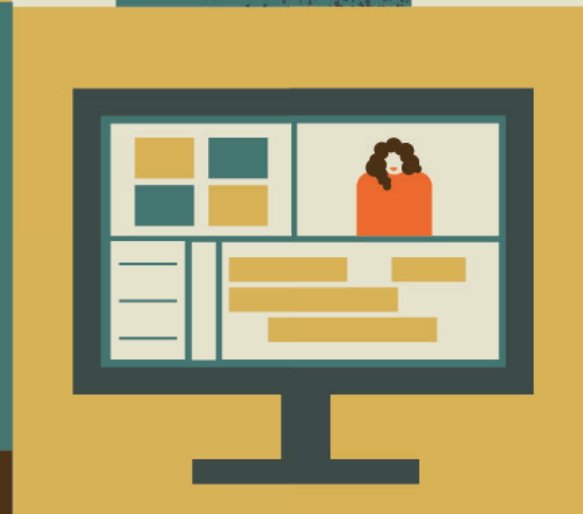
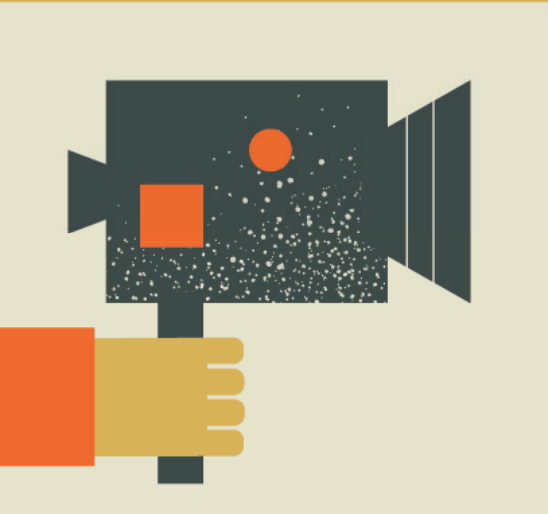
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## CHAPTER 4

# Educommunicative Coverage and collaborative journalism techniques

**Educommunicative Coverages (ECs)** find their fundamentals in educommunication; so the main aim of these coverages is to educate and communicate at the same time, to educate through communication and communicate through education.



The main idea is to educate concerning the use of media and concerning what is the focus of the event covered (climate, education, environment, etc.). Thus, it is a **two-sided education** which passes through communication. This means that the content produced should be communicative to inform about what is happening in the specific event, but at the same time educate on specific themes and values. Educommunicative Coverages always have the aim of spreading values, good practices and raising awareness on specific topics of interest to the public. For this reason, ECs are suitable for events with contents to be explored in depth and values to be disseminated, to be effective and change mentalities and behaviours.

Educommunicative coverages can take place with one-day events or multi-day events (such as festivals) and are similar to journalistic coverage, i.e. they concern the storytelling of what happens, what the main themes and voices are. **ECs**, in fact, **use some traditional journalistic techniques, adapting them to the educational purpose**. Traditional journalism has the main purpose of informing, whether it is daily newspaper or cultural journalism, it must inform people on a certain topic. Educommunicative Coverages do not only have the purpose of informing, but also, as we said, of **communicating**, therefore with a specific form, and educating. So traditional techniques like articles and interviews are complemented with new journalistic techniques, like podcasts and social media contents, with a more specific goal. To summarise, Educommunicative Coverages have some techniques in common with traditional journalism, but the difference lies in

the way these techniques are used, and how the contents are then received by the public.

Educommunicative Coverages differ from traditional journalism also because they are **carried out by groups** and not by single individuals. All ECs are the result of teamwork with different people from different contexts who come together to spread ideas, topics, and values by combining their knowledge and skills. All ideas and all new ways of conveying the message are welcome: this is one of the most important strengths of Educommunicative Coverages. ECs are open to new styles of communication and narration, therefore there is a planning of activities and contents, but also space left for improvisation and creativity.

Each educational coverage includes **three phases: before, during and after**. First there is the phase **before** which is the moment of getting to know the team, sharing knowledge and skills and of general organisation of coverage, brainstorming content ideas, content categories and new ways of communicating the event and values. Then there is the **during** phase, which is the main part, during the event, where everything is planned but where there is space to follow what was not planned and always creating something new. Then, there is the **after** phase, which is an important phase, too, since it is a report of what was done, how it was done, by means of which tools, concluding with an evaluation phase carried out by the participants, in order to know what to improve.



## 4.1 Adapting journalistic techniques through collaborative and participatory processes

As introduced in the previous paragraph, Educommunicative Coverages are based on groups and, therefore, **the collaborative and participatory processes are fundamental.**

A collaborative process is a path in which collaboration is the key to achieve the goal, which is to educate and communicate; collaboration happens within the team but also between different teams because it is never an individual job. The participatory process is another key element of ECs, precisely because of its main purpose of educating; it is not only important that the recipients of communication learn something, but also the producers. To make an EC effective, everyone must **feel free to ask and answer questions, organise, propose, and create** and this is the base of the collaborative and participatory processes. There is no hierarchy in the educommunicative team; there is only coordination of the work to be done to make sure the processes function well, creating, at the same time, a point of reference for the organisation.

It is not easy to use journalistic techniques, created mainly for individual work, in a process of this kind, but it is possible. To be effective, journalistic techniques within **Educommunicative Coverages must be adapted to become collaborative** and

participatory processes which can also be innovated through these processes. An article written in a collaborative and participatory way becomes a richer article as it combines different points of view, perspectives, and skills. The same goes for interviews, social media content, podcasts, etc. In general, journalistic techniques can be enriched by this adaptation to being used for collective work because they are rethought and reorganised. Through collaboration and participation, it is easier to convey the message and achieve the purpose of ECs. The use of shared documents on online platforms is an optimal tool to encourage collaboration and participation and to transform the individual act of writing and producing contents into collective actions.

In the **“before” phase** (see 6.1), the participatory process can be seen in the fact that each participant can present their ideas in order to improve the organisation and contribute to the creation of new ways of communicating.

In the **“during” phase**, it is the collaborative process that can be seen best, because it's all about teamwork, that is, the work carried out in the general team as well as in the smaller groups, such as a team's responsibility for a specific content or a specific category of content. In this phase it is also important that all participants have the opportunity to try creating different contents, to offer their different points of view and skills, but also to receive something in return and have the opportunity to learn. This is a “learning by doing” process and a way to learn from one another.



## 4.2 How to conduct effective educommunicative interviews and reports

Interviews can be effective educommunicative tools. An **interview is a dialogue between two people looking for answers**, between two peers who build knowledge together and share points of view, ideas, and experiences. The interview is therefore a respectful and nonviolent dialogue in which the interviewer and the interviewee are protagonists and try to tell a story.

There are three types of interviews for used different purposes:

1. **Description of an event:** short, targeted interviews are carried out with those involved in various capacities in the event to construct an article or reportage that talks about a specific event.
2. **Opinion:** this interview consists of going into detail about the interviewee's thoughts and point of view on a particular topic.
3. **Profile:** this interview tells a person's story, collects and conveys his/her point of view and his/her story. The questions that the person is asked are varied and investigate his/her entire experience.

It is possible to combine these types of interviews with a series of questions that range from questions about an event (specific information) to their opinion of a topic, or questions about their career or life (more general). Be careful to connect everything well, making sure that there is a logical sense to the questions.

An interview is divided into three phases:

1. **Pre-production:** this is the time to gather as much information as possible on the topic you intend to cover in the interview, on the character you will meet (biography, career, previous interviews), and on the event you will participate in. It is essential to **avoid obvious and value-lacking questions**, which should number between 3 and 5, going from general to specific or vice versa.
2. **Production:** it is the moment of actual dialogue, when the interviewer confronts the interviewee through open questions that give him/her the opportunity to speak freely. It can be useful to take notes (of keywords) and to record the interview to facilitate the drafting process. **A few tips:** pay attention to what the interviewee says so that you can possibly ask another connected question or avoid asking a one that has already been answered; if he/she doesn't answer a question specifically, ask again in a different way.
3. **Post-production:** it is the moment of writing and editing the interview, when macro-themes are identified and the content is organised in a coherent form from the point of view of language and meaning.

In the post-production you can choose **how to draft the interview**: question/answer, direct/indirect speech or integration (paragraph).

**Question/answer modality**: the dialogue between the interviewer and the interviewee is transcribed and arranged. It is important not to manipulate the interviewee's answers so as not to change the meaning of his/her speech. It is permissible to fix the grammar, explain some technical or slang terms (through an aside in brackets which will also include the wording 'Editor's note') and eliminate repetitions; it is not permissible to manipulate what has been said, or to interpret the words of those interviewed in a personal way.

**Direct/indirect speech**: the opinions or phrases of the interviewee are reported while telling a story, alternating direct and indirect speech > e.g. Mauro Rossi discussed the key topic of the impact of climate change on agriculture, explaining that vine cultivation suffers high temperatures. To underline the issue, the speaker also stated: "Consequently, wine production is also affected by the current climate crisis." The speech must be structured by macro-themes (keywords/expressions) and not necessarily by order of questions.

**Integration (paragraph)**: the information obtained during the interview is inserted into a paragraph to explain better, complete the information already known, add an expert point of view. In this case, excerpts extrapolated from more than one interview may appear in a single article - in depth or opinion.

Before reporting on the actual interview (whether Q/A or story), **an introduction of one or two paragraphs is essential** and introduces the person interviewed and explains the reason (event participation, in-depth analysis, etc.) for the interview, as well as the topics covered. This allows you to contextualise the interview and encourages others to read it.



Here are some tips on how to draft the interview:

- use emotional levers and, if possible, also describe the emotions that emerged during the dialogue;
- avoid repetition (often present in speech) but be careful not to manipulate the information;
- connect paragraphs and questions to each other in a coherent way;
- put questions and keywords in bold writing;
- add links if necessary.

Usually, in the field of event/festival coverage, it can also be useful to produce **video interviews**. The format is simple: ask 3 questions that are suitable for answers that are not too long; and create a presentation of the interviewee. It's also important to use captions in the video to let the user know who the interviewee is.

The most important thing to always have in mind during preparing and editing of the interview is the educommunicative purpose, linking communication to education.

## 4.3 Creating videos as a way of conveying information in an engaging manner

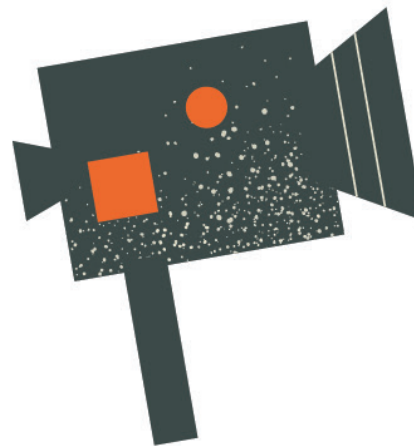
Thanks to the large space given to sharing videos on various social media, **videos are one of the most used tools today to convey information in an engaging way**, even with social media where videos are not native. Videos, compared to written texts and simple images, are more involving and make narration more effective, as they **combine different aspects of communication and different communicative languages**, capturing and potentially maintaining attention in different ways, leveraging emotions and, therefore, stimulating further sharing.

The elements of a video that allow this are:

- the use of captivating and different kinds of moving images;
- the possibility of adding short texts;
- the possibility of adding a voice-over and related subtitles;
- the use of appealing music (usually among the hits of the moment).

Furthermore, with today's levels of technology, **it is no longer necessary to have professional tools** to create a video that can engage users on social media. All that's needed is a smartphone with a good camera and a video editing application (we recommend CupCut or Inshot), which allows you to create an engaging video even without being an expert in the sector. Obviously, when there is the possibility of involving a professional in the sector and/or the possibility of using more professional tools, the result of the work will be of a higher level and potentially usable on channels other than social media, such as websites, or screenings during events. But for rapid communication to engage a young audience, it is advisable to use tools that a person is familiar with, such as social media, so non-professional videos are still a great choice for engagement.

**Depending on the social media, the videos created will be different** since they are aimed at different audiences and are used for different purposes. On **Facebook**, the videos published often come from YouTube. They are, therefore, more structured, longer and more complex, they have a horizontal format (16:9) and they are accompanied by an explanatory caption. On **Instagram**, instead, the format used is a reel of different lengths but usually between 30 seconds and a minute. They can also be edited directly on the application with various functions, the format is 9:16 (vertical) and the experience is immersive because it is full screen. On **TikTok** however, a native social network for videos, the trends of the application itself are usually followed, with pre-set templates which are often very informal but which can be adapted to



more informative contents that can be published without following trends.

Even with videos, as with other types of educommunicative products, the production is carried out in different phases:

1. **The preparatory phase:** this is the phase in which we reflect on the thematic focus of the video and understand who it is aimed at in order to structure the content appropriately for the platform with which it will be distributed and will therefore be able to reach its audience more directly. The objective is therefore to identify the buyer personas, i.e. the people we are addressing with our video and to whom we want to convey our message.
2. **The production phase:** the phase in which, depending on the type of video chosen, the video recording is produced, with audio if necessary. In this phase it is necessary to evaluate the location, the light and the background noises to be able to maximise the quality of the shots.
3. **The fundamental phase:** the production then concludes with the phase which includes editing and post-production in which the various video parts produced are joined, and transitions, sounds, voice-overs or music are added to reach the final product.

A video for educommunicative purposes can also be a **video interview**, which in short combines the preparation of an

interview (gathering information from the interviewee, preparing questions, etc.) with the production of a video (image/audio recordings, editing). Even in this case, a good smartphone is enough, possibly with a tripod to avoid blurring the shot and a microphone to record the audio as best as possible.

## 4.4 How to write journalistic texts, adapting the style for a young audience

**Journalistic Texts** are one of the main tools that can be used on a platform in order to tell a story about a project, an experience or whatever can be told. Usually, journalistic texts are used to inform, but they can also be used for the purpose of educommunication.

There are different types of articles:

**In-depth analysis:** delves into a **specific topic**, usually from current events (but not only), summarises information, points of view and news on the same topic, often coming from the scientific world, adding links, videos, and other content for further and multimedial exploration of the topic;

**Tale:** tells the story of an experience **lived first-hand** by the writer; more informal register, use of the first-person singular,

similar to a diary entry, with personal photos, as well;

**Coverage:** **talks about an event** (conference, theatre production, festival, etc.); specifies the title of the event followed, the date of the event, where it took place, who the organising body was, the reason why it took place; the names and surnames and qualification and/or role of the speakers; paragraphs with information about the topics or interventions and quotes reported;

**Reportage:** **alternates text and photographs/images;** tells the story of a journey, of a multi-day experience (at a camp, for example), of an exhibition, etc.; the text describes the photographs, and the photographs support and help to explain the text;

**Opinion:** presents and defends a point of view on a relevant topic, with the aim of promoting debate on current issues; usually divided into four parts:

1. **Title:** short, strong, creative, striking
2. **Introduction:** the topic is presented and one's opinion/thesis is put in the foreground, as well as the opposing opinions/theses are also presented
3. **Content development:** argumentation of the sales point through facts, data, references
4. **Conclusion:** summary of what has been argued and strengthening thesis

The style is different according to the type of text written, but some elements are the same.

**Title:** it's the last thing we really need to think about. Only after writing the text can we focus on the title, which should summarise the news in very few words. The title must be short, between 50 and 70 characters so that it can be read at a glance and, furthermore, it must be a reminder capable of arousing the user's interest;

**Abstract:** it is a short summary of the text; a concentrate of the news which, at a glance, gives the reader the impression of knowing the topic of the news without reading it in full. It must be written very carefully because this is what the reader's attention focuses on, after the title. It must add additional information compared to the title, anticipating the salient points of the article and inviting the reader to delve deeper. Here, it is better not to exceed 350 characters, including spaces. To facilitate the journalistic reporting of an activity, for example, we can orient ourselves with the 'five Ws' rule, inherited from Anglo-Saxon journalism: "Who, What, Why, Where and When" giving information on the news in terms of whom, what, where, when and why. We can then also add the sixth question: How.

#### Body of the text/news:

- It is essential that the news is divided into several pieces, to ensure that the reader understands what happened from the first lines and can then decide whether to delve deeper

reading the rest or stopping.

- The sentences must not exceed four lines and therefore conciseness, short sentences, common words, few capital letters, few adverbs, essential adjectives and precise punctuation should be used.
- Punctuation is a very effective tool for dividing the text into different sentences, highlighting priorities and making the speech light and flowing.
- Lists are also very useful when they are suitable to the content because they are easy to scroll through while reading and have a strong visual impact.
- Using text styles (bold, for example) is important for highlighting key words, fundamental concepts, direct speech, names of people and titles. Bold makes the words emerge from the visual context, but it is important to use this style moderately because by highlighting too much you end up highlighting nothing important. Keywords worthy of evidencing are usually the names of people and places. Never highlight adjectives, adverbs or whole word locutions. Italics should be used for technical vocabulary and foreign words.

Here are a few more tips to consider while writing an article:

- Be concise
- Use simple and clear language

- Use short sentences
- Use short paragraphs (65 words maximum)
- Do not underline any text for emphasis (underlining is reserved for links)
- Use capital letters only for the first letter of sentence or title and for acronyms or abbreviations, such as UNICEF
- Write numbers with digits, not letters (23, not twenty-three)

## 4.5 Incorporating interviews, testimonials, and images into videos to enhance narrative

**Narration via video**, as we have seen, **is more effective** and more captivating than narration deriving from static content such as a photograph, a written text, or social content such as a carousel. Other elements, however, can also be added to videos to enhance the narrative even more, so that the information is transmitted in the most engaging way possible. The **elements that can be added to enrich the educommunicative purpose** are all different from one another and, depending on how they are combined, result in a different product, also based on that product's specific purpose and target.

abstract



Here are some elements:

**Long interview:** allows the interviewee's speech to be conveyed in its entirety

**Shorter interview:** expresses, for example, a thought, an opinion, a suggestion on a specific topic by using "testimonials"; it allows you to show multiple points of view on the same topic, useful for comparison and variety;

**Various images:** if they accompany an interview/intervention they are called "coverage" because they visually talk about what the user is listening to (for example an interviewee or a voice-over describing an event or place, images showing the place or the progress of the event); they can be either current, or from an archive/repertoire;

**Infographics:** illustrate more technical information



## Conclusion

In conclusion, the chapter on “Educommunicative Coverage and Collaborative Journalism Techniques” highlights the innovative integration of educommunication principles within the framework of collaborative and participatory journalism. Educommunicative Coverages (ECs) are distinct in their dual purpose of educating and communicating simultaneously, using media to inform about specific events while instilling values and promoting good practices. This method is not just about delivering information, but about fostering a deeper understanding and encouraging behavioural change among the audience.

The adoption of traditional journalistic techniques, adapted for educational purposes, enhances the effectiveness of ECs. These techniques are augmented by collaborative efforts, where diverse teams bring together varied perspectives and skills, enriching the content and making it more relatable and impactful. The process of creating educommunicative content is inherently participatory, emphasising the importance of each team member’s contributions in shaping the final output.

Furthermore, the chapter delves into how these coverage strategies are executed from preparation through to reflection, emphasising a continuous learning process for both the content creators and the audience. This method encourages a dynamic interaction where learning is active and ongoing,

not just from the content but through the very act of participation in its creation.

The collaborative nature of ECs fosters a unique journalistic environment where creativity and innovation are not just allowed but encouraged, leading to content that is not only informative but transformative. It redefines the role of journalism in society, shifting from a mere reporting function to a more engaging and educational role. By integrating these approaches, educommunicative coverages strive to not only inform but also inspire action and reflection, making them a crucial tool in the landscape of modern journalism and education.

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## CHAPTER 5

# Social Media, engagement and SEO

The methodology of Educommunication, which focuses on promoting transformative dialogues and building collective knowledge, finds in **social media** a **tool for action**. Digital platforms, by facilitating multilateral interaction and content dissemination, provide a **democratic space** where diverse voices can be heard and valued, essential for educommunicative practice.



This model values not only the transmission of information but also the **active participation of individuals** in the construction and reconstruction of knowledge, making social media powerful channels for citizen and community education.

In this context, the strategic use of social media **aligns with the objectives of educommunication**. By choosing platforms that resonate with the community and adapting content to effectively engage the audience, it is possible to foster collaborative learning environments and empowerment. This not only expands the reach and effectiveness of educommunicative initiatives but also reinforces the importance of more integrated communication, essential for social transformation.

## Social media

Establishing effective dialogue with communities requires more than an online presence. To focus on citizen and community communication, it is necessary to understand and appropriately **choose the most relevant social media for your audience**.

Therefore, the first step for effective community communication is to deeply understand the community you want to connect with. This involves going beyond demographic data and **understanding behaviours, preferences, and needs of people** within the community. It is essential to know the social media channels they most actively use and how they prefer to receive information.

This can vary significantly among different groups within the same community, depending on factors such as **age, location, and interests**.

With the **diversity of available platforms**, from Facebook to TikTok, and LinkedIn to Instagram, each **offers different forms of engagement and types of content**. Therefore, evaluating which of these platforms your community most actively uses provides a solid foundation for where to concentrate your communication efforts. This does not mean limiting yourself to a single social media but prioritising those that offer the greatest return in terms of community engagement.

In addition to choosing the platform, it is also important to effectively **engage the community**. This happens through content that resonates with their interests and needs. It also means creating spaces for meaningful dialogues, where the voices of the community are heard and valued. Citizen and community communication are more about listening and responding than just transmitting messages.

## Key social media platforms

**Facebook:** Allows users to create profiles, share photos and videos, send messages, and keep in touch with friends, family, and groups.

**Instagram:** Focuses on photo and video sharing, allows users to post content that can be altered with filters and other

editing tools. It supports temporary stories, about people's lives, for example, and explores content based on interests through tags and recommended profiles.

**X (formerly Twitter):** A microblogging platform that allows users to post "tweets", short messages limited to 280 characters. Known for its speed in disseminating news and information, allowing real-time interactions between users through replies, retweets, and likes.

**LinkedIn:** Focuses on the professional world, allowing users to create profiles that highlight their professional path, skills, and education.

**YouTube:** Video sharing platform, where users can upload, watch, and interact with videos. It supports a wide variety of content, including tutorials, reviews, music, and educational videos.

**TikTok:** Short-form video sharing, known for its viral nature and creative editing features. Encourages musical content, challenges, and humour.

Each of these social media platforms has its own set of features and community, making them unique in how people and organisations communicate and share content online.

## 5.1 Search Engine Optimization - SEO

**SEO is an abbreviation for *Search Engine Optimization***, and it acts as a **bridge between quality content and its target audience on the internet**. It functions as a set of actions and strategies aimed at increasing the visibility of websites in organic search engine results, such as Google, for example.

It is important in the production of any content because it is through these techniques that it becomes possible to make a **website more accessible and visible** to those searching for information, products, or services online. This is because the majority of internet traffic starts with a search.

These search engines are governed by **complex algorithms tasked with crawling, indexing, and evaluating web pages** to determine their relevance and authority. This process begins with crawling, where "spiders" or "bots" explore the internet to discover new or updated content. After finding a page, the search engine indexes it, storing it in a vast database, from where it can be retrieved.

The final step is **ranking**, where pages are ordered in search results based on various factors, including content quality, user experience, keyword optimization, and the quantity and quality of external links pointing to the site.

It is worth noting that **search engine optimization is essential for those producing content on the internet** because it ensures that the content is structured in a way that is easily indexable by search engines, increasing the chances of being found by users.

Therefore, we have outlined some SEO techniques that improve the user experience on the site, such as page loading speed, mobile responsiveness, and navigation clarity.

## 5.2 Proper use of keywords throughout the content, image optimization and best practices for creating relevant internal and external links

**Content** is the primary key to any information we create for the internet, including in the world of SEO. The **quality and relevance** of content are crucial not only for search engines, but also for providing a good user experience.

Moreover, there are three essential aspects of content optimization: the **proper usage of keywords, image optimization, and best practices for creating internal and external links**. When executed well, these elements not



only improve a website's visibility in search engines but also enrich the user experience.

## Proper usage of keywords

Keywords are terms or phrases that describe the content of a web page. They act as a meeting point between what users are searching for in search engines and the content that websites offer. Knowing **how to choose and use keywords** appropriately is essential in online content production to ensure that the material produced is found, read, and valued by the target audience.

Selecting appropriate keywords begins with research involving **identifying the terms that the target audience uses** when searching for information, products, or services related to what you offer. Keyword research tools such as Google Keyword Planner or Moz Keyword Explorer, for example, can provide insights into search volume, competition, and variations of the most relevant terms for your content.

Additionally, keywords should be **strategically placed throughout the content**. Some of the most important places include:

**Page title:** The title is one of the first elements that search engines and users evaluate to determine the content's relevance.

**Meta description:** Although it does not directly influence ranking, a meta description containing the keyword can increase the click-through rate (CTR) in search results.

**Body text:** Keywords should appear naturally throughout the text, avoiding excess that can be penalised as "keyword stuffing."

**Variety and synonyms:** To avoid excessive repetition and make the content more natural and appealing both to users and search engines, it is recommended to use synonyms and variations of the main keywords.

**Titles and subtitles:** It is important to include keywords in titles and subtitles, ensuring they are both attractive and informative.

**Internal and external links:** Links are fundamental to SEO strategy as they help establish the structure and authority of the site. There are basically two types of links:

**Internal links:** Hyperlinks that point from one page to another within the same domain, i.e., on the same site. They are essential for navigation, helping users find relevant content and search engines understand the site's structure and hierarchy.

**External links:** Hyperlinks that direct users from your site to another domain. They are useful for providing references, delving into topics, or associating your site with other authoritative domains.

## Image optimization

**Images** are crucial components of online content but also **need to be optimised for SEO**. Therefore, you need to focus on two key points:

**File names and Alt texts:** Name your image files descriptively and make them relevant to the image content. Additionally, include relevant keywords in the file name. Finally, separate words in the file name with hyphens (-) instead of underscores (\_), as search engines read hyphens as spaces.

**Image format:** The following aspects of image format are also fundamental for Image Optimization:

**JPEG:** Ideal for images with many colours, such as photographs, due to its high compression that reduces file size without losing quality.

**PNG:** Better for images with transparency or simple graphics, such as logos and icons, offering high quality with a reasonably small file size.

**WebP:** A modern format that offers superior compression for both lossy and lossless images, being a good choice for all types of images.

## Best practices

Here are a few best practices to implement to **improve a website's visibility** in search engines but also enrich the user's experience:

**Readability:** Readability is a fundamental aspect of content production, essential to ensure that your message is understood by the target audience.

It involves **various factors, from word choice to text structure**. Below, we will explore the main readability topics and how to improve them to produce more accessible and enjoyable-to-read content;

**Distribution of subtitles:** One of the most effective ways to improve readability is through proper subtitle distribution. Text sections with more than 300 words without any subdivision can make reading tiresome and discourage the reader.

Adding subtitles helps **organise the content**, making it easier for the reader to quickly find the information they are interested in. Additionally, subtitles introduce natural pauses in reading, contributing to a more enjoyable experience;

**Transition words:** The use of transition words is essential for creating a cohesive and fluid narrative. These words guide the reader through your argument or narrative, establishing logical relationships between sentences and paragraphs. Expressions such as "furthermore," "on the other hand," and "consequently" are examples of transition words that help build a **bridge between ideas**, facilitating text comprehension;



**Using an active voice:** An active voice makes the text more **direct and dynamic**, significantly contributing to readability. In contrast to the passive voice, which can make the text more difficult to follow, the active voice clarifies who is performing the action, making sentences shorter and more straightforward. This is a valuable resource for maintaining reader interest and conveying your message effectively;

**Sentence variety:** Variety in sentence structure is crucial for keeping the text interesting. A good mix of short and long sentences prevents the text from becoming monotonous or repetitive. Fortunately, maintaining good sentence variety seems to already be a well-established practice, which is excellent for the readability of the content.

**Paragraph and sentence length:** The length of paragraphs and sentences also plays an important role in readability. **Short**



Wind turbines

**paragraphs are more accessible** and less intimidating to the reader, while concise sentences help maintain text clarity. Maintaining paragraphs and sentences at an appropriate length is important to facilitate the reading and understanding of the content.

While there are no strict rules, there are general guidelines that can help create more accessible and enjoyable texts for the reader.

**Sentences: Simplicity and clarity,** as a general rule, are necessary in sentences which should be clear and concise. An average of 15 to 20 words per sentence is often recommended for general texts. This does not mean that all sentences must strictly follow this limit, but it is a good average to keep in mind. **Varying the length of sentences** is also an important way to keep the text interesting. A combination of short and long sentences can help maintain the reader's attention and emphasise important points.

**Parágrafos: Foco numa ideia:** Cada parágrafo deve focar-se numa única ideia ou ponto principal. Isso ajuda o leitor a digerir a informação de forma mais eficaz. Quando uma nova ideia é introduzida, é altura de começar um novo parágrafo. **Comprimento Ideal:** Para a web, parágrafos mais curtos são preferíveis devido à forma como os leitores digitais exploram o conteúdo no ecrã. Parágrafos de 3 a 4 frases ou cerca de 50 a 80 palavras são considerados ideais para manter a atenção do leitor online. No entanto, dependendo do contexto e do público-alvo, parágrafos mais longos podem ser adequados para textos mais analíticos ou académicos.

## Conclusion

In conclusion, the confluence between the methodology of **Educommunication** and the **strategic use of social media** opens up a range of possibilities for **creating more informed, participatory, and engaged communities**.

By adopting digital platforms as channels to disseminate knowledge, promote inclusion, and foster dialogue, we are not only expanding the reach of our messages but also reinforcing the active role that each individual plays in the collective construction of reality.

This process, which goes far beyond the mere transmission of information, requires a careful approach in selecting tools and adapting content, ensuring that the **nuances and diversity of community voices are properly represented and valued**.

Search Engine Optimization (SEO) is an indispensable tool in the digital era for any entity wishing to enhance its online visibility. Through techniques such as proper keyword usage, image optimization, and strategic implementation of internal and external links, it is possible not only to improve a website's position in search results but also to enrich the user experience.

The integration of SEO techniques, attention to readability, and strategies for content dissemination on social media

platforms are not mere technical complements but **essential elements that facilitate interaction and accessibility**, making educommunication even more effective.

After all, it is through listening, participation, and collaboration that strong community bonds are formed and genuine social transformation is promoted. Therefore, social media, when used wisely and purposefully, become powerful allies in the mission of educating and communicating, proving to be indispensable in advancing educommunication as a transformative practice in contemporary society.

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## CHAPTER 6

# A practical how-to summary

Throughout this eBook, we have explored the fundamentals of Nature-Based Solutions and Youth Participation, deepened our understanding of Educommunication and Citizen Communication, reflected on Ethics and Responsibility in Communication, and delved into the techniques of Collaborative Journalism from an educommunicative perspective.



We will now move forward to an essential chapter that aims to be both a practical guide and a source of inspiration. This chapter is intended to bridge the gap between theory and practice, paving the way for the effective application of the concepts discussed earlier.

Here, the intention is to reveal the 'how-to' aspect of our project turning the educommunicative ideal into tangible reality. Our focus will be on the **practice of producing content that reflects the values of educommunication**, such as respect for diversity of thoughts, promotion of constructive dialogue, and inclusion of voices which are often marginalised.

At the same time, this chapter will shed light on how to **integrate nature-based solutions and youth participation into narratives** that foster environmental and civic awareness, aligned with ethics of responsibility and collaboration.

This chapter is not just about creating content; it's about creating change. It's about how every word written, every image shared, and every story told can be a catalyst for action and reflection.



## 6.1 The first steps

It is fundamental to start with the basics: **conceptualising the agenda and defining the target audience**. These are the pillars upon which the entire creative process relies, ensuring that the content not only resonates with the audience but also prompts reflection and action.

Knowing who your **target audience** is is crucial. Each group has **specific characteristics, interests, and needs**. Defining the target audience will influence everything from the choice of topic to the tone and format of the content.

Therefore, take the time to research and understand **who your readers or viewers are**, what they value, what their challenges are, and how they prefer to consume information. With knowledge about who you are communicating with, the next step is to develop agendas that not only grab attention but also deliver real value.

The agenda should align with the interests and needs of your audience while incorporating the values and objectives of your educommunicative mission.

## Step-by-step to create the agenda:

### 1. Thematic brainstorming

Based on your project's values and your audience's interests, hold a brainstorming session to list possible topics.

### 2. Ideas validation

Refine your list considering the relevance, feasibility, and potential impact of each topic. Which one offers the best opportunity to engage, educate, and inspire your audience?

### 3. Format and structure

Decide on the most appropriate format for each agenda (article, video, podcast, infographic, etc.) and outline a basic structure that will guide content production.

### 4. Research and planning

Conduct in-depth research on the chosen topic and plan how the content will be developed, including sources, methodology, and visual resources.

### 5. Scheduling and publication

Determine a schedule for content production and publication, ensuring consistent and strategic distribution.

By following these steps for defining the agenda and target audience, you will facilitate the process of creating educommunicative content. Remember, the goal is to build a bridge between information and the reader, fostering not only knowledge but also action and transformation.

## 6.2 Types of content

Here are some types of content that can be produced:

**Articles:** Informative, educational, or opinion pieces on relevant topics, promoting awareness and critical debate among readers.

**Reportage:** It is an expository textual genre in which a topic of general interest is developed. It can be expository, interpretative, or opinionated.

**Interviews:** Conversations with experts, educators, students, and other relevant individuals on the topic at hand, offering diverse perspectives and deepening the audience's understanding of the issues discussed.

**Opinion articles:** Texts in which authors express their personal opinions on various subjects, promoting debates and reflections among readers.

**Infographics:** Visual representations of data and information, facilitating the understanding of complex statistics or trends.

**Photographs and image galleries:** Collections of images documenting events, places, or themes, providing a rich visual experience.

**Videos:** Content that combines text, sound, and image, including short documentaries, informative video clips, and multimedia reports.

**Podcasts:** Audio programs discussing news, specific topics, or interviews, allowing readers to consume content conveniently.

**Comics and illustrations:** Content that uses visual art to tell stories or comment on current events in a creative and accessible way.

## 6.3 How to write an article

Writing an article within an educommunicative context requires a careful approach that balances information, engagement, and clarity. Below, we present a step-by-step tutorial:

### Step 1: Theme and objective definition

**Theme selection:** Choose a theme that is relevant to your target audience and aligned with the goals of your blog. Consider the needs, interests, and challenges of your audience.

**Objective definition:** Clarify what you want to achieve with the article. Do you want to inform, persuade, entertain, or educate your readers? Having a clear objective will make it easier to structure your content.

### Step 2: Research

**Gathering information:** Conduct comprehensive research to collect data, statistics, examples, and quotes that can enrich your article. Make sure to use reliable and up-to-date sources.

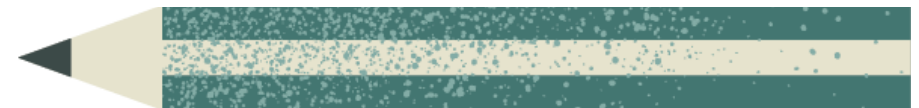
**Related content analysis:** Examine other articles, blogs, or publications on the topic. This can offer insights into interesting approaches and unexplored areas.

### Step 3: Article structuring

**Introduction:** Start with a captivating introduction that introduces the article's theme and indicates what the reader can expect. Use a question, a surprising statistic, or a brief story to grab attention.

**Development:** Structure the body of the article into sections or subsections that unfold the theme logically and smoothly. Each section should contain a main point, supported by evidence or examples.

**Conclusion:** Conclude with a summary of the main points and reinforce the article's central message. You can include a call to action, encouraging the reader to reflect, comment, or apply what they have learned.





## Step 4: Writing

**Tone of voice:** Adopt a tone of voice appropriate for your audience and the topic at hand. Be clear and straightforward, but also friendly and accessible.

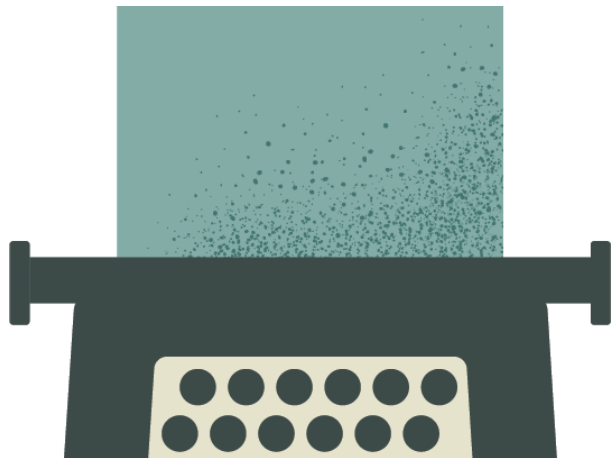
**Clarity and conciseness:** Write clearly and concisely, avoiding adding unnecessary information. Use short sentences and well-structured paragraphs to facilitate reading.

## Step 5: Revision and editing

**Content review:** After completing the first draft, revise the content for grammatical errors, confusing sentences, and inconsistencies. Ensure that the flow of the article and logical progression are clear.

## Step 6: Publishing and promotion

**Final formatting:** Before publishing, ensure to format the article attractively, including images, videos, or infographics that complement the text.



## 6.4 How to write a news report

A news report is a journalistic format aimed at informing the public about events, issues, or phenomena, offering in-depth and comprehensive understanding.

Here's how to proceed:

### Step 1: Theme selection and research

**Theme selection:** Identify a current and relevant subject of and public interest. Choose topics that offer depth for exploration.

**Initial research:** Collect preliminary information to understand the complexity of the theme and the different angles from which it can be approached. Determine the most significant or controversial aspects to be addressed.

### Step 2: Planning and structuring

**Plan the development:** Define the objectives of the news report and outline an action plan, including primary and secondary sources to be consulted.

**Structuring:** Organise the news report in a logical sequence, starting with the context, followed by the presentation of facts, analysis, and finally, the consequences or implications.



### Step 3: Data collection

**Interviews:** Conduct interviews with experts, witnesses, and other stakeholders. Prepare in advance and be open to following new leads that may arise.

**Observation and documentation:** Visit locations, attend related events, and collect documents or official reports that can enrich your news report.

### Step 4: Writing

**Factual writing:** Present information clearly, accurately, and objectively. Use quotes and data to reinforce credibility.

**Narrative insertion:** Although focused on facts, a good news report also tells a story. Use narrative elements to engage the reader.

### Step 5: Review and publication

**Fact-checking:** Carefully review all information and confirm the accuracy of data and quotes.

**Final editing:** Make adjustments to the structure, language, and flow of the text. Ensure that the text is clean and polished before publication.

## 6.5 How to conduct an interview

An interview is a dynamic format that allows exploring a person's perspective on a particular subject.

### Step 1: Preparation

**Interviewee selection:** Choose a person whose experiences, opinions, or knowledge are relevant to your audience.

**Research:** Conduct research on the interviewee and the topic to be discussed to formulate pertinent and informative questions.

### Step 2: Question formulation

**Question development:** Prepare a list of questions covering different aspects of the topic. Include open-ended questions that encourage detailed responses.

**Flexibility:** Be prepared to adapt your questions based on the interviewee's responses and explore new topics that may arise.

### Step 3: Conducting the interview

**Environment:** Choose a suitable and quiet location for the interview, whether in-person, over the phone, or via video.

**Technique:** Establish a connection with the interviewee, actively listen, and follow up with additional questions or probes as necessary.

## Step 4: Editing and publication

**Transcription:** Transcribe the interview and select the most relevant and interesting excerpts.

**Structuring:** Organise the content logically and smoothly, maintaining the essence and tone of the conversation.

## 6.6 How to write an opinion article

Opinion articles allow the author to express their views on a topic, arguing and persuading the audience.

### Step 1: Theme selection

**Selection:** Choose a subject on which you have deep knowledge or a strong opinion. The topic should be current and of public interest.

**Angle:** Define a unique angle or a new perspective on the topic, to stand out.

### Step 2: Argument structuring

**Central thesis:** Start by clearly defining your position or thesis.

**Supporting arguments:** Develop logical and coherent arguments to support your thesis, using evidence, examples, and data where possible.

## Step 3: Writing

**Engaging introduction:** Capture the reader's attention from the beginning with a powerful statement or a provocative question.

**Development:** Unfold your argument in a structured manner, addressing different viewpoints if applicable.

**Strong conclusion:** End with a conclusion that reinforces your position and inspires the reader to reflect or take action.

## 6.7 How to make an infographic

Creating infographics is an effective way to present complex data in a visually appealing and easy-to-understand manner. Here's a step-by-step tutorial on how to create impactful infographics:

### Step 1: Theme definition and data collection

**Theme selection:** Choose a theme that is relevant and of interest to your audience. The theme should be suitable for data visualisation or information display.

**Research and data collection:** Gather reliable and accurate data related to your theme. This may include statistics, facts, timelines, comparisons, or any other type of quantitative or qualitative information.

## Step 2: Planning and structuring

**Identify key points:** Based on the collected data, determine the main points you want to highlight in the infographic.

**Layout sketch:** Make a simple sketch of your infographic layout, deciding how the data will be visually organised. Think about how you can use charts, graphs, bars, icons, or timelines to represent your information clearly and attractively.

## Step 3: Tool selection

**Design tool selection:** Choose a graphic design software or an online infographic creation tool, such as Canva, Piktochart, or Adobe Spark. Many of these tools offer templates that can be customised, making the design process easier.

## Step 4: Design creation

**Template application or layout creation:** If using a template, select one that aligns with your theme and the type of data you are presenting. Otherwise, create your layout based on the sketch you made.

**Insertion of visual elements:** Add charts, icons, images, and texts to your infographic. Ensure that each visual element contributes to the understanding of the data. Use colours to differentiate sections or highlight important information, but avoid overuse that may visually clutter the infographic.

**Typography:** Choose readable fonts and maintain consistency in the use of font styles and sizes. The text should be easy to read and complement the visual information.

## Step 5: Review and editing

**Accuracy check:** Review all the data and information presented to ensure its accuracy and reliability.

## 6.8 How to create a podcast



**Creating a podcast is a truly compelling journey.** It starts from an idea to then arrive at an autonomous product, capable of establishing a very strong relationship with the recipient.

To create an effective podcast, not only from a communicative but also educational point of view, you need to mix various ingredients well: dynamism, rhythm, facts and information of interest, but also time and spaces to encourage reflection and personal meditation. Let's see how to do it!

### Step 1: Podcast concept definition

Decide on your podcast's theme, format, and target audience. What topics will you cover? **What will make your podcast unique?**

## Step 2: Episode planning

Outline the structure and content of your episodes.

Considering the theme you've chosen and the objectives you've set, what **tone of voice** would be most suitable for you to adopt? What should the **ideal duration** be, and what kind of audio identity should your podcast have? Consistency is key!

## Step 3: Content development

Let's get started! The first elements to focus on are the **title, subtitle, presentation abstract, opening and closing jingles, and possibly a trailer**. Working on these components will help you clarify the direction you're heading in and allow you to begin to feel your podcast come to life.

Now you can move on to developing the actual content of the podcast. Begin with **research** to then proceed with the **writing**. Determine if you need to interview people and start reaching out to them if necessary.

**One piece of advice:** initially, it will be easier for you to write the full scripts. As you gain experience behind the microphone, you'll realise that sometimes an outline is sufficient, and the rest can be improvised!

**And here's another tip:** when writing your podcast scripts, remember that they will be listened to, not read, by your audience. Therefore, use short sentences, few subordinate

clauses, and syntactic structures typical of spoken language.

## Step 4: Equipment gathering

Acquire essential podcasting **equipment**, including a microphone, headphones, and recording software, to ensure high-quality audio without spending an excessive amount of money.

There are many youth and student associations that allow you to use their recording spaces for free! By joining these groups, you'll also have more opportunities to engage, learn, and gain insights from those with more experience.

## Step 5: Episode recording

Find a **quiet space to record** your episodes. Speak clearly and maintain good microphone technique. Consider using editing software to polish your recordings.

## Step 6: Episode editing

**Edit** your recordings to remove mistakes, pauses, or any unwanted sounds. Add intro/outro music, transitions, and any other necessary effects.

For both recording and editing, you can use free programs like Audacity, which will allow you to produce good-quality content without a lot of hassle.

## Step 7: Podcast art creation

Design eye-catching artwork for your **podcast cover**. This is what potential listeners will see first, so make it visually appealing and reflective of your podcast's theme.

You don't need to be a professional illustrator or graphic designer. With free programs like Canva, you can achieve excellent results!

## Step 8: Podcast hosting platform selection and episode upload

Select a podcast **hosting service** where you'll upload your episodes. Popular options include Spreaker and Spotify for Podcasters.

Then upload your edited episodes to your chosen hosting platform. Add titles, descriptions, and tags to make your podcast discoverable.

## Step 9: Podcast promotion

Now, at this stage, don't forget the most important step of all! Your podcast could be the best of all time, but if people don't know it exists, no one will listen to it! **Spread the word about your podcast** through social media, your website, and other channels. Encourage friends and followers to listen and share.

And if you still have time and energy, interact with your listeners through social media, email, or comments. Consider listener feedback to improve future episodes.

**One final piece of advice:** consistency is key! Maintain a regular podcasting schedule to keep your audience engaged and attract new listeners.

## 6.9 How to take good photographs

Many millennials and **Gen Zs started taking photos with their cell phones** before ever using a camera in their lives. Having less controls on a phone may seem like a disadvantage as a photographic tool, but **limitations can have a liberating effect**, especially for those who have never taken photos in their lives. "You start to think much more about your composition," suggests photographer Andrew Kearns. "I always encourage those who own a digital SLR (Single-Lens Reflex) camera to start with a fixed lens like a 35mm. The process is the same as that of a phone."

Limitations can help you stay focused on the **fundamental elements of great photos**: composition, light, shadow, contrast, proportions, emotion, and storytelling.

- Activate the **grid tool** in the camera app to compose your shots. These visual cues help you adhere to the rule of thirds.

- Use **HDR mode** (i.e., high dynamic range) for scenes with very dark and very bright areas, such as sunsets, where you want to expose different elements of the image well.
- Photography is light; remember that **the more light, the better the photo quality**. If your photo is grainy, this is caused by low light, i.e., lack of data received by the sensor. Light should be plentiful but not direct, because direct light creates shadows which are too sharp, or use panels to filter it. Don't take backlit photos unless you want to achieve a particular or creative result.

Even if you take pictures with your cell phone, you should have the same posture as a professional photographer:

- **Hold the smartphone with 2 hands** to avoid blurring.
- If you don't want to distort the perspective, hold the phone **perpendicular to the ground**. Remember that if you frame a person from below, they will appear taller, and if you frame them from above, they will appear shorter.
- If you want to **lower the point of view**, bend your knees and keep your back straight.

Depending on the model of the smartphone, the **quality of the photo** will be higher or lower. Today, the best phone for photos is the iPhone, thanks to the size of its sensor and the features of the Camera app, but with some adjustments, even with other operating systems and smartphone models,

you can get interesting photos. Here are some settings to adjust in the settings:

- Go to settings and take **multiple photos**, 10 per second, so you can choose the best one. This tip is especially useful if you shoot moving subjects.
- **Exposure**, by default, is set at a higher exposure. Decide the correct exposure by tapping on the subject; you will see that the lighting changes. But if you want to be even more precise, after tapping on the subject, move the slider up and down.
- Use the **other lenses**. 13mm is the wide-angle, usable for panoramas or architecture.
- **Never use the smartphone's zoom**. What you have available is a digital zoom, which leads to a loss of sharpness and a grainy effect. Get as close as you can to your subject.

For many young adults, especially those from the millennial and Gen Z generations, smartphones have become the initial choice for photography, often before using traditional cameras. This shift presents an opportunity to explore the fundamentals of photography, as smartphones simplify many photographic elements.

To enhance your smartphone photography, here is a summary of strategies to consider:

- **Enable your camera's grid feature** to improve composition using the rule of thirds.
- **Lighting is crucial**; aim for abundant natural light while avoiding direct sunlight to prevent overpowering shadows. Soften the light with diffusers if necessary.
- For stability, especially in dim conditions, **hold your phone steadily with both hands**.
- Maintain a **perpendicular alignment** with the ground to prevent perspective distortion and adjust your stance to capture your subject faithfully.
- Explore **different photographic effects** with various lenses available on your phone, like wide-angle or telephoto, but avoid digital zoom to preserve image quality.
- Regular **practice** with these techniques can significantly improve your ability to produce impressive images using just your smartphone.



## 6.10 How to use photography to describe a site's co-participated transformation based on Nature-Based Solutions

Photography is one of the **most powerful communication tools** utilised today. Within the context of your TRANS-lighthouses project, photography thus becomes a highly efficient and creative tool for **narrating the transformation of a place**, not only by documenting the changes brought about by the project but also the **impact of the community's** actions itself.

To begin, it's essential to understand and know the context of the place and its history. **Historical photographs** can be used to showcase the **evolution** over time. While visiting libraries, cultural centres, and historical monuments of the place may seem commonplace, these moments can be supplemented by more informal situations, such as conversations at local bars, which can lead to surprising contacts for gathering information.

Gradually, **the community itself will learn to know you**. This can be done through street activities, public meetings, and community engagement initiatives. During these occasions, residents can share their experiences and knowledge about the area, identify challenges, and suggest solutions. The key is



to **portray the perspectives of those who live in those places** every day: only in this way does the photographic medium become valuable to the community itself. Even better if that perspective has not yet been told. **Without direct or in-depth contact, you will never have access to the most interesting stories.**

Once the information has been collected, just like a photojournalist would do, build a **conceptual map** connecting current events or issues to real people. Next, draw or envision your "ideal" photograph, which can narrate the project in a single shot. That's the starting point. The rest of the photographic narrative should be defined based on your interests for further exploration and the availability of the personalities photographed.

## 6.11 How to make a campaign and mobilise action

Here, by campaign, we mean **mobilising action that takes place over a certain period of time** in order to obtain a specific change, in particular where there is a decision maker or a group of decision makers who have the power to make choices.

Although many steps are the same as an awareness raising campaign, we focus here on the so-called **advocacy campaigns**. In these specific campaigns, the core idea is that of building a collective power capable of counterbalancing that of the

decision-maker who can or must make a choice. This power is built both through strategic alliances and by involving and mobilising groups of people who can become campaign activists. This is even more effective if the mobilised people are directly interested in the problem, whether they are rights-holders or stakeholders.

### Before we start:

**Do you really need to campaign?** Campaigning is usually only done when all else has failed. Campaigning is the science and art of changing what is possible. A campaign succeeds in inspiring its followers to go on to the next target. So before you go any further, stop and ask yourself: do I really need to campaign? Or can I get what I want by other means? Can it be delivered by simply asking politely, through quiet lobbying, by exchanging information or possibly through political means?

### Ok, so now we can start!

#### 1. Focus on specific goals and objectives

Select an objective which is **SMART** (specific, measurable, achievable, relevant and realistic, time-based). You don't need to cover all the aspects of a broader problem: choose a battle that is symbolic, strategic, and can represent other battles.

Don't worry, you don't need to show the broad complexity of the issues. You will have the time to deepen the topic with the people involved. But first you need to **motivate and mobilise people**.

## 2. Be timely

You should start to plan your campaign and reach out to decision makers in advance, when the decision-making process starts. But this timing is very different from the **timing of the launch of the campaign**. When you are ready to launch your campaign, choose a moment in which it will mobilise as many people as possible because it will likely be spoken about by the public, it will most likely be in the spotlight and it will probably be covered by the media.

## 3. Have data that supports your campaign

Collecting valid data is fundamental. Data will support you when you ask specific questions and it will give you credibility. If you're not an expert, don't worry: find partners that can help you and do your own research. In any case, data is not the most important thing that you have to communicate. You need to **focus on emotional and motivational messages**: the initial support you receive from people will not come through a rational process.

## 4. Analyse the forces

You know what needs to change, so ask yourself the following question: *Why hasn't it happened already?* Try mapping out the forces that are for and against what you want to happen. Draw a mind map of the problem - the people involved, the organisations and the institutions that are part of the problem - work out exactly what the mechanisms are for the things you want to change. Then, identify potential allies and opponents

and work out who your target audience is for each step. Look at it from their point of view. How are you now going to change the balance of the forces that are for and against this change in order to overcome the obstacles? If you don't know the answer to this question, how can you determine an objective to be achieved? Here's a specific tip: **give the people collaborating in this campaign the possibility to help you** in different ways: can they provide a space for meetings or contact the media or maybe fund the campaign?

## 5. K.I.S.S. ("Keep It Simple, Stupid")

Campaigns are needed when there is an urgent problem which has to be made public in order to be resolved. Effective motivation needs simplicity in message and purpose. Communicate only one thing at a time. Use a simple, unambiguous 'call to action' which requires no explanation.

## 6. Step by step

Choose battles that are **possible to win**, even if they are hard. You can break down your wins into smaller, more achievable tasks using different criteria: geographic criteria (you win in a district or a city and then scale up), or policy criteria (first you get an amendment passed and then a whole law is passed). Win little battles, galvanise your supporters and then scale up! If you work on developing leadership and give the necessary tools (like a toolkit) to local leaders, you will multiply your impact on future decisions to be made.

### 7. Craft your messages and start from where your audience is

A marketer finds out what you want, what you already do and how you think, and creates or finds a product that fits you. When it comes to communication, do your market research. Let's say you need to persuade a group of councillors to take a particular decision about a forest. You may think it's important for the frogs living in it or as a watershed. But what do they see? **What is their point of view?** What if they use it to go jogging or 50% of their constituents are woodcutters? You may see a forest but they may see timber, or an area to exercise in. Put the issue in their terms.

### 8. Construct a strategy and a critical path

Keep thinking step by step and reverse the thought process, as well. If the end result is the success of a campaign, try to picture what that success looks like and then **try to think of what the step before that success is.** And the one before that? If your goal is to convince the Mayor to stop cutting down trees, what needs to happen before the decision is made? Could building alliances in the city council, etc. be useful?

### 9. Make real things happen

**Don't argue, just act.** Create news for the media. News is not about ideas or concepts, it's about things that happen. Every day, ask yourself questions like: What exactly is the campaign doing? What's the main verb that represents the campaign? Is it starting or blocking something, publishing or painting something, or maybe rescuing something. Maybe it's occupying something

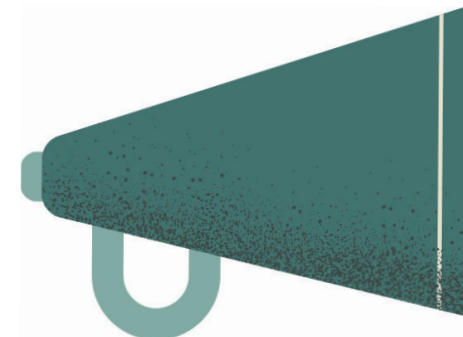
or marching or lobbying against something. And what are you doing? Too often, campaigns get bogged down in collecting information or circulating it to people who already agree with the cause. Some of the most powerful events are direct action events, especially where these actions are non-violent and can be justified on moral and scientific or economic grounds.

### 10. Communicate with pictures

At every level, think about how your campaign can be **represented through pictures and symbols.** Create events that actually generate those pictures - or lead them to occur. Then make sure you communicate in pictures, not just words. If you find this difficult at first, try involving a local photographer. Take them through your campaign plan and get them to say whether they can tell the story in pictures. As a rule, if there's nothing to photograph, there's no actual activity, no objective to achieve, and no campaign to join in with.

### 11. Find your "megaphones"

Choose **influencers and micro influencers** who may support the cause and make it credible.



## 12. Take the personal contacts and nurture your database

Find ways to get your supporter's **email address or phone number and keep them updated** every week or every two weeks. Suggest different ways for them to support the cause or directly take action in a clear and easy way, like signing a petition, organising a fundraising dinner or participating in a flash mob.

## Conclusion

In conclusion, this chapter serves as a **bridge between theory and practice**, offering practical guidance and inspiration for effectively applying the concepts discussed earlier.

It emphasises the importance of **understanding the audience and developing agendas** that resonate with them while aligning with the values of educommunication.

By following **step-by-step processes** for defining agendas, creating various types of content, conducting interviews, and utilising photography effectively, communicators can foster not only knowledge but also **action and transformation**.

Ultimately, the goal is not just to create content but to **create change**, to use every word, image, and story as a catalyst for reflection and action, thereby making a meaningful impact on individuals and communities alike.

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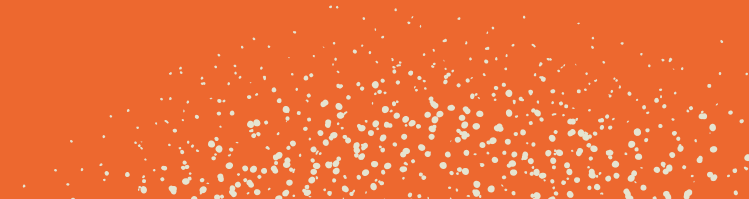
# Conclusion

This eBook about educommunication and content production with a focus on Nature-Based Solutions (NBS) encapsulates a transformative approach that intertwines educational methodologies and environmental sustainability. By integrating educommunication, the eBook delves deep into how education and communication serve as fundamental human rights that catalyse social transformation. The emphasis on democratic management, inter and transdisciplinarity and non-violent communication underscores a commitment to fostering inclusive and responsible communicative ecosystems. This approach not only educates but also actively involves individuals, particularly the youth, in social and environmental advocacy, preparing them to be agents of change.

Nature-Based Solutions are portrayed as holistic strategies that balance environmental stewardship with social equity and economic sustainability. By harnessing natural processes, NBS provides innovative answers to urban planning, agriculture, and coastal defence, promoting a sustainable future where human and ecological needs are met in harmony. The active engagement of youth in these initiatives is particularly noteworthy, as it highlights a generational shift towards deeper environmental consciousness and proactive participation.

Moreover, the eBook addresses the importance of digital platforms and social media in expanding the reach of educommunication. Through strategic use of SEO and mindful content adaptation, it aims to enhance online visibility and user engagement. This digital approach not only increases the audience but also enriches the quality of interaction, making the educational content more accessible and effective.

In conclusion, this eBook bridges theory and practice, offering practical insights into how educommunication can be leveraged to address critical issues like environmental degradation and social inequality through Nature-Based Solutions. It calls for a concerted effort to empower communities, in particular young people, to use their voices and digital savviness to advocate for a just, sustainable world. Through its comprehensive discussion, the eBook not only informs but also inspires action and change, aligning educommunication with the urgent need for environmental stewardship and community engagement.





The logo features two orange chevrons pointing towards each other, forming a central space. Below this, the word "TRANS" is written in a large, bold, dark grey sans-serif font, and "lighthouses" is written in a smaller, lighter grey sans-serif font underneath.

TRANS  
lighthouses

