



Adult Educator's Guide to Communication



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Let Europe Know about Adult Education

Adult Educator's Guide to Communication

Why it is important for adult educators can benefit from increase their communication competences?

How you can prepare and plan your communication efforts?

What the world of media looks like and which way it is going?

How you can approach editors and journalists to get you story into mainstream media?

How you can write articles yourself for different kinds of media?

Introduction to communication for adult educators

Adult education is extremely important for the citizens who need to improve skills and competences and for those who would just like to learn. Adult education is a unique tool to create and strengthen communities. Thus, adult education is necessary for any society.

Neither the individuals nor the employers or decision makers are always aware of this fact. The qualities and benefits of adult education often remain a hidden secret. One of the reasons for this is the fact that adult education leaders, organisers and teachers do not beat the drum loud enough. The purpose of this guide is to educate the educators, in other words to help adult educators communicate about their work – to convince and recruit participants, to share experiences with fellow educators and to make politicians and other funders understand the need to support adult education.

We acknowledge the dilemma of many adult educators: You would like to communicate about your work in order to increase participating and to improve funding. At the same time, communicating is an additional activity that often is not included in your work time and with no compensation. It is our sincere hope that you will be able to invest time in communicating – at least from time to time. Such an effort could eventually improve working conditions in the sector. We will even claim that without communication activities,

funding will not improve.

Communication is a professional trade, and an adult educator will not become a professional journalist or a communication expert from reading this guide. Our intention is to introduce adult educators to the communication options of today and to introduce some elementary tools and advices of communication.

In the guide we explain

- Why it is important for adult educators can benefit from increase their communication competences
- How you can prepare and plan your communication efforts
- What the world of media looks like and which way it is going
- How you can approach editors and journalists to get you story into mainstream media
- How you can write articles yourself for different kinds of media.

The focus is the written text. We only deal with photos, videos and other graphic material sporadically.

The guide is one of the outcomes of the European cooperation project “Let Europe Know about Adult Education (LEK-AE), working from October 2015 to September 2018. The project received financial support from the Erasmus+ program of the European Commission.

The major purpose of the project has been to develop a curriculum for a course in communication for adult educators. The text of this guide sums up the input and discussions among project partners while developing the curriculum. To this, we add the input and knowledge that came out of testing the modules of the curriculum in the countries of the partner organisations.

You can access the tool box here:
www.let-europe-know.eu

The partner organisations of LEK were:

- Akademie Klausenhof, Germany
- Asociația Euroed/Euro Adult Education, Romania
- Caixa de Mitos, Portugal
- Conedu, Austria
- Dansk Folkeoplysnings Samråd DFS/Danish Adult Education Association (DAEA), Denmark
- European Association for the Education of Adults (EAEA), Brussels
- Katholische Erwachsenenbildung Deutschland – Bundesarbeitsgemeinschaft (KEB)/Catholic Adult Education Association, Germany
- Kansanvalistusseura (KVS)/ The Finnish Lifelong Learning Foundation, Finland
- Nordisk Netværk for voksne Læring (NVL), Nordic Network for Adult Learning, the Nordic countries
- Vrije Universiteit Brussel, Belgium

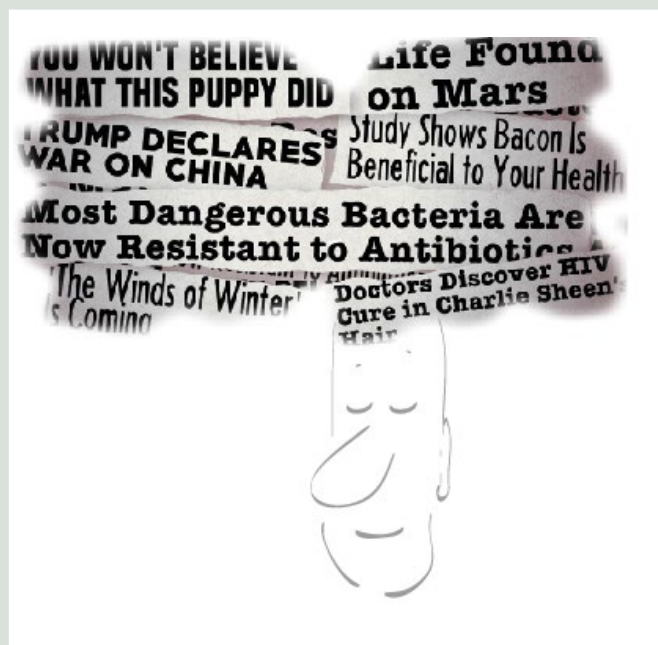
Michael Voss, DAEA



LEK-partnership meeting in Berlin

Why should you learn to communicate adult education?

Since you are reading this guide, you are working with adult education. You are a teacher, an organizer, a volunteer, an administrator or a director. But most likely you are not a communication professional, and your main task is not to communicate. Why would it be worthwhile for you to learn some basics about communication and get a few tips. The brief version is: adult education need to communicate, and there is not always a professional communicator around.



All graphics: LEK-powerpoint (curriculum)

Adult education institutions and organisations need to communicate for several reasons:

- 1) You need to recruit learners, if you offer your services for free, or if you need to “sell the product”.
- 2) Adult education is a public task that includes empowering the disadvantaged and supporting a higher level of basic literacy, numeracy and ICT skills throughout society. You need to create a public awareness about this task, and you need to create a positive image of the institution and its activities. This will often be a precondition for getting the necessary funding from governmental sources or from private sources.
- 3) You may benefit from sharing experiences and methods with other adult educators, in your own country and Europe-wide. And others will benefit from your experiences. To do that, communication skills will be extremely helpful. Realising the need for communication of adult education is one thing. Being able to do it is something quite different:
 - The staff of adult education institutions often does not include professional communicators.
 - Adult educators in most cases lack adequate communication skills.

- Project managers might have limited experiences and competences to use media for dissemination of activities.
- It is very difficult to establish long-term contacts with mainstream media, because few journalists specialize in adult education.
- Communication professionals in your staff, of course, will make this task so much easier. Some extra benefits may arise, though, if teachers and organisers (and learners!) communicate themselves. They are closer to the activities and the learning process, and they may be better in conveying personal experiences and engagement.

Finally, we will like to point to a wider perspective of learning to communicate. Communication is an essential tool for self development, performance and efficiency in activity. People retain their information in these proportions: 10 % of what they read, 20 % of what they hear, 30 % of what they see, 50 % of what they hear and see, and..... 90 % of what they repeat and experience! To be self-educated throughout your life, you need to use the means of socialization that society offers, media being the one the most important of these means. So learning to communicate will improve your efforts as an adult educator, it can support your own personal development, and it may even be a relevant subject for the teaching offers of your institution.



LEK-Training (Carlos Ribereiro, Portugal)

Prepare yourself - make a plan

The three basic questions

Whether it is a here-and-now specific one time communication you are about to make, or it is a long time effort to bring a certain message across, you need to prepare. Such preparation can be quite simple, or it can take the form a comprehensive communication plan. Three questions, though, are the alpha and omega of any communication, and any communication idea must start with answering these three questions:

- What information or message do you want to communicate?
- Who do you want to communicate to?
- How will you be able to communicate that information or that message to exactly those people?

Banality, some might say. But even experienced and professional communicators tends to forget it, and much work are wasted on that account.

What to do – and what not to do – a fictitious example

A director of an adult education institution realizes that too few people in the city knows about his/her institution. He/she thinks: we need coverage in the media. He/she decides to send a press release about the work of the institution and to publish an article on their own website. He/she may even do it or have an employee do

it. In the best of circumstances, the press release might result in an article in local newspaper about the subjects of the institution and the number of learners, but chances are low.

Anyway, the net result will be close to zero. Few people will get the message. It may not be relevant to those few that happen to read the article. Instead, he/she and some staff people can identify a misconception among potential learners that keep them from attending courses at the institution. They can conclude that by countering this misconception they will be able raise the number of learners. That will be the answers to the What-question and to the Who-question.

Then they are ready to answer the How-question. Chances are that a press release with the intend of getting an article in a local newspaper would not be the best way to reach potential learners, because people with low level in basic skills don't read much newspapers, and numbers and subjects is of no interest.

Instead a learner or a case story that counters the identified misconception maybe be a good idea. Maybe a special radio channel are popular, maybe flyers at a football match will reach the target group, or maybe people will read a newspaper article if it is a celebrity that tells the story.

The communication plan

Answering the three basic questions above may be enough for a one-off communication activity. If you need to go further, communicating over a period of time, using different communication channels, involving different people inside and outside your institution, then a communication plan will be helpful.

A communication plan can be relevant for an organisation as such (a 1-year plan), a specific project, a campaign, an event or a publication. The plan expand on the answers to the what, who and how questions. It adds “who will do what” and “when”.

Define the objective of campaign

Why do you need to communicate? What do you want to achieve?

General objectives are necessary to define, eg. marketing, awareness raising, policy advocacy/ change. More, clearly articulated objectives can be useful: 50 more learners in 3 months, a 25 percent raise in public funding.

Define the target audience

Who do you target the message to? Who can help you achieve your objectives?

You can define your target groups in many ways, more or less broad or narrow:



- the big audience"/the public
- seniors
- 20-29 year old immigrant men, who arrived to your country this year
- low skilled men
- fifty something stay-at-home moms with a knitting hobby
- families with small children
- policy makers
- business CEO's
- other adult educators

Often you are tempted to define your target group as "the public", meaning everybody. For most people it would be nice to talk to "the public", but when you start considering how to reach "the public", you realise how difficult that is, if not impossible. In addition, such all-encompassing target group tends to make your message vague and imprecise, because "the public" is so many different people with different background knowledge, different needs and different levels of motivation for your message.

So, you have to narrow down your target group like some of the examples above.

You may end up with multiple target groups for the same project or campaign (eg. learners, fellow organisations, policy-makers). That is feasible, as long as you differentiate the wording of your message and the communication channels according to target group..

Articulate the key messages

The key messages must be based on your objectives, and they must fit to each target group. The right language is essential. The language must be;

- clear — Free of jargon, avoid technical language, and relevant;
- concise — The shorter the better
- consistent — Repeat your messages
- often provocative and emotional slogans will work.

Describe the activities

In this part of the communication plan, you describe

- the different communication products
- the different channels for communication, different media (see more below)
- a timeline of the activities
- a division of labour in your organisation and among partners, who will do what

Communication Plan or not?

Do you think that producing such a plan is a time consuming and a bit boring exercise? Maybe yes, but mostly it will save you time in the long run, and it will be less time-consuming, when you produce your second communication plan.

Do you fear that a communication plan, produced in advance, will be a straightjacket, when your activities meet realities outside the organisation? Maybe yes, but then you make changes to the plan, as long as you still question yourself the what, who, how, by whom and when questions.

You can always pick out some of the elements of Communication Plan that fits to your needs in the specific situation.

Media and media trends

In this chapter, we are still in the preparing phase. By what means, do you get in touch with your target group.

You may consider walking up to each of those people, who needs your information or message, and tell them in plain word. This is not just a joke. This is an option that you should always consider. The chances for a successful communication are much higher.

Mostly, the target group will be too big and resources too scarce for this method. You have to convey your message via some kind of medium. Compared to 25 years ago, much more media are available now. There are more tools in your toolbox. But it can also be very confusing.

In this chapter, we will take you through the most common media and discuss the pros and cons of using them for different purposes.

We will also pinpoint some of the tendencies in consumer use of different media, while realising that this is very different from one country to another in Europe.

A. Radio and television


In radio and TV, you will find most of the different kinds of media genres: journalism, debate, entertainment, education and advertising. Radio and TV channels are very different from each other. Public funded, private or combined. National or regional/local. Covering all genres or specialized.

With special age groups as target or for everybody.

The most important new trend in this area is the change from flow-TV to streaming-TV. Flow-TV is traditional broadcasting according to time-defined programme. You can watch a certain broadcast at the time, that it is scheduled, and only then. Streaming makes each broadcast/video available at any time of the day, for you to choose. You can call it view-by-demand. You will often find streaming-TV on the website of the TV channels (after it was broadcasted). Netflix and HBO publishes only for streaming. YouTube is a social media for streaming.

At this moment, more and more people consume streaming-TV, and – in some countries at least – there is decrease in the use of flow-TV, especially among young people.

Streaming-TV opens up new opportunities for adult educators. While a traditional flow-TV-channel is out reach for most of us, it is realistic option to produce videos yourself, to publish it on your own website and to share it via Facebook and YouTube. This way, you can decide and control your communication much more yourself, perhaps in cooperation with a professional producer. The other option, of course, is to convince journalists and editors to disseminate your information or message as news, as part of a debate program or in some other genre (More about this in chapter



4). Getting into a mainstream TV-channel usually will provide you with a bigger audience, but it is often a very heterogeneous group of people. Streaming and social media sharing (More about this in chapter 6) has the potential for reaching the same number of people – and, anyway, it makes it easier to get in touch with the target group, you aim at.

B. Print media

Local, regional and national newspapers are the most traditional media. Everybody is familiar with these media, and many adult educators will turn to these media first when planning communication.

Print media can be very useful to get out the message. Like national radio and flow-TV, you will often get in touch with a high number of people, but – especially for national newspapers - it will be an unknown mixture of people of your target group and people, for whom your message will be more or less irrelevant.

Also parallel to radio and TV, local and regional newspapers will supply you with a more focused audience, closer to your target group.

Getting your story into national newspapers – like national flow-TV – is complicated (See chapter 4). Planning your communication, you have to weigh the resources invested in the attempt against the odds of having the story printed and the impact of such a newspaper story.

Again, you have to take into consideration the trends in media consumption. The overall tendency right now is that the newspapers lose subscribers and readers, sometimes at a drastic speed. Especially young people ignore newspapers – and other print media – in favour of elec-

tronic media. Be sure, to check how far this trend is coming in your own country.

Journals and magazines of all kinds is another print media type. Most magazines are niche products, covering a more or less narrow defined subject or target group. They offer you the chance to write more serious and thorough articles than the daily newspapers.

You will of course look for adult education magazines – or magazines that relate to education or the subject of your courses - to get your information or message published.

The success rate will probably be high, but you must be sure that the readers of these magazines are actually your target group in case. Apart from sharing knowledge and experience with other professionals, magazines may be a way to get in touch with exactly those politicians and other decision makers that are important for adult education.

C. Web media

All most every media house, NGO, public institution or private cooperation has its own website. As an adult education institution, a website is relevant for almost all kinds of communication. This is the place where participants and potential participants will look for information. So will journalists. You should base any campaign on your website for users to get to know the campaign, download campaign material and have background information, figures and arguments.

You may also publish news on your website. In this way, your website become lively and not so static. At a website, you have the option of linking directly from your news article to background information.

It is important, though, that you do not think that you spread the news that way. Few people access a specific website regularly in order to get “the news”. Actually, the majority of your users probably end up on your website via Google or another search engine.

If you publish news on your web, you will have to find other ways to disseminate your news stories, for example via an electronic newsletter or social media (Facebook, Twitter, Instagram etc.)

You may also try to access other websites, apart from your own. Partner organisations may publish your articles on their website or, more likely, link to them. The same goes for municipal, regional

or national authorities related to adult education. The general tendency for media houses in Europe is to diversify. Most national newspapers publish on a website and on social media as well. Local and regional newspapers do the same. Some of the newspapers, today, have more readers to their website than to their print paper.

For a communicating adult educator this creates opportunities, but it also complicates matters. First, the tendency from print to web differs from country to country. Secondly, you may have to deal with different journalists and editors, and getting it published on the website is no guarantee for getting your story into the print version and



vice-versa. Finally, the print paper and the website do not reach the same target group. Especially, there may be a difference of age groups.

A special type of websites are the on-line journals and magazines, including scientific journals. Some are just online versions of print journals. Other journals publish exclusively on-line. Compared to print journals, they do not like long texts. Online reading is more exhausting than reading print media.

New ways of accessing websites: There is a general change in the way, that people access websites (and Facebook). Less people use a PC, and much more people use a smart phone. Again, this

goes especially for young people. The speed of this tendency differs from country to country, but these figures from Denmark give an indication of the tendency:

- Number of people that use PC every day: 2012: 72 %; 2016: 65 %
- Number of people that use smart phone every day: 2012: 20 %; 2016: 64 %

For this reason, you must make sure that your website fits to the smart phone format (responsive design).

D. Newsletters

The most important quality of a newsletter is that



it only reaches people who actually asked for it. It is focused communication. You may even focus more by producing different newsletters with different content to different people.

As the name implies, this tool is mainly for news. It may be news from your institution about activities, changes in staff, etc. It may also be statements on public issues, related to your work. If you have the staff resources for it, and it is relevant for the subscribers, you may also publish other information from outside sources about adult education.

More and more organisations have moved from print newsletter to electronic newsletters. Your subscribers receive the news more quickly. When established, it is less costly and demands less working hours. The most important advantage is the possibility of integrating it with your website. You do not have to write all your information in an electronic newsletter. Instead, you can link to one or more articles on your website. In this way, you offer the reader a simple way to decide, if she wants to read more or less about the specific issue of the newsletter article. You can implement this in different ways: Only a headline in your newsletter and link to the article, headline and a couple of introductory sentences plus link, or small articles in the newsletter combined with link to background information.

Electronic newsletters are very flexible, both in length and in publication schedule. Of course, the number of newsletters you publish depends on how much you need to communicate. You must also take reader habits and wishes into consideration. Your subscriber is probably a busy person who receives a lot of mails and even a lot of newsletters. If there is a newsletter from you every second day or so, he/she will probably get wary

about it and stop opening it or unsubscribe. On the other hand, she may have forgotten what it is all about, if you only publish your newsletter every third month. The reaction may be: "Is this relevant. Did I ever subscribe? On to next mail".


E. Social media

Social media is many very different ways of communicating, many different platforms. It is user-driven, but company controlled and certainly not private.

What generally differs social media from tv, radio, print media and websites is – surprise! – that it is social. Social media are for dialogue and user involvement. It is not for one-way communication. Most difficult to handle for any institution or co-operation is the fact that it may be your Facebook page, but you are not in control. If you try to use a social media for "shouting in the megaphone", or if you try to control and censure what is going on, you miss out on the special potentials of these media, and – in worst case – other people stop reading and following you, because it is boring.

While most social media tend to gain and loose popularity, come and go, Facebook has stayed the most popular social media for years. This is the social media, which will get you in dialogue with most people. Still not everybody. On the hand, in some countries most parts of the older generations have not joined FB yet and may never do it. On the other hand, in some countries, young people are beginning to leave FB for other social media.

One reason for its popularity is that you can use FB in many ways: personal announcements and every-day stories, marketing, advocacy, getting news of all kinds, debating, organizing activities,



grouping people around you, etc. As an individual, you can have an FB-profile. As an organisation or institution, you can create an FB-page. You can establish an FB-event or an FB-group.

An increasing percentage of the population in many countries get their news information from FB (and other social media), rather than from traditional media.

You may use Facebook-groups for creating special communities among participants or among staff, sharing knowledge, thoughts and questions about educational activities.

Twitter is for a much smaller group of people. It is a channel for communication with journalists and politicians. As such, it is almost indispensable for any person who needs to champion the case for adult education, getting it published, getting politicians to improve the funding and the laws on adult education. Twitter is for advocacy.

Twitter is fast news – often commenting on the news of this morning or during an event. A single tweet cannot consist of more than 280 characters, but – like FB – you can include links, infographic, pictures and videos.

Instagram is a social media for posting pictures. As such, it is intuitive and visual. This may be a way for you to communicate your educational activities to potential participants. It may also be a way of sharing products and happy moments between participants.

Instagram is a little more popular among women than men.

Snapchat is another is another social media for pictures. What is special about Snapchat is the fact that, when you have opened a picture, you have a limited number seconds to view it, and then it disappears and is not accessible any more

for you. Speed is the essence.

Snapchat is popular among teenagers.

YouTube and Vimeo are two different channels to post videos. YouTube is very popular. Anybody can create a channel and post almost any video on YouTube, and many people search for content on YouTube. Vimeo is mostly used for more professional and creative videos. To know more about the difference, you can Google “the difference between YouTube and Vimeo”.

Getting your story into mainstream media

In the previous chapters, we described the different media and gave you some hints about when to choose which – for different purposes. Mainstream media (radio, TV or newspapers) are one of the options. In this chapter, we will give you some advice about how to optimize your chances of getting your story into mainstream media.

Inside the head of journalists

To do that, you need to understand, how editors and journalist think. First step is to convince them to write your story or accept your opinion piece. Journalism is different from advocacy and propaganda, coming from governments, political parties, institutions, NGO's, which is steered and have an intention. This goes for the adult education advocacy as well.

That does not mean that journalism is objective. Objectivity does not exist, but in a society with freedom of press, journalists are supposed to detect the interests behind the messages and avoid propaganda. They are supposed to be critical toward their sources and fair to different groups in society and different viewpoints to a matter. This is not always the reality, but it is the approach you will meet from journalists when telling them your story.

Mainstream media are – mostly – commercial. They depend on the number of subscribers, readers, listeners, watchers or “clicks” (website views). Partly because they pay, partly because

they make advertising attractive. Even public service/public funded media depend on numbers in order to legitimize themselves in the eyes for the politicians that fund them.

The adult educator is an expert in his/her field, and he/she is often advocate for a viewpoint or an issue. The expert has a lot of knowledge and insights into a complex reality. The advocate has a lot of arguments for his/her issue.

When you approach a journalist about a story that you want him to write or broadcast, his/her first consideration will be: Can I make people read it, listen to it, watch it? His/her basic remedy to make people go along is to reduce length and complexity. This may be right or wrong. Anyway, there are a lot of evidence to support this assumption. Only seldom will you be able to change his/her mind about this.

The demand for briefness and simplicity of course can vary – according to what genre of article, he/she will want to write about your story: For the news story, it is obligatory – in addition to a number of other criteria, we will be back to in a moment.

Another genre is the feature story. The feature consists of a combination of different elements: reporting, interviews, background information, debate, etc. It may or may not be written, because something new has happened. Features leave room for some complexity and details, but often

not as much as the expert (you!) would like.

News values

Journalists talk about “news value”. There have to be some elements of news value in a news article, and the journalist will prefer it, even in a feature article. News value is:

- Surprise/sensation. The reader did not expect this to happen. Example: “Dog bites man” has no news value, while “Man bites dog” has.
- Prominent persons. What is “prominent” may differ from media to media or from target group to target group. In some media, the opposition party leader is prominent, while in other media, a reality TV-show participant is prominent.
- Presence can happen if the journalist is on the spot and report, while something is going

on. Remember all those TV-news stories with a reporter talking to the camera, while demonstrators and police are fighting behind him, or decision makers walk in and out of conference rooms – often without anything informative to tell. But he/she is there!

- Proximity and identification. A local being hit by a car without any injury is news in a local medium. Two Portuguese citizens killed in a car accident in Malawi is news in a national Portuguese newspaper, while 200 Chinese drowned in ferry disaster is not. Identification also calls for human beings at the centre of the story.
- Relevance mean “will have consequences for” the reader. It is a difficult news value to define. Important to remember is, that it does not matter if the story is relevant to the adult



Proximity: Disasters in far-off regions need more victims than local accidents...

educator and his/her colleagues. It has to be relevant to a substantial number of the readers or watchers, too.

- Negative stories tend to appeal more to journalists than positive stories. In their eyes, there is more surprise and sensation to the negative story (something has gone wrong). Also the negative story brings with it conflict, which is supposed to appeal to people.

The press release

The press release is a traditional tool for institutions and organisations that want their story published in media. Today, it is not always as effective as it used to be. Journalists and editors receive so many press releases that they do not have the time to read them. A press release, by definition, is sent to a large number of media, but media

prefer “solo stories” - stories that are not published before or simultaneously in other media.

Press releases may still be relevant in some countries, for some media and especially in local media. Local media journalists have to produce many articles, and they are not always as critical towards sources as national media. They may publish press releases with just minor changes. You have to learn the media reality of your own country and area.

The alternative to a press release is to contact one media or one journalist directly. Even with that approach, it may be useful to send a short text about your story before calling on the phone.


In both cases - press release or personal mail - you may benefit from using some of the techniques of a journalist article. If you think like the journalist and write like the journalist, it will increase your



Event = media story



No event = no media story



chances of getting a journalist interested.

You are not a journalist with a journalist's education but a few elements of journalist writing will help.

1) The order of information is essential. Experts and advocates tend to begin with the beginning, historically or logically. Journalists will always do the opposite. There is a journalist figure called the news triangle. The triangle in itself is not important, but what is on top and what is at the bottom. On top of the triangle is the beginning of any article: an intriguing introduction and – maybe – the conclusion. Second comes the most important point or two (information or message). Then comes some basic facts to support and explain the important points. Then less important points. Then background information. Then details.

The point of the news triangle is that you begin with something that captures the attention of the reader, and that the reader can leave anytime, she likes – and still get the main points and learn something. In older times, the saying was that you should be able cut and abridge the article from below without having to change anything at the top of the article.

2) The headline/mail subject and the first two sentences is the key to attracting the reader. Reading these words, the reader decide if she wants to read this article in completion with all the oceans of information that tries to win his/her attention. It is the exactly same for journalists who receive hundreds of article ideas from sources, experts and advocates like yourself.

To find out what to write in the headline and next, you should go a page or two back and look at the

list of news values.

3) Having caught the attention of your journalist, you must answer at least some of these questions: When, where, who, what, how, why? Anyway, it is a useful check list before you push the send-button.

4) The journalist is by profession skeptical towards experts and advocates like yourself. To counter that, it is important that your information is correct. Rely on facts and avoid flawed number and extensive superlatives. If lucky, you may fool the journalist once by exaggerated or false information. But you will never be able to cooperate with him a second time if you have made him write something that is not true.

5) Conflict is one of the news values, mentioned above. Strong points of opinion, including criticism of other people or institutions, will make the journalist interested.

6) Real living people. Include quotes from a director or a staff member in your press release to communicate the message/the point of view, not for basic info.

7) Don't write press releases that are longer than one A4 page. Instead, refer to further material and information elsewhere.

8) Include at the bottom a brief description of your institution or organisation and information about who to contact for further information and statements.



How to give interviews

- If your press release or some other attempt catches the interest of the journalist, he/she may want to interview you. A couple of good pieces of advice about being interviewee:
- Talk in short and clear sentences. It minimizes the risk of misunderstanding by the journalist or the reader. When matters are controversial, it also minimizes the risk that the journalist distort your information or point of view in order to create a sensation or a conflict that is not there.
- Tell the truth, no lies, but you are not obliged to tell the whole truth.
- Make only evasive statements if absolutely necessary.
- Concentrate on your main points and on, what is relevant to support your main points. That increases the change that your main points find their way into the article.
- Use slogans. Journalist likes them, and do not

hesitate to repeat your slogan during the interview. A professional journalist will not publish all your repetitions

- Present solutions. Explaining the problems and stating your criticism of rules or of persons may be necessary to make the journalist interested, but readers will prefer solutions and answers from you, especially politicians and other decision makers
- Make an agreement on corrections. If the interview is about difficult technical matters, you can make an agreement with the journalist that you get the chance to read, correct or approve the interview. The same will be relevant if the matter is highly controversial, and you risk to provoke or to alienate people, if the article misrepresents your point of view. Beware, that you may insist on approving your quotes, but few journalists will grant you the right to interfere in what part of the interview, he/she will use for his/her article, not to mention those parts of the article that are the words of the journalist.

Stating your own viewpoint

Most newspapers offer the readers the opportunity to write an opinion text for the paper: a “letter to the editor”, an “op-ed”, a “column” or something else. Some journals and websites do the same. Writing for this part of the newspaper, you don’t have to convince a journalist that your story has news value. It gives you the chance to decide exactly what you want to communicate and to use exactly those words that you prefer. On the other hand, letters to the editor may not have the same legitimacy in the eyes of the read-

er as a proper article. You still have to convince the editor about the relevance of your viewpoint. There are space limits, and the editor often shortens the text.

Many of the advices above (and in the next chapter) about how to write will be useful for writing an opinion text. What is special here, though, is that personal language, debate, strong opinions and even polemics will work. As in all other forms of communication, you have to tell the truth. Polemic do not grant you the right to lie, and it will undermine your credibility.

Editors have different rules and preferences, but often he/she will prefer a text that relates to a previous article in the paper or a previous opinion text from somebody else.

The personal relations

As an adult educator you know the importance of personal relations and of being face-to-face with other people. You should this insight when you struggle to have you story printed in mainstream media.

The editor and the journalist receive hundreds and hundreds of mails from people with a story to be told. Somehow, he/she has to sort them. If he/she is able to put a voice or face to the approach, it is much more likely that he/she will consider writing an article or accepting an opinion text.

That is why, it is a better idea to call the editor or the journalist and explain your story that sending a press release.

That is why, it is even better to come by the office of the newspaper to explain the story (especially if it is really good one).

That is why, you should call the editor or the journalist a couple of days after you sent him a press

release: How are you, did you read it, let me explain, what do you think?

That is why, it is a good investment to create good relations to the editor at the local paper or to a journalist who often writes about education. Give him a call from time to time, even if you don't have a specific story.



Writing articles for print media

To write a full article is not the key competence for an adult educator. Nevertheless, for some it may be necessary to do it, or it may be a valuable chance.

This happens if the adult education institution or organisation publishes its own print newsletter or journal. Sometimes, you may write for somebody else's journal, related to education or other subjects. Some adult educators will write for scientific journals, but this guide does not cover that special genre.

Most of the advices, related to press releases in the previous chapter, are relevant for writing a full article. In this chapter, we will expand a bit about this.

Defining your target group

People have different levels of knowledge about the issue that you want to write about. Their reading abilities are different. They have different levels of motivation. That is why it is so important that you have a clear idea about to whom you are writing.

- Educators might be especially interested in descriptions of good didactic practices, interviews of colleagues, interviews of learners etc.
- Advocates and NGO people might be especially interested in policy news, funding opportunities and project experiences.
- Policy makers, with their scarce time, may

value short news items, and concise stories about the positive effects of learning (a return on the investment into education!)

- Adult learners are a huge target group: potentially every adult! Don't write to all of them at the same time. Your article will probably deal with a specific learning need or a specific educational offer. Keep that part of the potential adult learners in mind.
- Researchers communicate through scientific journals but could well be interested in how some theory is applied in practice or how policy affects science funding.

This list above is a very crude generalisation but it is an example of how you might go about thinking which topic suits which target group. Remember that, regardless of target group, everybody is always interested in a good story, in another person, something that evokes emotion. (See also Chapter 5)

Model Reader

One helpful way of working with target groups is to build "model readers". This means imagining a fictitious person that has the characteristics and needs of your target reader. Do not just list some basic details about profession and gender, give this imaginary person a character so that he/she feels like a real person! It is a good idea to come up with a model reader for every target group, or even several different ones for each group.

Example of a model reader

Mario, 40, Bologna, Italy

Mario is trained at university as a teacher. He has spent 15 years teaching youngsters in basic education and 5 years teaching languages to adults. Four years ago he started working on the side as head of a small local adult education association trying to get funding for adult courses.

What are his professional goals?

He wants to quit teaching to be full-time manager of his association. He wants to develop his organization: he wants to enlarge it and to have more outreach to potential adult learners. He also wants to professionalize his staff through more training. Personally, his ambition is to become regional coordinator for adult education.

What are his most important values?

Mario is conservative, family-centred, but not totally closed to new ideas. For him learning has value in itself. He also believes that all hard work should pay off somehow and that learning should have concrete effect on people's lives. He does not trust politicians.

What kind of life does he lead outside of work?

Mario is married with 2 children. He is passionate about football and actually is a trainer for a kids' team.

Food is another passion: Mario prepares some home-made Mozzarella from his mother's goat. He reads the national and local newspapers on his tablet during breakfast. At work he has little time to read. For relaxation, detective stories are the best.

What kind of AE journalistic content does he want/need to read?

He needs ideas for strategies to get funding, good practices to get funded and ideas for creating new partnerships. He's interested in analyses about the content of different educational offers. Stories about companies' social responsibility strategy are of special interest.

What new knowledge would change his life?

An article about participatory democratic values in management might give him new ideas and shake him a bit.

Now that you know Mario, write directly to him!



Capture their attention!

In chapter 3 we explained how a journalist will begin with an intriguing introduction, something new, surprising or even sensational – not the background or the facts. He/she will do that to captures the attention of the reader.

It is easy to understand why a mainstream media has to fight for the attention of potential readers. They compete with thousands of other media and other channels of information. They produce newspapers with much more content than the average buyer will read. So the competition continues after the reader has bought the newspaper. What may surprise you, as an adult educator, is the fact that you are in fierce battle yourself, when you write an article for your own media or for adult education media, published by somebody else. Even, the person, who decided to take an adult education journal in his/her hands, will not read it from beginning to the end. He/she will choose and select what to read, and he/she will do it within few seconds.

Consequently, you have to invest some time and some thoughts into making your article attractive to the reader, to your target group, to your model reader.

The first decision about reading or not reading an article mostly is taken in a split second while the potential reader casts a glimpse on the printed page or webpage, before he/she rushes on to another corner of the page or to another page or another website. In that glimpse, the reader may read and understand the headline, a highlighted introductory paragraph, an illustration, the sub-text of the illustration or the subtitles in the article. He/she may not be able to consume all these elements in a split second, but they will be next-


in-line and constitute the basis for the decision about actually reading the article.

A good set of headline, introduction, illustration and subtitles will communicate this:

- What is the topic of the article?
- What is the special view of this article on the topic?
- What is the novelty of the article? (Can it make the reader say “Oh, I did not know that”?)
- What is the value added that the potential reader gets for spending some of her extremely precious time reading this article? What stimulates curiosity? What is new and surprising? Can he/she use it for the job or for other activities?
- This is the rational basis of choosing the article. “Irrational” factors also come into play, even for the most serious adult education expert or teacher:
- Can I identify with someone in the article? Can I find human beings and not only numbers and categories in the article?
- Will it be easy or hard to read? This is extra important when you write for a foreign readership. They might expect it to be complicated to understand what goes on in another country.
- Will I be somehow entertained?

This is not an easy task – one reason that journalism is a professional trade. Nevertheless, as long as you take some of these points into consideration, you improve the chances of attracting readers. The other way around: It is a terribly waste of time to write an article that nobody or only a few will read.

If you are stuck with a headline and an introduc-



tion that you would not even care to read, yourself, you may use some creativity techniques. Creativity and humour make texts enjoyable and entertaining and produce an emotional connection to the reader:

- Techniques for finding stories to push a topic: brainstorming, -writing, -walking; mind maps; images in the mind; spontaneous drawing; picture cards;
- Techniques to find humorous titles, brilliant puns: using surprise and contradictions, call-backs, join poetry slams, take the opposite side (satire)...

4. The good, nourishing content

Sorry to say: your job is not over when you have attracted the reader. He/she may still stop reading at any point. You also need good, nourishing content

To keep his/her reading, the first point is to tell something relevant and interesting for you target group. Don't imitate the worst of journalists who fool people into the article and then delivers nothing. On the web it is called click-bait. This may work for a medium that primarily entertains. The reader of an adult education journal will be disappointed, and she will not return to your articles another time, maybe not even to the publication. What is relevant and interesting differs from person to person, from one type of reader to another. These are some criteria, that may make the article interesting:

- The topic involves a high number of adult educators in these years
- The topic is a working field that is on its way up among adult education activities

- The topic is eagerly debated in adult education circles or in society as such?

Even if you want to write about a really, hot topic, commonly debated in the adult education community, you have not made it yet. Your case or information, your analysis or special view on the topic must add something extra to the knowledge, understanding and motivation of your reader.

New experiences, new knowledge and cases with surprising outcomes will often do the job, not necessarily good/best practice and successful tests. That which went wrong may also change the perspective of the reader.

Based on all this you must ask yourself questions like these, depending on target group:

- Will my article help the reader to develop his/her adult education practice?
- Will my article make the reader reconsider his/her views on adult education?
- Will my article help motivate the citizen for adult education
- Will my article make the decision maker change his/her attitude towards adult education?

When you have answered in the affirmative to one of these questions or a similar one, you may conclude that you have something relevant to communicate. But, being relevant is not the same as being interesting. We all know the feeling when we come across an article or a book that we "ought to" read, because it covers a topic that we are working with or will be working with. We keep on postponing it, because it somehow seems tedious. You are sure that reading the text will be hard work.

Facts, background, generalisations, analysis,

chronology may be necessary elements of an article, but it does not make up an interesting article. You must have a story to tell.

The crux of a good story is the flow. One part must lead on to the next part of the text. They must relate to each other. For example: Something happened or someone (individual or group) had a problem. Someone got an idea. Someone did something. Something new evolved. Something/someone changed.

The concept of the story will also help you focusing on the most important matter on your mind. You probably know a lot about the topic, but you don't want to communicate all your knowledge in one article (reduce complexity!).

Quotes make reading more easily, because you can use spoken language. Quotes can communicate both statements and personal experiences. Quotes from experts or politicians may increase the legitimacy and credibility of your message.



If possible, you set the scene of your story, describe some circumstances of the room, where an activity takes place or of the protagonist of the story (the teacher, the organiser, the learner, etc.). In this way, you create images in the minds of the reader, and that makes your story more understandable and easy to remember.

You should also consider critical aspects and different points of view. This makes any article more interesting to read – in contrast to best cases/ everything is perfect articles.

It may be difficult for you if your article is supposed to advertise courses or convince a politician about increased funding. On the other hand, people are not stupid. Some are experienced readers that recognise an advert camouflaged as an article immediately. Not hiding the problems or the need for improvement will make your article trustworthy in the eyes of many readers.

Language advices

An important final point in order to hold on to your reader until the end of the article is readability. “Keep it simple” – another phrase for reducing complexity – is a good starting point. A couple of dos and don'ts will help you on your way:

- Avoid technical terminology, unless you are advertising an advanced course of a subject.
- Avoid the jargon of adult education, unless you are writing only for experienced adult educators.
- Avoid long sentences and words with many characters, unless you are writing only for highly educated people.
- Use nouns to give content to the sentence, but extensive use of nouns make a text sound bureaucratic

- Use verbs to make the sentence sound more active and use the verbs in the active form, not passive. A text with an active agent that do something is understandable and motivating than a text about something that is being done.
- Whenever possible, change those nouns into verbs Many nouns are created out of verbs: combination out of combine: production out of produce meaning out of mean.
- Avoid the jargon phrases of consultants and politicians, often used just to impress people: implement, prioritize, structure, differentiated etc.
- Be careful with adjectives. Adjectives stir emotions and imaginations, but too many in the same paragraph reduces readability.
- Avoid extended combinations: the educational field, the operational outcome, targeted measures.

These advices are not always easy to apply. A quick check of this guide will reveal that we, the authors, have not always succeeded in applying them. But, whenever you change your article a couple of times according to these advices, you have made it easier for the reader.

Interviews

The interview is a classical journalist genre that non-professionals like adult educators may use. In favor of making an interview is:

- You don't need to have all

the knowledge and insight yourself

- The interviewee takes responsibility for his/her information and analysis (though not in the legal sense. Editors may be sued for libel, too)
- The interviewee gives legitimacy to the information and the message, both expertise, experiences and feelings
- In an interview, you may use spoken language which is more readable
- An interview is a kind of dialogue which is also more readable

The case against an interview is that you have to involve other people instead of just sitting in front of your PC writing whatever you want.

Research

It is important that you prepare properly before making an interview.

First, you need to do some research. You must be sure, that your interviewee can provide you with information, analyses, personal experiences or messages that is relevant for your target group. You must learn enough about the subject and about your interviewees special branch of knowledge to be able to ask the right questions.

Interview type

Then you must consider what kind of interview you intend to write. You can write different kinds of interviews

- The basic interview: An introduction plus question/answer, question/answer and so on
- The advanced interview: Still an interview, but you insert in between quotes background information, scenery and personal details,



abridged compressed parts of what the interviewee said in your own language

- The article with quotes: Basically an article, in which you insert a couple of quotes from one or more people that you interviewed

The confrontation interview: You interview two people with contrasting views on the topic and ask them to debate the issue (may be complicated to control and to write down afterwards).

Of course, after the actual interview session, you may decide to change type of interview article.

Notes or recording

Then you have to make some technical decisions. Will you only take notes, will you record the interview, or both?

Taking only notes is what professional journalists prefer if the topic is not highly technical or very controversial. The advantage of “only notes” is that you select the important parts while interviewing. This will save you time, when writing. BUT: It is difficult to write understandable and sufficient notes while interviewing. Instead, you may have colleague help you. You pose questions, and he/she writes thorough notes. BUT: Writing notes is always a selection process, and your colleague may not have the same idea of what is important as you.

Only recording, on the other hand, makes sure that you can identify everything that the interviewee said, including interesting and original phrasing. BUT: you will have to either make a full transcript or to listen to the full recording once to get an overview of the content and then go searching the important parts that you want to use for your article. Very time consuming, if you interviewed the person for more than fifteen minutes.

A third option is both making notes and recording. This makes it possible for you to go directly to the parts of the interview that may use and only write down those passages. It will be very helpful if you can write down the recording time in your handwritten notes during the interview. If you combine notes and recording, you can always check out the exact words of the interviewee and go looking for other parts that you remember, but may not have noted.

The questions


Deciding on the main questions is a part of the preparation of an interview.

Of course, your question must relate to the content that you want for your article. Just like an ordinary article, it is important to focus on the most important matter.

You should start with those questions that lead to answers about the essential message of the interview: Who, what, where, by what means, why, how, when. This is your starting point, and it may be enough.

Secondly you must prepare for different forms of control and follow up questions:

- testing the sincerity of the interviewee, based on your own knowledge about the topic
- Asking for confirmation, denial or clarification.
- the hypothetical question: “Let us suppose, what would happen or what would you do?”
- The direct follow-up question: “When did you...?” Or “Why did you...”
- The revival question to make the interviewee give more details: what do you mean by, why?, for example? In what sense?”
- The critical question: “Why did you...”, “Recognising the fact that... how can you then ar-



gue that..." "Expert A says something quite opposite, what is your comment..."

The way you phrase your question is very important in order to make the interviewee convey his knowledge and message.

You should use open questions as much as possible. Open questions are questions that you can only answer with a whole sentence. The questions beginning with who, why or most others questions with an "wh-word".

Consequently, you must avoid closed questions. The interviewee can answer and will tend to answer a closed question with a single word like yes, no, yesterday, last year etc., which in most cases has limited usefulness. The double choice question is also a closed question: Will you continue your political activity, or will you return to your profession?

Closed questions, though, may be applicable as follow-up questions. If you need an important fact or a clear assurance or promise from an interviewee who is too vague in his statements.

If it is difficult to make the interviewee say enough, you may turn to the sugarcoated question, for example referring to the competence field of the interviewee: "As an expert of xyz, what is your opinion?" In another version of this type of question, you refer to something, he/she said earlier in the interview: "What you said about...., was very interesting, can you elaborate a bit about that?"

From transcript to text

Whatever working method you have applied for the interview, you must regard your notes, recording or transcript as research material, not your final article.

In far the most cases your interviewee has told you much more than fits an article. He/she probably told it in a not very logical order, with repetitions, going back to previous explanations.

The principles of reducing complexity, focusing on one primary matter and creating a story flowing from one point to another (as we explained above for an ordinary article) is just as relevant for an interview. You have to select among the statements and reorder them to create an attractive, relevant and readable article.

As mentioned above, one of the advantages of an interview is the spoken language. Even the most knowledgeable expert tend to explain himself more understandable, when talking than when writing. Nevertheless, an interview writer cannot directly transcript the sentences, word-by-word, for the article. Most people stops in the middle of a sentence without finishing it and start another sentence from time to time. They use many "empty" words like "you know" or "right?" and so on and even sounds without no meaning at all. It is not fair to the interviewee to write this into the article, and it is annoying for the reader.

After writing and before publishing, you may send the text to the interviewee for approval. Some interviewees insist on this, and sometimes it is assuring for you. For example, if the subject is very technical, and you are not familiar with it. You may have misunderstood something.

The rules and habits about interview approvals are different from country to country and from medium to medium. A few advices:

- Be careful always to make a clear agreement about control and approval, to what extent and with which deadline, before beginning the interview.

- Insist that it is your article. You may allow the interviewee to correct direct quotes in the article, but you decide which parts of the interview that makes its way into the article and in what order. Interviewees may have quite different ideas about, how long an article should be and about what is most important. He may not like some background information that you use in your article. Suggestions and advices

from the interviewee is fine, but you decide.

- Be more open for suggestions about change from people who is not familiar with being interviewees, for example learners. They may expose personal details when talking to you – as if chatting with a good friend. When they see their words on print and imagine it being printed in a journal, they regret.



Writing for online media

Writing for websites and for social media has many similarities to writing for print media. If you have jumped directly to this chapter out of special interest in online media, we will, nevertheless, advise you to go back and read at least chapter 5 first. Most of those advices are relevant for online media as well.

Websites

In some ways, online reading differs from print reading. Online readers have different attitudes and habits than print media readers, for example:

- They skim and skip information far more and far quicker than when reading print media.
- They jump from one to the next headline, next picture, next infographic or next video.
- They spend little time on your site.
- They prefer clicking links instead of scrolling/reading to the end.
- They do not like long texts, because online reading is more exhausting than reading print

Based on this user pattern, you must keep these rules of thumb in mind:

- Place the most important point at the beginning
- Use active language, “somebody does something”
- Use many verbs and action, few nouns
- Use brief uncomplicated sentences
- Be careful to choose understandable con-

cepts, terms and keywords – and emphasise them graphically

- Clearly structured text with many sub-headlines
- Offer your website reader the option of reading more, by clicking on links, instead of presenting all your material on one webpage
- Use bullets, numbers, photos with photo-text. This makes it easier to skim, to jump and to skip and still get your message or parts of it.

There are some recent trends in web reading, though, that complicate matters a bit. The first trend is the increasing number of users that read websites on their smart phone (see chapter 3). This may make it even more exhausting to read long texts and increase the tendency to skip, skim and jump. On the other hand, the new generations of smart phone readers get into the habit of scrolling – from Facebook, Instagram and Snapchat. Some of them transfer this habit to websites, both when using smart phone and PC.

The other trend is the general tendency away from print media (See chapter 3). This leaves some people with a need to read long or semi-long texts elsewhere. They start reading longer texts and for longer time online. Some journals has had a reasonable success, publishing real articles of a considerable length online.

While sticking to the rules of thumb above, you

may consider experimenting with longer texts that needs scrolling, if you base yourself on some insights into the online reading habits of your country and of your target group.

Electronic newsletters

More and more organisations have moved from print newsletters to electronic newsletters. Your subscribers receive the news more quickly. When established, it is less costly and demands less working hours. The most important advantage is the possibility of integrating it with your website. You do not have to write all your information in an electronic newsletter. Instead, you can link to one or more articles on your website. In this way, you offer the reader a simple way to decide, if he/she wants to read more or less about the specific issue of the newsletter article. You can implement this in different ways:

- Only headlines in your newsletter plus links to the articles
- Headlines and a couple of introductory sentences plus link to articles
- Brief articles in the newsletter combined with links to background information.

Electronic newsletters are very flexible, both in length and in publication schedule. Of course, the number of newsletters you publish depends on how much you need to communicate. You must also take reader habits and wishes into consideration. Your subscriber is probably a busy person who receives lots of mails and even a lot of newsletters. If there is a newsletter from you every second day or so, she will probably get wary about it and stop opening it or unsubscribe. On the other hand, she may have forgotten what it is all about,

if you only publish your newsletter every third month. The reaction may be: "Is this relevant. Did I ever subscribe? On to the next mail".

Social media


All social media are quick, it is here-and-now and then on to next post. For you texts, it means that you have to focus even more than in print media and on websites. Be brief and extremely clear!

One way of keeping it extremely simple is to write only a few sentences and link to an article, for example an article on your own website.

The next consideration is the essence of social media, that it is social and interactive. Include in your posts:

- Questions for the user to answer
- Calls for examples and case stories
- Statements that calls for support or opposition
- Surveys and competitions (beware though of FB-rules on this, changing all the time).





This will make more people follow your FB-page. It will make a bigger proportion of your followers read your posts, and more people will like your post and share it

Social media are visual, too. For Instagram and Snapchat that is self-evident. But it also important for Facebook. All FB-statistics show that a post with a photo, a graph or a video has a much higher success rate.

When your followers like and share your posts, you will increase the outreach of the post, and you will potentially gain more followers for your FB-page. Involving users is not just a trick. It is also a unique tool for getting to know your users, course participants, potential participants, decision makers. This will help improve your activities, improve future communication and strengthen your advocacy work.

Finally, you have to be present on social media. If your followers comment on your post, you have had your first social media victory. It will turn into failure, though, if you leave it at that. You have to involve yourself, answer their questions and continue the dialogue immediately. Immediately means checking out FB at least twice a day, depending on the number of comments and the speed of them. For organisations and institutions with a Facebook-page or a Twitter account, it may be a solution to have a duty roster, sharing the responsibility of commenting the posts between employees or volunteers.

While the mechanisms of mainstream media like national newspapers and TV-stations are fairly transparent, it is extremely difficult to know why and how a post or a tweet is distributed among other people on Facebook and Twitter. The same

is the case with search engines like Google.

For that reason, you cannot control and you cannot even know which Facebook users will see your post, not even how big a percentage of your own followers that will meet your post in his flow. It works according to complicated algorithms, created by for example Facebook staff. They change these algorithms all the time.

If you want to use Facebook to communicate with your community and other target groups, you have to experiment and check the results. One way to increase your outreach on Facebook is to pay to boost or advertise your posts, but even the result of this is not certain.

Toolbox: Leaching/ learning materials for adult educators **Journalism and PR** Using the example of illiteracy and basic education

Modular curriculum // simulation game // **webinars // manuals**

- Created by pros for curriculum development and journalism in the field of adult education
- Scientific support and evaluation of the products
- Materials proven in practice, module-like setup
- Aid for teaching staff, materials for learners
- Use for free (Creative Commons licensing 4.0, CC BY-SA)
- Languages: English, German, French, Dutch, Romanian, Portuguese, Danish
- Topic such as: How do I find the right story? How do I write a good press release? How do I plan an effective campaign? How do I use social media? Where can I find European specialist media for adult education? How do I position the topic of basic education on site? How do I treat stereotypes and fakes?

Download: www.let-europe-know.eu



Please regard our adult education media, published by partners of project members:

European Lifelong Learning Magazine ELM:

www.elmmagazine.eu

Elm (European Lifelong Learning Magazine; ISSN 2489-5865) is a free online magazine on lifelong learning and adult education. It is the only journalistic medium of adult education with a European scope and with a continent-wide correspondent network. Elm Magazine headquarters is located in Helsinki, and the main publisher is the Finnish Lifelong Learning Foundation, KVS.

European Association for the Education of Adults (EAEA):

www.eaea.org

The European Association for the Education of Adults (EAEA) is the voice of non-formal adult education in Europe. EAEA is a European NGO with 142 member organisations in 44 countries and represents more than 60 million learners Europe-wide. Newspaper, twitter, facebook

Erwachsenenbildung.at

The portal erwachsenenbildung.at informs about education information systems, basic issues and current topics of Adult Education in Austria and the EU and offers a lot of services. Further, news articles and events are published on the portal on a regular basis. An online-journal enables knowledge transfer from science and good practice to adult educators. A newsletter keeps readers informed at least twice a month.

EB Erwachsenenbildung

Magazine published by the The Catholic Adult Education of Germany (Katholische Erwachsenenbildung – KEB Deutschland) is the umbrella organization of all Catholic adult education institutions in Germany. The KEB is the largest nonmunicipal provider of general adult education in Germany.

