



LLP-Grundtvig Partnership 2013-2015

READ-OVER Read Aloud Clubs to overcome intercultural divide



MANUAL OF BEST PRACTICES



Lifelong
Learning
Programme

ADER-RO
Élan Interculturel
Narva Central Library
Tecnopras s.a.s.

READ-OVER
Read Aloud Clubs
to Overcome Intercultural Divide
Manual of Good Practices

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FOREWORD

First, I would like to say that it is a great honor to be acquainted with this thoughtful and interesting product of a joint international team. The manual, presented according to the project results, reveals possible solutions of intercultural integration and social inclusion, elaborating the model of interactive read-aloud circles aimed to overcome the social barriers constituted by racial, religious and cultural differences. Thinking about today's social reality, the results of the project become more and more important, apropos, and applicable. The significance of the project's idea and its results actualize target groups: migrants and ethnic minorities, adults with poor school qualification and other vulnerable adults. A holistic approach to the people who have problems in social participation and integration suppose appropriate intervention methods that help to deal with basic social skills of target group: develop basic literacy skills (spelling and grammar, reading and comprehension, writing), intercultural awareness and common citizenship.

The variety of practice approaches that were selected by the partners (Tecnopras from Italy, Élan Interculturel from France, Narva Central Library from Estonia, Association for Development of Educational Resources from Romania) enables to develop the idea of Read-aloud Clubs. We can apply these activities in any social environment working with people who are at risk. It means that presented activities (reading, thematic movies, dramatization, storytelling and written expression) are universal in supporting the development of intercultural competences and soft skills, with the further purpose of empowering social inclusion and active participation as citizens of the hosting country and the wider Europe. A detailed description of the Read-aloud Clubs structure and principles of the work allows specialists to get the proper method to stimulate learners to propose books, discuss and agree criteria for choosing the books, identify unexpressed needs and requests.

Moreover, to facilitate the learners to express themselves in front of the others and lead to one of final goals, i.e. group ability of self-management.

The most impressive thing that I have to mention is that the Read-Over international team created significance and great value outcomes. These results can be used by: specialists – and students studying to become specialists – in the area of social support for people who are at social risk; professionals interested in the development of migrants and adults with poor education, in order to help their access to learning environment and promote their commitment in the learning process; educators who are going to improve pedagogical approaches, management of informal learning and quality of the learning organization for adults.

Valorizing the mentioned value of the manual, I hope that this topic will be developed further and will be spread in different social and cultural contexts under the patronage of Education and Training Commission of EU.

*Prof. dr. Liuda Radzeviciene
Department of Health Studies
Faculty of Social Welfare and Disability Studies
Šiauliai University
Lithuania*

Chapter I

READ-OVER: A PROJECT FOR INTERCULTURE

I. Project presentation

The project Read-Aloud Clubs to Overcome Intercultural Divide – in short Read-Over – intended to face the problem of intercultural integration and social inclusion elaborating the model of interactive read-aloud circles aimed to overcome the social barriers constituted by racial, religious and cultural differences. Adult learners were involved in their learning path from the very beginning, with participation in organizing the reading clubs, and felt committed and motivated in the learning events.

The read-aloud circles allow a powerful and empowering informal education that combines reading with other expressive methodologies like drama/role playing and “movieducation” (i.e. education through movies). The literature that was chosen for reading in group, and that has been base for possible dramatization and choice of movies, is specifically intercultural.

Aim of the reading circles is the development/empowerment of:

- basic skills such as literacy (basic spelling and grammar, reading and comprehension, writing skills), intercultural awareness, European citizenship (with a view to the European year 2013);
- soft skills such as communication, courtesy, interpersonal relationship skills, self-awareness and self-esteem, emotional literacy and emotional management, empathy, positive attitude, cooperation, proactivity, willingness to learn, motivation, critical thinking, problem solving.

First target group was migrants; second target group economically disadvantaged adults and adults with poor school qualification. Indirect target group was educators working with the above-mentioned adults as trainers, tutors, mentors, coaches, volunteers.

“Hard” products: Read-aloud Clubs, national public Reading Day, partnership website, videos, transnational public conference and handbook.

The project has been financed within the framework of the Lifelong Learning Program, the Grundtvig Action for Adult Education – Learning Partnership Development. Funding period: 2013-2015.

2. Partners

1) *Tecnopras s.a.s. (Italy)*. As project coordinator of Read-Over, Tecnopras s.a.s. is a private company involved in technical consultancy and human resources management and development. It acts through a global consulting network and has the support of a pool of linked structures (partnership network). It offers a range of services identifiable in the main categories of Consultancy for Competences and Leadership, Consultancy for Adult Education, Consultancy for Personal Development. Tecnopras’ target groups are on the one hand entrepreneurs, managers, employees in general, and on the other hand unemployed, disadvantaged women, youngsters and disadvantaged adults. Tecnopras provides clients with personalized and flexible support in order to determine the strengths and weaknesses of their personal life plan, to reinforce motivation and personal skills, to promote and design the personal development and life quality as individuals and in the social environment. Tecnopras provides a strategic opportunity to find the most suitable tools for supporting the process of change, activating a thorough revision of personal and professional values and planning. As a technical base, it uses advanced psychology applied to life development, encouraging the improvement of human skills in their greatest value, creativity, proactivity, entrepreneurial capacity and sense of participation as a human being and as a citizen.

2) *Asociatia pentru Dezvoltarea Resurselor Educationale - Association for Development of Educational Resources (ADER-RO) (Romania)*. Association for Development of Educational Resources, set in Calarasi, tries to be complementary to the educational network that

already exists and to offer more flexibility for the long life learning of adults.

One of the goals of the association is to give to marginalized adults an access to lifelong learning and to current job experience in order to be able to obtain (fixed) employment in the long term. For example, the learners will be prepared for identification of local market opportunities in order to create and develop self business ideas, also to promote active involvement in community affairs. But it is needed to make them acquire a learning to learn attitude as a preparatory step.

One of the activities of the association is to implement new ICT technologies (education through internet and computers) in order to improve education. In the same time the association elaborates projects for senior citizens in order to integrate the old people in programs aimed for an active old age. Learners are up to 50 year old, some of them are adults at risk of social marginalization, other economically or socially disadvantaged groups, ethnic or other minorities (especially gypsies).

By participating in this European project, the association aimed to improve its informing and training ability upon the public opinion concerning the “lifelong learning” concept.

3) *Élan Interculturel (France)*. Élan Interculturel is an independent association created in 2008 by a group of psychologists, researchers and trainers interested in exploring diversity and making it a source of advantage.

The main objectives of Élan Interculturel are:

- to create a better understanding of how diversity affects our life,
- to raise awareness of the resources inherent in diversity and
- to support organizations and individuals in finding ways to benefit from cultural diversity

For reaching its objectives Élan Interculturel:

- develops and leads trainings for professionals working in intercultural situations as well as for individuals living cross-cultural transition or in cultural contact zones;
- undertakes research in intercultural and social psychology aiming at a better understanding of intercultural dynamics.

- engages in international collaborations and partnerships as a means to developing new tools and methodologies facilitating intercultural contact or adaptation.

4) *Narva Keskraamatukogu - Narva Central Library (Estonia)*. Narva Central Library was established in 1897. At the moment it has three departments in different districts of the town. It is a cultural institution where children and adults can borrow books, read, attend lectures and presentations, take part in master-classes and workshops. The educational function of the Library is provided via various events: reading club, competitions and games, teaching new skills (handicrafts), meetings with writers and poets, etc. The library has 13003 readers (8376 adults). Apart from the library, Narva Central Library has American info-center and IT-class, which are open to public. For seven years it has been running a reading club which takes place once per month. This activity is very popular among adult people living in Narva. They learn about new authors and books, discuss the books they have recently read, share ideas and plans for further reading experience. The Library also arranges literature lessons for schoolchildren, trainings for teachers of general education and pre-primary schools, literature games. The library has modern ICT solutions that make its work easier and more flexible: e-catalogue, online booking, networking with other libraries in Estonia, e-environment of Estonian laws and regulations.

The town of Narva is located in the North-East of Estonia on the border with Russia. It has majority of Russian-speaking readers. The region is characterized by high level of unemployment and insufficient knowledge of the Estonian language.

3. Objectives of the project

Reading aloud resumes the storytelling tradition of peoples, by means of which costumes, traditions, values and culture are transmitted. The “space” of the Read-aloud Club becomes a virtual place where to live and to share one’s own cultural identity. In this common location each participant learns to know the other person, his/her values, way of being, and to accept him/her as different

(race, culture...) but same (humanity), to integrate the other in one's own space of thought and action, in this way there happen a reciprocal enrichment. Reading aloud has also the function to stimulate the improvement of language. Clubs' activity intends to promote literacy of migrants, improving the knowledge of the adoptive language and of the hosting culture, but also literacy of native citizens, improving the knowledge of their mother-tongue and of the hosted cultures. The Clubs foster positive attitude towards books and enlarge the literary interests, empowers the writing skills, develops socialization, relational competences (communication, emotional intelligence, active listening...), sense of belonging, participative citizenship. Learners become part of a small community that can constitute a support at different levels, starting from help in the learning process.

Within this broad aim, the partnership had the following objectives:

- to assist people from disadvantaged and vulnerable groups, firstly migrants and ethnic minorities, access learning;
- to facilitate the development of innovative practices and adult education and their transfer from within participating countries;
- to improve pedagogical approaches and management of adult education;
- to train staff in partner organizations to create read-aloud clubs, and cascade down to staff and other people working with disadvantaged and marginalized adults;
- to pilot read-aloud clubs and set up a network to sustain them in local communities;
- to develop a model and produce a toolkit for promoting and widening participation in learning by the target groups;
- to improve the quality of the adult learning experience.

The project made use of the Read-aloud Clubs as a new approach to learning, related to informal and non accredited learning. The approach embraces adult learning in full by bringing life experiences into learning through narrative and collaborative learning. It is a process of self-empowerment and shared responsibility that creates a spirit of safety, trust, respect, cooperation, confidence and creativity.

4. Outcomes

The project produced the following deliverables.

4.1) Read-aloud Clubs

Creation and development of Read-aloud Clubs integrated by complementary expressive and recreational activities (thematic movies, dramatization, written expression). The partners involved in the organization, possibly also as hosts, public libraries or other local actors (schools, parishes...) that can support an effective impact on the target learners and on the community. The Read-aloud Clubs were initially coordinated by an expert educator, that helped the learners to familiarize one-another, started the activity of reading together (being he/she the first to read aloud for the group), stimulated the learners to propose books, helped to discuss and agree criteria for choosing the books, collected the request submitted directly, tried to identify unexpressed needs and requests, facilitated the learners to express themselves in front of the others. However, the objective was that of progressively training the group in self-management ability so that it could manage itself the activity.

4.2) Newsletters

Each Read-aloud Club contributed to publishing a newsletter, in electronic format, in English and in national language. The newsletter has been sustained by the referent partner organization, but drawn up with the contribution of the participants of the Read-aloud Clubs. It included comments on the books read, indications on new books, intercultural events on national and local dimension, tales and experiences written by the learners.

4.3) Brochure

Available in English in the website for downloading in pdf format and printed in paper format by each partner in its national language.

4.4) Web tools

- Website: www.read-over.eu
- Facebook page: www.facebook.com/EUReadOver

4.5) Book

A handbook reporting the good practices, the methodological outlines and the pilots experience will produced in electronic format, with possibility of paper copies on order.

5. Work meetings

Main activity of the project was setting up Read-aloud Clubs in each country of the partnership to help migrants and ethnic minorities – and, secondly, adults with poor educational background – to access learning. The Clubs represent a strong and motivating opportunity for improving literacy, intercultural competences, soft skills, with the further purpose of empowering social inclusion and active participation as citizens of the hosting country and the wider Europe. The objectives of the project have been reached thanks to cooperative work among the partners, shared and empowered during the transnational work meetings organized from the very beginning.

The kick-off meeting of the project has been held in Paris (FR) from 21 to 22 of October 2013. During the meeting the partners agreed the actual workplan, the valorization strategy, the evaluation activities, the structure of the workshops and the dates of the following meetings.

The following meetings were planned as below:

Progressive meeting in Rome, 15-16 of May 2014;

Progressive meeting in Calarasi, 6-7 of November 2014;

Final meeting in Narva, 4-5 of June 2015.

The agenda and the meeting minutes of the meetings can be downloaded from the website.

6. Active involvement of learners and staff

The project was inclusive and involved project staff and learners the wider community.

Learners were actively involved in the project including its planning, implementation and evaluation. According to the partner institution,

they varied as to number, characteristics, motivation, however constituted the centerpiece of the project. Each partner set up an advisory group for the project on which learners/beneficiaries were represented, so could contribute to the development of the project. Learners not only were the beneficiaries of training and learning themselves, but also helped to promote learning to others in their local communities. Also, the Read-aloud Clubs were initially organized and coordinated by an expert educator that helped the learners to start the activities. However, the objective was that of progressively training the group in self-management ability, so that the educator from initial coordinator became a facilitator or a supervisor, while natural leaders came out from within the group and the learners themselves managed their learning process.

During each mobility staff met with learners from the host organization/country, and all participating countries brought learners to the meeting to participate in the joint evaluation, and at the same time, providing an opportunity for learners to meet each other, exchange experiences and even develop friendships - an added European dimension. The contact with other countries, cultures and learners was crucial to enhance their motivation to active participation and learning, and to broaden the dimension of their education and citizenship.

Similarly, staff was involved at every stage in the project. They were represented in the project advisory group, completed the staff survey questionnaire and participate in the mobility and evaluation. After the first work meeting, each partner organized a briefing in its institution during which the executive plan of the project agreed among the partners was shared and discussed with the staff in order to apply it and integrate it with daily training work. Critically, staff was the first group to be trained using the Read-aloud Clubs as a new approach to delivering adult education to migrants and other vulnerable learners, and activated a cascade effect to other staff and to the wider adult education community. They were also the ones to pilot the new approach and implement it in the neighbor community.

7. Impact

On persons and organizations participating in the project activities, we recorded a relevant impact on different dimensions.

7.1) Learners/participants:

- activated potential of migrants and disadvantaged people, particularly creative and proactive behavior and social participation;
- decrease of psychological barriers, fear, frustration and sense of exclusion that often socially disadvantaged people live;
- improved literacy, intercultural competences, active European citizenship, communication and relational skills;
- greater awareness of opportunities available to adult learners;
- ability to facilitate reading clubs/learning groups in their local community;
- sharing experiences and learning from each other;
- improved awareness of local support structures;
- inclusion in the local community, with the double benefit of social integration and contribution to common resources;
- interest and motivation to continue learning;
- an enriched and more enjoyable learning experience.

7.2) Staff:

- improvement of professional competences related to working with migrants and disadvantaged adults, to managing informal education and to motivate adults to learning;
- development of professional links with staff from other countries;
- motivation to further partnership working in addressing issues common to the EU in general and participating countries in particular;
- sharing best practice with partners' colleagues working on common issues on transnational level;
- improved cultural awareness and sensitivity among staff.

7.3) Participating institution:

- mutual exchange of knowledge, expertise and innovative practices among participating institutions, that continues after the completion of the project;
- local recognition as championing adult education;

- further embedding of the EU dimension in the culture of the organization;
- increased involvement in European cooperation activities;
- potential to lead to the development of a European policy for the organization;
- use of innovative ways to promote learning and engage learners fully.

Chapter 2

SURVEY ON READING EXPERIENCES

I. Introduction

One of the preliminary activities of the project has been to carry out a desk survey in each country about the literature regarding the use of reading experiences (books, clubs and similar) as educational means.

2. Estonia

2.1)

Article title: Путешествие синего чемоданчика (Travels of the blue suitcase)

Source: Библиотека (2011) №6

Topic: Project Travels of the blue suitcase

Abstract: The library of Minusinsk launched a project where a suitcase with 30 books traveled the city. The books were read out loud by librarians and volunteers in libraries and summer camps.

Why this article is relevant for Read-Over project: They used the method of reading books out loud to reach children and their parents and point out issues in the society.

2.2)

Article title: Raamatukogus saab laenutada inimesi! (Library is lending people)

Source: Eesti Ekspress 21.08.2008

Topic: The Human Library Project

Abstract: The Human Library project has worked in Estonia since 2006 and it's main focus is overcoming stereotypes. It's completely based on volunteers. People who want to make others stop and think about the stereotypes projected by the society.

Why this article is relevant for Read-Over project: The human library idea is very easily integrated into solving the issue of intercultural division.

3. France

3.1)

Article title: “I have arrived to find a place to live”. Practice readings regarding forced displacement: a case study

Author(s): Chapetón, Marcela

Source: Revista de la Facultad de Humanidades, ISSN 0123-4870, N° 26, 2007, pp. 71-82

<http://dialnet.unirioja.es/servlet/articulo?codigo=3832133>

Abstract: “This article provides a summary of the results of the research “Fostering Resiliency: A space for reading beyond the classroom boundaries” carried out in the context of forced displacement in Colombia. The main purposes of this case study research was to document, observe, and analyze the responses given by five adults in situation of displacement during the reading sessions and to promote reading as a resource in order building resiliency through dialogic experiences” (Chapeton, 2007:71).

Why this article is relevant for Read-Over project: Qualitative approach (case study research- participant observation) about the experience of a reading club. Focus in dialogic and social interactions on reading club, and esthetic experience of reading “(...) the act of reading always involves interpretation, critical perception and "rewriting" of read it, that its the transformation through our conscious practice, of the personal and collective reflection about reality, of the text” (Chapeton, 2007: 73)

3.2)

Article title: The intercultural learning through literature (“El aprendizaje intercultural a través de la literature”

Author(s): Isabella Leibrandt

Source: Espéculo. Revista de estudios literarios. Universidad Complutense de Madrid

<http://www.ucm.es/info/especulo/numero32/aprendiz.html>

Abstract: The article focus in the proposal of “intercultural learning through literary texts” and the author is seeking to answer the following questions: a) What is intercultural learning and why this competence plays an important role in today's society? ; b) How can we integrate intercultural learning in the teaching of literature?; and c) How the literary texts approach us to other cultures and perspectives?

Why this article is relevant for Read-Over project: The author explains that the main objective of intercultural learning is to know, through the encounter with another language, another culture and another literature, the unknown. The idea is to overcome the stage of the comparison and the search of differences, to advance on the search of what we have in common. The proposal seeks to overcome ethnocentrism and improve self-knowledge. The author proposes that literature can be a substitute for the lack of direct encounters between people of different backgrounds. Literary texts provide us with languages and contents about different parts of the world: geography, politics, everyday life, beliefs, traditions, values, etc. The author proposes that literary texts confront the reader, his common sense and his expectations; and can be a contribution to the educational process that seek to reduce prejudices, stereotypes and discriminations. The author proposes that the reading with purpose of intercultural education can reach her goals if we consider: the interests of participants, their previous knowledge and the connection of the text to their personal experiences. It is also important to consider what is the new information supplied by the text to participants. The author proposes that the design of a didactic and methodical procedure should consider: a) Stimulation of the participants before reading, through the sharing of their own experiences and expectations. b) The search for a comprehensive reading through the individual analysis and groupal discussion about the elements and perspectives present on the text. It is also important to promote the analysis and discussion around what in the

text catches the attention of the participants: paragraphs, words, actions, images, etc. c) after the reading could be interesting promote the writing like a tool for the best understanding of the text. The writing can be focused on the text itself, the central theme, the connection with the personal biography, etc.

4. Italy

4.1)

Article title: Intercultural competence assessment through the use of critical incidents

Author(s): Marialuisa Damini - Alessio Surian

Source: Giornale Italiano della Ricerca Educativa (Italian Journal for Educational Research), year V, special number, October 2012

Abstract: The paper presents an overview of key scientific research approaches concerning the use of critical incidents as teacher training and educational tools. It suggests that they can be implemented as intercultural competence assessment tools based on qualitative analysis. This assessment approach is being developed within a broader research project focusing on intercultural competence development through cooperative learning methodologies. The paper discusses how to identify, to draft and to use critical incidents in relation to multicultural teacher training. Such an approach is being reviewed in terms of the pedagogical potential of this methodology to promote reflective educational practice.

Why this article is relevant for Read-Over project: The article discusses the question of intercultural competences, which is the focal issue of our project, developed and assessed using the method of the critical incident, that includes active methods in groups. The conducting line of the research is exploitable for further developments of Read-Over, in particular to mainstream the reading clubs in institutional activities of education and community centers. Also, the assessment of intercultural competences is critical in the enrolment of volunteers and educators that will deal with migrants and multicultural groups.

4.2)

Article title: L'educazione letteraria nella classe plurilingue-pluriculturale attraverso la letteratura della migrazione in italiano: una ricerca-azione per l'educazione interculturale

(The literary education in the multicultural class through the migration literature: a research-action for intercultural education)

Author(s): Francesca Gisbussi

Source: Tesi del Dottorato di ricerca in Politica, Educazione, Formazione Linguistico-culturali (Research for the PhD in Politics, Education and Linguistic-cultural Training)

Abstract: In this study the author develops an approach to the literary text aimed to crossbreeding the educational methodologies coming from literary studies with concepts and strategies developed within the teaching of foreign languages and cultures.

The educational path is founded on “the literature of migration” in Italian. It outlines an approach to the literary text that gives a new interpretation to the concepts of intercultural communication competence and has as global purpose the development of a dynamic and not-stereotyped vision of the persons living the migration and the questions related to the integration in the hosting country. The perspective is an education that responds to the needs of living together with the linguistic and cultural plurality that characterizes the contemporary social and educational contexts.

Why this article is relevant for Read-Over project: The work is fully related with the issue dealt with by Read-Over as takes into account the problem of migrants, intercultural competences and integration in the hosting society from several points of view. In particular, it puts on the scale on one side the valorization of the cultural and linguistic resources of the migrants and on the other side the use of literature for exploiting their resources and developing their intercultural competences.

5. Romania

5.1)

Article title: "Cats and art", the XXIInd meeting of Children reading club

Author(s): Newspaper article

Source: <http://www.news Bucovina.ro/>

Abstract: The article advertises the meeting of a children reading club in the Library of Bucovina "I.G.Sbiera". The interesting part is that the meeting has a discussion theme: the cats characters in the universal literature, music and the art of photography. The children can bring their own writings about cats. The initiative belongs to a group of parents that are aware that the library is the ideal place to develop in children the love for books, for reading and also the interest for literature and other cultures.

The public readings for children, together with children represent the way to make reading a stable, useful and pleasant habit.

Why this article is relevant for Read-Over project: It presents another type of organizing reading aloud clubs for a different group. Children can be a tougher target group than adults so it's important to learn how to deal with all target groups. It seems to be good idea to organize meetings with a particular subject.

5.2)

Article title: How to get at least one hour per day to read

Author(s): Newspaper article

Source: <http://1cartesaptamana.ro/timp-pentru-citit/>

Abstract: The article gives some tips about how to make more time to read. Some of the advises are as follows: 1. Read during your travel in the means of transportation. 2. Read when you have to wait. 3. Read instead of watching TV. 4. When you drive, listen audio-books. 5. Read in the morning when to enjoy your coffee/tea. 6. Read when you take your bath. 7. Read instead of playing on the computer. 8. Make reading a pleasant. 9. Take to love reading – make reading your special time for you!

Why this article is relevant for Read-Over project: It promotes reading as a enjoyable activity that can bring readers more time for them and for their passions.

Chapter 3

BEST PRACTICES IN READING CLUBS

I. Introduction

A second preliminary activity, complementary to the desk survey on literature, was a research on best practices in each partner country. The issue was again the reading clubs experiences in adult education. Here the results were more interesting in all countries. We discovered also some local activities, not advertised on national level, which – either for their methodology or for their inferences – could improve our initial idea of the read-aloud clubs for intercultural education.

2. Estonia

2.1)

Name of the best practice: Oval Table meetings

Realization year: 2006

Duration: Ongoing

Place: Narva Public Library

Target group: Adult readers of the library.

Short description: Main aims are the promotion of books and the pleasure of reading as opportunity of social interaction. The meetings have a core of constant members and a few new ones on every meeting.

Specific issues (reason to consider it as a good practice):

- Cultural activities based on reading and discussing books. The club offers different games and activities besides discussion.
- The club also promotes lifelong learning in cooperation with the English language club.
- Transferability of the model to other groups and regions.

2.2)

Name of the best practice: The human library project

Realization year: 2006

Duration: Ongoing

Place: Different venues, mostly organized by Eesti Gaidide Liit

Target group: All audiences.

Short description: Main aim was to show diversity and promote tolerance. The project strongly based on the work of volunteers. The idea was to have as many people as possible to represent different minorities, nationalities and social groups.

Specific issues (reason to consider it as a good practice):

- Created different possibilities for communication.
- Also used to promote libraries and reading.
- Showed intercultural diversity.
- Idea could be used in solving the issue of intercultural division.
- Transferability of the model to other groups and regions.

Web/Contact data:

<http://www.gaidid.ee/content/elav-raamatukogu>

3. France

3.1)

Name of the best practice: Reading Club for Adults (“Taller de lectura para adultos”)

Realization year: 1987

Duration: 25 years

Place: Public Library “Fermín Caballero”, Cuenca, Spain

Target group: Housewives and retired people from precarious contexts.

Short description: Reading Club for the promotion of the reading, the information, the pleasure and the active insertion in the social community life.

Specific issues (reason to consider it as a good practice):

The Reading Club reunites people with different cultural backgrounds who read, debate and learn together. The reading is considered an opportunity to travel to different places and times.

The reading allows the extension of the imaginary about the world through the group exercise of analyses and reconstruction of texts. The Reading Club is also the departure point of a series of activities: trips, dialogue with writers, art exhibitions, cinema, theater, etc. The people who participate in the Reading Club not only are involved with the local Library but also participate in the cultural and social life of the city and their surroundings.

Since the first Reading Club from 1987, today exists more than 29 other Clubs in Spanish and others languages, with participants of all gender and ages.

“Reading to live and living to read. With the others” (Malasca, 2008:16)

Web/Contact data:

<http://dialnet.unirioja.es/servlet/articulo?codigo=2903559>

<http://www.bibliotecaspublicas.es/cuenca/proyectos.htm>

3.2)

Name of the best practice: INTERBIBLIO: Intercultural Libraries in Switzerland

Realization year: 1993

Duration: 21 years

Place: Switzerland

Target group: Migrants in general, but particularly economic migrants and refugees.

Short description: “Intercultural libraries were created by local initiatives and have been organized on a federal level since 1993 in INTERBIBLIO (Swiss association for books without borders); there are 21 of them in 2012.” (Raymond, 2012:1)

Specific issues (reason to consider it as a good practice):

Intercultural Libraries was conceived like a place where each one can recognize their own identity and share it with others. At the same time, they are looking for promote the exchange between different group of population (local and foreign).

Intercultural Libraries are promoting cultural and linguistic diversity. They expand the horizon of the four national languages (German,

French, Italian and Romans) to the languages of the migrant population (for example Albanian, Turkish, Tamil, etc).

- Examples of common projects of libraries members: a) Training of volunteers; b) Encouragement of the first language; c) Workshop of writing.

- Examples of common activities of libraries members:

a) *"Lire, bien entendu"*: Books, Documentaries, Cartoons and CD in local languages, primary languages, other languages and also bilingual; b) *"Family Literacy"*: Voluntary members add (to the books) the translation made by the users of the library in their first language (or the translation in local language if it's necessary); c) Workshop Interactive of tales: often followed by activities in relation with the central theme of the history; d) Language course; e) Workshop of conversation; f) Loan of languages methods (local language, foreign languages); g) Nights of Lecture in foreign languages; h) Nights of foreign folklore;

i) Conferences about other countries and cultures; j) Workshop of calligraphy; k) Help in the write of correspondence; l) Homework help; m) Lending of "Bags of books" for schools; n) Books lending for persons in precarious situation (primary language and dictionaries); and o) Books lending with large print for older people.

Web/Contact data: <http://conference.ifla.org/past/2012/161-reymond-fr.pdf>
www.interbiblio.ch

4. Italy

4.1)

Name of the best practice: A voce alta (With loud voice)

Realization year: 2005

Duration: Ongoing

Place: Naples

Target group: Adults, youngsters, seniors

Short description: "A voce alta" is a no profit association founded by a group of teachers. Main aims are the promotion of books and the pleasure of reading as opportunity of being together, dialogue and

social cohesion. For this reason, the Association proposes different cultural activities, targeted not only to usual readers, but also to those that are not accustomed to the pleasure of books, seniors, youngsters and children. The Association organizes recurring events in locations close to people living in risk areas, like schools and parishes: read-aloud circles, laboratories of expressive reading for children, youngsters and adults.

Specific issues (reason to consider it as a good practice):

- Cultural activities (reading circles and laboratories) based on reading aloud books
- Target: disadvantaged people (adults, seniors and youngsters living in risk areas)
- Transferability of the model to other disadvantaged groups and regions (the Association has published a call to join other organizations from other regions)

Web/Contact data: www.avocealta.net

4.2)

Name of the best practice: LaAV Letture ad Alta Voce (Reading Aloud)

Realization year: 2009

Duration: Ongoing

Place: National

Target group: Disadvantaged people

Short description: LaAV is a network of circles with distribution on national level. The network is supported by Nausika, an association producing cultural and artistic events. The mission of LaAv is promoting on wide range the value of reading as a tool - effective and available to everybody - to create conditions for wellbeing in civil society.

LaAV motto is “I read for other people”, a pleasant and healthy way to make help other people.

Main activities: read-aloud clubs with voluntary collaborators in hospitals, circles for seniors or youngsters, communities for disabled people, any other place where there are persons lonely, with problems or any kind of social, economical or cultural disadvantaged.

Specific issues (reason to consider it as a good practice):

- Target: any kind of disadvantaged people (adults, seniors and youngsters) in communities where there is need of social and cultural support
- Presence of the clubs on national level, therefore sustaining the model with activities in several regions and supporting its transferability to other disadvantaged realities
- The network enrolls new volunteers and trains them, welcoming their ideas and initiative to valorize the mission of the clubs

Web/Contact data: <http://www.narrazioni.it/it/index.php/laav-279>

5. Romania

5.1)

Name of the best practice: Read aloud tips

Realization year: 2014

Duration: N/A

Place: Read aloud clubs, story-telling party, reading aloud sessions in schools

Target group: Different target groups

Short description:

1. Schedule it

Make plans for when and how you want to read aloud. And how long. Announce the others about the schedule made. Follow through the plan.

2. Roll with it

Don't expect perfection in your read-aloud experience, particularly not the first time. When you're reading out-loud to children, it doesn't seem like a big deal when you mispronounce a word, stumble through a sentence. But, when it comes to reading out-loud to a group of friends (or to a significant other), we seem to get a bit more self-conscious. So, it is important to "roll" with it – don't worry about making your tone and words perfect.

3. Connect with them

Open the discussion, explore meaning and context, and "think" it out. Connect with the book, and then go that next step--of discussing

your connection with your friends/significant other. There are readers who take the "connection" to a whole other level. They read the book to each other via video skype. The read-aloud experience isn't limited to a particular location (you can do it over long distances, in any setting).

4. Imagine the places...

Find a place that's big enough for the number who plan to attend. Make sure that everyone can hear the reading. Check to see if there are restrictions on the location you've picked.

5. Audiobooks

If you *really* don't feel comfortable about reading out-loud (even knowing that it doesn't have to be perfect)--make use of more professional voices to put your fears at ease.

Specific issues (reason to consider it as a good practice):

It is important to have some starting point ideas about how a experience of read aloud is like.

The tips seems useful and very practical, can be transferable and it fits any kind of target group.

Web/Contact data:

http://classiclit.about.com/od/Experience_literature/tp/read_aloud.htm

5.2)

Name of the best practice: Do you want to read the best books almost free of charge? – first meeting of the club: I support reading!

Realization year: 2015

Duration: 2 hours

Place: Calarasi, Art Café, workshop

Target group: Diverse target groups – especially youngsters

Short description: This is about the initiative of a personal development trainer. His idea is to encourage people to read by providing them with books free of charge. The only condition is to pay a monthly fee of 10 lei (approximately 2 euros) as membership fee. In exchange, the members can borrow books of personal development, financial education, marketing, sales, other domains.

The participants are encouraged to bring their own book to lend to others or to donate to the club.

What are the advantages to be a member: Networking; the opportunity to practice public speaking; the opportunity to become a partner of the club; Borrowing very good books; the opportunity to hear how books have changed lives.

Specific issues (reason to consider it as a good practice):

It brings people together and make them talk about books and the ideas that are in the books.

It encourages the personal development, it encourages and develop public speaking, analytic and critical thinking.

Web/Contact data: <http://paulmelinte.com/vrei-sa-citesti-cele-mai-bune-carti/>

Chapter 4

PILOT EXPERIENCES IN PARTNER COUNTRIES

I. Introduction

Key activity of the project has been the organization and delivery of Reading Clubs during the entire project life and of a final national Reading Day experience. The partnership defined the common guidelines (conceptual and methodological) for the two experiences; however, the practical implementation was free according to each partner specificity (characteristics of the learners and organizational elements).

In this chapter, we present a selection of reading clubs and reading days from the partners' country activity.

2. Estonia

2.1) READING CLUB

Number of participants: 9

Target group: Migrants

Date: 4 April 2015

Location: Central Library, Narva

Duration: 1 hour

Description of activity/method: Sociocultural adaptation club "New Narva Citizens". Kickoff meeting on 5th of April. Free of charge.



2.2) READING DAY

Number of participants: N/A

Target group: Readers of the library, teachers, migrants

Date: 18 April 2015

Location: Central Library, Narva

Duration: 4 hours

Description of activity/method: Narva Library connected the project Reading day with the Day of the Book and the Rose. Therefore, in collaboration with the Spanish Embassy in Estonia, we had a reading festival of sorts. The Embassy brought us two exhibitions connected to Iberofest, “Feelings” by Maria Elena Rodríguez-La Rosa and “Explore Honduras” by Arturo Sosa.

Program of the day:

h. 10:00 Book Exchange, where everyone can bring their books (the ones they no longer need or want) and take others they find interesting.

h. 11:40 Non-stop reading, in different languages. (The library director read in Estonian, the Mayor in Russian, the Ambassador in Spanish, one of our staff members read in English, members from the club read in Belarusian, Ukrainian and Russian).

h. 12:00 Legend of the knight and the dragon: theatrical show.

h. 12:20 “Big Rose” Quest (children had to find certain objects in the library building and answer literature questions connected to the objects) / “Candy roses” workshop (participants learned how to make roses out of candy and paper).

h. 13:00 Family game “Clever and cleverer”

h. 14:00 Summing up the Big Rose Quiz, award ceremony.



3. France

3.1) READING CIRCLE

Number of participants: 10

Target group: Young migrants with low language skills (French) and local seniors

Date: 30 April 2014

Location: Elan Interculturel's Training Room, Paris

Duration: 2 hours

Description of activity/method: During our first pilot meeting and thanks to our friends of "Colcrea" association we gather 10 participants for the very first reading club. The richness that this group brought to the Club was their diversity. Among our participants we could find different backgrounds and generations, different level of French language skill and plenty of other foreign languages.

We did together 2 different activities; the first one had the aim of knowing each other and to encourage the exchange of experiences between them and the second one was the reading. Two participants presented / read a short story related to their origins and the rest of the group could follow the reading with their own copy of the text. They underlined the words that they didn't understand and at the end of the reading we focused on grammar, vocabulary and a short discussion about the culture presented on the text.



3.2) READING CIRCLE

Number of participants: 12

Target group: Young migrants with low language skills (French) and local seniors

Date: 10 October 2014

Location: Bibliothèque de la ville de Paris, Paris

Duration: 2 hours

Description of activity/method: In this second encounter, the participants had received in advance some preparation tasks. They had to choose and bring a short story / text or a song that they really liked to share with the others. We prepared copies for everyone so they could follow the reading and work on the vocabulary. As we did the previous time we use the first part of the meeting to do activities together related to literature and our favorite kind of books, our favorite characters... We also worked together on the construction of a story. The participants seemed to enjoy this kind of introductory activities. In the second part of our club we made a reading circle and we heard the different stories with all kind of accents and learning from each other cultures.



3.3) READING DAY

Number of participants: N/A

Target group: Adult learners, migrants

Date: 23 May 2015

Location: Centre Autonome Solidaire Artistique Poblano, Montreuil

Duration: N/A

Description of activity/method: The event, named “Lire ensemble à travers les frontières culturelles”, started with the presentation of the European project Clubs de Lecture (goals, activities, products). Then, the first activity started: a participative workshop “Jouons avec la littérature”, conducted by Elan Interculturel’s team with the collaboration of two representatives of our Estonian partner: the Library of Narva. We read classical texts into different languages, played with the various phonemes and accents, and mimed and learned from the words in the languages of the participants (French, Spanish, English, German, Italian, Russian, Estonian).

After this ludic workshop about the reading and languages, we were pleased to let us transport to a magic world with the tales of Carine Granger. Later two workshops were organized in parallel:

- “Traditional tales for children”, hosted by the actor Ivan Gonzalez;
- “Conference-workshop on the practice of the creative reading” hosted by the poet Gonzalo Yáñez.

In addition, throughout the day, the participants could exchange books in the “Bibliothèque Éphémère” and tasting a delicious multicultural buffet.



4. Italy

4.1) READING CIRCLE

Number of participants: 8

Target group: Migrants

Date: 23 November 2013

Location: Municipality Public Library, Rome

Duration: 2 hours

Description of activity/method: Book chosen 'Brick Lane', Monica Ali (novel about a young Bangladeshi woman who lives a dutiful life in an arranged marriage in London until she discovers the possibilities of life in a less restrictive country).

The learners have welcomed the initiative as an opportunity for socialization among migrants and integration in the hosting community.

Despite some embarrassment in the beginning and some learners' shyness, they liked the idea of reading together aloud the first paragraphs of the book and commenting the content as incitement for talking about themselves (their stories, current situations, etc.).

They feel encouraged to create new opportunities of socialization and cultural exchange. After the Club first meeting, the learners have met once for a cultural visit (to Viterbo, Etruscan site) and twice for watching the movies ('Moebius', South Korea, and 'Hors-la-loi – Men without law', Africa)



4.2) READING CIRCLE

Number of participants: 11

Target group: Migrants

Date: 25 October 2014

Location: Association Gli Argonauti 2000, Rome

Duration: 2 hours

Description of activity/method: Book chosen 'The girl who fell from sky', Heidi W. Durrow (the novel tells the story of Rachel, the daughter of a Danish mother and a black G.I. who becomes the sole

survivor of a family tragedy. With her strict African American grandmother as her new guardian, Rachel moves to a mostly black community, where her light brown skin, blue eyes, and beauty bring mixed attention her way. Growing up in the 1980s, she learns to swallow her overwhelming grief and confronts her identity as a biracial young woman in a world that wants to see her as either black or white).

The learners have welcomed the initiative as an opportunity for socialization among migrants and integration in the hosting community.

Most of them were already acquainted with one another, therefore the initial embarrassment that arose in previous Clubs was not relevant and the participants could make the most of the experience with the educators.

At the end of the Club, the participants agreed for an extra time together to visit an exhibition of African photography.



4.3) READING DAY

Number of participants: 24

Target group: Disadvantaged adult learners, migrants

Date: 23 April 2015

Location: St. Mary School, Rome

Duration: 6 hours

Description of activity/method: In occasion of the World Book Day April 23, we have organized in Rome the National Reading Day of the project. The event started at 10:00 and concluded at 17:00, with 1-hour break for lunch at 13:00, for a total duration of the work of 6

hours. During the Reading Day we organized several activities for the participants, included an exhibition of pictures and drawings of the learners on the topic “Migration and Interculture” that went on from Thursday 23 to Sunday 26 of April. The Reading Day was hosted in the Conference Room of the private school S. Maria. The exhibition housed in the portico of the former convent's cloister where the school is located. The participation to the activities was without charge of a participation fee, but we requested a subscription until the day before.

Agenda of the Reading Day:

- h. 10:00 – Welcome, presentation of the project and the event
- h. 10:30 – Ice breaking and team building activity
- h. 11:30 – Workshop about the importance of literature and reading for development of self, of social skills and of intercultural competences. Selection of novels and tales regarding “Migration and Interculture” and discussion on educational issues
- h. 13:00 – Lunch (sandwiches and drinks offered by Tecnopras)
- h. 14:00 – Workshop on story telling: personal stories of migration told by the participants.
- h. 15:30 –Dramatization games
- h. 17:00 – Closing by representatives of educational staff



5. Romania

5.1) READING CIRCLE

Number of participants: 15

Target group: Teachers

Date: 30 September 2014

Location: County Council meeting room, Calarasi

Duration: 1 h

Description of activity/method: Reading is a low rated activity among youngsters, however they socialize a lot and like having a reason to meet and talk. We think it's a great idea to promote reading through socialization and to socialize while reading.

We tried to promote the Reading Aloud clubs using another event where we met people 16-50 year old. Mostly teachers formed the group, but there were some pupils participating also.

The concept of Reading Aloud club was presented. The teachers considered a very good idea to try to promote reading among young generation. Reading aloud clubs were seen as a good opportunity to socialize, to collaborate and why not to improve knowledge in various fields.

The teachers embraced the idea. They will integrate the activity amongst the extracurricular activities of the schools; probably the challenge will be to find common interesting thing to read and talk and keep the clubs going.



5.2) READING CIRCLE

Number of participants: 8

Target group: Librarians

Date: 05.05.2015

Location: Public Library, Calarasi

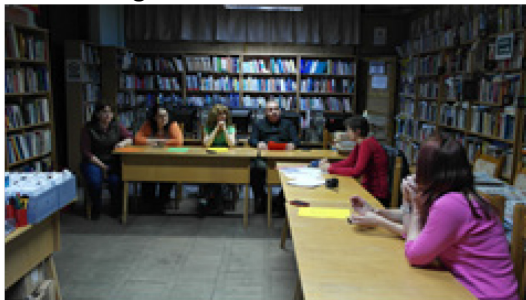
Duration: 1 hour

Description of activity/method: In the second meeting of reading club, we meet in the library of Calarasi. The library is in an old, inappropriate building, with no windows. However, in the near future, a new library building will be finished and the activities of the librarians will be held in much better conditions.

The aim of the meeting was to share with librarians the method of organizing read aloud clubs for their reader, irrespective of age, culture. The participants were exclusive the employees of the library and we did not give any previous tasks. We brought printed pages with short texts that the participants had read. We prepared copies for everyone so they could follow the reading.

In the first part of the meeting, we explained shortly the methods and how it can be adapted to the various target groups they may have. In the second part of the meeting, we read together the texts and start a short discussion about it.

The participants were more interested in how to carry out such an event and if this kind of activity can enhance the interest of young persons toward reading.



Chapter 5

READ-OVER TOOL-KIT

I. Website

The project website was set up immediately at project beginning and is going to be managed by Tecnopras after project conclusion. It represented a main dissemination tool, a window about the project, its activities and results.

Address: www.read-over.eu



2. Brochure

The partners prepared a brochure in English common to everybody, available in electronic format in the website and sent via email to an international mailing list. Each partner translated the brochure in national language and used in paper format for national and local dissemination.



Partnership

Tecnopras s.a.s.
Via Maestri del Lavoro 26
02032 Passo Correse (RI) - IT
cristina@tecnopras.it
www.tecnopras.it

Élan Interculturel
7 rue Guillaume Bertrand
75011 Paris - FR
cedricetola@elaninterculturel.com
www.elaninterculturel.com

Narva Central Library
Mälu 8 - 20308 Narva - EE
Siina.Kult@narvalib.ee
www.narvalib.ee

ADER-RO
str.1 Decembrie 1918 nr.12 Bloc A17 sc.2
910040 Calarasi - RO
bogdanbobrescu@yahoo.com

Information

Disclaimer:
This project has been funded with support from the European Commission. This website reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Lifelong Learning Programme

Contacts:
Tel.: 0039 0765 486603
Fax: 0039 0765 480160
Email: ita@read-over.eu
Web: www.read-over.eu





READ-OVER

*Read-Aloud Clubs to
Overcome Intercultural Divide*

www.read-over.eu



Work Meeting in Rome, May 2014

Outline

The project intends to face the problem of intercultural integration and social inclusion elaborating the model of interactive read-aloud circles aimed to overcome the social barriers constituted by racial, religious and cultural differences.

The Read-aloud Clubs allow a powerful and empowering informal education that combines reading with other expressive methodologies like drama/role playing, "movieeducation" (i.e. education through movies) and creative writing.

The literature chosen for the clubs, and that will be basis for possible dramatization and choice of movies, is specifically intercultural.

The Read-aloud Clubs will be managed directly by the participants. Thus, the learners are involved in their learning path from the very beginning and feel committed and motivated in the learning events.

Framework

With Read-Over project we intend to face the problems of literacy, lack of intercultural competences (in a globalized world that by now requires them) and social exclusion that often migrants and poorly educated people suffer.

Great books help you understand, and they help you feel understood.
(John Greene)

Activities

Main activity of the project is setting up Read-aloud Clubs in each country of the partnership to help migrants and ethnic minorities' and, secondly, adults with poor educational background – to access learning.

The Clubs represent a strong and motivating opportunity for improving literacy, intercultural competences, soft skills, with the further purpose of empowering social inclusion and active participation as citizens of the hosting country and the wider Europe.

They will be supported by web and face-to-face tools (blog, drama, visits) implemented with the help of the learners.



Kick-off Meeting in Paris, October 2013

Outputs

Carry out a research on best practices in Europe regarding Reading Clubs as informal educational event

Set up the Read aloud Clubs in partner country and create a network to sustain them in the local community

Develop a model and toolkit for the Read aloud Clubs, with elaboration of different scenarios for their implementation

Set up National Intercultural Reading Days in partner countries and a Transnational Intercultural Reading Day

Support migrants and adults with poor education to access learning and commit to their learning process

Improve the quality of the adult learning experiences and valorize it across Europe

Produce a toolkit regarding Reading Clubs in education (website, manual, newsletter)

3. Newsletter

Each partner contributed to preparing a newsletter in English in electronic format. The partner responsible for editing the newsletter was ADER-RO. During the project life, 4 newsletters have been produced and sent via email to an international mailing list. They were made available also through the website.

Volume 1, Issue 1

December 2013



READ - OVER project

Read-Over newsletter



Launch of the READ-OVER project

The project READ-ALoud CLUBS TO OVERCOME INTER-CULTURAL DIVIDE intends to face the problem of intercultural integration and social inclusion elaborating the model of interactive read-aloud circles aimed to overcome the social barriers constituted by racial, religious and cultural differences.

The Read-aloud

Clubs allow a powerful and empowering informal education that combines reading with other expressive methodologies like drama, role playing, "movieducation" and creative writing.

The aim of these reading circles is the development of:

- basic skills such as literacy, intercul-

tural awareness, European citizenship;
- soft skills such as communication, courtesy, interpersonal relationship skills, self-awareness and self-esteem, literacy and management of emotions, empathy, positive attitude, cooperation, proactivity, willingness to learn, motivation, problem solving.

READ-OVER first project meeting

Between 21-22 October 2013 the first project meeting took place in Paris, France. The meeting was co-organized by Élan Interculturel from France and Tecnopras S.A.S., the Italian partner.

The meeting has aimed at clarifying the expectations towards the project, drawing the framework of the

common work and the concrete steps to be taken. Nevertheless, the meeting was also the occasion for some

partners to meet for the first time and know each other.





<http://www.read-over.eu>

PARTNERS:

Tecnopras

Via Maestri del Lavoro 26
02032 Passo Corese, Italy
Tel. (+39) 0765 486603
Fax (+39) 0765 680647
www.tecnopras.it



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Élan Interculturel

7 rue Guillaume Bertrand
75011 Paris, France
Tel. (+33) (0)1 83879679
Fax 0034 949 226312
www.elaninterculturel.com



Élan Interculturel is an independent association created for the exploration and valorization of cultural diversity. The main objectives of Élan Interculturel are to create a better understanding of how diversity affects our life, to raise awareness of the resources inherent in diversity, to develop methods that help individuals have a better experience of cultural diversity or cross-cultural transitions.

Narva Central Library

Malmi 8
20308 Narva, Estonia
Tel. (+372) 35 91993
Fax (+372) 35 91993
www.narvalib.ee

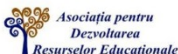


NARVA KESKRAAMATUKOGU

The library dates back from to 1897, when the first reading room was opened in Narva. The current Library building opened in 1987 and was the first to be built especially for a public library. The mission of the library is to preserve our unique cultural values, inspire lifelong learning, advance knowledge, and promote the development of our city.

Ass. for Development of Educational Resources

str.1 Decembrie 1918 nr.12
Bloc A17 sc.2 ap.2
910040 Calarasi, Romania
Tel. (+40) 242 311760



Association for Development of Educational Resources is an educational centre and its main activities are the implementation of formal and informal lifelong education courses. ADER goal is to promote lifelong learning in society in order to facilitate the growth of active citizenship; increased social cohesion and higher levels of employment for all age groups.

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ISSUE 2

December 2014



READ - OVER project

Read-Over newsletter



READ-OVER Calarasi project meeting

Between 5-8 November 2014 the third project meeting took place in Calarasi, Romania. The meeting was organized by ADER (Romania) and moderated by Élan Interculturel (France).

Each partner has presented their experiences with the national reading circles: ADER had made known the read aloud club method among the teachers, Tecno-
pras presented their work in collaboration with Argonauti Asso-

ciation, an organization that works with migrants and Narva Public Library made a presentation about the numbers of immigrants in Estonia.

Élan Interculturel has delivered a training about story-telling and exercises that can stimulate group creativity.



READ ALOUD CLUBS partners' experiences

The aim of the project is to set up Read-aloud clubs in each country. The groups targeted are migrants, ethnic minorities and adults with poor educational background. Clubs represent an opportunity for improving literacy and intercultural competences.

In Estonia an event was organised for people who love to read, interested in modern literature. It consisted

of 3 parts: reading magazines, acquaintance with the works of Russian writer from Estonia Andrei Ivanov and discussion with A. Ivanov, the writer of a novel devoted a problem of refugees from poor countries to Denmark.

In Romania the concept of reading aloud clubs was promoted among by teachers.

Teachers considered a very good idea to try to promote reading among young generation. Reading aloud clubs can be integrated in the extracurricular activities of the schools. Clubs were seen as a good opportunity to socialise, collaborate and to improve knowledge in various fields.



www.read-over.eu

PARTNERS:

Tecnopras

Via Maestri del Lavoro 26
02032 Passo Corese, Italy
Tel. (+39) 0765 486603
Fax (+39) 0765 680647
www.tecnopras.it



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Élan Interculturel

7 rue Guillaume Bertrand
75011 Paris, France
Tel. (+33) (0)1 83879679
Fax 0034 949 226312
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str.1 Decembrie 1918 nr.12
Bloc A17 sc.2 ap.2
910040 Calarasi, Romania
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ISSUE 3

January 2015



READ - OVER project

Read-Over newsletter



READ-OVER Reading-aloud Clubs

The activity of the Read-aloud Clubs intends to promote literacy of migrants, improving the knowledge of the adoptive language and of the hosting culture, but also literacy of native citizens, improving the knowledge of their mother-tongue and of the hosted cultures. For the participants, the Read-aloud Clubs improve positive attitude towards books and enlarge the literary interests, stimulates to transfer this

appreciation in writing, also empowering the writing skills, for example keeping a diary, writing tales, contributing to the blog and the newsletter.

Furthermore, through the Read-aloud Clubs it is developed socialization, relational competences, sense of belonging, participative citizenship.

Learners become part of a small community that can constitute a support at different

levels, starting from help in the learning process.

The "space" of the Read-aloud Club becomes a virtual place where to share one's own cultural identity, at social, racial and religious level.

In this common location each participant learns to know the other person, the others' values, way of being, and to accept them as different.

READ ALOUD CLUBS partners' experiences

The pilot club that took place in France was organized by Élan Interculturel together with "Colcrea" association. The participants were very diverse: different backgrounds and generations, different level of French language skill and plenty of other foreign languages.

After knowing and exchanging experiences between participants, two participants read a short story related to their origins and the rest of the group could follow the reading with their own copy of the text. They underlined the words

that they didn't understand. At the end the participants focused on grammar, vocabulary and a short discussion about the culture presented on the text.





www.read-over.eu

PARTNERS:

Tecnopras

Via Maestri del Lavoro 26
02032 Passo Corese, Italy
Tel. (+39) 0765 486603
Fax (+39) 0765 488160
www.tecnopras.it



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Élan Interculturel

7 rue Guillaume Bertrand
75011 Paris, France
Tel. (+33) (0)1 83879679
Fax 0034 949 226312
www.elaninterculturel.com



élan interculturel

Élan Interculturel is an independent association created for the exploration and valorization of cultural diversity. The main objectives of Élan Interculturel are to create a better understanding of how diversity affects our life, to raise awareness of the resources inherent in diversity, to develop methods that help individuals have a better experience of cultural diversity or cross-cultural transitions.

Narva Central Library

Malmi 8
20308 Narva, Estonia
Tel. (+372) 35 91993
Fax (+372) 35 91993
www.narvalib.ee



NARVA KESKRAAMATUKOGU

The library dates back from to 1897, when the first reading room was opened in Narva. The current Library building opened in 1987 and was the first to be built especially for a public library. The mission of the library is to preserve our unique cultural values, inspire lifelong learning, advance knowledge, and promote the development of our city.

Ass. for Development of Educational Resources

str.1 Decembrie 1918 nr.12
Bloc A17 sc.2 ap.2
910040 Calarasi, Romania
Tel. (+40) 242 311760



Association for Development of Educational Resources is an educational centre and its main activities are the implementation of formal and informal lifelong education courses. ADER goal is to promote lifelong learning in society in order to facilitate the growth of active citizenship; increased social cohesion and higher levels of employment for all age groups.

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READ - OVER project

Read-Over newsletter

READ-OVER Final Conference Narva, 5 June 2015



On 5 of June 2015, it will take place the final conference of the Read-over project, in the city of Narva. The event will be organised and hosted by one of the project partners, Narva central library—Narva Keskraamatu-kogu.

The conference has as main theme „Read-Aloud clubs for immigrants“. The event will benefit from the participation of representatives of Narva college of the University of Tartu, VitaTiim NGO, Šiauliai County Public Library, Ivangorod City Library, Narva Library and of course the project partners.

Contacts:

Phone: +372 35 91993
nkr@narvalib.ee
<http://www.narvalib.ee/>



READ-OVER—Read Aloud Clubs to Overcome Intercultural Divide Manual of Good Practices

One of the main outputs of the project will be a handbook reporting the good practices, the methodological outlines and the pilots experience of each partner of the project.

The manual tries to gather all the work that has been carried out during the two years of project implementation and to present the experiences of projects partners in conducting read aloud clubs in each country.

Reading aloud clubs represent great opportunities to discover the benefits of the use of reading together in education.

The participants have the chance to develop key skills as spelling and grammar, reading and comprehension, intercultural awareness, social abilities, self-awareness and self-esteem, willingness to learn and to cooperate.



www.read-over.eu

PARTNERS:

Tecnopras

Via Maestri del Lavoro 26
02032 Passo Corese, Italy
Tel. (+39) 0765 486603
Fax (+39) 0765 488160
www.tecnopras.it



Tecnopras is a private company involved in technical consultancy and in human resources management and development. Tecnopras acts a strategic opportunity to find the most suitable instruments for supporting the process of change and activating a thorough revision of personal, professional, managerial and entrepreneurial values and career planning.

Élan Interculturel

7 rue Guillaume Bertrand
75011 Paris, France
Tel. (+33) (0)1 83879679
Fax 0034 949 226312
www.elaninterculturel.com



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str.1 Decembrie 1918 nr.12
Bloc A17 sc.2 ap.2
910040 Calarasi, Romania
Tel. (+40) 242 311760



Asociația pentru Dezvoltarea Resurselor Educaționale

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Chapter 6

CONCLUSIONS

I. Evaluation of the experience

The partner in charge of evaluating the project was Élan Interculturel. It carried out this task with the support of other partners, which provided all the necessary documents (questionnaires, reports, feedbacks) so to allow the evaluation.

To assess the project Élan Interculturel created a special questionnaire that allows evaluating the partnership process. Without individual differentiation, they asked that partners answer at least one sheet about their general impressions, expectations, and satisfaction concerning the project.

Following we summarize the process evaluation of the project.

a) Satisfaction and general impressions

The partners were all in command about the project being very interesting. During the first period, they expressed their motivation to learn about the organization of reading clubs and their implementation.

During the second period, they realized that the work went a lot smoother than in the first year, especially because they have started to concentrate on practical activities and they felt more comfortable with the pilot coordination.

Overall, the partners felt that the Read-Over project was very interesting and provided them with opportunity to learn about the usefulness of interactive read-aloud circles for overcoming the social barriers constituted cultural differences.

b) Unexpected problems and challenges

Even though the partners were thrilled to organize reading clubs, a few of them saw a big challenge in that task. They also were afraid of how to keep the reading clubs evolved and motivated, especially because they didn't know how to demonstrate to their members

that reading is about communication and sharing.

The problems they experienced concerning those challenges were the methods of how to find members for the reading clubs. Also the following communication between the members they have found and between the partners wasn't that easy at the beginning.

c) Suggested problem-solving measures

The solving measures the partners suggested after the difficulties they have experienced were the following: first, they wanted to develop a good working collaboration between the partner organizations and/or institutions to ensure a well-functioning communication.

To keep the members motivated, the partners proposed to evolve libraries and other organizations so that the work of the reading clubs variegates more. They also decided to add some strong literature so that the members stay focused and don't get bored so easily.

d) Personal and organizational learning

In general, all the partners agreed that they have learned a lot about reading clubs in general but especially about how to organize them. In order of this organization, they learned new methods and exercises and they got in contact with people from different cultures. That's how they gained knowledge about working with immigrants. The partners learned a lot about different cultures, how to deal with different backgrounds and how to collaborate with them. They also realized that immigrants can be very different from how they have imagined them in the first place and, as a result, they got to know how to cooperate with them as a group.

One of the partners realized that reading clubs are not only for kids and that reading is no lonely activity but a collective and fun one.

Overall, the partners acquired new working methods and learned one from another which made them realize that they are capable to do much more together than they have expected.

e) Opportunities/benefits

The most important opportunities and benefits for the partners were their new contacts and the fact of meeting people. In addition, the collaboration with other organizations and different languages were

a big opportunity for them.

One of the partners mentioned that celebrating the day of the book while a reading day was an important benefit.

2. Results of the Reading Clubs

a) General information

The instrument of evaluation of the pilots did not include a section on qualitative evaluation of open character. So the assessment tool developed especially for evaluating such instances consists of a survey based on three axes, each one has its corresponding indicators. All evaluated on a scale between 1 and 5, where 1 was “fully disagree”, 2 was “very much disagree”, 3 was “neither agree nor disagree”, 4 was “very much agree” and 5 was “fully agree”. Indicators are:

AXES	INDICATORS
Content	Literacy
	Reading and understanding
	Oral Expression
	Practices of others cultures
	Intercultural communication
Dynamic	Fun
	Interesting
	Useful
	Collaborative
	Informative
	Sociable
Satisfaction	Structure
	Contents
	Learning
	Exchange
	Importance

b) Results

The following results correspond to the application of 94 questionnaires, according to the criteria presented previously, and distributed in 10 pilots.

B.1 Content

First, the general results show that the evaluation of the participants about the contents of the pilots was mostly positive and two of the project partners obtained higher rates than the overall average results.

Estonia	France	Italy	Rumania	Average
4.3	4.6	3.8	3.6	very much agree (4.2)

Moreover, regarding the general evaluation of the axe in relation to their corresponding indicators, the results shows that the best evaluation was for “reading and understanding” (4.3) and the lowest for “literacy” (4.0).

Content’s Indicators	Average all pilots
Literacy	4.0
Reading and understanding	4.3
Oral Expression	4.2
Practices of others cultures	4.3
Intercultural communication	4.3

B.2 Dynamic

In relation with the general results, they show that the participants evaluated positively the dynamics of the pilots and again two of the project’s partners obtained higher rates than the overall average in this item.

Estonia	France	Italy	Rumania	Average
4.4	4.7	4.0	3.8	very much agree (4.2)

In addition, taking into account the general evaluation of the dynamics in relation to their corresponding indicators, the results show that the best evaluation was for “sociable” and “interesting” (4.6). On the other hand, the lowest evaluation was for “informative” (4.2).

Dynamic's Indicators	Average all pilots
Fun	4.2
Interesting	4.5
Useful	4.3
Collaborative	4.3
Informative	4.2
Sociable	4.6

B.3 Satisfaction

Concerning the general results relating to the participant's satisfaction show that the pilots were able to satisfy the people who took part in it. Again, two of the project's partners obtained higher rates than the overall average in this axe.

Estonia	France	Italy	Rumania	Average
4.4	4.5	4.1	4.0	very much agree (4.2)

Furthermore, in consideration of the axe about satisfaction, the general evaluation of their indicators shows that the best results were for "contents" and "learning" (4.5); and the lowest were for "importance" (4.2).

Satisfaction's Indicators	Average all pilots
Structure	4.3
Contents	4.5
Learning	4.5
Exchange	4.5
Importance	4.2

B.4 General Evaluation

Finally, the general results of the pilots including each one of the axes show that the evaluation of the participants was positive and follows the tendency of the evaluation by axes, being closely of the maximum score defined by the evaluation instrument.

Estonia	France	Italy	Rumania	Average
4.4	4.6	4.3	3.8	very much agree (4.2)

c) General comments

Our interest in the evaluation of the pilots done by all the partners in this project was to obtain first-hand information regarding the implementation of the reading clubs. The feedback we receive from each of the participants has been fundamental in the analysis of each one of our objectives and the activities planned for its realization.

The evaluation obtained was a revision tool of our work and gives us an opportunity to improve this “diagnostic enterprise”, thinking about its developing and improvement in futures implementations.

Thus, we believe that the good results we obtained are a reaffirmation of the importance of these initiatives and the need to provide them with continuity through future projects.

3. Recommendations

Our participation to the program was a great opportunity to discover the benefits of the use of reading together in education. The procedures gave the chance to our learners to develop key- skills and social abilities, to our staff to improve their knowledge and teaching practices and to the educational process to innovate techniques.

The collaboration with our partners was very constructive and we are willing to continue individually our common effort by creating an ongoing reading-clubs experience and a channel of communication between adult educators who use reading methods in education in order to exchange information, ideas, experiences and good practices.

Some changes are necessary to improve the conditions of the application of the reading methods. Adult educators should be encouraged to attend seminars and workshops in so that they train properly their management skills. The technical support from the deputed institutions is also crucial.

Annex A

EVALUATION QUESTIONNAIRES



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to overcome
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Evaluation sheet for participants of Read-Aloud Clubs

1. Content

Please indicate to what extent the reading club helped you to learn about the following themes. Use the scale 1 to 5 where 1= not at all, 5= very much. (Put an X under the appropriate box)

	1	2	3	4	5
Literacy (spelling and grammar)					
Reading and comprehension					
Customs of others cultures					
Intercultural Communication					
Oral expression					

2. Dynamics

Please rate the reading session on the following criteria from 1 to 5

	1	2	3	4	5
Fun					
Interesting					
Useful					
Facilitating collaboration with others					
Informative					
Sociable					

3. Overall satisfaction

Please indicate on the scale 1 to 5 (where 1=not at all, 5=very much) to what extent you are satisfied with:

	1	2	3	4	5
Structure of the reading club					
Content of the reading club					
Meaningfulness					
Learning/New knowledge					
Sharing/social exchange between participants					

Personal data

Age:

Nationality:



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Confidential code to connect pre and post tests	First and last letter of the city you were born in	(eg: B T)	
	First and last letter of mother's first name	(e.g: E T)	
	Second and third letter of the year you were born in	(e.g: 97)	

International Consortium Meeting
Place _____ **- Dates** _____

This questionnaire aims at the evaluation of the international consortium meeting held in _____ from _____ to _____. The questionnaire is confidential, in no way your name will be associated to it. The data will be used as aggregate to observe tendencies, without individual differentiations. There are no good or bad answers, please be as honest as possible in answering the questions.

The questionnaire takes approximately 15 minutes.

General impressions

Please give three words that describe your experience of the meeting:

What was the best part of the meeting for you?

What was the least good part of the meeting for you?

For each statement please answer with the 1 to 5 scale where 1=not at all, 2=a little, 3=somewhat, 4=significantly, 5= very much

The collaboration in the 2nd meeting was:

	1	2	3	4	5
Challenging (e.g.: we'll need to solve unforeseen difficulties)					
Interesting (e.g.: a source of learning and exploration)					
Efficient (e.g.: to the point short meetings focused on the content)					
Enjoyable (e.g.: finding moments of pleasure)					
Fruitful (e.g.: creating something new and relevant)					
Complicated (e.g.: filled with unnecessary activities and loss of time)					

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The difficulties / challenges we met are rooted in:

	1	2	3	4	5
The administrative requirements of the project					
Institutional differences of partners					
Cultural differences (different values, norms, working styles of partners)					
Personal differences (e.g. strong personalities)					
The technical work (reaching the objectives)					

To what extent the meeting met your expectations in the aspects below?

(please answer with the 1 to 5 scale where 1=not at all, 2=a little, 3=somewhat, 4=significantly, 5= very much)

To get to know the other partner organizations profiles	
To get to know the people involved in the project	
To work out together the project objectives and activities	
To see something of the host city, have cultural programs	
To create a precise action plan for the coming period	

Satisfaction

Please indicate how satisfied you are with the following aspects of the meeting:

(please answer with the 1 to 5 scale where 1=not at all, 2=a little, 3=somewhat, 4=significantly, 5= very much)

	1	2	3	4	5
Content					
Timing					
Interpersonal / informal contact					
Logistics / organisation					
Achievement of professional goals					
Cultural programmes					

Please add any further recommendation, observation comment that should help us to make the next meeting an even better experience:

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**FINAL CONFERENCE
NARVA (ESTONIA) – JUNE 5, 2015**

*It was a pleasure to welcome you at the conference. We hope it brought you useful and rich encounters.
Please help us evaluate the conference by answering the questions below.
Thank you!*

1) Please give 3 words that summarize your experience of the conference:

a) _____ b) _____ c) _____

2) Evaluate with a score from 1 (sad face) to 5 (happy face) the following aspects:



The conference gave a nice overview of The Read Aloud Clubs project					
The conference was useful and interesting for me					
The conference was stimulating for my practice					
I made useful contacts during the conference					
The conference raised my awareness about intercultural practices					

Appendix B

CONTACTS

TECNOPRAS s.a.s.

Referent: Cristina Miliacca
Via Maestri del Lavoro 26
02032 Passo Corese (RI) – Italy
Tel. +39 0765 486603
Fax +39 0765 488160
cristina@tecnopras.it
www.tecnopras.it

ASOCIAȚIA PENTRU DEZVOLTAREA RESURSELOR EDUCAȚIONALE (ADER)

Referent: Bogdan Dobrescu-Dumitriu
str.1 Decembrie 1918 nr.12 Bloc A17 sc.2 ap.2
910040 Calarasi – Romania
Tel. +40 242 311760
bogdandobrescu89@yahoo.com

ÉLAN INTERCULTUREL

Referent: Cécile Stola
7 rue Guillaume Bertrand
75011 Paris – France
Tel. +33 (0)1 83879679
info@elaninterculturel.com
www.elaninterculturel.com

NARVA CENTRAL LIBRARY

Referent: Stiina Koit
Malmi 8
20308 Narva – Estonia
Tel. +372 (0)35 91993
Fax +372 (0)35 91993
nkr@narvalib.ee
www.narvalib.ee