



## *Reading Books Can Change Europe*

- **Biblioteca Județeană "Antim Ivireanul"**  
Vâlcea - Romania, coordinator

- **Wyższa Szkoła Humanistyczno-  
Ekonomiczna – Poland**

- **Projektor Ideell Förening- Sweden**

- **Excmo. Ayuntamiento de Purchena - Spain**

- **Club UNESCO "Re Italo" di Reggio – Italy**

- **BUCA HALK EĞİTİMİ MERKEZİ  
MÜDÜRLÜĞÜ – Turkey**

- **Association pour le Développement de la  
Pédagogie de l'Individualisation - France**

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## INTRODUCTION

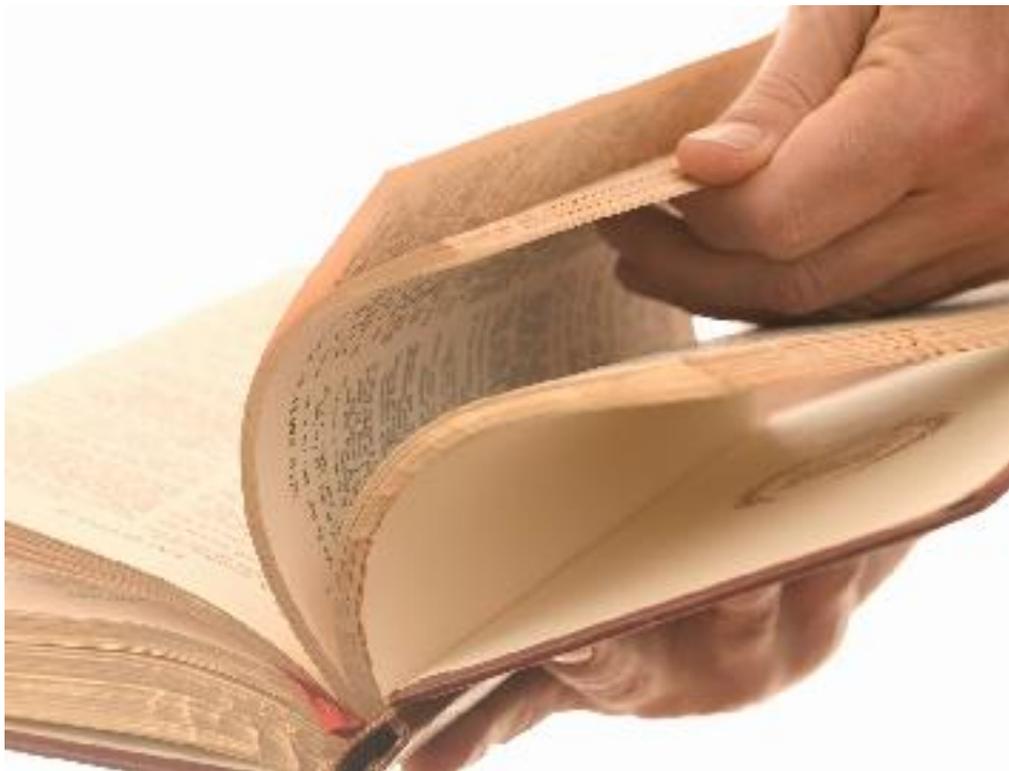
Studies done recently revealed that more and more people read less and less.

**This e-book will introduce you good practices and methods used in Europe today in order to motivate adults to read books.**

“Books like Acting” e-book describes the methods used in different European countries in order to discover and develop skills of the aged people and adults with special needs in order to include them in artistic programs that do not involve physical performance but expressive playing practice.

“Books like Acting” e-book presents different communication tools conveying messages on artistic, social and civic issues which are immediately, clear and easy understandable. Most of activities are based on non-formal education.

This e-Book will also show you the most important aspects of interaction between European cultural models – apart from the essential theory you will also find many practical information with international examples. It will help you to understand cultural diversity issues and to develop inter-cultural learning programs.



Books Like Acting Project (B-Act) is a Learning Partnership financed by the European Commission "Lifelong Learning Programme", Sub-Programme Grundtvig. This material reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



The project logo

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The project runs for two years: 2013-2015 and is based on a partnership comprising 7 European organizations:

- Biblioteca Judeteana „Antim Ivireanul” Valcea, Romania
- Wyższa Szkoła Humanistyczno-Ekonomiczna we Włocławku, Poland
- Projektor Ideell Förening, Sweden
- Excmo. Ayuntamiento de Purchena, Spain
- Club UNESCO "Re Italo" di Reggio, Italy
- Buca Halk Eğitimi Merkezi Müdürlüğü, Turkey
- Association pour le Développement de la Pédagogie de l'Individualisation, France



The aim of this European learning partnership is to put together *ideas, experience and new methods in order to discover and share knowledge and good practices* in reading field and to create powerful learning tools adult education. We combine our different views on the subject and different levels of experience to develop and implement new methods to approach reading the books in our communities. As result we expect to increase the interest for reading and the motivation of adults to attend library. The project increase awareness adults about other cultures by putting them in contact with European literature in a very attractive way and engage the people with special needs, in particular older people, in public reading activities.

The project is based on in-formal and non-formal education and includes activities such: reading workshops, training courses, diction and mimics courses, outdoor activities and study visits, using: power-point presentations, debates in order to share experience and good practices.

The methods aim to discover and develop artistic qualities, improve knowledge and skills of the adults with special needs and aged people in order to involve them in adult education through training in reading in public area. We strive to change attitudes regarding books reading, to discover new communication tools and to create opportunities for the disadvantaged people and seniors by offering them a new chance for personal and social development and the motivation to start a career in artistic entrepreneurship.

The results of the project are focused on creating adequate tools in order to explore artistic potential of aged people and adults with special needs, thereby give them the possibility to feel useful and to improve their lives.

**website:** <http://bookslikeacting.mixxt.eu/>

### About the Grundtvig Programme

Launched in 2000 and now part of the overarching Lifelong Learning Programme, Grundtvig Programme aims to provide adults with ways to improve their knowledge and skills, keeping them mentally fit and potentially more employable.

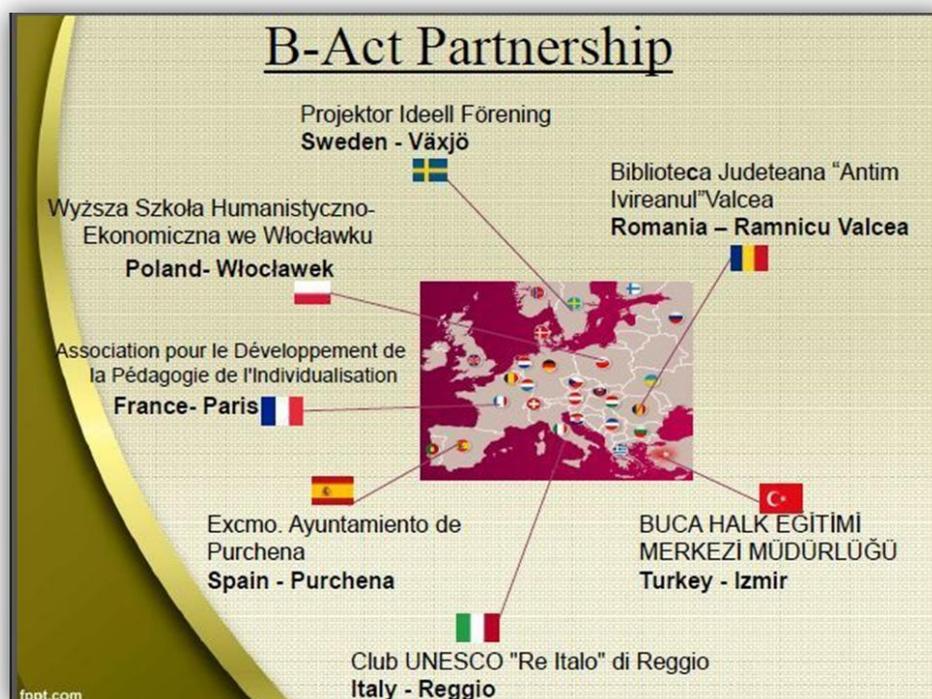
It not only covers learners in adult education, but also the teachers, trainers, education staff and facilities that provide these services. These include relevant associations, counseling organizations, information services, policy-making bodies and others involved in lifelong learning and adult education at local, regional and national levels, such as NGOs, enterprises, voluntary groups and research centers.

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## Chapter 2: Books Like Acting Partnership

“Books like Acting” Partnership consists of seven organizations well-proportioned geographically. All these organizations have put ideas together, exchanged experiences and examined opportunities involving the target group in educational and cultural activities from multiple points of views.



The seven B-Act organizations are classified by type as follows:

Type of organization	Number
Adult Education Provider	2
Libraries	2
NGOs	2
University	1

## 2.1 Biblioteca Judeteana „Antim Ivireanul” Valcea

- Ramnicu Valcea, Romania



<http://www.bjai.ro/>

**Valcea County Library "Antim Ivireanul"** is located in Ramnicu Valcea downtown in an educational area which includes two of the major colleges, the County Museum of History, the Art Museum and the "Ion Dumitrescu" Philharmonic.

The building disposes of spaces dedicated to study, conferences, events and socialization for all users, regardless age, gender or their ethnic origin. Through professionalism and versatility, the library constantly updates its services to community needs. Library provides a learning environment for community, by offering continuing education and a comfortable atmosphere both for study and leisure.

Our mission is to contribute to the cultural prosperity of local community members by creating an easy access to ideas and information and offering support for personal and professional development for a wide range of users: children, teenagers, adults, unemployed, retired, people with special needs, socially disadvantaged people, abandoned children etc.

Valcea County Library is affiliated to the National Association of Libraries in Romania and has numerous partnerships with local institutions and associations. It develops projects in collaboration with other European countries on education, social and cultural fields for benefit of local community.



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### “5 Stars Book” Project

- facilitates collaboration and sharing information between members of community related with reading books. Any person can make a reading recommendation to others. These recommendations can be both audio and video and we post all of them on the 5 Stars Books website. Any interested person may interact with the author of the presentation and can exchange impressions about the book. Access is free, but comments are monitored. This project helps those who want to read a certain type of book, according to their preferred books.

### Click to Career—C2C Project

- is a Grundtvig project that aims to create useful supports for information using blended education tools: e-learning systems and traditional classrooms. We help people who are in an impasse in terms of social or material in order to create and manage their own virtual business type Consumer to Consumer. The target group consists of: the unemployed, housewives, small craftsmen, artists, amateurs, people endowed with artistic or creative abilities and those who activate in a creative industry. Training sessions and workshops have both methodological and practical components.

## 2.2 Wyższa Szkoła Humanistyczno-Ekonomiczna in Włocławek

Włocławek Poland



[www.wshe.pl](http://www.wshe.pl)

**University of Humanities and Economics in Włocławek**, Poland (called UHEW for short) is a non-state-owned college founded in 1995 by the Włocławek Scholarly Association. The UHEW offers courses at the bachelor's degree, master's degree and post-graduate levels. The UHEW offers courses in the following faculties: Administration, Economics, Pedagogics, National Defence, Nursing, Physiotherapy and Physical Education. Within each faculty there are certain specialties. The UHEW also offers a wide range of post graduate courses.

The mission of UHEW is to provide its students with a comprehensive education in the field of humanities and economics, linguistics and computer science, based on modern programs designed by renown specialists. The University – apart from its educational activities – carries out a wide range of scientific research. Within almost twenty years of its operations, University of Humanities and Economics has hosted and organized more than 100 international and country-wide conferences, seminars, scientific sessions and open lectures. At the beginning of 1997 the UHEW launched a wide range of publishing activities. Books edited by the UHEW include both books and publishing series for library use. So far the College has published more than 100 publications from many branches of science. Also, the College cooperates in fields of teaching and research with foreign universities under the EU funded program ERASMUS+



### Good Practices from University of Humanities and Economics in Włocławek:

- Library activities open to all inhabitants of the city
- Book crossing
- Meetings with VIPS, discussions on favorite books
- Book fairs
- Competitions for students from local high schools
- Poetic slam
- Book Market-selling cheaply books once used
- Activities of the Metaphor Club-discussions on poetry



The University of Humanities and Economics in Włocławek serves also as a cultural and advisory center. The UHEW runs a wide range of cultural activities (European Nights, shows of musical groups, choirs, exhibitions of artists etc.).

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## 2.3 Projektör Ideell Förening

- Vaxjo, Sweden



[www.globalakronoberg.se](http://www.globalakronoberg.se)

**Projektör** is a NGO situated in Växjö city center and we work with projects in different fields such as labor market, volunteering, integration, democracy, education and accessibility, striving to change society to the better one step at the time. With the help of new technology and methods we are encouraging entrepreneurship and personal development, and we have a focus on knowledge sharing and competence development both within our organizations and with other actors in society. In “Books like acting” we are the coordinator of the activities in this region; however we are cooperating with Växjö city library and Värnamo Folk High School in order to extend the project results and activities.



**Värnamo Folk High School** is a meeting place for adult students in different ages and with different origins, offering five different programs and courses in; youth leadership, art, sport, health and social treatment and textiles. The school is situated in Värnamo around 65 kilometers from Växjö and was opened 1876. Today it has around 200 students, most of them living at the school campus. One great focus has always been to promote reading for the students, since reading will help and enrich them in so many aspects of life, and many of their activities are directed towards this in most of their courses.



**Växjö city library** is situated in the center of Växjö and offer's an impressive collection of Swedish books, magazines and newspapers, as well as books in many different languages. The children's section is impressive as it is designed to be accessible to youngsters and there is a round room with a “star sky” where volunteers read children's stories weekly. Conferences can be held at the library as it has two conference rooms, one of them being big enough for 100 people. There are over 1000 people visiting the library every day to read or enjoy a coffee.

Växjö city library hosts popular book-café with different themes to inspire people to read different kinds of literature; the books that are presented can be everything from novels, biographies, youth literature and children's books. The cafés are held in different parts of the municipality, so that as many people as possible can participate in them. One example of a theme from this year is "Växjö writers" where librarians presented writers with a local origin; everything from Per Lagerqvist to contemporary Lisa Bjärbo and Ester Roxberg. Sometimes discussions raise to become book-talks as well, and maybe this is the best experience for us.

Värnamo Folk High School works with the Rydaholm method to teach and inspire young adults to overcome dyslexia and aversions against reading. It is based on the following keynotes:

- ~ Simple and clear structure
- ~ Simple materials
- ~ Short, intensive sessions
- ~ Focus on decoding
- ~ Automaticity

Without automaticity, reading tires the brain so much, that remembering what you just read almost becomes impossible. With this training, our students succeed every time in only 5-6 months. Grown up students who always hated books, just can't stop reading.

**New worlds emerge!**



## 2.4 Excmo. Ayuntamiento de Purchena

PURCHENA, SPAIN

[www.purchenacij.eu/](http://www.purchenacij.eu/) [www.purchena.es](http://www.purchena.es)



**The City Council of Purchena** is a local public administration in charge of different subjects of the town of Purchena. About the cultural and educational aspects in relation with this project, Purchena has a Public Library, a Youth Information Office, a School of Music, an Adult School and collaborate with the Primary and High School and the University of Almeria (in a summer course).

The Council organizes a lot of activities and workshops in this subject such as workshops, courses, seminars, reading clubs etc.

**The Public Library of Purchena** was inaugurated in 1982, it is the oldest library in our region. We intend to implement new methods to approach the books in our community to increase the people's interest for reading. Our role is to participate in creating a learning European network to aware the people of communities about other cultures and put them in contact with European literature in a very attractive way.

The Public Library of Purchena created and running 5 Book Clubs. During the whole year we do reading promotion for children and also for adults.

### Projects and Activities:

- LANGUAGE'S WORKSHOPS—destined for children and adults: English for Spanish and Spanish for English (due to the big amount of British people living in Purchena and in the surroundings).
- LEISURE ACTIVITIES and WORKSHOPS about photography, theatre, video-editing, radio...
- ENCOUNTERS WITH AUTHORS—in collaboration with the Andalusian Liberal Arts Institute
- LITERARY TOURS - Visits to interesting literary places.
- "LEARN HOW TO BECOME A STORYTELLER" - Educational workshops for parents, carried out with the author Pablo Albo.
- Concerts and recitals related to literature.
- FILM MEETINGS—We watch a film based on a book and then we have a little discussion about it.

YOUTH INFORMATION OFFICE—which at the same time belongs to the Eurodesk network (an international network for youth information offices). It promotes non-formal education projects, like Youth in Action, Leonardo Da Vinci or Grundtvig.



## 2.5 Club UNESCO "Re Italo" di Reggio - Italy

REGGIO, ITALY

[WWW.SANDHI.EU](http://WWW.SANDHI.EU)



**Club UNESCO** is an NGO which promotes Peace ideals and improves relationship among people from different cultures. Our Club is dedicated to the mythological king of Region (around 1500 BC) whose name was given to modern Italy.

In 1983 the new Club UNESCO was established in Reggio and made official in 1985. The first meeting-place was a hall in the Aragonese tower of the Castle, which then became a city cultural center.



General activities of the Club are: peace promotion; conservation of citizens' rights; development of foreign cultural groups existent in the cities in which we operate; improvement of artistic activities, cultural traditions and natural heritage of local territories; safeguarding of historical heritage, such as archaeological, monumental and architectonic ones.



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Involvement in public conferences and demonstrations; popular petitions; involvement of foreigners resident in our area; involvement of artists and scholars; school teaching; university seminars; historic, philological, historiographical, archaeological and architectonic researches; participation in international meetings or partnerships .

The members are: voluntary members of all ages (youth section and adult section) and participants of members from different foreign countries (European and non) and with different mother tongues. Spokespersons members: they are, to date, 51 ambassadors who represent "Re Italo" Club all over Europe, the Mediterranean, Africa, Asia and the Americas in the following 36 countries.

The organization was member of the Peace Praesidium of Reggio, active between 2000-2008. "Re Italo" is still in cooperation with several Italian Clubs or other NGOs and with the Spanish Club de Amics de la UNESCO the Barcelona. Moreover it was one of the promoters of the founding of the other clubs in Reggio province.

Initiatives to promote the different cultures which are present in our city. Arts, crafts, music, theatre, dance and the cuisine of foreign people who live in Reggio are demonstrated to the citizens.

#### Important Peace Initiatives: Comitato per la Pace

- Peace Presidium of 30 cultural associations
- Youth delegate joins the Middle East Peace Initiative in ISRAEL



## 2.6 BUCA HALK EĞİTİMİ MERKEZİ MÜDÜRLÜĞÜ

Izmir, Turkey

[www.bucahem.com](http://www.bucahem.com)



Our first and the most important concern is making pre-planned and programmed education activities which aim for adaptation of people to technological, social and cultural conditions which are changing and developing, besides, supply our citizens with several varieties of occupations. Educating and creating professional people who can produce and help economic situations of their families having them evaluated in different sectors of services and productions of Turkish public are on the top of list which includes the targets of Turkish National Education Center.

Our institute is in corporation with **Turkish National Education Government Department**. It is a Life Learning organization which is placed in the center of Izmir. Buca is located in the center of İzmir. It is a beautiful place by the sea which 500.000 population, and where rural and city life can be found together.

**Buca Public Education Center** provides so many courses for all people, from all ages and educational levels. Those courses are opened for essential needs of Turkish citizens such as reading-writing, creating opportunities for new occupations, donating people with social and cultural skills, sports and folk dances... etc. Approximately twenty five thousands of people benefit from these courses. Some of our courses which go on currently are listed below:

- Using computer- Folk dances- Football- Basketball- Volleyball- Hand arts- Jewellery design- Producing cologne- Real estate brokerage- Dressing - Prep clothing- Fashion Design- Cooking- Family Education- Maintenance of old and ill people-Hospital personal education- Turkish- Math- Social Sciences- English- German- French

### Creation of Reading Group and Impressions

Our reading group was created with a view to dissemination reading activity with 10 people. Reading group is going on with approximately 30 people.

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### Reading in the Classes

We determined reading in the classes activity with the aim of getting reading habit. Each teacher has planned a reading hour in her class in every course day. The students have read the books or prints that they want in reading hour in silence. They read and observed the current books magazines that they need and want.



## 2.7 Association pour le Développement de la Pédagogie de l'Individualisation

PARIS, FRANCE



**ADPI** is a French association created in 1995, based in Paris, which:

- trains and professionalizes young adult migrants,
- helps disabled workers (and especially the hearing impaired) find work,
- provides examination training for hospital staff and facilities services staff.

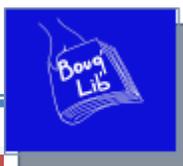
Our specificity is to deal with French learning with this kind of public in great difficulty. The pedagogy we use is called Gattegno Pedagogy also called "Reading in colors".

Indeed, we work with color charts. The aim of this pedagogy is to subordinate teaching to learning. We also work with different Gattegno software specialized in the learning of writing and reading.

Our objective is to work on the one hand in the field of linguistic competences and on the other hand, on socio-professional projects.

**Bouq' Lib**—Books are free to wander! In the town of Montreuil, you can freely pick up a book in one store, read it and drop it off in another.

In the classroom—« Comme un roman » by Daniel Pennac, French writer and secondary teacher. Method: read the beginning of a book in the classroom and stop when it gets more interesting.



Projects:

- ARTISTIC AND CULTURAL ENTREPRENEURSHIP FOR YOUNG MIGRANTS
- THEATRE WORKSHOP
- CULTURAL OUTINGS
- L-Pack 2: Citizenship Language Pack for Migrants in Europe Improved
- DAVE Developing Validation of Adult Education Trainers
- ESES Designing the Competence profile for the European Supported Employment Specialist

An innovating approach :

Gattegno Pedagogy — Words in color and Silent

« Words in Color is an approach created by Gattegno to teaching reading, spelling and writing that incorporates specific pedagogical tools. » .The use of color renders tangible the relationship between the oral and written language and enables work on developing phonemic awareness: one phoneme = one color\*

→ « The Silent Way is the pedagogical approach created by Gattegno for teaching foreign languages; the objective is for students to work as autonomous language learners. » The very name Silent Way highlights the fact that the teacher's role is to act as a model nor to provide answers. The teacher endeavors to ensure that the students make their own discoveries, gain their own insights into the functioning of the language, establish their own criteria for rightness, acquire a know-how and become autonomous as learners and speakers of the language.

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## Chapter 3: Methods That Develops Interest for Reading

Discovering and promoting non-formal learning methods, supporting the aged people and disadvantaged persons, sharing experiences and promoting cultural values, attracting readers, increasing awareness of cultural diversity, are the main reasons for Books Like Acting Project.

### 3.1 Interactive methods and tools that develops interest for reading Web-based seminar vs. Live presentations, reading in public and meetings

Nowadays people often talk about how the community is fragmented. People don't feel they know their neighborhoods. They pass in the street without talking. A lot of them feel alone even living in the middle of a densely populated area.

When we refer to the seniors must take into account the reality that life pattern often change for them when they retire from the occupations they have pursued. Many people of this age are still gainfully, happy and full of life, but some of them may have new social, psychological and physiological problems which make them exceptional individuals and class them with other disadvantaged groups. They need to socialize. The groups of people with same interests offer a safe environment for self-reflection and combat social isolation, offering stimulating and meaningful activities.

In particular, **reading clubs** bring together people from different backgrounds, and help them to develop creativity, tolerance, thinking, empathy. Libraries, associations or NGOs can act as initiators, can propose and organize meetings or even courses where are invited people in order to sustain public representations.





Approaching texts in an artistic way attracts people both to be part of the public audience and to perform as soon as their reading techniques will be improved. This would be a first step to attract people to learn about literature diversity and to exploit the creativity of the people with special needs and aged people.

### Reading clubs



Book clubs are more present in small town than in urbanized areas.

- They can also exist informally through co-workers, or neighborhood association

### Activities for adult readers:

- Book fairs and cheap books on sale
- Promotion of new books
- Meetings with journalists, authors and politicians
- Reading in public by people with beautiful voice
- Poetic SLAM in libraries
- Theatre plays in libraries, social spaces; meeting with actors after the show
- Poetic competitions



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To share reading:

- start from everyone's interests (direct or indirect questioning, without value judgment);
- Allow "to read oneself" (about one's own world, transcribed by the trainer), and read what others have written (true writings varied stimulants);
- Establish a constant interaction between writing and reading (perceive the echo of the oral tradition, to familiarize themselves with those who write the scene, the workings of the writing handle written, give yourself ...)
- Create the "in-life" read by the most diverse events, combining (setting voice, stage, pictures, reading, drama, writing workshops, meetings with authors, other readers ...)
- Create exchanges with professional reading (librarians, booksellers ...): a long-term partnership is essential.

Source: **Pelloquin Elisabeth/Keller Yannick**, CRDP de Poitou-Charentes, 2003

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Good Practices Exemples:

Romania:

### **New library services for young mothers**

By setting up this service, the library aims to support young mothers with advice, ideas, information specialists (doctors, psychologists, psychiatrists, experts in parenting, career, legal) that provide free information on areas such as: health, law, women's rights, child protection, training and support so that they can find the strength to find resources to live beautiful and dignified with children and family.

Activities were organized as workshops involving cooperative learning strategies.

Were distributed free bibliographies and profile information from various publications held in library collections:

- a guide for young mothers;
- leaflets for information and education for young mothers;
- leaflets for dissemination of project results;
- CDs presenting the project activities.

Young mothers were able to exchange information and experience regarding raising children and the children benefited from more informed parents that they knew better to respond to their specific needs.

Through this service, the library realized the huge need of mothers in Romania to communicate, to understand themselves to find solutions to everyday problems that



pressed their shoulders and to have someone they can trust to provide the correct information.

We wanted to make the young mothers feel that at the library can find both information, cooperation, understanding and support for them in order to be able to raise and educate beautiful and healthy children, that they can change something in their lives and families being informed, knowing their rights, opportunities and acting proper informed in all matters of life.

FRANCE:

### Reading Moms' club in the library- LT

Young mothers with babies and small children

Siauliai City Municipality Public Library, Children's Literature section has been running the club "Reading mom" for three years already.

The club unites 35 mothers and 43 small children.

The club invites young mothers to come to the library with their babies where lessons, debates, meetings with various professionals ( teachers, psychologists, nurses, actors, etc.) and other activities take place.

The first child's encounter with a book is an unforgettable event especially when the real book heroes emerge from the corner. Moms read books for their children, make toys, share their experience in child rearing, celebrate birthdays of their children, and participate in various activities.

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## 3.2 Experiences and new approaches to improve the management of adult education in organizations

**Adult education** is the process whereby adults engage in systematic and sustained learning activities in order to gain new forms of knowledge, skills, attitudes, or values and to help people to understand their role in the society, making capable to adapt themselves to the requirements of this century, to the modern world needs, and become more balanced and more efficient.

Adult education refers to **educational activities** that lead to the achievement of educating adults, comprising:



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- all experiences helping adults self-motivated to acquire new knowledge, skills, interests, values, attitudes;
- all individual or group experiences resulting from learning;
- reading, listening to the music, learning by connecting to everyday family life or work.

**Adult education** is an action coherent, independent but also permanent which offers: a second chance to get a qualification that could not be obtained in youth;

- a voluntary learning unsanctioned by notes;
- the development of personality, by deepening self-knowledge;
- the rising of the professional competence;
- adult orientation towards solving major problems and towards a new way to learn;
- the promotion of community action.

Important: *Adults frequently apply their knowledge in a practical fashion to learn effectively. They must have a reasonable expectation that the knowledge they gain will help them further their goal.*

The evolution of economic and social conditions in the world has opened new lines of action in adult education:

- **Globalization** - intensified the exchange of information and accelerated the communications. Employees were asked a greater capacity to adapt to a changing society.
- **Cultural evolution** - following the dissemination of important events (festivals, concerts, stadiums, outdoor screenings), training individuals experienced a shift towards mass consumption, towards the show for large groups, intensifying exchanges between cultures and increased interest in the arts "classic" (literature, painting, music).
- **Unemployment** has important political, economic, human impact. Therefore adult education oriented to employability and social classes, starting from retraining courses to those offering individual complementary skills.
- **The audience** - which diversified and so were the educational opportunities. He may come from institutions and associations or other organizations as well. Some are advised to find new jobs, some to accomplish new requirements. It provides retraining courses for broadening skills or training on post. The target group can be made up of people at the end of career or young unskilled, but there were new requirements, including the reinsertion of excluded (illiterates, people without qualification).



**The purpose of adult education is to awaken in each individual, the need for further study and training, taste for new experiences, the desire to self-overcome and to improve the quality of his lives.**

## Good Practices Examples:

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Poland:

### Open University - Kujawsko-Dobrzyński



Kujawsko-Dobrzyński Open University is a regional initiative of the University in the realization of the idea of the lifelong education. Education project and popularizing is being addressed to residents from the area of Kujawy and Ziemia Dobrzyńska.

People who want to expand their knowledge spend time,

participate in many interesting lectures, courses and other forms from different fields of science. The program format of the university is open, considers also suggestions on the part of listeners.

Participants of the University are getting the knowledge and abilities, are caring about their health and physical fitness as well as realize their passions and dreams.

Basic classes for participants of the university these are lectures which are held every week on Thursdays at the University.

Lectures are being given by academic teachers cooperating with the University, and also by other persons having unusual passion which they want to share with the listeners.

Additional optional classes are being chosen by listeners accurately to their interests and are being led in smaller groups. These are: section of the learning of foreign languages, IT, Nordic walking, the bridge section and games of chess, photographic chapter, section of needle works, motor section - aerobics etc.



**People don't stop acting,  
because grow old,  
but they grow old, because stop acting**

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### 3.3 Management of reading in public activities - concept, selection of texts etc. Artistic and cultural entrepreneurship for the target group and

Reading is considered still a solitary activity. For many people reading books means to stand alone in a room just with the author. Through the activities of the project we discovered that reading can be a social activity. People love to read together with another people. It's a good way to see the text from someone else perspective and there's a very good way to knowing the person next to you. So, if someone intends to spend time with new people, reading clubs are the best choice.

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#### How to manage a reading activity in public spaces?

First step for setting up a reading in public activity is promoting the idea in order to create a group. At first can be a few friends who can choose a pleasant ay to see each other in order to talk about books. In time new members will arrive, friends, unknown people. But it is necessary to set some steps to follow in order to have success:

1. Appoint a responsible for the activities;
2. Establish a name for your reading club. A good idea is to choose a simple name, easy to remember, but significant for your purposes;
3. It can also choose different identifying marks: a logo, a motto, a bookmark with a promotional message;
4. It is a good idea to create a virtual space (e.g. Facebook page, a blog...) containing contacts, a space where members can keep in touch, where it can be announced the meeting date, the topic...
5. Establish the frequency of meetings;
6. Meeting organization

After finding the location, the person responsible must:

- Settle all conditions with the owner (if any);
  - Ensure that the space is available on date and time of the activity;
  - Check if there is enough space for those who have announced their presence, but also consider the possibilities of receiving new members. And most important, check if is the possibility to arrange seats so that everyone will be able to see all people;
-

- If the meeting takes place in an open space, the person responsible must evaluate noise or other factors that may disturb a meeting (ambient music open / closed doors, traffic noise ...)

7. Select the topic or text to be discussed at the meeting. Usually, homework or reading books are proposed by responsible, but the final decision is agreed with entire group;

8. Inform group members at least a week before the meeting about the place, time and chosen theme.

In a classic book club, people typically meet once a month and talk about a book they had read before. It may be that many people do not participate if they have not read the book suggested, because they are not in issue. And even if you read the book a few years ago, it's still not too OK, because the text is not fresh in your mind any more. To encourage others to participate, it is good from start to specify that not everyone has to be active, but only those who feel the need to talk.

There are reading in public clubs in which participants must not have read the text in advance, but they read together during the meeting.

Such a public activity can take place as follows:

- In the first 5 minutes, host of the event say a few things about the club, event, meeting, activity;

- In the next 15 minutes, each participant introduces himself and answer to the meeting question. It could be a question about books or authors, such as: Who is your favorite author? What book often give as a gift?, What other books wrote by the same author do you like?

- In the next 60-90 minute the chosen text will be read. It is important that the text to be all read during a meeting. It should be a short text. In general, it can read a text of about 30 pages. Everyone can read, one by one. But it is suitable for a person to read 5 pages maximum.

- After reading, the group can open discussions. That part is also moderate by the event host. It is useful to note some ideas / phrases / concepts that would be interesting to discuss. Questions are always welcome: Did you like to text? What other text you assigned reading today?

The role of host at this time is to make sure that participants do not talk too much and that the discussion should not block. This part of the meeting usually takes around 30 minutes.

Good Practices Examples:

Spain:

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### Book Clubs

Although reading is often considered a largely passive or even escapist habit, it is actually a surprisingly active enterprise. Reading puts readers in touch with a cultural inheritance and a sense of citizenship hard to acquire from other ways. One of the participants in the B-Act project told us a conversation: One adult woman from my town who went to the adult school to learn to read told me:

“I have learnt to read. I want to do something with my readings. What can I do?”

I answered her: “Read only for pleasure, share your pleasure. I am sure new things in your life are going to happen”.

Some years later that woman is very active in our community. She told me one day:

“You were right: as important as reading is shared reading with others. Hence may arise or new ideas you want to implement or activities in which you want to involve”.

In small libraries or in small towns promoting Book Clubs as one of the best tools to get people becomes more informed, active, and independent-minded. In that book clubs are very suitable for people with special needs, as well as for participants from families with economic problems.

The translated books are often preferred to be read in the books clubs, especially by children. The stories may very attractive when are read aloud, playing as the readers would imagine the specific character. The same thing happens in reading clubs for adults. Each character, besides the author's description, can take a different look for different readers. In reading clubs, roles can be changed to discover new variants of broadcast-messages.

Poland:

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### Artistic and cultural entrepreneurship

An event involving entrepreneurial knowledge and the experience once acquired can become an additional means of income for participants. During events people involved as a voluntary person, learn about how it can be organized an activity, they will know about contacts and they can start a small personal business on that field.

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The University of Humanities and Economics in Włodawek serves also as a cultural and advisory centre. The UHEW runs a wide range of cultural activities (European Nights, shows of musical groups, choirs, exhibitions of artists etc.).

### 3.4 Methods to transmit the message by reading foreign books

This theme may start with a question: Is it difficult to understand a text message contained in a book that was originally written in a foreign language? The answer is not simple at all. The message can be read easily and reader may think he understood it, otherwise, he may suspect that the author has a style less accessible and incomprehensible.

The explanation lies in the degree of culture of the reader. When we read a book written by a foreign author must be prepared for a different cultural experience. When we feel that actions of the characters seem unnecessary or exaggerated, we have to take account about customs and habits that are related to that culture or period in which the action is happening.

It is important to include during the reading in public activities some information about the country's culture. It is a good idea to read the preface or some information regarding the author's biography.

It is also a very common problem when you cannot easily read place names the characters' names in the book. The person responsible for the event should consult a linguist on this aspect, before the activity, or invite one at the meeting. It must know how to read the foreign terms comprising in the book, and the organizer should seek information about how could be these words adapted to the audience language.

Good Practices Examples:

Italy:

#### Reading for peace

Public reading activities may be a good reason to promote peace. We can use these events to advocate for the rights and to raise awareness of the problems of the writer's country. This is a way to motivate a particular audience (people dedicated to humanitarian causes) to consider reading in public activities as a solutions to support causes that they fight for.

Hippo-therapy; photographic, music and poetry exhibitions—A succession of initiatives for Peace begins (sometimes by making 'human chains').

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Sweden:

### Reading Flash-mobs

To promote reading in the public space Projektor has carried out reading flash-mobs in shopping malls in Växjö. We gather 20-25 people, give them a random book and instruct them to go into the mall and all sit down at a certain time. Then they sit and read for 10 minutes, before stopping and go out of the mall one by one. This affects those looking at the flashmob – they walk slower, talk in quite voices and stop to look at the readers, and the readers themselves usually get curious of their books and want to continue reading them. Thus a flash-mob promotes reading both in spectators and actors.

## 3.5 The art of expressive reading texts: Reading Fun, Dramatic Reading, Rhythmic Reading

Dramatic, fun or rhythmic reading is oral interpretation commonly used in reader's theater, where a reader would read a story in a dramatic voice. Reading and tell texts in an expressive manner is one of the best way to put books on the stage. It is forceful, clear, and highly entertaining. But the speaker need more than talent to be a successful one. The speaker has to understand the text, as well as the audience. So, in order to turn books in acting, the speaker must to:

- Speak clearly;
- No funny accents! (Except the situation when the text requires that);
- Practice. Do the reading into a tape recorder, and then play it back. It's amazing how many mistakes you will hear, slurred words that you could have sworn were said clearly, a sentence rushed here, another done too slow, etc. So jot down notes, then write cues in the margin of the material to be read, and then read it again to see how you're doing;
- Rule of thumb: If this is a handheld microphone, keep the microphone an average distance from your mouth equal to the length of a thumb resting on your chin;
- Assure privacy. Doorstop can make or break a reading. A simple note on the door can often achieve the same result;
- Print the material in a big, clear font. Many times the lighting at the podium is weak, so reprint the material in a fourteen point font or even bigger, so that you don't have to squint and angle the paper to read it while on stage;

- Keep a glass of water handy. Even if you have practiced a lot, you may be nervous now. (Especially those first few times before an audience.) ;
- Know the material! Don't just grab a book from the shelf and choose a random chapter. Study the material. Read it so many times you almost have it memorized. This enables you to glance up from the work and connect with the audience by showing them your face. Just a glance is often enough. It gets boring for them to only see the top of your head;
- Don't dress in a distracting manner. This only pulls the attention of the audience away from the work being read;
- Don't be afraid to correct the text. What reads well to the eye, does not always sound good to the ear. So go over the material and fix the syntax here and there. Then go ahead and spell a difficult word phone-net-tick-lee so you will not stumble over it when reading aloud. Remember this is a dramatic reading, not a high school recitation;
- Be sure to pause. Always take advantage of the one aspect of your writing that you have absolutely no control over when it is being read in print-- the dramatic pause. Timing for pauses is based upon breathing: a comic pause to heighten a joke is (on average) three seconds. A dramatic pause, six to eight seconds. Anything longer than that and it looks like you're stalled;
- Mark your time. If they give you a ten minute slot, or an hour, be certain you will not run over and ruin the next person's reading;
- Hecklers. God forbid you have any, but you will be more self-assured if you know how to deal with them. Never engage them in direct conversation, as that only encourages the idiots. Use surprise to confuse them. Heckler, "You suck!" You, "Ah! (three beat pause) Spaghetti." Then go right back to the reading;
- Choose your material wisely. Find something your audience can identify with, and always remember that kids might be in the room;
- Goofs. Everybody makes mistakes, they are an essential part of live theater. If you flub a word, sneeze, drop a paper or whatever, for God's sake, don't apologize! Just resume where you stopped and keep going as if nothing had ever happened. Be cool.

This pretty much covers the basics. There is a lot more to learn, but that can only be acquired by actually doing readings. To recap: know the material, practice, dress appropriately, prepare the text in advance, have water handy, then hit the stage with confidence! (*Tips by Nick Pollotta. He has written over forty novels, several dozen short stories, and been translated into six languages*)

Good Practices Examples:

Spain:

### Reading Multipliers

Reading circles have both cultural means and artistic components. Introducing elements of stand-up comedy, a reading club turns into a means of entertainment. Such activities are very attractive and are a good opportunity to spread cultural information.

BOOK CLUBS— We have 5 BOOK CLUBS: three for children, one for youngsters and one for adult people. The members of these clubs read a lot but, at the same time, they help library to spread information, to look for new members for the clubs, to encourage the love of reading to other friends, relatives. They are multipliers of reading. The Book Clubs are voluntary, free, non professional, non profit and non formal.

Poland:

### Human Library

The project called “Human Library” is an innovative method designed in order to promote dialogue, reduce prejudices and encourage understanding. The main characteristics of the project consist in its simplicity and positive approach.

In its initial form, the Human Library is a mobile library set up as a space for dialogue and interaction. Visitors to a human library are given the opportunity to speak informally with “people on loan”. The group can be extremely varied in term of age, sex and cultural background.

The Human Library enables groups to break stereotypes by challenging the most common prejudices in a positive and humorous manner. It is a concrete, easily transferable and affordable way of promoting tolerance and understanding.

It is a “KEEP IT SIMPLE”, “NO-NONSENSE” contribution to social cohesion in multicultural society



### 3.6 Methods Used in Reading in Public for people with special needs: “Reading in colors” - Gattegno Pedagogy - "Reading in colors" - Video Guide DVD

#### ***“learn differently, build solid reference marks”***

There are some interesting methods for promoting people in civic and cultural ways, especially people with special needs.

Created in 1995, ADPI is a non-profit organization which aims at the acquisition of the linguistic abilities and the re-mobilization of the capacities to learn, to establish links and to project it. It is based on two axes - linguistics and vocational - which combine each other through the same process privileging autonomy.

First, you must determine your precise target group, which are characteristics, which are common elements of the target group and what distinguishes each individual. It is very important to have a clear picture of the needs of the target group, which is a defining element.

If the group consists of people with special needs and similar interests, the methods used must be adapted with each individual possibility. Each person has his own vulnerability and method chosen must be perfectly adapted so that the result will be the same for the entire group.

*Good Practices Examples:*

*France:*

#### **The Gattegno pedagogy**

ADPI France implements a specific pedagogy: Gattegno Pedagogy

#### **Words in color and Silent Way**

→ « Words in Color is an approach created by Gattegno to teaching reading, spelling and writing that incorporates specific pedagogical tools. »

→ « The Silent Way is the pedagogical approach created by Gattegno for teaching foreign languages; the objective is for students to work as autonomous language learners. »\*

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The use of color renders tangible the relationship between the oral and written language and enables work on developing phonemic awareness: one phoneme = one color

The use of color, by developing awareness of these different relationships, leads to the autonomy of the learner.

**Words in Color**

Target group: deaf and hearing impaired students

## Target Public

Migrant young

Adults

Unemployed

Employees

Disabled

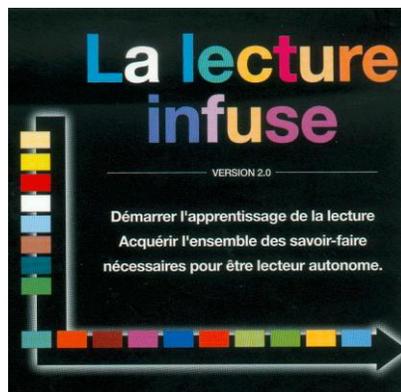
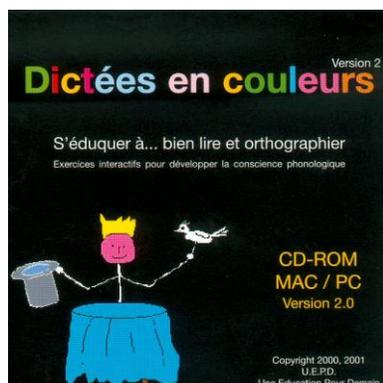
(eg deaf people)

needing

→ Linguistic training  
and/or

→ Vocational guidance  
counselling

\* 16-25 years old



Turkey:

### Bookmobile services

Libraries are using many varieties of service to try to encourage older population to read.

Some libraries offer **bookmobile services** (for example: Izmir Public Library) This service functions in order to bring books close to the older patron who might have trouble getting to a library, and also offers browsing opportunity with a fairly wide selection of books.

Poland:

### Book Crossing

“Book Crossing” Project is the practice of leaving a book in a public place to be picked up and read by others, who then do likewise. Each book has a label inside, explaining the Book Crossing process and encouraging a person to take the book, read it, visit the book’s unique tracking page to leave a travel update and to release the book back to the wild.



### 3.7 Bilingual books - method of promoting European literature

Bilingual books spread in a direct way other languages and cultures and provides an effective tool for raising all students’ awareness of diversity by exposing them to different scripts and languages.

Since the early 1980s, an increasing number of books that include more than one language have been published. Most of these books are illustrated and come in different formats.

Bilingual books are recommended as effective tools for fostering second-language and literacy development for a variety of learners (emergent readers, fluent readers...), in a variety of settings (shared reading, silent reading...), and with a variety of interactive formats (parents or older peers as story readers or tellers...)

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People who are able to read in their first language and have learned some oral English benefit from taking turns reading aloud a bilingual book with an another language speaker.

In the early stages of English acquisition, people are often plagued with feelings of frustration and exhaustion because they must function in a language and culture that are unfamiliar. Books in the native language might serve well to soothe those feelings.

Bilingual books can play an important part in supporting people language and literacy learning. Those who learn to read in their native language do not need to relearn to read in another language, since many of the processes involved in decoding text. In addition, children benefit not only by speaking, but, most important, by reading literature in their own language that reflects their own cultures.

Good Practices Examples:

France:

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### Write a story

An interesting experience is to engage students in writing a story, or rewriting them after an original version. The story may be changed as the “writer” decides. Basically text is reinterpreted and integrated into the culture of another country, and this is a very interesting method of assimilating elements of a culture by another culture.

The results of the project are focused on creating adequate tools in order to explore artistic potential of aged people and adults with special needs, thereby give them the possibility to feel useful and to improve their lives..

Turkey:

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### Theatre Club

Creating a theater troupe consists of amateurs actors (e.g. vulnerable people, seniors...), it is a very useful method to render text in two languages simultaneously. Turkish theater group performs plays inspired by the cultural traditions of Turkey. The play is presented in the native language of the actors, but the audience gets text in their own language. Thus they can simultaneously observe both texts and understand the unfolding action.

As part of the social activities different theatres can be invited to performer in our organization, for example : therapeutic theatre or theatre with disabled actors.

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### Theatre Group and Impressions

The theatre group was created by our teacher Mehmet Ümit Görgülü. The theatre group has 17 members and we have performed 5 theatrical performance and we have read many theatrical reading. The aim of the theatre group is dissemination of reading and making the reading action much more interesting and enjoyable. The activities related to the theatre group are going on.



Video: <http://bookslikeacting.mixxt.eu/networks/videos/video.104783>

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## Conclusion

Books like Acting e-book aims to share methods useful for developing artistic qualities, improving knowledge and skills of the adults with special needs and aged people. We encourage organization to involve them in adult education activities. We strive to change attitudes regarding books reading, to discover new communication tools and to create opportunities for the disadvantaged people and seniors by offering them a new chance for personal and social development and the motivation to start a career in artistic entrepreneurship.

We started from a reality: fewer people are reading books. This leads to loss of national cultural landmarks and hereby European heritage values are vanishing. Reading books became an occupation increasingly rare. We believe that the practices in this field have to be diversified and adapted to adults demands and acting as a method of reading will attract more users to cultural institutions.

Using books as a reason to put together different people contribute to personal development of the participants, expanding their universe of knowledge. They will have the opportunity to get acquainted with new methodologies exploited by operators who use them in their daily working life. In this way a process of learning will be developed, different approaches, tools and methodologies already used in different organizational contexts will improve competencies of operators in partner organizations with new teaching tools and methodologies.

Also, the participants will develop social and civic skills being in contact with reality and diversity of European social sphere.

Persons involved will gain competence of learning to learn, communication skills, artistic abilities for interpretation texts, ability to speak in public, ability to interact with other people, ability to plan and organize a space for artistic and cultural events, personal interaction within a group.

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## **Books like Acting eBook**

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**B-Act Partnership**

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