

# **Nature-Based Solutions Education Network (NBS EduWORLD)**

## **Deliverable D7.1 Dissemination and Exploitation Plan including Communication Activities**

**Version 2.0 / 27 February 2024**



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Contributors	Kassia Rudd, Clotilde Mahé (Authors), Conor Dowling, Adriana Duarte, Mário Estevens, Patricia Silva, Eddy Grand-Meyer, Agueda Gras-Velazquez, Ivelina Ivanova, Rocio Benito, Loukas Katikas, Julia Lotina, Elena Maranghi, Siobhán McQuaid, Sarah Morgan, Iselin Mulvik, Roberta Palmieri, Thalia Tsaknia, (Reviewers)
Abstract	The NBS EduWORLD Dissemination and exploitation plan including communication activities outlines the key project messages, informational materials, knowledge management plans, and dissemination approach employed by the project. The communication and dissemination activities (WP7) outlined in this document will be carried out from the very beginning (M1, September 2022) to the end of the project (M36, August 2025). The development of the strategy is led by ICLEI, with the help of all partners.
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## 1. Executive Summary

The NBS EduWORLD Dissemination and exploitation plan including communication activities outlines the key project messages, informational materials, knowledge management plans, and dissemination approaches employed by the project. This strategy strives to ensure that project results, products, and policy recommendations reach the intended audience: teachers, educators, heads of schools, NBS professionals, policy makers, industry members, citizens/civil society members, and students. This strategy will support NBS EduWORLD in becoming the go-to resource for education materials addressing Nature-based Solutions (NBS), ensuring that project outputs remain relevant and utilised past project completion.

In this document, target audiences are identified and described, as are stakeholder specific key messages and communication channels. The visual identity and project landing page are outlined, and guidance is provided for utilizing coherent project branding in communications. Key Performance Indicators (KPIs) are identified, as are evaluation methods.

The communication and dissemination activities (WP7) outlined in this document will be carried out from the very beginning (M1, September 2022) to the end of the project (M36, August 2025). The development of the strategy is led by ICLEI, with the help of all partners.

## 2. Consortium Partners

**Table 1: Acronyms and full titles of organizations in the NBS EduWORLD Consortium.**

Partner (GA)	Partner (Full)
CEUS	Centre For Experiments In Urban Studies - CEUS
CDG	Comune di Genova
CMA	Município de Almada
EA	Ellinogermaniki Agogi Scholi Panagea Savva AE
EFDN	Stichting European Football For Development Network
EUN	EUN Partnership AISBL
HNUA	Horizon Nua Innovation
ICLEI	ICLEI European Secretariat GMBH (ICLEI Europasekretariat GMBH)
MNHN	Museum national d'Histoire naturelle
MoYS	Ministry of Youth and Sports
NS	Natural Solutions
OCC	Offaly County Council
PPMI	Viesoji Istaiga

Partner (GA)	Partner (Full)
TBVT	The Big Van Theory
TCD	The Provost, Fellows, Foundation Scholars & The Other Members Of Board, Of The College Of The Holy & Undivided Trinity Of Queen Elizabeth Near Dublin
VEM	Asociatia Obsteasca Verde E Moldova

### 3. Terms

Table 2: Definitions of recurring terms included in this document.

Term	Definition
Cisnormativity	<u>LGBTQ+ Primary Hub Definition</u> : A discourse based on assumption that cisgender is the norm and privileges this over any other form of gender identity.
Citizen	A member of the general public. This does not refer to the residence status of individuals.
Communication	The reaching out to society to show the impact and benefits of the project and inform about and promote the project and its results/success.
Consortium	All partners included in the Consortium Agreement of NBS EduWORLD.
Consortium Agreement	A contract signed by all funded partners outlining roles and responsibilities.
Dissemination	The transfer knowledge and results with the aim to enable others to use and take up results.
Exploitation	The on-going post-project use of project results through scientific, economic, political or societal exploitation routes.
Formal education	Formal education refers to the structured education system that runs from primary (and in some countries from nursery) school to university, and includes specialised programmes for vocational, technical and professional training. (source: <a href="https://coe.int/">Definitions - European Youth Foundation (coe.int)</a> )
General Assembly	A meeting of all Consortium members that focuses on the broad overview of the project.
Heteronormativity	<u>LGBTQ+ Primary Hub Definition</u> : A discourse based on assumption that heterosexuality is the norm and privileges this over any other form of sexual orientation.

Term	Definition
Informal education	Informal education refers to a lifelong learning process, whereby each individual acquires attitudes, values, skills and knowledge from the educational influences and resources in his or her own environment and from daily experience. Source: <a href="https://coe.int/definitions">Definitions - European Youth Foundation (coe.int)</a>
Nature-based solutions	Solutions that are inspired and supported by nature, which are cost-effective, simultaneously provide environmental, social and economic benefits and help build resilience. Such solutions bring more, and more diverse, nature and natural features and processes into cities, landscapes and seascapes, through locally adapted, resource-efficient and systemic interventions. Nature-based solutions must therefore benefit biodiversity and support the delivery of a range of ecosystem services. Source: <a href="https://europa.eu/nature-based-solutions">Nature-based solutions (europa.eu)</a>
NBS EduCommunity	The pan-European community/network for NBS Education, i.e. all individuals and organisations involved in NBS education.
Non-formal education	Non-formal education refers to planned, structured programmes and processes of personal and social education for young people designed to improve a range of skills and competences, outside the formal educational curriculum. Source: <a href="https://coe.int/definitions">Definitions - European Youth Foundation (coe.int)</a>
Third Sector Organizations	Voluntary organizations, co-operatives, social enterprises etc. acting as content communicators to the wider and general audience
Tier-1 EduSystems	Project partner NBS demonstrators with an educational component, at implementation stage or already terminated
Tier-2 EduSystems	Project partner seeking to develop educational activities around NBS, with limited or no previous experience
Tier-3 EduSystems	NBS exemplars to be invited/selected to receive support on implementing developed and refined learning scenarios and materials
Whole School Approach	Involves addressing the needs of learners, staff and the wider community, not only within the curriculum, but across the whole-school and learning environment. It implies collective and collaborative action in and by a school community to improve student learning, behaviour and wellbeing, and the conditions that support these. Source: <a href="https://unesco.org/whole-school-approach">UNESCO Definition</a>

## 4. Acronyms

Table 3: Commonly recurring acronyms found in this document.

Acronym	Term
CC	Creative Commons
CNEP	Connecting Nature Enterprise Platform
DEC	Dissemination, Exploitation, Communication
EC	European Commission
ESIA	European School Innovation Academy
GA	Grant Agreement
GID	Gender, Inclusion, Diversity
MoE	Ministry of Education
NBS	Nature-based solutions
STEM	Science, Technology, Engineering, and Mathematics
STE(A)M	STEM + arts
WP	Work Package

## 5. Introduction

Engaging and inclusive communication will play a vital role in supporting the uptake of Nature-based Solutions (NBS) educational materials into curricula and policy. For project products and affiliate knowledge exchange platforms to be used and events to be attended by the target audience, stakeholders such as educators, schools and universities, industry members, policy makers, civil society and other key NBS and educational stakeholders must be aware of these resources, and convinced of their merit.

This communication strategy outlines project branding, messaging, communication/ dissemination/ exploitation channels, target groups, and activities such as events and NetworkNature Task Force participation. This plan also sets Key Performance Indicators (KPIs) for activities and outlines monitoring and evaluation. Dissemination, exploitation, and communication (DEC) activities are led by ICLEI European Secretariat with support from all project partners and will take place over the entire course of the project.

This document is designed to be a guide for partners as they communicate, disseminate, and exploit project results on behalf of their organizations and NBS EduWORLD. Of particular relevance to project partners are sections 9 (Inclusive and accessible communications), 10 (Visual Identity), and 19 (Obligations and requirements for communication actions). The



following online tools and resources have been made available to partners in order to efficiently and effectively track and share their work with a broad and ever-growing audience:

- Dissemination Tracker
- Communications Best Practices
- Call for Content Form
- Visual identity guidelines
- Press and media work plan

## 6. Objectives

Communication will be conducted in the service of three overarching goals as outlined in the Grant Agreement:

1. Increase awareness and acknowledgement on NBS (co-)benefits as well as uptake of EU-funded NBS knowledge products amongst educators, students, policy makers, civil society and leading multipliers via readily accessible NBS education knowledge, tools and resources;
2. Offer communication support to WPs and Tier-2 NBS EduSystems, harvest the project's main outputs (e.g., learning scenarios, MOOCs, NBS education resources and good practices, etc), translate and present them compellingly to the project's target audiences for long-term uptake and impact, including beyond the lifetime of the project;
3. Strengthen the pan-European Community for NBS Education (NBS EduCommunity) and engage with policymakers and MoEs to highlight policy and legislative opportunities to incorporate NBS into education.

### 6.1. Steps to Objective 1

Awareness will be accomplished via events (i.e. conferences and workshops), active presence on social media, and media publications. Awareness will feed, but not guarantee, uptake. In order to facilitate uptake, events and trainings will provide teachers with access to resources. Various stakeholders including, but not limited to teachers, educators, students, industry members, NBS practitioners and policy makers will be encouraged to advocate for NBS education via social media campaigns and competitions. Policy makers will be informed via media articles, project representation at high level events, tailor-made policy recommendations and guidelines presented at a large-scale international NBS EduWORLD Expert Teachers Academy event, and through teacher experiences benefiting from NBS resources, as well as their best practices.

### 6.2. Steps to Objective 2

Communication support will be offered to other Work Packages (WPs) via ad hoc material creation, event and product promotion via the website and social media channels, the placing of speakers at external and internal events, and the organization of project webinars.

Furthermore, the communications team will advise partners on how to best use their own promotional channels, platforms, and materials to amplify their work in the project.

Project main outputs will be hosted on the project landing page and/or affiliate knowledge exchange platforms such as [Oppla](#), [Scientix](#), [ICLEI Europe](#), [CitiesWithNature](#), and [NetworkNature](#). The ultimate goal is long-term uptake of project products, such as the MOOCs, learning scenarios, education resources, and good practice guidelines and examples. This requires accessibility, awareness, and target audience appeal. These will be achieved via the strategic selection of the host platform, recurring online promotion, and the integration of products and services into events, speaking engagements, and multi-media promotional tools, such as videos and podcasts. Participation of the communications team in the NetworkNature communications and education task forces, as well as use of the [Scientix Ambassadors' network](#) of over 1000 teachers in Europe and beyond, the [Scientix STEM School Label](#), the [STE\(A\)M IT Career Advisers' Network](#) and the [STEM Alliance](#), will further increase the opportunity for amplification via related projects' audience and partner networks.

### 6.3. Steps to Objective 3

The NBS EduWORLD communications work will serve to strengthen NBS education at the European level. Through participation in the education and communications taskforce, the preparation of tailor-made policy recommendations and guidelines for policy makers, the organisation of high-level events and dissemination campaigns, as well as providing various opportunities for online educator engagement, an NBS EduCommunity will be built that is positioned to engage with policymakers and MoEs at both the national and European policy levels. Events and publications developed using community input and expertise will highlight and push for policy and legislative opportunities to integrate NBS into educational policy and plans. Such input will be gathered via surveys, interviews, and workshops.

## 7. Communications Framework

### 7.1. Project Added Value

Currently, few international projects explicitly address NBS in education. Up until now, no project has based itself at the nexus of these two fields (NBS and education) as NBS EduWORLD does. The result is a unique Consortium bringing together researchers, educators, NBS practitioners, and even performing arts and sports community members with the common goal of creating engaging and locally relevant educational materials that centre the environmental, social, and professional merits of NBS.

In order to gain an understanding of what project partners consider to be unique strengths of the project from their organizational perspectives, input was collected at the Kick-off meeting in Brussels in October 2022.

The following themes arose:

- Potential for innovative learning and engagement

- Ability to create pathways for meaningful learning that move from theory to application and that operate across disciplines and territories
- Diversity of stakeholders and partners, with broad expertise, creativity, vision, and connections to distinct existing networks
- Connection to current and future decision makers

Additionally, the project's approach to communication prioritises connecting educators to practical professional development opportunities online and in person. These trainings will highlight links between NBS, required educational standards, and student engagement.

Many NBS projects make substantial contributions to research, academia, and local infrastructure, but may not necessarily capitalise on training opportunities that build capacity and expand reach. NBS EduWORLD does both, which will ensure relevance to the project audience and the long-term exploitation of project products and outcomes.

## 7.2. Key Messages

Overarching key messages:

- NBS EduWORLD supports life-long STEM learning pathways for all ages by connecting educators with effective, engaging, innovative, inspiring, and cutting-edge teaching materials.
- Innovation is at the centre of what we teach, why we teach, and how we teach.
- NBS Living Labs will bring together school communities, research institutions, policy-makers, NBS practitioners and other non-formal learning and open innovation spaces.
- We provide educators with the resources to empower and inspire the decision makers and NBS professionals of tomorrow.
- The educational potential of NBS remains largely unexplored and innovative programmes and resources around NBS are currently missing from formal and informal education programmes. NBS EduWORLD fills this gap, mainstreaming the potential of nature-based solutions in the classroom and beyond.
- NBS EduWORLD creates pathways for meaningful learning that move from theory to application and that operate across disciplines and geographies.
- NBS provide practical and effective examples of the value and benefits of nature and the importance of working with nature and not against it.
- NBS should be a key component of curricula for a future-proof planet.
- NBS in Education is key in teaching the future generations about how to pave the way for a better future.

Key messages for educators:

- NBS EduWORLD provides standards-aligned, quality assured and skill-based teaching resources that will inspire and empower students.
- Use our NBS resources to make STEM teaching more creative, relevant, systemic, and inclusive by inviting students to participate in prototyping and decision-making processes about innovative NBS challenges.
- NBS teaching resources contextualize sustainability and environmental education within localized problems that learners can easily connect with.
- NBS can engage students at all levels of formal education, as well as in non-formal, and informal education.
- NBS provide students with the skills, motivation, and agency to make choices that positively impact the environment and their community.
- NBS for education can be a key component of informing students about actionable strategies for addressing the climate crisis.

Key messages for students:

- NBS play a key role in ensuring a greener and more liveable future for all.
- NBS provide opportunities for inter-generational collaboration and lifelong learning in one's community.
- Careers in NBS are exciting, necessary, creative, and fulfilling. Our resources can help you figure out which crucial and inspiring career opportunity might be for you.
- Your school can be an NBS learning and demonstration hub. Take on this role, and inspire others to improve local well-being and make meaningful change in their communities via NBS.
- Find out which NBS would be applicable in your area and use your knowledge to help address local environmental challenges.

Key messages for policy makers:

- The need for well-prepared and dedicated NBS practitioners and other environmental professionals will only grow as the world faces the social, economic, and environmental consequences of climate change and strives to achieve a climate positive economy.
- NBS education is an engaging and effective way to set students up for success and achieve political targets regarding education.
- NBS at educational institutions is a good approach to strengthening climate change adaptation and mitigation efforts and contributing to the achievement of political targets regarding the environment and climate.

- NBS increase biodiversity and contribute to climate change adaptation and mitigation, whilst providing economic benefits. To ensure a future where the next generations can thrive, NBS education should be a systemic feature across relevant policy areas and a part of the school curriculum.
- NBS in Education is key in providing future generations with the tools necessary to build a better future for all.
- Mainstreaming NBS in education through policies can help support a more resilient society and foster future innovators.

Key messages for public authorities and institutions:

- Facilitating the use of NBS in education can support creating healthier cities and more informed citizens, leading to more acceptance of and support for sustainability transitions.
- Providing support for the NBS education sector, enabling training opportunities for teachers, organising/participating in NBS dissemination activities at national, regional and local level, and taking steps to facilitate the integration of NBS into the curricula activities, are essential in developing the NBS EduCommunity.

Key messages for NBS practitioners and EU projects

- Connect with us and we will connect you with other NBS actors to help build synergies and maximise impact.
- Use our platforms to share your results with our audiences, broadening your reach and ensuring the long-term exploitation of your project products and outcomes.
- By joining forces in exchanging best practices, expertise and information, and by building a diverse community of NBS practitioners, resources, various stakeholders and global citizens, we will make NBS more accessible to a wider audience.

## **8. Target Groups**

### **8.1. Internal Audience**

Individuals representing the organizations that are signatories of the Grant Agreement (GA) comprise the internal audience. Communication with the internal audience will take place via a dedicated private group NBS EduWORLD on Sharepoint, an online platform for file sharing and online editing. A series of server mailing lists for each work package have been created, which are utilised for sharing information, resources, providing partners with feedback, and planning meetings.

In addition to online written communication, the project will stay in touch internally via online monthly Consortium meetings, monthly online WP leader meetings, and bi-annual General Assembly meetings. If possible and determined relevant, an in-person General Assembly

meeting might be paired with a living lab workshop, allowing partners to view implementation sites first hand. This approach utilizes in person meetings to build connections and share knowledge, while limiting their frequency to maximum three for the entire duration of the project, in order to reduce project climate impact due to travel.

WP7 Communication meetings take place online every two months. Their purpose is to inform the Consortium about communication activities, to which they can contribute, as well as to gather information from the Consortium about their latest activities that could be promoted via the project channels. It is also an opportunity to increase the knowledge and support the partners in their own communication activities. For this purpose, specific topics are addressed e.g. press and media, social media, reaching efficiently specific target groups etc.

In order to ensure accurate and efficient communication, ICLEI has created a **Communications Best Practices** document for project partners. This document outlines what information WP7 needs in order to promote and distribute partner offerings and products. Partners are encouraged to submit content via a **Call for Content** form that explicitly prompts partners for all necessary information. Previous project work has indicated that this process reduces the need for ongoing clarifying exchanges when partners make requests, increasing DEC efficiency and quality.

## 8.2. External Audience

The external audience consists of stakeholders with a vested interest in project functions, products, and results.

**Table 4: Target audiences of NBS EduWORLD, their expected motivations for participating, and the primary communications channels used to reach each group.**

Audience	Motivation	NBS EduWORLD Link	Communication Channels and Products
Teachers, educators, educational organisations, schools, and universities	Student career preparedness	NBS steppingstones' approach to lifelong learning,	Online portal, events, social media campaigns,
	Student engagement		
	Addressing standards	NBS education resources and good practices	Scientix, Scientix teachers' newsletter
	Preparing students for the future	Collated NBS Educational Materials	Training organisations (Initial Teachers Education and - Continuous Prof. Dev.),
	Empowering students to make positive change in their communities	NBS EduHub	Learning Scenarios and related social media campaigns
	Earning additional teaching qualifications and certificates	Directly in schools, dedicated webinars	
	Opportunities for teachers to get connected with other teachers and learn from each other/exchange	Project outputs	Newsletter

Audience	Motivation	NBS EduWORLD Link	Communication Channels and Products
	experiences	<p>stored on NetworkNature, Scientix and Oppla.</p> <p>Access to Pan-European Edu Community beyond project completion</p> <p>Opportunities for teachers to share their experience with NBS teaching and learning</p>	<p>Two open access scientific publications</p> <p>Webpage links to relevant Learning Scenarios/ Lesson plans</p> <p>Webpage links to teacher testimonials</p> <p>Videos modelling lessons</p> <p>Annual online meetings</p> <p>Educator workshops</p> <p>Education summits</p> <p>Virtual Flip Book</p> <p>Youth Inclusion and Local Authorities kit</p>
Students, youth and their families	<p>Experiential learning</p> <p>Participation in decision-making processes</p> <p>Positively impacting the future</p> <p>Potential for extra qualifications and certificates/ non-formal recognition of new skills</p> <p>Learning about potential future jobs to be better prepared for the labour market</p>	<p>Lessons</p> <p>Competitions</p> <p>Directly inschools via WP4 and WP5 activities</p> <p>Project outputs stored on NetworkNature, Scientix and Oppla</p> <p>Access to Pan-European Edu Community beyond project completion</p>	<p>Social media campaigns and partnerships with influencers</p> <p>Engagement through influencer-prompted content</p> <p>Collated NBS Educational materials</p> <p>Articles</p> <p>Teachers and university professors implementing lessons</p>



Audience	Motivation	NBS EduWORLD Link	Communication Channels and Products
			Design competitions  Local student-centred events
School Heads	<p>Desire for NBS Living Labs to be an integral part of the '<u>Whole School Approach</u>' for sustainability education</p> <p>Being able to showcase that their school is committed to sustainability and student engagement, making their schools more attractive for communities</p>	<p>Visionary workshops for the NBS Living Labs framework and methodology</p> <p>NBS Educational resources and case studies</p>	<p>Websites</p> <p>Localized events (multi-level workshops)</p> <p>Brochures of the conceptual diagram for the NBS Living Labs learning pathway</p>
Policy Makers / MoEs / Public authorities	<p>High quality NBS education</p> <p>Engaged citizens</p> <p>Cost-effective socio-environmental improvements</p> <p>Trained and skilled job force for the future</p>	<p>Case studies and policy recommendations / policy briefs</p> <p>Guidelines</p> <p>Outputs related to policy and events, toolkit/guidelines/roadmap for policymakers, media articles, events (e.g., European Conference on Sustainable Cities and Towns, European Week of Regions, EU Green Week)</p>	<p>Twitter, LinkedIn</p> <p>Promotion at events</p> <p>Online project portal</p> <p>Websites</p> <p>Policy events/ policy learning sessions</p> <p>Articles</p> <p>Newsletters</p>



Audience	Motivation	NBS EduWORLD Link	Communication Channels and Products
NBS-Community (e.g., EU funded projects) / Practitioners	Co-learning professional development opportunities for NBS practitioners and NBS-Community members with the technicians of the local administration.	Case studies	Websites
		Resource repository and outputs of previous NBS projects	Videos
			Social media campaigns
	Peer support for practitioners in the private sector with NBS implementation	NBS education state-of-the-art report	Newsletters
			Workshops
	Opportunity for NBS projects to learn from practitioners, and vice versa, ensuring the relevance of NBS project work, and ensuring long-term exploitation of project products and outcomes via knowledge transfer	Roadmaps for mainstreaming NBS in education and other policy areas	Task Force on NBS Education
			NetworkNature task forces
	Sharing their knowledge and passion by supporting students in understanding future skills and careers in the field of NBS	NBS education case studies,	Twitter, LinkedIn
		Brochure with NBS education resources and good practices	Promotion at events
		NBS EduDirectory	
	Contribute to the local community and inspire students to follow similar career paths	Needs-based services and resources on NBS education,	
	Sharing good practices that can inform NBS projects and practitioner approach	Events	
		Newsletter	
	Build synergies with NBS projects and practitioners to maximise the impact of the project	NBS Summits	
Industry Leaders/ organisations	Showcase best practice in the sector	Focus groups	Webinar and events participation
	Raise awareness about the benefits and risks of nature-based solutions	Local and international activities	Videos
	Share sector-specific opportunities among	Career advice for students Competitions	Social media campaigns

Audience	Motivation	NBS EduWORLD Link	Communication Channels and Products
	community members  Creating links to the education sector		
Third sector organisations	Improve educational system  Assist students on the way to professional success  Acquire new tools and methods to develop, within their fields of activities	Events  Case studies  Regional trainings emphasizing- STEM - career continuity pathways	Videos  Social media campaigns
Technicians of local administrations	Strengthen their knowledge and skills in NBS themes, mainstream NBS in local planning  Create dissemination link with Local Authority/ Administration Biodiversity Officers	Case studies  Resource repository and outputs of previous NBS projects	Workshops  Networking opportunities
Professional associations	Commitment to the dissemination of technical knowledge  Update their skills  Acquire new knowledge	Trainings	Newsletters  Articles  Website resources
Guardians and caregivers	Interest in student engagement  Future professional opportunities for youth  Empowerment of youth to be a source for positive change in their communities	Social media campaigns  Events  Community interventions	Newsletters  Multimedia resources  Living Lab events
Multiplier organisations and influencers	Continued interest / advocacy for the topic outside of project scope, EU Task Force on NBS Education	NBS steppingstones' approach to life-long learning (WP4)  Learning scenarios (WP5) and NBS education resources and good practices	Social media campaigns  Online portal, newsletter, training organisations, Scientix portal Direct contact via project social

Audience	Motivation	NBS EduWORLD Link	Communication Channels and Products
		(WP3)  Collated NBS Educational Materials	channels
Mass media	N/A	All materials / Shared via direct contact through WP7 and invitations to events and reports on site activities with schools	Media and press  Social media campaigns
Civil society	N/A	Engagement in NBS demonstrators  Collated NBS Education outputs relevant to civil society	Events with open attendance  Media articles  Social media campaigns  Website

## 9. Inclusive and accessible communications

In order to ensure ethical communications and that the work of NBS EduWORLD reaches as many relevant stakeholders as possible, it is essential that consideration be given to inclusive and accessible language and graphics.

### 9.1. Inclusion

Gendered language, metaphor, and narrative will be avoided when not explicitly relevant to a specific communications task. NBS EduWORLD will strive to invite and partner with people and organizations reflecting the full gender spectrum. Gender analysis will be conducted across all aspects of the project so that partners can ensure their work is avoiding reinforcing gendered norms and stereotypes, and so that the project outputs consider and address the needs of all genders.

This will be achieved by utilising gender-neutral language and avoiding narratives surrounding gender roles and social constellations that reinforce prevailing cis/heteronormativity. All outputs will be subject to review by multiple partners with varied identities themselves, to ensure that any given author's positionality does not result in problematically gendered content.

Whenever possible, partners will be connected with opportunities for GID professional development. It is essential that the GID lens is applied to internal and external communication channels, as well as project outputs.

Inclusiveness extends beyond gender to include sexual orientation, race, ethnicity, and neurodivergence. A similar approach will be employed to ensure that harmful narratives are avoided and the experiences and needs of marginalized groups are centred.

## **9.2. Accessibility**

In order to achieve inclusion, and equitably reach and engage target audiences, it is essential to strive for communication practices that are accessible across language skills, colour blindness, and visual/auditory ability.

Language accessibility will be achieved primarily by writing simply: sentences should be short, paragraphs should be limited to one idea, videos and images will be clearly described, and jargon and idioms will be avoided. Language clarity and accessibility can be evaluated using any number of online readability tools. Blog posts in particular will be held to a high readability standard. Additionally, when time and funding allow, resources can be translated into relevant local languages.

In order to ensure that the use of colour does not limit accessibility to colour blind individuals, the logo was checked against a colour blindness tool. The tool determined that the colours used in the visual identity can still be differentiated by people experiencing colour blindness. This is essential, as colour is often used to communicate information in diagrams and on maps.

All multimedia outputs (i.e. videos or podcasts) will include subtitles and descriptive transcripts so that those experiencing visual or auditory impairments can still enjoy the material. Whenever possible, images will include alt text descriptions.

# **10. Visual Identity**

The visual identity consists of a logo, fonts, a colour scheme, and a pattern for use in templates, social media promotion, and the website. The visual identity was designed under WP7 and agreed by the Consortium.

## **10.1. Logo**

The NBS EduWORLD logo is intended to reflect the positive changes that NBS can bring to human society, and the collaborative nature of working as a human community to improve our common wellbeing. Therefore, the logo represents a human figure in motion (purposefully left undefined), along with leafy elements that recall natural spaces. Its shape is circular, suggesting a joyful merry-go-round of humans and nature, or a globe depending on the viewer's perspective, expressing both the collaborative, positive nature of NBS implementation and its universal value.

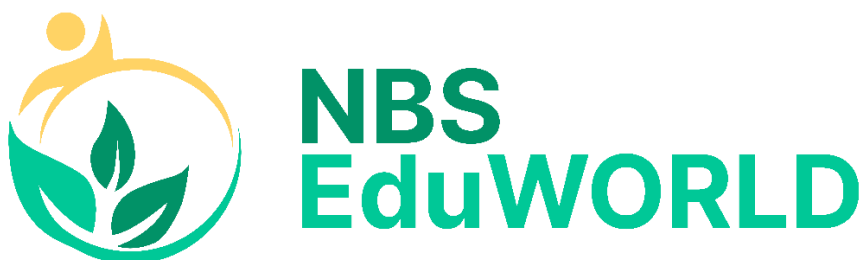


Image 1: Official NBS EduWORLD logo (color)

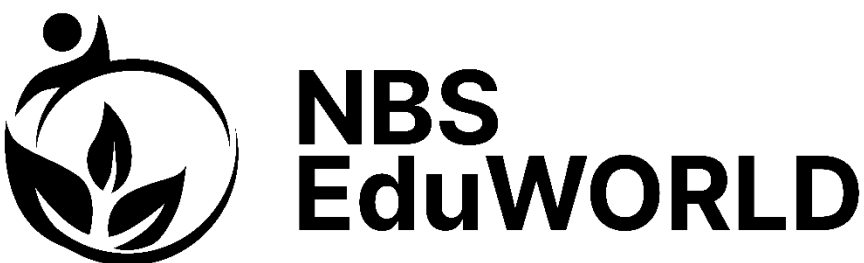


Image 2: Official NBS EduWORLD logo (black)



Image 3: Official NBS EduWORLD logo (white + color background)

Finally, the colour choice includes muted but playful colours (green and yellow) based on the colours of leaves, seaweed, and the sun.



**Figure 1: Official project colors**

These colours reinforce a positive sentiment surrounding nature, and the optimism of a rising sun for a better tomorrow brought about by the mainstreaming of NBS. The simplicity of the shape itself makes for a logo that is easily recognisable and can be fitted in a wide range of documents and aligned with other logos (thus paving the way for extensive collaboration with a range of partners throughout the project's duration). All official project communications must include an official NBS EduWORLD logo.

On a white background, the standard or black logos may be used. Against a colourful background, the white logo should be used. The logo may not be used on top of images with details i.e., text, as the legibility of the logo must be guaranteed.

The NBS EduWORLD logo must always be the last element when multiple logos are listed, followed by the EU emblem and funding statement.

## 10.2. Project Name

The project name must be written with "NBS" in upper case (capital letters), "Edu" with the first letter in upper case and the rest in lower case (small letters), and "WORLD" again in upper case, as demonstrated below.

**NBS EduWORLD Y**

**NBS EDUWORLD X**

**Nbs EduWorld X**

### 10.3. Pattern

**visual approach 02 —  
using circle division as a  
basis for creating shapes  
and patterns**



**Image 4: Pattern elements used to create project templates and promotional materials**

Two potential patterns were created and visual approach two (Image 4) was selected after a Consortium vote. This pattern will form the foundation of the website design, promotional cards for social media. It is the foundation for the Word and poster/brochure templates.

### 10.4. Fonts

Templates and outputs must use one of the official fonts, as demonstrated below.

**InDesign poster/brochure templates:**

- Primary: Inter, published by Google Fonts and designed by Rasmus Andersson

Inter

- Secondary, Libre Baskerville, published by Google Fonts and designed by Impallari Type

Libre Baskerville

**Deliverables and website:**

- Primary: Arial, published by Word and designed by Robin Nicholas and Patricia Saunders



# Arial

- Secondary: Times New Roman, published by The Times and designed by Stanley Morison.

## Times New Roman

### 10.5. Slogan

"Learn from Nature, Teach from Nature, Grow from Nature"

The project slogan was defined by the Consortium at the General Assembly meeting held in Ireland in October 2023. It emphasizes the source of knowledge and the sustainable nature of the project.

- **Emphasis on source:** the slogan highlights the idea that knowledge, teaching, and personal growth all originate from nature. It underscores the concept that we can draw inspiration and wisdom directly from the natural world.
- **Connection and unity:** the repetition of the structure "from nature" conveys a sense of unity and integration between nature and the learning/teaching process. It suggests that nature is not just a backdrop but an active and essential part of education and personal development.
- **Community:** it envisions a community that not only learns and teaches from nature but also actively applies these principles to foster growth and development. This includes the growth of a community that collaborates, innovates, and works together towards a sustainable future.
- **Sustainability:** using nature as the source implies a sustainable approach where knowledge and growth are rooted in, and nurtured by, nature.

## 11. Editorial Guidelines

Editorial guidelines are intended to support project partners in preparing content for the NBS EduWORLD website, as well as official project social media platforms. An overview can be found in the **Communications Best Practices** document, managed by ICLEI, as well as in the sections below. News articles and event announcements can be submitted via the **Call for Content** form (see section 8.1).

News Articles and event announcements

- Word count: 300-500 words



- 1-2 pictures, for which partners have obtained written consent from all individuals pictured, or which follow the relevant copyright distribution license.
- Align content with project key messages. Consider: What is the main focus of the article, who was involved, where and when did any described actions occur, and why is the content relevant to the project? Are there any outcomes or next steps?
- 1-2 weeks advance notice will help ensure that WP7 is able to honour all relevant requests, and to follow up with partners if information is missing.

### Language

- Short news articles (Newsbits) can be published to the website either in English, or in English and the relevant local language. This ensures that a wide range of partners and audiences can engage with the material. The use of local language in addition to English is highly encouraged, as it increases the likelihood of local relevance and engagement. It is, however, essential that partners consider the availability of their own translation budget (if any), as there is no WP7 budget explicitly for the translation of news articles.

### Social Media

- Keep your language short and non-technical, so that it is easy to understand for a wide range of reading levels and English skills.
- Include a link to the NBS EduWORLD website's main page or a relevant sub-page (i.e. event or article) on the project page.
- Include an image and emojis, as relevant. If you do not have a photo for your post, you can find one that is freely available under the respective Creative Commons (CC) licence on websites such as [Unsplash](https://unsplash.com/) and [pixabay](https://pixabay.com/).
- Tag relevant local stakeholders and Consortium partners, always including ICLEI as the coordinator of the NBS EduWORLD communication and dissemination activities and official NBS EduWORLD accounts (intended handle: @NBSEduWORLD).
- Use recommended hashtags (see section 12.4)

## 12. Project Communication Channels, Tools and Activities

The project will communicate and disseminate its products and events using a variety of project controlled and branded resources, platforms, and activities.

## **12.1. Project Landing Page (Website)**

A project website with a simple layout will be created, that will direct users to resources and project outputs, including but not limited to existing NBS resources, materials, and educator guidance. A key feature will be the NBS EduHub, designed to be a one-stop-source for educators interested in integrating NBS material into their teaching. The NBS EduHub will be connected to major NBS platforms such as Scientix, Oppla, NetworkNature, and CNEP (Connecting Nature Enterprise Platform). Materials will also be framed such that they are relevant to a wide range of NBS practitioners, members of civil society, researchers, policy makers, local authorities, and educators representing all tiers, among other.

The website was finalised in WP7 by the end of M6. The URL for the website is: [www.nbseduworld.eu](http://www.nbseduworld.eu).

## **12.2. Press Work**

During the course of the project, WP7 is committed to organising one media briefing, where media contacts will have the opportunity to learn about the value of the project's NBS education materials. Press releases, when considered relevant, will be prepared and distributed to partners and media contacts. This work will expand the reach of the project, ensuring that individuals not connected to the Consortium are made aware of this work. Additionally, 10 articles featuring NBS EduWORLD will have been published by the end of the project (see section 17.1).

## **12.3. Promotional Materials**

Establishing the visual identity provided the foundation for the creation of the following promotional materials:

- Word template for deliverables (e.g., see this document)
- InDesign template for brochures/posters (e.g. Image 5, Image 6)
- Canva social media cards
- Project PowerPoint presentation template
- An introductory project PowerPoint presentation

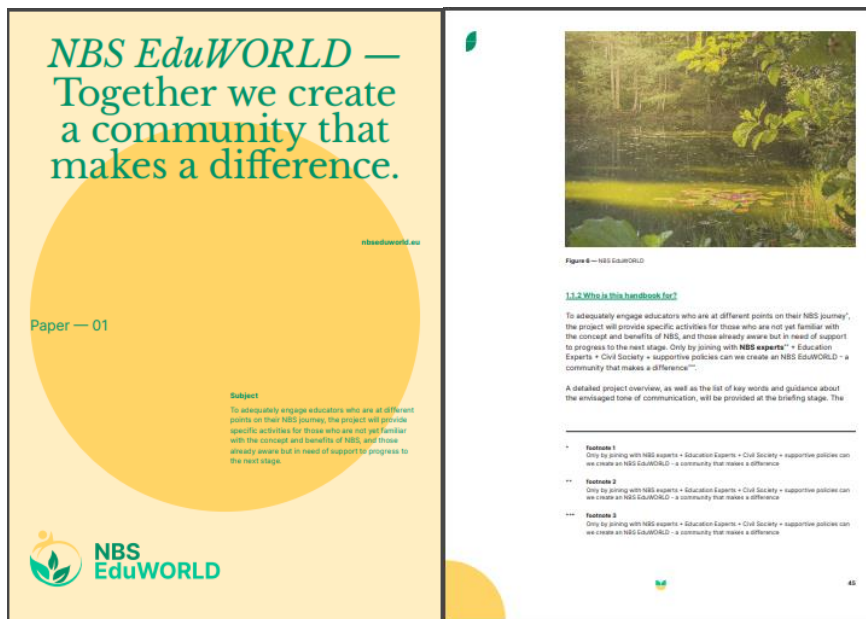


Image 5: Example pages from the long form template

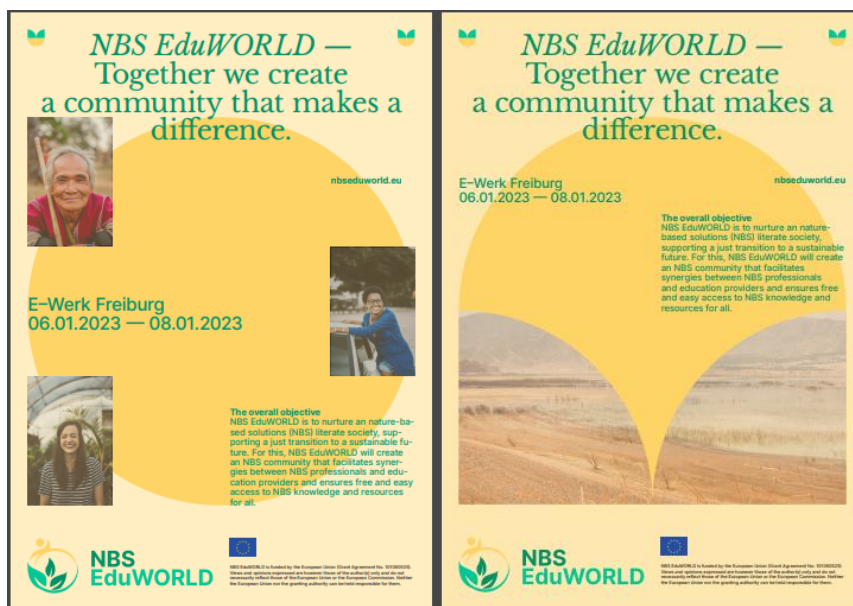


Image 6: Example pages from the short form template

Over the course of the project, at least four promotional videos will be created that spotlight NBS education in practice. When possible, videos will be created in partnership with sibling projects or NBS experts in order to further cross-pollination and increase potential reach.

Promotional packs will be created for Consortium partners when relevant. These packs will include sample tweets, LinkedIn posts, and template Canva cards.

## 12.4. Social Media

NBS EduWORLD will be active on social media, in order to grow its audience and disseminate products broadly. Three channels were identified as being especially relevant for this work: X,

Facebook and LinkedIn. X is often used by academics and influencers, as well as other EU projects. Facebook was selected, as it is popular among teachers. LinkedIn offers the opportunity for various stakeholders to network with NBS practitioners around the world. The YouTube channel of Scientix will be used to reach teachers through the ScientixTV initiative, e.g., [Scientix TV - Episode 6 - YouTube](#) and [Scientix TV – Episode 11 - Youtube](#) .

Youth were also identified as a key target audience. Of the three social media channels identified above, Facebook is the most popular among youth. Instagram was also identified as a suitable social media platform for connecting with youth ([Pew Research, 2022](#)), and this option will be explored further as the project advances and partners in WP7 are able to commit to supporting social media action. NBS EduWORLD will also prepare a short informative video (partially animated) targeting youth with relation to NBS careers.

In the early months of the project, a social media team will be built. Depending on additional team capacity, Instagram might also be utilised later in the project, as this is the most suitable platform for connecting with youth.

Partnerships with influencers will be explored, to maximise the project outreach through a social media campaign encouraging students (and youth) to demand nature-based solutions for wicked problems and another campaign targeted to empower educators (#FostertheFuture). This strategy will rely first on the existing channels of partners, such as TBVT, which has a large followers base among these target groups.

Communication campaigns led on the project channels will be adapted, and/or tailored campaigns created. This would also enable promoting NBS EduWORLD on platforms, where the project does not have an account e.g. Instagram. In a second stage, "nano" or "micro-influencers" (accounts with a few thousands to dozens of thousands of followers) with whom the consortium is already in contact, or are topically relevant, will be contacted for cooperations of a few posts..Project social media accounts will utilise the following hashtags:

#NBSEduWORLD

#naturebasedsolutions

#education4innovation

#NBScommunity

#TeachFromNature

#NBSeducation

Partners will also be encouraged to employ these hashtags when posting on their own social media platforms regarding NBS EduWORLD.

## **12.5. Partner communication channels, tools and activities**

Mapping of partner communication channels, tools, and activities was conducted via a Google survey. Partners were asked to share links to their websites, and if relevant, news sections, newsletters, social media platforms, and any other exploitable tools.

The project communication will make the most out of the direct access of partners to specific target audiences:

Audience	CEUS	CDG	CMA	EA	EFDN	EUN	HNUA	ICLEI	MNHN	MoYS	NS	OCC	PPMI	TBVT	TCD	VEM
Teachers			x	x		x			x			x		x	x	
Students and Youth			x	x					x	x				x	x	
School Heads	x	x		x		x						x				
Policy Makers / MoEs	x	x	x			x		x	x	x		x				x
NBS-Community/Practitioners	x		x				x	x	x			x		x		x
Industry leaders/organisations	x				x		x				x		x			
Third sector organizations	x	x		x	x			x				x	x			x
Technicians of local administrations		x	x					x			x	x				
Professional associations	x	x	x		x		x				x	x				
Researchers	x								x				x		x	
General public		x	x						x	x		x				

**Table 5: Partner communication channels.**

Partner	Website	News Section	Newsletter Y/N and Reach	Social Media	Other
CDG	<a href="https://smart.comune.genova.it/">https://smart.comune.genova.it/</a>	<a href="https://smart.comune.genova.it/genovawebnews">https://smart.comune.genova.it/genovawebnews</a>	N/A	<a href="#">X</a> <a href="#">LinkedIn</a> <a href="#">YouTube</a> <a href="#">Facebook</a> <a href="#">Instagram</a>	N/A

Partner	Website	News Section	Newsletter Y/N and Reach	Social Media	Other
CEUS	<a href="http://ceus.rs/wordpress/">http://ceus.rs/wordpress/</a>	<a href="http://ceus.rs/wordpress/news/">http://ceus.rs/wordpress/news/</a>	Yes Audience: 101-500	<a href="#">LinkedIn</a> <a href="#">YouTube</a> <a href="#">Instagram</a> <a href="#">Facebook</a>	N/A
CMA	<a href="https://www.cm-almada.pt">https://www.cm-almada.pt</a>	<a href="https://www.cm-almada.pt/noticias">https://www.cm-almada.pt/noticias</a>	Yes Audience: 5,000-20,000	<a href="#">Youtube</a> <a href="#">X</a> <a href="#">LinkedIn</a>	N/A
EA	<a href="https://www.ea.gr/ea/index.asp?lag=en">https://www.ea.gr/ea/index.asp?lag=en</a>	<a href="https://www.ea.gr/ea/main.asp?id=700&amp;lag=en">https://www.ea.gr/ea/main.asp?id=700&amp;lag=en</a>	N/A	<a href="#">YouTube</a> <a href="#">Facebook</a> <a href="#">LinkedIn</a>	<a href="#">ESIA School of the Future Education for Climate Coalition</a>  Media Relations
EFDN	<a href="http://www.efdn.org">www.efdn.org</a>	<a href="https://www.efdn.org/news-overview/">https://www.efdn.org/news-overview/</a>	Yes Audience: 501-1,000	<a href="#">X</a> <a href="#">LinkedIn</a> <a href="#">Instagram</a> <a href="#">Facebook</a>	N/A
EUN	<a href="http://www.eun.org/">http://www.eun.org/</a>	<a href="http://www.eun.org/news">http://www.eun.org/news</a> <a href="http://www.scientix.eu/news">http://www.scientix.eu/news</a>	Yes Audience: 1001-5000	EUN: <a href="#">X</a> <a href="#">YouTube</a> <a href="#">LinkedIn</a>  Scientix: <a href="#">X</a> <a href="#">Facebook</a> <a href="#">Instagram</a>  Science Teachers in Europe: <a href="#">Facebook</a>	<a href="#">Scientix Resource repository</a> <a href="#">Scientix projects repository</a> <a href="#">STE(A)M IT Repository of STEM Jobs Profiles</a> <a href="#">Scientix TV (monthly episodes)</a>
ICLEI	<a href="https://iclei-europe.org/">https://iclei-europe.org/</a>	<a href="https://iclei-europe.org/news/">https://iclei-europe.org/news/</a>	Yes Audience: 5,000-20,000	<a href="#">LinkedIn</a> <a href="#">X</a> <a href="#">YouTube</a>	
HNUA	<a href="https://www.horizonnua.eu/">https://www.horizonnua.eu/</a>	N/A	Yes Audience: 1001-5000	<a href="#">X</a> <a href="#">LinkedIn</a>	<a href="#">CNEP</a>

Partner	Website	News Section	Newsletter Y/N and Reach	Social Media	Other
MNHN	<a href="https://www.mnhn.fr/en/research">https://www.mnhn.fr/en/research</a> <a href="https://cesco.mnhn.fr/en">https://cesco.mnhn.fr/en</a> <a href="https://www.vigienature.fr/fr">https://www.vigienature.fr/fr</a> <a href="https://www.vigienature-ecole.fr">https://www.vigienature-ecole.fr</a>	<a href="https://www.mnhn.fr/en">https://www.mnhn.fr/en</a> <a href="https://www.vigienature-ecole.fr/liste-des-newsletters-d-j-parues">https://www.vigienature-ecole.fr/liste-des-newsletters-d-j-parues</a>	N/A	<a href="#">LinkedIn</a> <a href="#">Instagram</a> <a href="#">X</a> <a href="#">Facebook</a>	N/A
MoYs	<a href="https://gsb.gov.tr/an-asayfa.html">https://gsb.gov.tr/an-asayfa.html</a>	<a href="https://gsb.gov.tr/haberler-ve-duyurular.html">https://gsb.gov.tr/haberler-ve-duyurular.html</a>	N/A	<a href="#">Facebook</a> <a href="#">X</a> <a href="#">Instagram</a> <a href="#">YouTube</a>	N/A
NS	<a href="https://www.naturel-solutions.world/">https://www.naturel-solutions.world/</a>	<a href="https://www.naturel-solutions.world/blog">https://www.naturel-solutions.world/blog</a>	Yes Audience: 101-500	<a href="#">X</a> <a href="#">LinkedIn</a> <a href="#">YouTube</a> <a href="#">Facebook</a>	Media relations
OCC	<a href="#">Homepage - Offaly County Council</a>	<a href="#">News - Offaly County Council</a>	N/A	<a href="#">X</a> <a href="#">Facebook</a> <a href="#">Instagram</a> <a href="#">LinkedIn</a>	N/A
PPMI	<a href="https://ppmi.lt/">https://ppmi.lt/</a>	<a href="https://ppmi.lt/news-insights">https://ppmi.lt/news-insights</a>	Yes: NESET and EENE newsletters	<a href="#">LinkedIn</a> <a href="#">Facebook</a> <a href="#">Instagram</a>	<a href="#">NESET</a> <a href="#">EENE</a>
TBVT	<a href="https://www.bigvanciencia.com/">https://www.bigvanciencia.com/</a>	N/A	Yes Audience: 501-1,000	<a href="#">X</a> <a href="#">LinkedIn</a> <a href="#">YouTube</a> <a href="#">Instagram</a> <a href="#">Facebook</a>	N/A
TCD	<a href="https://www.tcd.ie/">https://www.tcd.ie/</a>	<a href="https://www.tcd.ie/business/research/the-trinity-centre-for-social-innovation/">https://www.tcd.ie/business/research/the-trinity-centre-for-social-innovation/</a>	N/A	<a href="#">LinkedIn</a> <a href="#">X</a> <a href="#">Facebook</a>	wic
VEM	<a href="http://www.vem.md">www.vem.md</a>	N/A	N/A	<a href="#">Facebook</a> <a href="#">Youtube</a>	N/A

## 12.6. Websites

Partners will use their organizational websites to highlight their participation in and contributions to NBS EduWORLD. Partners with active news sections will be encouraged to write and share articles outlining their project activities, in order to activate their audience, and direct them to NBS EduWORLD channels and materials.

The ICLEI website provides an [example](#), which partners can reference in developing their own pages about NBS EduWORLD:

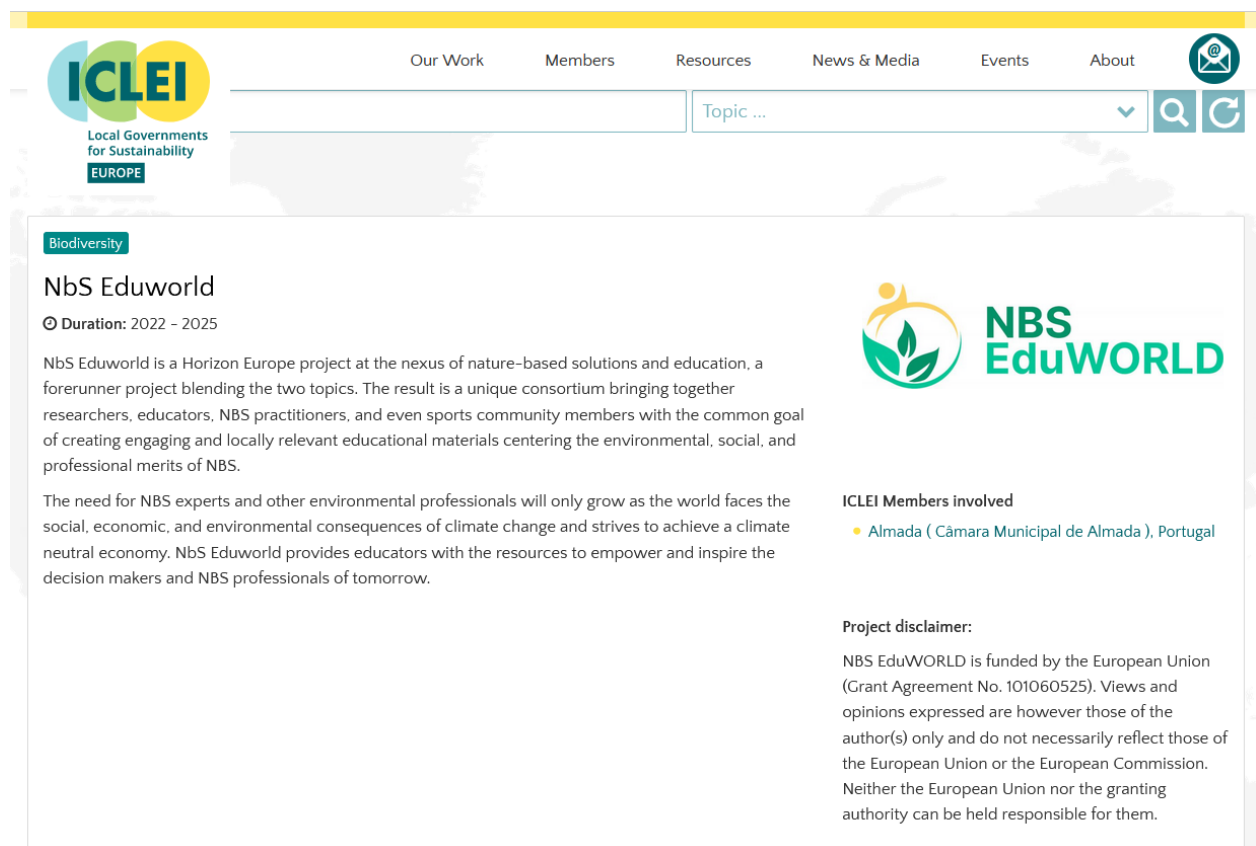


Image 7: Example partner website page featuring NBS EduWORLD

## 12.7. Social Media

Social media template Canva cards are available to all partners, who can edit them for use on their own channels. Partner handles will be tagged in internal communication, so that posts can easily be shared via partner accounts. During campaigns, promotional kits will be made available, so that partners can employ a common narrative in service of the overarching campaign goal. Promotional kits prepared by partners on an ad-hoc basis would also be utilised by the project, if available.



**Table 6: Social media campaigns, in which NBS EduWORLD will participate.**

Campaign	Date	Focus	Audience
Annual <a href="#">STEM Discovery Campaign</a>	Spring of 2023, 2024, 2025	Invites projects, organisations, libraries, schools, universities and youth clubs around the world to celebrate careers and studies in STEM. The STEM Discovery Campaign (SDC) will also provide the opportunity for teachers to create NBS-based Learning Scenarios (lesson plans) to implement in class. Subsequent SDCs (2024 and 2025) will provide the opportunities for teachers to implement the new Learning Scenarios, published by the project.	Teachers, educators, schools, universities, youth clubs, educational institutions, public and private educational organisations, libraries, industry members, etc.
Annual <a href="#">Back2School Campaign</a>	Autumn of 2023, 2024	To inspire teachers to spark interest on STEM in their classrooms and to encourage students in finding their route in the STEM field.	Teachers, educators, schools, universities, educational institutions, public and private educational organisations, industry members, etc.

## 12.8. Additional Partner-specific resources

Partners will utilize additional resources (see Table 5) to further disseminate project products and results, and to drive their audience to project platforms, in order to increase visibility and engagement. Examples include, but are not limited to, [CitiesWithNature](#) (ICLEI Europe), [Education for Climate](#) (PPMI), and [Scientix](#) (EUN). Partner resources will play an essential role in communicating and disseminating the work of the project. Furthermore, ensuring that project outputs and products live on partner platforms in addition to project platforms, will support the exploitation of results after the project has ended.

## 13. Events

NBS EduWORLD outputs and activities will be shared and promoted via internal Consortium meetings; project-organised trainings, workshops, and webinars; and project participation in external events, such as conferences, high-level events, seminars and webinars.

### **13.1. Project internal events**

The Consortium will meet for the General Assembly meeting twice a year – once online and once in person. General Assembly meetings will be two-day events bringing together all partners with the purpose of providing an overview of the progress done in the last 6 months, as well as the goals ahead. Face-to-face meetings as such are limited to a total of three over the course of the project, in order to reduce the climate impact of travel associated with the project.

### **13.2. Project Education Workshops**

To build a community of education NBS experts, a set of multi-level activities (in the form of workshops) will be organized by different partners. One example of the scope of these workshops is to present the NBS Living Labs vision and methodological framework. At a first level of engagement, the visionary workshops will offer the opportunity to the project team to interact with expert teachers and school principals. The outcomes of the visionary workshops, the innovative ideas and the NBS projects suggestions will form the NBS Living Labs finalized framework. During the pilot implementation period, practice reflection workshops will be organized, to collect feedback from experience and knowledge gained through the implementation of the NBS educational scenarios and NBS Living Labs in school settings. Finally, summative workshops will be organized at the last phase of the project. To this end, the NBS User Communities will recapitulate on the experiences and lessons from the long implementation of the support activities delineating the NBS Edu WORLD Living Labs Roadmap.

Another example of workshops organised by the project can be seen in the Education NBS Starters community, for which educational workshops will help teachers become more proficient at introducing NBS in class and showcasing the value of learning from nature to their students, along with workshops to help teachers engage with their communities, their peers, NBS professionals and various other NBS stakeholders. In this way, new links to broaden their communities and achieve a wider reach, will be established, as well as a space to explore NBS topics and skills at different educational and proficiency levels, subjects, and contexts, supported by prime networking activities, will be created.

Workshops on NBS will also be delivered in the higher education sector to gather baseline information and to develop understanding, peer learning and knowledge exchange among partners and key stakeholders, including thematic priority focus groups for institutional leaders and senior managers to ascertain current understanding and practices involving NBS in higher education and industry settings for adaptation.

### **13.3. Project Annual Virtual Education Events**

Virtual NBS EduWORLD community-gathering events (the NBS EduCommunity workshops: Shaping the future of sustainability learning) will be organised annually. These events will identify community needs for educational materials and standards and will promote knowledge exchange and mutual learning. Furthermore, the gatherings will serve to identify windows of opportunity for the rapid political and institutional uptake of NBS educational guidelines.

Community members will also be provided with a clear overview of the EU legislative and policy frameworks of relevance to NBS education.

### 13.4. Project Education Summits (2)

Over the course of the project, two EU level NBS education summits will be organised. These will be based upon the outcomes of the virtual education events. Summits will connect practitioners from the realms of science, policy and NBS implementation. Furthermore, the events will be a platform for the presentation of interim and final project insights and results, ensuring that project activities reach a wide audience including EU policymakers and MoEs. Event outcomes will then feed into policy recommendations and guidelines for EU policy makers. These outputs will be presented at a large advocacy event, which will also feature CWN and NN, linking the NBS EduCommunity to the global NBS community.

### 13.5. External Events

NBS EduWORLD will present during at least one major advocacy event during the course of its 36 months. When placing speakers at events, ICLEI will strive to ensure broad representation across partners, geographies, identities, and cultural backgrounds. This will require clear communication with partners and intentional invitations. Events organized by the Consortium will be preceded by a social media campaign, organised by ICLEI. Partners will be provided with a communication package including template social media posts, promotional cards, and advice on how to link the events to partners' local contexts. Table 7 below outlines events that offer opportunities to showcase NBS EduWORLD.

**Table 7: Crosscutting events, at which NBS EduWORLD can share its outputs and connect with its audience.**

Event	Date	Focus	Audience
<b><u>CLEVER Cities final conference</u></b>	Sept. 26-27, 2023	Harvest outcomes of current and ending NBS projects to carry forward their learnings through educational programs.	Current and ending NBS projects, local government officials, students.
<b>Coal Regions in Transition Platform (CRiT)</b>	October 2023	Opportunity to connect with regions transitioning away from coal and investing in green skills job training. The project could showcase how NBS education can be integrated into these transition programs.	Representatives from coal, oil, peat, lignite, and carbon-intensive regions

Event	Date	Focus	Audience
<b><u>EDEN Conference</u></b>	2023 - 2025	Knowledge share within the interdisciplinary fields of ICT and education	Researchers, School Heads, Education stakeholders, Teachers
<b>Education for Climate Coalition</b>	2023 - 2025	Climate change challenges, Sustainability education solutions, Innovative implementation actions	Education stakeholders, Teachers, Students
<b><u>ESIA Summer Schools and Training events</u></b>	2024 and 2025	Teacher training and educational innovation	Formal teachers
<b>EU Green Week</b>	Spring 2023, 2024, 2025	Opportunity to debate EU env. policy with policymakers, environmentalists and stakeholders.	Relevant representatives of local governments
<b><u>European Conference for Sustainable Cities and Towns</u></b>	1-3 October 2024	Mobilizing local governments to take action.	Relevant representatives of local governments
<b>European Week of Cities and Regions</b>	October 2023, 2024, 2025	Cities/regions show capacity to create growth/jobs, implement EU cohesion policy, and importance of local/regional level for good governance.	Government officials
<b>European Urban Resilience Forum</b>	October 2023, TBD 2024	Cities connect on urban climate change adaptation.	Relevant representatives of local governments
<b>ICLEI World Congress</b>	18-21 June 2024 TBD 2025	Connecting urban planning practitioners and local government officials globally.	Relevant representatives of local governments

Event	Date	Focus	Audience
<b>Online webinars for NBS practitioners and CPD courses for nature-based enterprises. Delivery led by the Connecting Nature Enterprise Platform</b>	2023-2025	Knowledge sharing of best practice and new opportunities for NBE communities. Continuing professional development education for NBE community members	Nature-based enterprises; owners, managers and employees.
<a href="#"><u>The Nature of Cities (TNOC) Festival</u></a>	15-26 April 2024 & 4-7 June 2024	Explores the intersection between cities and the natural world. Focuses on topics related to urban ecology, biodiversity, sustainability, and the relationship between cities and nature.	Urban planners, architects, ecologists, artists, policymakers, community leaders, and general public.

## 14. Event Promotion Guidelines

The following guidelines will help ensure that events organised by the project, as well as Consortium participation in external events, are advertised and promoted consistently and effectively through a wide range of dissemination channels.

### 14.1. Project events

Official project events or co-organised events should be published on the NBS EduWORLD website, as well as on partner sites NetworkNature, Scientix and Oppla. This will help increase visibility of the NBS EduWORLD project via search engines, and thus help drive people and organisations to the project's work. Events can be submitted to WP7 via the Call for Content form that has been created, or via email to [info@nbseduworld.eu](mailto:info@nbseduworld.eu). When submitting events for publication, please provide the following:

- Brief summary: who is the audience, what will happen during the event, how do people register, when and where is the event taking place?
- Share an agenda and registration link.

Events can typically only be published once, with very little opportunity for revision. 1-2 weeks advance notice will help ensure that WP7 is able to honour all relevant requests, and to follow up with partners if information is missing.

When branding project events, be sure to use the official project logo and visual identity described in section 10 and follow the EU recognition guidelines outlined in section 19.1. Whenever possible, use the project PowerPoint and MS Word templates for presentations and documents. Point participants to the project website, newsletter, and social media channels whenever possible. Project Canva cards can be used for promotion.

## **14.2. External events**

In order to report external events that are not co-organised by NBS EduWORLD, it is necessary to mention the project explicitly and to follow the visual identity and dissemination guidelines, outlined in sections 10 and 19.1. Project Canva cards can be used for promotion in this case, as well.

# **15. Academic Dissemination**

Academic dissemination will occur via the project landing page and social media. In order to meet the European Commission requirements for Horizon Europe academic dissemination, an authorship strategy and open science approach have been developed.

## **15.1. Authorship strategy**

Entitlement to authorship will be determined following the International Committee of Medical Journal Editors' (ICMJE) criteria, commonly referred to as the 'Vancouver Protocol.'

To the extent possible, the following four criteria must be met for an individual to be listed as an author on an academic publication funded in part or whole by the NBS EduWORLD project:

1. Substantial contributions must have been made to research conception or design; acquisition, analysis, or data interpretation for the research process and/or publication;
2. AND meaningful participation in the drafting or revision of the publication;
3. AND clear communication of final approval of the publication;
4. AND agreement to be held accountable for all aspects of the research process and/or final publication. All authors are held responsible for any and all questions related to the accuracy and integrity of the publication and/or research process. All authors must work to ensure that any and all questions and concerns are sufficiently investigated and resolved.

All individuals involved in the research and writing process who meet the above criteria must be listed as authors. To ensure transparency, it is essential that all collaborators discuss the

requirements for authorship from the early stages of the research process. All meeting the first authorship condition must be provided with the opportunity to fulfil the following criteria.

## **15.2. Author listing order**

Authors must discuss together the listing order, keeping in mind the discipline norms and the selected publication channel. In instances where a Principal Investigator or Lead Author must be named, it is essential that all authors agree on who receives the designation and conducts the coordinating work. Authors must agree on the listing order and must work to ensure that the order reflects the amount of work contributed by each author.

## **15.3. Other contributions**

All minor contributions to the research or writing of the publication must be explicitly acknowledged, either in the footnotes or in an introductory statement.

## **15.4. Inclusion of keywords**

The intentional use of keywords enables indexers and search engines to identify relevant publications. This is important as this plays a key role in ensuring that publications reach the relevant audience. Strategically using keywords will serve to increase the number of individuals finding and reading NBS EduWORLD publications. This will also very likely lead to more citations of NBS EduWORLD publications and outcomes. TCD will work with all WP Leaders to create a standardised list of keywords for academic dissemination.

## **15.5. Open Science**

Open access to publications is a mandatory clause under Article 17 of the NBS EduWORLD Horizon Europe Grant Agreement. All scientific publications associated with NBS EduWORLD must be open access and freely available to all interested parties. This will not only maximise the exploitation and impact potential of the project, but also is indicative of the equity and inclusion principles underscoring the project. These principles are in line with the European Commission's FAIR data principles for making research data findable, accessible, interoperable and re-usable (FAIR). Because TCD has existing publishing agreements with the leading publishers, there should not be significant budgetary challenges for the project associated with an open science strategy.

In particular, NBS EduWORLD will ensure that:

- at the latest at the time of publication, a machine-readable electronic copy of the published version or the final peer-reviewed manuscript accepted for publication, is deposited in a trusted repository for scientific publications;
- immediate open access is provided to the deposited publication via the repository, under the latest available version of the Creative Commons Attribution International;



- Public Licence (CC BY) or a licence with equivalent rights; for monographs and other long-text formats, the licence may exclude commercial uses and derivative works (e.g. CC BY-NC, CC BY-ND) and information is given via the repository about any research output or any other tools and instruments needed to validate the conclusions of the scientific publication.

As explained in Deliverable D1.1 Data Management Plan, research outputs of the project will be published in ZENODO, where they will be described with search keywords and will automatically be assigned a Digital Object Identifier (DOI). On the other hand, policy briefs, research reports, guidelines and other outputs of the project will be deposited in\_Scientix, NetworkNature, CitiesWithNature, UrbanByNature, Oppla.

Horizon Europe also offers meaningful opportunities for open access publishing. With relation to both open science and the exploitation of project results, NBS EduWORLD will explore publishing outputs on [Open Research Europe](#), the [Horizon Results Platform](#), and the [European Open Science Cloud](#). All platforms are free for users to access and do not charge authors any fees to publish their work. Utilising these platforms will also ensure that NBS EduWORLD outputs are easy to find and accessible by other EU Horizon projects and Consortia members.

## 16. External Collaboration with NBS and Education Communities

Collaboration with NBS and education communities will take place at cross-cutting events (see Table 7), via participation in the NetworkNature Communication and Education Task Forces (4 and 5 respectively), and through the consistent participation in wide-reaching education campaigns (see Table 6: Social media campaigns, in which NBS EduWORLD will participate.). Opportunities to collaborate with sibling Horizon Europe projects will be prioritized and facilitated via participation in collaborations, such as: 1) the NetworkNature Task Forces, especially through the Task Force on Education, co-organised by NBS EduWORLD and NetworkNature, and coordinated by NBS EduWORLD, 2) Scientix, the community for science education in Europe (e.g. by establishing an [NBS-focused discussion space](#) on Scientix), as well as: 3) the NBS platforms identified in the Network of Networks.

## 17. Monitoring

The effectiveness of project communication will be accomplished via the setting and monitoring of key performance indicators (KPIs) for the project communication platforms and activities. Furthermore, the extent to which KPIs are achieved will inform future tactics included in the revised communications plan.

### 17.1. Key performance indicators

The following KPIs were set for the NBS EduWORLD project:

**Table 8: KPIs set by the Grant Agreement of NBS EduWORLD.**



Channel	Indicator
Project website	1 news article/month Min 4,000 visitors per year from website launch (M6) 2:00 minutes stay on site
Partner websites	Audience average/year for all features per partner 1000
Project social media	X: 3/week 250,000 impressions/year LinkedIn: 1/week, 250,000 impressions/year Facebook: 1/week, 300 followers YouTube: 2000 impressions/year
Partner social media channels	Partners share content on channels and/or post min. 200/year (aggregate)
Project newsletter	2 issues/year 200 subscribers per project year
Other newsletters	Features to reach 10,000 people/year
Online and traditional media publications	3-4/year
Press /media articles	1 media briefing Min. 10 media articles in publications with an average reach of 50,000
Events	1 high level policy event Annual virtual community-gathering events 2 Education Summits Reach an average audience of 3,000 /year
Videos/ Multimedia	4 animated videos Average of 400 views per video 1 ICLEI Europe podcast
Academic publications	2 open access scientific publications at peer reviewed journals and/or international conferences

## 17.2. Monitoring tools

The following tools will be used in the project to evaluate the KPIs.

**Table 9: Tools that will be utilized to monitor KPIs and report achievements to the EC.**

Tool	Description
Buffer	Buffer can be used to post to social media platforms, and can track posting frequency and engagement.

Tool	Description
Dissemination tracker	This will be used to track actions related to KPIs, as well as major events.
Mailchimp	MailChimp will be used to track growth in subscribers.
Matomo	Matomo tracks website use by unique visitors worldwide.
Social Media Platforms	Social media platforms can track posting frequency and engagement.

### 17.3. Reporting

Monitoring tools will be utilised to evaluate KPIs and alter course, if needed. A dissemination tracker was developed, in order to monitor and report on partner communication, dissemination, and exploitation. Each reporting period, ICLEI will review the monitoring tools and will report the relevant statistics to the EC.

The dissemination tracker will only track DEC actions related to KPIs and major communication events. Partners will have access to the Google Sheet storing inputs, so that they can make corrections and avoid duplicate entries.

## 18. Exploitation

The implementation of the exploitation strategy will ensure the uptake and continuation of the NBS EduWORLD Community for NBS education beyond the duration of the project by not only researchers, but also public authorities and policy makers, industry members, schools and universities, teachers and educators, key NBS and education stakeholders, civil society and all members of the NBS EduCommunity that will be created through the project. For this reason, a medium-term governance framework will be developed to ensure the maintenance and evolution of NBS EduWORLD.

The exploitation strategy includes leveraging ongoing actions within Scientix and the Scientix STEM School Label, the STEM Alliance, the Scientix MoEs STEM WG, the UNESCO experience in Education for Sustainable Development, as well as cultural, creative, and artistic activities as a tool for empowering citizens, concerned with mainstreaming innovative sustainability practices. That will be achieved by developing an interoperable network of tools, guidelines and project outputs, starting with the development of the Assessment framework and guidance for the project (WP2), and followed by (among other):

- Guidelines and a Roadmap (bottom-up and top-down approaches) for mainstreaming NBS in education policy (WP2)
- Youth inclusion and local authorities kit (WP3)
- NBS Education Virtual flipping book (WP3)

- A needs-based tool, in the form of an app (e.g., Ecobalade) and a hackathon (e.g., Hack4nature) (WP3)
- NBS Higher Education and Entrepreneurship Architecture; Piloting and assessment of Stepping Stones and Education Journeys (WP4)
- Toolkits for students from higher education and entrepreneurial training providers to incorporate NBS in their offerings, encompassing degree-awarding courses, vocational (non-degree), professional CPD offering, and skills enhancement / retraining. (WP4)
- Guidelines for the NBS Knowledge Stream (introducing NBS to educators and other stakeholders with no or little understanding of NBS) (WP5)
- Guidelines for the NBS Connections streams (consolidating educators' knowledge and expanding beyond the classroom, exploring whole school approaches) (WP5)
- Open schooling Labs (WP5, WP6)
- A Roadmap on how schools could become NBS EduWORLD Living Labs (WP6);

In addition, sharing knowledge, skills and data are key for the exploitation strategy of NBS EduWORLD and will be supported through the DEC activities in the project. As mentioned in section 15.5, with relation to both open science and the exploitation of project results, NBS EduWORLD will explore publishing outputs on [Open Research Europe](#), the [Horizon Results Platform](#), and the [European Open Science Cloud](#).

While research outputs of the project will be published in ZENODO as stated in the project's Data Management Plan, policy briefs, research reports, guidelines and other outputs of the project will be deposited in [Scientix](#), as well as be accessible via platforms such as Scientix, NetworkNature, CitiesWithNature, UrbanByNature, Oppla. Further details can be found in section 15.5, as well as in D1.1 Data Management Plan, which is a living document that will be updated periodically.

A detailed exploitation strategy will be prepared under Deliverable D7.2 Exploitation and sustainability plan in Year 2 of the project.


## **19. Obligations and requirements for communication actions**

Partners must fulfil the following EU funding recognition and GDPR requirements in all communications.

### **19.1. Information on EU funding**

Per the Grant Agreement, all dissemination, communication, and exploitation products must include the EU flag, the funding statement, and the grant recognition text (disclaimer).

**Table 10:** Outlines the elements that **MUST** be included on all DEC products in order to secure EC funding for the work.

Requirement	Content
The items below <b>MUST</b> be included on all DEC products.	
Flag + Funding Statement	<div>  <b>Funded by the European Union</b> </div> <div>  <b>Funded by the European Union</b> </div> <p>Or</p>
Disclaimer (translated into local languages where appropriate)	NBS EduWORLD is funded by the European Union (Grant Agreement No. 101060525). Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Commission. Neither the European Union nor the granting authority can be held responsible for them.



**Image 8:** Example EU Flag + Funding Statement + Disclaimer

Additional logos (e.g. black and white), funding statement inclusive, can be found on the European Union's [Horizon Europe download center](#).

## 19.2. GDPR Compliance

Partners must ensure that data collected for reporting purposes and photos taken for communication and promotion are gathered and distributed in compliance with both GDPR regulations and local law. A template consent form is provided under D1.1 Data Management Plan, Annex 1, as well as in the private SharePoint group of NBS EduWORLD, however it is the responsibility of each Consortium member to ensure that these forms are consistent with

local privacy legislation. Partners should also refer to D1.1 Data Management Plan for more details on data storage in the project and the EC's FAIR principles.

## Project partners





**NBS**  
**EduWORLD**