

# european book day



## CURRICULUM



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## 2. Introduction – What is the curriculum about?

The production of a curriculum for the teaching and learning module “European Book Day” is part of the overall project European Book Day. This curriculum consists of three parts:

- Theoretical Part: Objects of the project and description of the target group
- Implementation of the events in Austria, Germany, Romania and Sweden
- Description of the activities and workshops for the target groups

The challenge will be to meet the interests of both target groups we want to reach out to, namely educationally disadvantaged young adults and the spread of literature in different languages especially literature in the language of the delegated authors (e.g. Swedish literature for people in Romania speaking or reading Swedish or whom are interested in the language and are learning it for example).

This curriculum accompanies the European Book Day and serves as a roadmap to successfully implement it. The target group of the curriculum are the organisations that are implementing the EBD in the current project of Erasmus+ and further nations and organisations that want to host an event afterwards or respectively in a new project.

Beginning with the curriculum will describe the EBD, it's necessity and its goal. The main target group of the EBD whom we want to achieve, namely educationally disadvantaged young adults, will be portrayed, whom they are and their relationship to literature and reading. The authors delegated to the participating countries need to fulfil certain requirements. Those will be presented subsequently.

The core of the curriculum is the description of the modules, which describe the content of the EBD, it includes everything that should take place, instructional practices and ideas on activities that can take place on the event. On the one side the curriculum serves as a guideline how to arrange the EBD, its purpose, its contents and what must be taken in consideration to be successful, on the other side it contains also learning experiences and will contain the contents implemented at the specific events in every participating country. Dissemination strategies will also be part of the curriculum as well as an evaluation of the events that take place in every country respectively the learning outcomes of the project. It will also include considerations for further events.

Although the curriculum and the described contents are formalized, they are first and foremost proposals and guidelines. There is a certain flexibility in the implementation due to the diversity of cultural, socio-economical and regional background of the participating countries. Therefore, the contents must be adapted to the specific national requirements which needs creativity and self-initiative of the partaking organisations. This means that the performing organisations have to be aware of the fact that the work and activities have to be adapted to the national particularities, but at the same time the aim is to create a common understanding of what a European Book Day will look like.

When we started the project, there was no talk of Covid. Our first preparatory meeting was scheduled for the week when the first lockdown was announced for most European countries. Since then, Covid has accompanied our project. The implementation of the European Book Day was dependent on major national literary events. Also, the authors had to be able to travel. Of course, we also considered implementing the events entirely online. However, the primary target group, namely disadvantaged youth and young adults, is difficult to reach. It was important to us that when they engage with literature, they can do so in presence. Especially in the early days of Covid, this target group did not have the necessary digital skills or infrastructure. Perhaps this would look very different now and a digital European Book Day would be possible.

### 3. The European Book Day

Reading is fundamental for every individual and for the entire society. Reading literacy has been recognised as a fundamental capacity and a human value that bring progress, development, equality, and democracy to a society. For an individual reading is important for both personal development as well as educational purposes. Our aim is to promote reading books among the young generation and adults who do not read frequently.

Although different festivals concerning reading and books take place, as the International Day of the Book, an annual event organized by the UNESCO to promote among other things reading and publishing, or several reading festivals or book fairs organized by EU-member countries, like the “Reading out loud” festivals or book fairs in Vienna, Frankfurt or Göteborg or the bookfest in Romania, there is no such thing as an European Book Day. A European Book Day offers the possibility to add to the ongoing national activities a European dimension, to implement transnational activities, benefit from the experiences of the participating countries and put unifying ideas to the foreground like how to promote and increase the access to literature for all people.

As a result of these considerations, we will see four European Book Days in the partner countries Sweden, Romania, Germany and Austria. The representatives of the national book/reading day organisers will participate from the beginning to organise the book event and evaluate the work of the educational partners concerning the ideas of how to realise the European Book Day. Including EURead in the project leads to a strong dissemination partner. This institution will use its well-established network to inform about the projects results and to inspire other European countries to introduce the trademark of a European Book Day in their national activities.

#### 3.1 Objectives of the project

The project will contribute to the introduction of books and reading in the learning process of young people and low educated young adults. We will reach out to target groups that may not be very familiar with literature and emphasize the importance of reading.

Furthermore, we want to reach out to the EU citizens living in the partner countries who as well may not be regular readers and invite them to meet authors writing in their mother tongue.

- We will attract more visitors of the national book events by adding a European dimension to the national activities promoting reading
- We will promote literacy in Europe and engage all age groups with reading
- We will establish the European Book Day in the annual calendar of events in the partner countries
- We will start a new cooperation between education and business
- We will reach out to educationally non-privileged young people and to young people whose families are not traditional book readers
- We will offer EU citizens living abroad the opportunity to get in contact again with the literature and authors of their home country
- We will enrich the European cultural heritage by offering the local public a deeper view to the literature of other European countries
- We enrich the existing national book day events/promotion of reading by adding the European Book Day

The consortium will prepare and organise four events “European Book Day” in the framework of the existing national book days or book fairs in the partner countries. Due to the European focus we will attract new visitors to these national book days. These additional visitors are

- economically and educationally disadvantaged young people
- EU citizens living in the partner countries interested in the literature of their home countries and
- the local public interested to hear and experience literature and authors from the partner countries.

We will produce a curriculum which can be the foundation for other countries which would like to take part in the project the upcoming year or later.

If there is no national book event the European Book Day can also be a singular event that takes place.

The long-term benefit is the establishment of a European Book Day in every EU member state, hopefully, and the emphasis of reading as an important part of basic education.

The transnational approach is another aspect that will have a long-lasting and positive effect on the cultural constitution in Europe. We focus on the European dimension by an exchange of national literatures and authors as you for example cannot meet and hear very often a contemporary Swedish author in Vienna. Or for another example, the presentation of the different national literary landscapes, the exchange of different approaches how "to write a book" in Germany or Romania will be a valuable experience.

We will continue our activities beyond the end of the project and convince other EU member states of the value of a European Book Day.

### **3.2 Budget**

The grant of the Erasmus+ project will cover the costs for the preparing work of the EBD (e.g. concept, transnational meetings), for the organisation of the EBD and the costs for inviting one author per partner country/information activities to reach the target group/room rent/production of information material in different languages.

## **4. The target groups**

The two most important target groups we aim for to reach with the activities on the EBD are on the one side economically and educationally disadvantaged young people and on the other side multilingual people who speak one of the national languages of the delegated authors.

### **4.1 Economically and educationally disadvantaged young adults**

One group we focus on are economically and/or educationally disadvantaged young adults. They are placed at special risk by socioeconomic and educational background. Economically disadvantaged persons struggle to provide basic necessities for themselves or their families. Educationally disadvantaged person may have educational deficits, learning disabilities or cultural backgrounds that limit their partaking in educational offerings. The OECD did a study



in 2002 and reported reading enjoyment as more important for the educational success than their family's socio-economic status.

We focus on these disadvantaged young people. Their parents are not too familiar with books and reading, maybe they just finished compulsory education. We will arouse their interest in information on a broad range: The more you know the more you get competent, the more you are interested in active participation in society. The lack of reading competences leads to social exclusion and offers only modest professional careers.

## **4.2 Multilingual people**

The second target group are people living in another EU member state who will get in contact with their national literature (again or for the first time?) during the activities of the European Book Day. For example, it will be of interest for the app. 30.000 Romanian citizens living in Austria to hear and meet a Romanian contemporary author giving a lecture: This opportunity will be important for them and for their children, barriers to reading will be removed, a cross-generational multiplier effect will be stimulated. Reaching out to people living in the partner countries, we will emphasize the value of hearing and speaking different languages, and we will raise the interest in discovering the literary landscape of other European countries. In addition, less literate EU citizens will be able to meet authors writing in their mother tongue, thus promoting the motivation to read.

## **4.3 Local Readers**

The third group will be local readers who are interested in learning more about the literature of the partner countries and people interested in European literature in general. So an additional aim is to raise awareness for literature and reading in general and establish Europe as a multilingual and literature enthusiastic place to be.

The target group envisaged by the EBD project is divided in three categories:

## 5. Context

In order to increase reading motivation among the target groups, we suggest taking into consideration the principles that state how adults learn and are motivated to learn. Adult learning, in contrast to compulsory schooling, is a voluntary endeavour (Carpentieri, 2014). Referring to adult literacy-adult motivation, Rogers (2004) argues the importance in the learning process of this principle: to be based on adults' perceived needs, as well as their aspirations, intentions and beliefs.

With particular interest in reaching and motivating our first target group represented by the culturally disadvantaged young people, we therefore need to identify what their needs are.

### 5.1 Needs and factors of motivation of disadvantaged young people

Lack of motivation and lack of opportunities and resources among the young people lead to a series of disadvantages, among them being: lack of qualifications, no access to training, drop out from training, blocked labour market entry, partial/neglected citizenship (Walther&Pohl, 2005).

We could therefore describe the disadvantaged young as:

- having difficulties to find a job, because of the low level of education and skills
- not having support at home (to learn or read)
- having difficulties in reading or studying, because of potentially having to be responsible for taking care of his/hers siblings, and not having the time for reading

Hence the importance of identifying **motivational factors for reading**. Young adults could be motivated by (adapted after CTREQ, 2018):

#### *Interest*

There are two types of interest: situational and individual.

Situational interest is characterized by a short-term attention given to a specific reading material. This psychological state of interest, often triggered by environmental stimuli, is somewhat unstable, i.e., it may or may not be maintained over time.

Individual interest represents a (rather stable) predisposition to engage and re-engage with a given reading material.

Situational interest determines whether a book or a particular reading activity will retain the interest of youths in a specific context. Over time, a repeatedly occurring situational interest may develop into individual interest; as they accumulate positive reading experiences, some youths may develop a more generalized motivation to read.

Young people are more likely to read for pleasure and develop self-motivation when they express an interest in the stories and activities proposed.

#### *Value placed on reading*

The value given to an activity relates to individual beliefs about the importance and usefulness of said activity.

Young people may believe that reading is important and useful when, for example, **it allows them to confirm certain aspects of their personality, achieve personal goals, or simply have fun.**

#### *Autonomy*

To young people, autonomy means being in control of their actions, being able to make decisions based on their interests or preferences, and having an impact on their environment. Individuals have a fundamental psychological need to be autonomous. Numerous scientific studies have shown that meeting this need is associated with self-motivation in various settings (school, family, organized leisure activities, etc.).

For example, studies conducted in schools indicate that students show more motivation toward proposed reading activities when they can choose what texts to read or which strategies to use to reach their learning objectives. Various articles on organized leisure activities also suggest that a sense of autonomy and self-motivation go hand in hand. Young people who have an opportunity to make choices based on their interests and preferences, or who can take the lead in reading activities, are more likely to enjoy themselves and develop self-motivation.

### *Feeling of competence*

The feeling of competence refers to a person's perception of their abilities and to their confidence in their capacity to succeed in a given subject.

With respect to reading, young people who are confident in their abilities and in their capacity to succeed are more likely to read for pleasure. To develop feelings of competence, young people generally rely on their experiences of success or failure and on the opinions of key people. When, during reading activities, they are given an opportunity to experience success and receive encouragement from parents, friends, or facilitators, they are more likely to feel competent, enjoy reading, and be self-motivated.

### *Social belonging*

Social belonging refers to the quality of the relationships young people have with key people (parents, friends, teachers, leisure activity facilitators, etc.). Relationships that are close, emotionally supportive, and built on trust are associated with self-motivation in several ways. Studies suggest that young people engage more actively in reading **when they have an opportunity to talk about what they have learned with others and create emotional bonds** – whether with an adult or with peers. Research also indicates that adults in charge of organized leisure activities may, to a certain extent, act as mentors and help motivate young people. For adolescents, positive social interactions may constitute a source of pleasure and growth. This is therefore an important motivational factor.

### Practices that develop reading motivation:

- Establish connections between reading and youths' personal lives.
- Encourage youths to express themselves during reading activities
- Have youths work together or discuss the texts they have read
- Introduce youths to reading role models or inspiring writers

### Other Tools: Reading Interest Survey

Free templates for such surveys can be accessed below:

[https://drive.google.com/file/d/1dS77mC4MiMcq\\_T3Rr0hvhLcHlhAlH5no/view](https://drive.google.com/file/d/1dS77mC4MiMcq_T3Rr0hvhLcHlhAlH5no/view)

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1. Rogers, Alan (2004), Adult literacy – adult motivation, Adult Education and Development, Vol. 61. dvv International.
2. Carpentieri, J.D. (2014), Improving basic skills in adulthood: Participation and Motivation, Literature Review prepared for the European Commission Working Group on Adult Learning
3. Goete project- Governance of Educational Trajectories in Europe, <http://www.goete.eu/>
4. Walther, A. & Pohl, A (2005), Thematic Study on Policy Measures concerning Disadvantaged Youth, Study commissioned by the European Commission, DG Employment and Social Affairs in the framework of the Community Action Programme to Combat Social Exclusion 2002 – 2006
5. CTREQ (Centre de transfert pour la réussite éducative du Québec)(2018), Reading for pleasure, Réseau des IRC

## 6. Implementation of the event European Book Day

### 6.1 Vienna Austria

#### Location: Country, town

Austria, Vienna

#### Period: day, month, year

24<sup>th</sup> of March, 2021

#### Description of the place where the event took place

The event took place in the City Hall of Vienna. It has many different rooms of different sizes. Because of the Covid situation, we had to make sure that the rooms were big enough to keep the distances between the visitors. The town hall is a prestigious building. It was important for us to have the event in a place that is also symbolically of high value. It was also important to have a place where the target group would otherwise not have access.

#### Agenda of the event

- Welcome, explanation of the European Book Day including Austrian Reading Day
- Expert lecture on the topic "Book Trade, Publishers and Libraries in Austria"
- Contributions from Romania (Ion Andrei Puican), Sweden (Jona Elings Knutsson) both also in German, Germany (Andrea Penkhues) and Austria (Christoph Mauz)
- Presentation of the youth and young adults and introduction to the exhibition of the results of the workshops
- Presentation of the works of the youth and young adults

#### Events that preceeded EBD (if the case)

Workshops with the target group non-privileged young people

#### Description of the target group

- People living in Vienna whose first language is Swedish and Romanian or German
- Non-privileged young people

#### Resources involved for organizing EBD before and during the event (eg. HR, logistics)

- 2 person organising the event
- 1 person organising the workshops
- 2 authors for the workshops

## **Detailed description of EBD event, with emphasis on: Reading session, European authors, workshops organized, participants' profile**

### **Reading Session:**

The authors first read out their text in their first language. Then the German translation was read. We started with the author from Sweden and Romania. Then the author from Germany read her text and then the author from Austria.

### **Workshops organized:**

We organised four workshops for the target group of disadvantaged youth. The workshops were held by female authors who also have experience in literature mediation and art mediation with the target group. The workshops took place at the Viennese adult education centres.

### **Participants profile:**

- People who live in Vienna and speak or understand the Romanian or Swedish language as well
- People who live in Vienna and whose first language is Swedish and Romanian
- People who want to come in touch with authors from Austria, Germany, Romania and Sweden
- Non-privileged young people who attended the workshops or are interested in the event

### **Promoting channels used (local, national, online)**

- Social media: facebook
- Newsletter

### **EBD in figures (outcomes): Examples: number of participants/ authors/ target group/ workshops/dissemination channels/ HR involved etc.**

Number of participants: 57

Authors: 4

Target Group: non-privileged young people, people with different first languages (Swedish and Romanian), people interested in literature

Workshops: 4 groups with 10 participants each

Dissemination channels: social media, newsletter, website

**Evaluation tools to measure the success of the event:** Survey at the end of the event

## **6.2 Cluj Romania**

1. Location of the EBD Romania
2. Period of time when the EBD Romania took place
3. Place where the EBD Romania was held
4. Partnerships concluded within EBD Romania
5. Agenda of the EBD event in Romania
6. Events that preceded the EBD Romania
7. Description of the target group of the EBD Romania
8. Resources involved for organising EBD Romania before and during the event
9. Detailed description of EBD event in Romania
10. Promoting channels used in the EBD event in Romania
11. EBD Romania in figures
12. Evaluation tools to measure the success of the EBD event in Romania

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### **1. Location of the EBD Romania**

The location for the European Book Day was Cluj-Napoca, Romania.

### **2. Period of time when the EBD Romania took place**

The European Book Day took place on April 27<sup>th</sup>, 2022.

### **3. Place where of the EBD Romania was held**

The European Book Day Romania took place in Cluj- Napoca, Romania, at Casino - Centrul de Cultură Urbană in April 27<sup>th</sup>, 2022. Casino - Centrul de Cultură Urbană, located in the "Simion Bărnuțiu" Central Park, has become a real host of cultural and artistic events that take place in Cluj-Napoca, and is an accessible location from several areas of Cluj-Napoca. The building is a historical monument, having been built at the end of the 19th century, in an eclectic Viennese style. Over time, the building served as a casino, ethnographic museum (the interwar period), fine arts school (1925) and restaurant. Following the rehabilitation carried out by Cluj-Napoca City Hall with non-refundable European funds, the Casino now organizes cultural and



artistic events and activities, its mission being to create a cultural dynamic specific to the cities that host students and that are also involved in education.

#### **4. Partnerships concluded within EBD Romania**

Several partnerships were formed by Asociația Versus with different entities to ensure a smooth development and implementation of the program and to highlight the close connection with organizations in related fields, interested in both education and culture:

- Partnership between Asociația Versus and FRCCF Foundation – *Clujul are suflet* community center - stating the activities designed for the target group of educationally disadvantaged teenagers.
- Academic partnership between Asociația Versus and Babeș- Bolyai University - stating a collaboration between the two institutions. The Babeș-Bolyai University has been represented at the European Book Day event by Mr. Rareș Moldovan, Dean of the Faculty of Literature. Professor Daniel David, Rector of the University, has graciously sent a message to the participants and organizers.
- Partnership with Cluj County School Inspectorate - stating a collaboration between the two institutions. The Cluj County School Inspectorate was represented at the European Book Day by Mr. Horea Corcheș.
- Partnership with Cluj County Public Library - stating a collaboration between the two institutions. The Cluj County Public Library was represented at the European Book Day event by its director, Mrs. Sorina Stanca. The Cluj County Public Library has graciously hosted the workshop themed *Ce înseamnă să fii om? - What is the meaning of being human?* in its foyer between the 4<sup>th</sup> and the 20<sup>th</sup> of April 2022.

#### **5. Agenda of the EBD event in Romania**

**11.30** Event opening

**12.15** Flashmob for lecture

**12.30** Reading sessions with invited authors

**13.30** Experiences centered on reading dedicated to young people from culturally vulnerable groups, the general public and guests

**15.00 - 17.00** Round table on the topic „The book - a necessity, a privilege, a right"

## 6. Events that preceded the EBD Romania

There were two events that preceded EBD, namely:

### A. Name: *Plantăm semințele păcii - Planting the seeds of peace*

Time and location: April 9<sup>th</sup>, 2022, online in *Ce le citim copiilor* Facebook Group

On the 9<sup>th</sup> of April, a live reading session *Plantăm semințele păcii - Planting the seeds of peace* hosted by Bianca Mereuță, the founder of Asociația Versus took place in the *Ce le citim copiilor* Facebook group. The book that was read on this occasion was *The Gardener's Surprise*, a book written by Sonja Wimmer, a book about war, peace, flowers and the power of choice that every individual has. The book was selected for this event since in the weeks preceding the event, the international situation in Eastern Europe had suddenly changed in a dramatic manner, and the word war was used more and more frequently by adults and children alike.

The invited guest for this event was biologist Loredana Peca who contributed to the discussion with interesting information on the life of plants.

This was an online event themed on peace and literature and was used to raise awareness of the European Book Day event on 27<sup>th</sup> April 2022.

### B. Name: *Lumina din carte - The light within the book*

Time and location: April 16<sup>th</sup>, 2022, Casino - Centrul de Cultură Urbană, Cluj-Napoca

*Lumina din carte - The light within the book*, was an art installation temporarily built on the 16<sup>th</sup> of April at the Casino - Centrul de Cultură Urbană with the aim of raising awareness on the importance of reading and also of informing the inhabitants of Cluj-Napoca of the European Book Day Event that was about to take place in the same location on the 27<sup>th</sup> April 2022.

The installation was built from actual books by the team of volunteers of Asociația Versus in the form of a path lit by fairy lights. This path led the visitors towards three panels on which they discovered three of the most valuable things one can discover in books: Knowledge, Imagination and Humanity. The installation was powered by Editura Signatura, a Cluj-Napoca Publishing House, that also offered complimentary books to visitors.

## 7. Description of the target group of the EBD Romania

The target group was identified in the beneficiaries of the *Clujul are suflet*, a community center for teenagers run by the FRCCF foundation. Asociația Versus and *Clujul are suflet* community center that have established a partnership that included the selection and description of the target group and a blueprint of the activities that were designed for the target group as part of the European Book Day project. Also, as part of the European Book Day project, Asociația Versus, with the support of the Romanian Publishing Houses that have joined the project, has committed to increase the book collection of *Clujul are suflet* community center with 100 books from the categories of newly published, young adult fiction books, but also scientific, non-fiction volumes as well.

The target group consisted of 25 teenagers regular beneficiaries of the daily activities organized at the *Clujul are suflet* community center. The teenagers come from an educational and economically underprivileged social group, they are all enrolled in schooling programs, and they either live in Cluj-Napoca or in the Cluj County.

Two types of activities were designed for the target group:

- Three creative writing and transdisciplinary workshop (in March 2022);
- Reading sessions, interaction with European authors, creative workshops at the European Book Day event (April 27<sup>th</sup>).

Three creative workshops were implemented by Asociația Versus with the teenagers of *Clujul are suflet* community center, keeping in mind the national legislation regarding the Covid-19 pandemic applicable at the time.

The creative writing and transdisciplinary workshops took place on March 24<sup>th</sup> and 25<sup>th</sup> 2022, at the *Clujul are suflet* community center. They were implemented by a multidisciplinary team that included Iulia Burlac (Romanian artist and illustrator, teacher of fine arts), Bianca Mereuță (senior communication specialist and founder of Asociația Versus) and Andreea Codău (junior communication specialist). Each workshop lasted for 2 hours.

The workshops were themed *Ce înseamnă să fii om?* - *What is the meaning of being human?*

For the participants to find their own answer to this question, the organizers used three artistic perspectives: music (*Aprinde scânteia* - a song written and performed by Smiley - a beloved Romanian singer-songwriter), literature (a shared reading session of the poem *If*

written by Rudyard Kipling) and art (painting, collage under the guidance of the artist Iulia Burlac).

The art-work from the end of each workshop were then collected and organized as a traveling art exhibition that was first displayed in the foyer of the Cluj County Public Library (4<sup>th</sup>- 20<sup>th</sup> April 2022) and then at the European Book Day event (April 27<sup>th</sup>, 2022).

The European Book Day event on April 27<sup>th</sup> included activities that encompassed the target group as well: the reading sessions of short novels by the invited European writers from the organizing countries of the event, the flash-mob, the creative workshops, and the audio corner.

## **8. Resources involved for organising EBD Romania before and during the event**

The timeline, general structure and resources of the European Book Day Romania program is conceived as a four-step program.

The team involved in this four-step program was a multidisciplinary one that included Bianca Mereuță (senior communication specialist and founder of Asociația Versus), Andreea Codău (junior communication specialist), Iulia Burlac (Romanian artist and illustrator, teacher of fine arts), Loredana Peca (biologist), 4 strategic partners with local institutions, 8 speakers at the conference *Reading: Right, Necessity or Privilege?*, 13 Romanian Publishing Houses collaborating, 20 dedicated volunteers and 21 Ambassadors of Reading.

The first phase ranged between January and April 2022 and had two specific endpoints:

### *A. The establishment of organizational and logistics aspects of the project*

During this time, Asociația Versus:

- has established partnerships with local administrative (the Cluj-Napoca City Hall and County Police), educational (The Cluj County School Inspectorate, The Cluj County Public Library), and academic (The Babeș- Bolyai University) institutions.
  - has created the visual materials of the project, materials used in the following phases.
  - has booked the location of the event and made all the necessary arrangements with the catering provider and the company that offered the props chairs for the event.
  - has selected and assembled a Team of European Book Day Ambassadors for Reading.
- The selection of this team was a thorough process and involved great attention to

detail since the chosen Ambassadors had to be persons and/or institutions with a relevant message for the young readers. The team of European Book Day Ambassadors for Reading included: representatives of Romanian Publishing Houses that activate in the field of young adult literature; Romanian writers, dedicated teachers, bookstore owners and beloved actors. All these Ambassadors prepared a message for the young readers, and it was during this phase of the project that the message was video recorded in two locations (in Cluj-Napoca and Bucharest), edited and transformed into short movies that were posted online in the following phase.

*B. The identification of the target group and the design and implementation of the activities that targeted the group.*

The target group was identified in the beneficiaries of the *Clujul are suflet*, a community center for teenagers run by the FRCCF foundation. Asociația Versus and *Clujul are suflet* community center that have established a partnership that included the selection and description of the target group and a blueprint of the activities that were designed for the target group during European Book Day.

In accordance with the European Book Day curriculum, three creative workshops were implemented on March 24<sup>th</sup> and 25<sup>th</sup> 2022 by Asociația Versus with the teenagers from *Clujul are suflet* community center, keeping into account the national legislation regarding the Covid-19 pandemic applicable at the time.

The second phase was a 23-day period aimed at raising awareness of the event. This phase took place between 4 and 26<sup>th</sup> April 2022 and involved an extensive national online, multimedia, and offline dissemination campaign.

The online campaign that ran during this phase used the following channels:

- *Ce le citim copiilor* Facebook group - the national community of 145000 parents and educators centered on reading;
- The social media Instagram and Facebook pages of *Asociația Versus*;
- The social media Instagram and Facebook Pages created for the event *European Book Day Romania*.

During this time, on all these social media channels, one or several messages were posted daily to raise awareness of the European Book Day event. These messages included short videos with the European Book Day Ambassadors of Reading, book recommendations for teenagers and the entire family made by the Romanian Publishing Houses that joined the project, presentation videos of the European Book Day project, messages from students to the young readers.

On the 9<sup>th</sup> of April, a live reading session *Plantăm semințele păcii - Planting the seeds of peace* hosted by Bianca Mereuță, the founder of Asociația Versus took place in the *Ce le citim copiilor* Facebook group. This was an online event themed on peace and literature and was used to raise awareness of the European Book Day event on 27<sup>th</sup> April 2022, where community members, parents and children participated.

Other national and local media channels were used during this time to spread the news of the event, Bianca Mereuță, the founder of Asociația Versus participated in several interviews at national and local radio stations (Radio Romania Cultural, Radio Romania International, Radio Cluj, EBS Radio).

An offline activation prior to the European Book Day event was *Lumina din carte- The light within the book*, an art installation that was temporarily built on the 16<sup>th</sup> April at the Casino - Centrul de Cultură Urbană with the aim of raising awareness on the importance of reading and also of informing the inhabitants of Cluj-Napoca of the European Book Day Event in 27<sup>th</sup> April.

The third phase is the European Book Day Romania event, which took place on April 27<sup>th</sup> 2022.

The fourth phase is an investigation and analysis step after the event. During this step Asociația Versus has undergone a thorough analysis of the previous steps, the reactions of the participants, the partners, the collaborators, and the target group, but also a screening of the media impact of the event in the local and national media outlets.

## **9. Detailed description of EBD event in Romania**

The European Book Day Romania event took place in Cluj-Napoca, Casino - Centrul de Cultură Urbană, April 27<sup>th</sup>, 2022 and was divided into *three distinct sections*:

### *1. The Opening Ceremony and Press Conference*

The opening ceremony started at 11.30 am and was hosted by Mr. Bogdan Bob Rădulescu, a beloved talented actor from Cluj-Napoca, known to the young public through his humorous sketches that are widely disseminated online. Mr. Rădulescu was also an important member of the European Book Day team of Ambassadors of Reading, his messages for the young audience being highly appreciated in the second phase of the project.

The speakers at the opening ceremony were Mrs. Bianca Mereuță (representing Asociația Versus), Mrs. Sanda Anca (representing Media Partners), Mrs. Sorina Stanca (representing Cluj County Library) and Mr. Ingo Tegge (representing The German Cultural Center in Cluj-Napoca)

The message of the opening ceremony was loud and clear: reading is important and reconnecting young people and books is vital for their development.

## *2. The reading sessions and other activities addressed to the public.*

This part of the day included engaging outdoor and indoor activities for the public (reading sessions, workshops and more):

- Let's read 15 minutes day by day flash mob - a flash mob for creating awareness on reading, preceded by a dance performance. European statistics indicate that the average Romanian spends less than 5 minutes reading every day, and this places our country in the lower ranks of European daily reading charts. At the Casino - Centrul de Cultură Urbană plateau, 37 chairs with 37 books placed on them invited 37 people to have a seat and read. Underneath yellow and blue umbrellas and despite the pouring rain, volunteers, and members of the audience alike, spent a few minutes reading. Through this flash mob, the organizers invited visitors to change the statistics: seen from above, the ensemble resembled a yellow watch face, and the section of blue umbrellas represented a desired 15 minutes daily reading interval.
- Reading sessions with invited authors. Inside the Casino-Centrul de Cultură Urbană, the invited European Book Day authors *Christoph Mauz* (representing Austria), *Jona Elings Knutsson* (representing Sweden), *Ion Andrei Puican* and *Maria Orban*

(representing Romania) have read short stories to the audience. The audience included the target group of 25 culturally disadvantaged teenagers from the *Clujul are suflet* community center and general public, visitors of the event. The short stories were read in the original language in which they were written, and a Romanian translation was subsequently read to the Romanian speaking audience by the organizers. The estimated audience for the reading session was approximately 60 people.

- Illustrations by Mr. Val Munteanu: a capsule- exhibition. Mr. Val Munteanu (1927-1996) is regarded as one of the greatest Romanian illustrators of all times. His works have received numerous national and international prizes and awards. His illustrations represented the image of childhood fairytales for most of the Romanian children before the 1989 anti-communist Revolution. Through the kindness of Mr. Munteanu's son, the visitors of the European Book Day event had the rare opportunity to admire four of his original illustrations, in the form of a capsule- exhibition.
- Ce înseamnă să fii om? - *What is the meaning of being human?* An exhibition of paintings and collages created by the target group, the beneficiaries of the *Clujul are suflet* community center in the three workshops that took place on the 24<sup>th</sup> and 25<sup>th</sup> of March 2022.
- A string art panel that connected the books with the most important values that we can acquire from reading welcomed all the visitors, and the volunteers invited them to take a photo in front of it, post it on social media platforms and tag the European Book Day pages.
- A reading challenge panel with 150 notes handwritten by volunteer pupils at the Montessori Primary School in Cluj-Napoca. All the visitors were invited to take a note and accept a reading challenge!
- Book reinvent - a creative workshop with the purpose of reinventing and recycling old or damaged books that cannot be read anymore and giving them a new life in the form of an art or decorative object. The workshop was coordinated by two young artists with the help of the European Book Day volunteers. During the workshop, participants of all ages created paper castles, photo frames and lamps, and gave new colors to old, printed sheets of paper.
- Ascultă cartea - Listening to the books, an audio corner organized in collaboration with audiotribe.ro, a platform that offers access to numerous audiobooks. The audio corner



had a lounge-like vibe, visitors were invited to have a seat, grab a pair of single use headphones, and the volunteers helped them download the audiotribe.ro app on their devices and listen to their favorite audiobook.

- The Signatura Publishing House corner, constructed around the greatest values that come from within the books: Knowledge, Imagination and Humanity. During the event, volunteers offered visitors approximately 500 complimentary copies of the famous universal literature works Pinocchio (Carlo Collodi), L'Infinito (Giacomo Leopardi), La Divina Commedia (Dante Alighieri) and If (Rudyard Kipling).

A 30-minute lunch break separated this section from the subsequent conference.

3. *The conference Reading: Right, necessity or privilege? For selected guests from the fields of education, publishing industry and academia.*

The Conference: Reading: Right, Necessity or Privilege? began at 15.00, inside the Casino-Centrul de Cultură Urbană.

The invited speakers came from the academic field - representing several faculties from Babeş-Bolyai University, the educational field - representing the Cluj County School Inspectorate and the Cluj County Public Library and the publishing and editorial industry.

A written message was transmitted to the participants from the representative of Litera Publishing House - member of Asociația Editorilor Români (The Association of Romanian Publishers).

Mediator of the conference was Mrs. Bianca Mereuță, founder of Asociația Versus and Signatura Publishing House.

The complete list of speakers is listed below:

- Diana Ionescu, Faculty of Law, BabeşBolyai University
- Carmen David, Faculty of Psychology and Education, Babes Bolyai University
- Rareş Moldovan, Dean of the Faculty of Literature, BabeşBolyai University
- Horia Corcheş - representative of the Cluj County School Inspectorate

- Sorina Stanca - manager of the Cluj County Public Library
- Melania Butnariu – representative of Brasov County Public Library
- Carmen Ion – manager of Boovie Festival
- Doru Căstăian – philosophy professor, expert in education
- Gabriel Bota – manager of Transilvania International Book Festival

## 10. Promoting channels used in the EBD event in Romania

The pre-event communication campaign took place between the 4<sup>th</sup> and the 26<sup>th</sup> of April 2022. Awareness of the event was created using: *social media channels, radio channels and activating events*.

The social media channels that were used to disseminate information on European Book Day were:

- *Ce le citim copiilor* Facebook group - a national community of 145 000 parents and educators centered on reading;
- The social media Facebook page (12 000 followers) and Instagram account of *Asociația Versus* (2 000 followers);
- The social media Facebook Page (135 followers) and Instagram account (40 followers) of European Book Day Romania. These channels were created for the event *European Book Day Romania*.

The hashtags used for European Book Day were: #citesc, #read, #daybyday.

During this time, on all these social media channels, one or several messages were posted daily to raise awareness of the European Book Day event. These messages included:

- Short videos with the European Book Day Ambassadors of Reading. The team of European Book Day Ambassadors for Reading included: representatives of Romanian Publishing Houses that activate in the field of young adult literature; Romanian writers, dedicated teachers, bookstore owners, beloved actors and book influencers. All these Ambassadors prepared a message for the young readers, and it was during this phase of the project that the message was video recorded in two locations (in Cluj-Napoca and Bucharest), edited and transformed into short movies that were posted online in

the following phase. A total of twenty messages were posted from the Team of Ambassadors on the Facebook pages Asociația Versus, European Book Day Romania and in the *Ce le citim copiilor* Facebook group.

- Recommendation from Romanian Publishing Houses. Book recommendation for teenagers and the entire family made by the twelve Romanian Publishing Houses that joined the project: Editura Trei, Editura Nemira, Editura Litera, Editura Corint, Editura Casa de Pariuri Literare, Editura Niculescu, Editura Casa, Editura Curtea Veche, Editura Aramis, Editura All, Editura Epica, Editura Seneca. Each of these publishing houses has also designed a representative to join the team of Ambassadors of Reading. The book recommendations posted on the pages of the event were then reposted on the social media accounts of these publishing houses, transmitting the news on the event to their specific audiences.
- Two presentation videos of the European Book Day project were posted on the social media pages of the event, one at the beginning of the campaign and the other one on April 26<sup>th</sup>.
- A special message was transmitted to all the young readers by the students enrolled at the Faculty of Political and Communication sciences in the form of short Tik-Tok and Instagram Reels videos that were created as part of an unconventional school project. 5 short videos created by these students were selected and posted online on the Facebook pages of the event and in the *Ce le citim copiilor* Facebook group.
- Reading related activities with educators throughout Romania. At the beginning of the online campaign, teachers, educators, and librarians were invited to design and implement book related activities with the young adults and children they work with. This invitation had a national impact, the administrators of *Ce le citim copiilor* Facebook group have received and published several reports and images of educators throughout Romania reading and performing reading-related activities with their classes.
- Online European Book Day Activating event: On the 9<sup>th</sup> of April, a live reading session *Plantăm semințele păcii - Planting the seeds of peace* hosted by Bianca Mereuță, the founder of Asociația Versus took place in the *Ce le citim copiilor* Facebook group. This was an online event themed on peace and literature and was used to raise awareness of the European Book Day event on 27<sup>th</sup> April 2022.

Other national and local media channels were used during this time to spread the news of the event: Dissemination of information on conventional media: radio interviews

Between the 4<sup>th</sup> and the 26<sup>th</sup> of April, Bianca Mereuță, founder of Asociația Versus participated in several radio interviews with national (Radio România Cultural, Radio Romania International) and local radio stations (Radio Cluj, Radio EBS Cluj-Napoca) and local televisions ([www.viaclujtv.ro](http://www.viaclujtv.ro)).

Several national and local media outlets published information on European Book Day: Radio Romania International, [www.clujwebstory.ro](http://www.clujwebstory.ro), [www.cluj24.ro](http://www.cluj24.ro) (we will provide a full media report).

### Activating events

The online activating event *Plantăm semințele păcii - Planting the seeds of peace* on the 9<sup>th</sup> of April was followed by an offline event called *Lumina din carte - The light within the book*, an art installation that was temporarily built on the 16<sup>th</sup> April at the Casino - Centrul de Cultură Urbană with the aim of raising awareness on the importance of reading and also of informing the inhabitants of Cluj-Napoca of the European Book Day Event in 27<sup>th</sup> April.

During the European Book Day event, several media representatives were present at the opening ceremony/press conference. The organizers participated in live interviews with Radio România Cluj - the Cluj-Napoca branch of the national radio station, Prima TV - a national television and EBS Radio representative.

After the event, European Book Day was mentioned on a series of local news websites as the main cultural event of the season: [www.monitorulcj.ro](http://www.monitorulcj.ro), [www.amosnews.ro](http://www.amosnews.ro), [www.ebsradio.ro](http://www.ebsradio.ro) and Bianca Mereuță participated in several radio interviews (Radio Romania Cultural, Radio Romania International, Radio Cluj) to discuss the impact of the project.

## **11. EBD Romania in figures**

- 1 *Read 15 minutes day by day* flash mob
- 2 art exhibitions
- 2 activating pre-event activities
- 4 public readings

- 4 strategic partnerships with local institutions
- 5 European countries
- 8 speakers at the conference *Reading: Right, Necessity or Privilege?*
- 13 Romanian Publishing Houses collaborating with the organizers
- 20 dedicated volunteers
- 21 messages from the Ambassadors of Reading
- 25 teenagers in the target group
- 37 chairs and 37 umbrellas
- 50 flyers disseminated in the Cluj-Napoca Central Park before the event
- 100 books offered by Asociația Versus through the goodwill of collaborating publishing houses to the *Clujul are suflet* community center
- 150 reading related challenges
- 500 complimentary books offered to visitors
- 1000 visitors - estimated number of visitors at the venue throughout the entire day
- 150000 - the audience that has received the message of the European Book Day Romania
- ... and countless hours of work and countless liters of pouring rain during the day of the event.

## 12. Evaluation tools to measure the success of the EBD event in Romania

Asociația Versus has undergone a thorough analysis of the previous steps, the reactions of the participants, the partners, the collaborators, and the target group, but also a screening of the media impact of the event in the local and national media outlets.

An action that was taken on the day of the EBD Romania event was the placement of a panel showing 3 emoticons - one very happy, one happy and the third one unhappy. The participants of the event were asked to add stickers next to the emoticon that best described the EBD Romania event from their perspective.



## 6.3 Gävle Sweden

### Location: Country, town

Sweden, Gävle

### Period: day, month, year

19<sup>th</sup> of May 2022

### Place: describe the place where the event took place (e.g. in terms of buildings, capacities) and what were the reasons for choosing it (ex. availability, price, capacities, proximity, connection with the target group)

The event took place as part of the larger event “Ordet Fritt” ("The Free Word") in the County Museum of Gävleborg – the larger event's centrally located main building – a beautiful and historic building with an interesting and modern content. The venue itself was one of the museum's exhibition halls, with art on the walls, which strengthened the literary and artistic profile of the event. The choice of venue was also based on accessibility; Good access to elevators, emergency exits, etc. and portable hearing loops were available to visitors.

### Agenda of the Event

- Welcome, explanation of the European Book Day including “Ordet Fritt”.
- Introduction with presentation on literacy and reading in Sweden and Europe.
- Contributions from Romania (Maria Orban), Germany (Andrea Penkhues) and Austria (Christoph Mauz) in their mother tongue translated to Swedish, and Sweden (Jona Elings Knutsson).
- A meet-up for interested members of the target group with the Swedish author and educational staff from ABF.
- A round-table discussion with local and regional ABF-branches and potential co-partners for A discussion on how the work and experiences with EBD can be followed up locally and regionally within ABF's operations and networks in other places in Sweden.
- Connected to the official EBD-parts there was also seminars on the subjects reading, storytelling, literacy and reading promotion.

### Events that preceded EBD

- Invitations to the target group, both to the EBD but also to participate as volunteers in the larger event.
- A social event for networking between the authors and invited people from literary organizations was arranged the night before the EBD.

### **Description of the target group**

- Non-privileged young people.
- People living in Sweden whose first language is Romanian or German.
- People interested in literature and reading.

### **Resources involved for organizing EBD before and during the event (e.g. HR, logistics)**

- 2 persons organizing the event (with support from department of communications, economics, and event management/logistics)
- 2 persons organizing the workshops
- 1 author for the workshops

### **Detailed description of EBD event, with emphasis on: Reading session, European authors, workshops organized, participants' profile**

#### **Reading Session:**

The authors were presented in Swedish to the audience. The authors first read out their text in their mother tongue. Then the Swedish translation was read by ABFs Charlotta Nordblom Nellgård.

#### **Workshops organized:**

During and in connection with EBD, members of the target group were recruited to participate in workshops on writing and reading. On site, discussions began during a meet up with the Swedish author and educational staff from ABF's local branch in the Gävle region. During the autumn, the work continued to finally end with a two-day weekend course for the young people led by the author Anna Sanvaresa in Folkets hus in Sandviken outside Gävle.

#### **Participants profile:**

- People who live in Sweden and speak or understand Romanian or German.
- People who want to come in touch with authors from Austria, Germany, Romania, and Sweden
- Non-privileged young people who attended the larger event "Ordet Fritt" or are interested in the specific EBD-event.
- People interested in literature and reading - professionally and privately.

#### **Promoting channels used (local, national, online)**

- Local: posters and leaflets
- National: invitations to organizations and individuals by e-mail, press releases
- National: website and newsletter

- National: social media; Facebook, Instagram, Twitter

**EBD in figures (outcomes): Examples: number of participants/ authors/ target group/ workshops/dissemination channels/ HR involved etc.**

- Number of participants: 40
- Authors: 4 from 4 countries.
- The larger “Ordet Fritt”-event went on for 3 days with 247 programs, 1 236 participants and 112 dedicated volunteers.
- Target Group: non-privileged young people, people with different first languages (German and Romanian), people interested in literature and reading.
- Workshops: 2 groups with a total of 23 participants
- Dissemination channels: social media, newsletter, website

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**Evaluation tools to measure the success of the event**

- Digital survey at the end of the larger event “Ordet fritt”.
- Verbal survey at the end of the workshops.

## 6.4 Bonn Germany

### Location:

Germany, North Rhine-Westphalia, Bonn

Bonn is a university city with about 40.000 students and a total population of 330.000.

It is located in the Rhine-Valley.

Bonn was the federal capital until 1990, after which it became Berlin.

Until 1999 it was still the seat of government, today it is a federal city and the second seat of government in Germany.

### Period:

The EBD took place on Friday, 18 November 2022, from 03pm to 6pm.

### Place:

The EBD took place at the Volkshochschule (VHS) Bonn.

It is located in the same building as the Bonn City Library, the complex is called „the Haus der Bildung“ (House of Education).

This is located in the centre of the city in the pedestrian zone.

The proximity to the library enabled good contact to the city's youth scene via the youth library. The EBD could also be well promoted through the library, as a high fluctuation of visitors brought attention.



Among other things, the VHS offers numerous language courses for refugees, who are familiarised with the language, culture and literature of Germany.

The Haus der Bildung has a large hall with up to 140 seats and very good technical equipment for lectures and video recordings.

This room was available to the EBD free of charge.

The Haus der Bildung is a 5-minute walk from the main railway station and is easily accessible by public transport from all directions in Bonn.

### **Partnerships:**

The city library supported the project in a loose connection. In addition, the VHS was in contact with various youth centres in the city of Bonn in order to reach the target group of the project.

### **Agenda of the event:**

12.00 p.m.:	Welcome Dinner for the authors
03.00 p.m.:	Start EBD
	Readings by authors from Sweden, Romania, Austria, Germany
about 03.45 p.m.:	Break
	small snacktime
04:00 p.m.:	Start of the creative workshops:
	-Marbled Papers (gestaltet euer eigenes Notizbuch)
	-große Gemeinschafts-Collage inspiriert von Themen der vorgetragenen Literatur
	-Vom Buchstabensalat zum Unsinn-Gedicht – Postkarten kreativ
05.30 p.m.:	Final round in the big lecture room / exchange of experiences
	Presentation of the creative ideas and implementations
06.00 p.m.:	End of the European Book Day

### **Target-group:**

EBD Germany was aimed at young people who do not have direct access to or are not familiar with cultural education in their families or leisure time.

These were born in Germany, for the most part they do not have a specific migration background.

The second group addressed was young adults who have fled to Germany.

### **Ressources involved for organizing EBD:**

The EBD Bonn was mainly organised by the two representatives of the two participating institutions (VHS / Stiftung Lesen).

The preparation of the rooms (reading aloud / three classrooms each for the workshops) was supervised by a team of service staff (students).

Each workshop was led by a lecturer. The required material was provided by the VHS and the lecturers and brought along.

### **Detailed description of the EBD:**

03:00 pm: The EBD started with the reading part.

The Swedish author Jona Elings Knutsson started it off. She read the story "Tvättmaskinen/The Washing Machine".

Due to illness, she could not be present in person. She sent us a video recording of her reading the text beforehand: <https://youtu.be/VBwR7nCxENk>.



Afterwards, the German author Andrea Penkhues read her story "Haus in Grau".

The Romanian author Adriana Saftoiu also came and read an excerpt from her non-fiction book "Simfonia semnelor". The book takes up the topic of deafness and describes, among other things, the lives of CODA children, hearing children of deaf parents.

The Austrian author Christof Mauz concluded with his text "Love hurts".

Both the Swedish and the Romanian texts were then recited in German by us on site.



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After the readings, there was a Q&A session with the authors.

Before the workshops began, all participants could fortify themselves with drinks, snacks and fruit.

#### 04:00 pm: Beginning of the workshops

There were three different workshops to choose from:

- Marbled Papers (design your own notebook).
- Large community collage inspired by themes from the literature presented
- from letter salad to nonsense poem - postcards creative

The participants were divided into three groups of about 10 people and then went with the teachers to the respective course rooms.

There they worked creatively for 1.5 hours.

The theme of "literature" played a role in all three workshops.

#### Marbled Papers:

Colourful papers were made and then used to bind notebooks.



### Community collage:

Themes were selected from the stories presented and processed with pictures and text.



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### Postcards creative:

individual postcards were made with snippets of text and colourful papers.



### **Promoting channels used:**

- Press release in the regional newspaper
- Mailing to selected youth centres in the city of Bonn
- Posters in the library and the adult education centre



## EBD in figures:

33 participants in total

of which 20 female, 13 male

The participants ranged in age from 15 to 29 years.

3 authors were present live on site, 1 author via video.

## Evaluation tools:

At the end of the afternoon there was an evaluation session.

We used the method of "constellation": A facilitator calls out a statement in the room, such as "The event was very informative!" or "The workshop has really helped us! The other participants in the room then either stand close to the person of the facilitator to express their agreement or they stand at a distance from him/her that they have chosen themselves. This can be used to visualise different opinions.

We could see from the list that 85% of the participants were very satisfied with the event. The remaining 15% were moderately satisfied. The authors were very satisfied with the event.

## 7. Activities with the target group young people

The workshops with the target group disadvantaged young people focuses on the literary mediation. They can either be done by the authors themselves or teachers respectively people who are used to work with the target group and work in the field of literary mediation. Responsible for the organisation of the question time or the workshops are the educational project partners of the country where the EBD will be held.

The suggested workshops which are described further down are highly practical because the target group are non-privileged, educationally disadvantaged young adults who are probably not used to fiction and literature. The goal is to give the opportunity to get in touch with literature and work with it, to connect (or reconnect) the participants to the art that surrounds them and to their own unique writing voice.

The workshops are components that can be combined individually. You can combine for example a reading workshop with a poetry workshop.

The workshops can take place in schools since the infrastructure can be used and the teacher particularly literature and language teachers are often accustomed to do workshops with young adults. Another possibility is to invite people from outside e.g. librarians or people from literary institutions who are familiar with the work of literary mediation. Workshops can also be held by them. The workshops can also take place in libraries, adult education centres or other places where the target group can be reached or institutions familiar with literary mediation and working with the target group.

The outcome of the workshops can be framed and exhibited at the event.

### 7.1 Workshop 1: Finding ways to write

**Activity:** Finding ways to write - What is literature and can I write?

**Activity type and aim:** Part 1 - Getting into writing

The first part is about starting to write with simple writing exercises. The aim is to become aware of where and how the participants already write and how inspiration can arise in everyday life and from the environment through observation and description.

**Duration:** 3 hours

**Materials:** Paper, pens, smartphones, computer with internet access (to show Yopad).

Collecting notes, partly on paper, for some tasks online on the group's own Yopad (<https://yopad.eu>) - can also be accessed via smartphone;

Sample worksheets attached; alternatively, some of the worksheets can also be presented via PowerPoint.

**Instructions:**

1. introductory questions: Based on given questions (e.g. What do you write on and with in everyday life? What are the advantages and disadvantages of different "tools" for writing?
2. "Automatic" writing: Clear work instruction (on worksheet), starting from *Écriture automatique*; free, uninterrupted writing for 10 minutes; debrief in plenary how the exercise worked.
3. inventory, select, condense: Worksheet - learners write lists for themselves (exact list of all items in a room/place) to work with in the next step; can happen in the classroom or outside; presentation of selected lists; selection of items from them in pairs or alone if desired, write short text
4. collect inscriptions: Suggestions by Barbi Marković and Peter K. Wehrli - collect all inscriptions at a certain place - suitable as a city walk or movement across a square; compare in plenary what stood out; possibility: again pick out elements and take them into text;
- 5th round of critique: the mode of the critique round is explained, participants can, if they wish, read out texts that have been created and receive feedback from the others (depending on how much time is left).
6. work task until the next time: presentation of the Yopad, write more inscriptions in the Yopad.

**Reference:** Sabine Schönfellner, workshop instructor

**Activity:** Part 2 - Further Writing & Revising

**Activity type and aim:** In the second part, texts and materials that have already been written should be taken up and further worked on. Depending on the motivation of the participants,



more focus can be placed on their own working time or on discussing the texts. The critique round is introduced as a mode of text discussion because revision is central to literary writing.

**Duration:** 3 hours

**Materials:** texts from part one

**Instructions:**

Procedure:

1. introductory exercise: I as a list: Based on the worksheet, create your own list and present it in plenary if you wish.
2. further work with inscriptions: look in small groups at what has been collected and select several that look particularly interesting (worksheet); discuss in plenary which ones have been selected and why; then write a short text together on this.
3. free writing time: each participant can continue to work on a text of his/her own choice, or alternatively write another inventory list
4. critique round: more detailed round with feedback in plenary, guided;
5. preparation for the presentation: how does the text selection work, by when and how do the texts have to be available? Who would like to "give away" their text for the presentation?
6. conclusion: feedback on the workshop in the plenary (supported by guiding questions).

**Reference:** Sabine Schönfellner, workshop instructor

## 7.2 Workshop 2: Façade Game

**Activity:** Anagrammatic Regulars' Table: Facade Game

**Activity type and aim:** To get started and to get to know each other, we will devote ourselves to the following 36 game sets to the playful use of language and text that surrounds us every day: namely business signs that we anagram, i.e. we put the letters into new texts.

**Duration:** 2 hours



**Materials:** 20 game sets with photographs of off-duty shops, laminated on cardboard, with approx. 300 individual cardboard letters; 16 game sets with photographs of living shops around the Vienna Main Library, made of covered sheet iron with magnetic letters

**Instructions:**

The aim of this game is to find new words in a limited character set and use them to write new texts. The restriction is a challenge to (graphic) tricks or the use of other languages - those who know more languages have a clear advantage. The findings and results are presented to each other and photographed. At the next meeting a week later, the participants receive one or more photos of their favourite solutions.

**Reference:** Natalie Deewan, workshop instructor, [Anagrammatischer Stammtisch \(heterotypia.net\)](http://AnagrammatischerStammtisch(heterotypia.net))

## 7.3 Workshop 3: My Odyssey

**Activity:** My Odyssey

**Activity type and aim:** cooperative writing about a biographical aspect

**Duration:** 30 min

**Materials:** enlarged copies of the texts of the participants; copied text strips with the individual sentences on paper

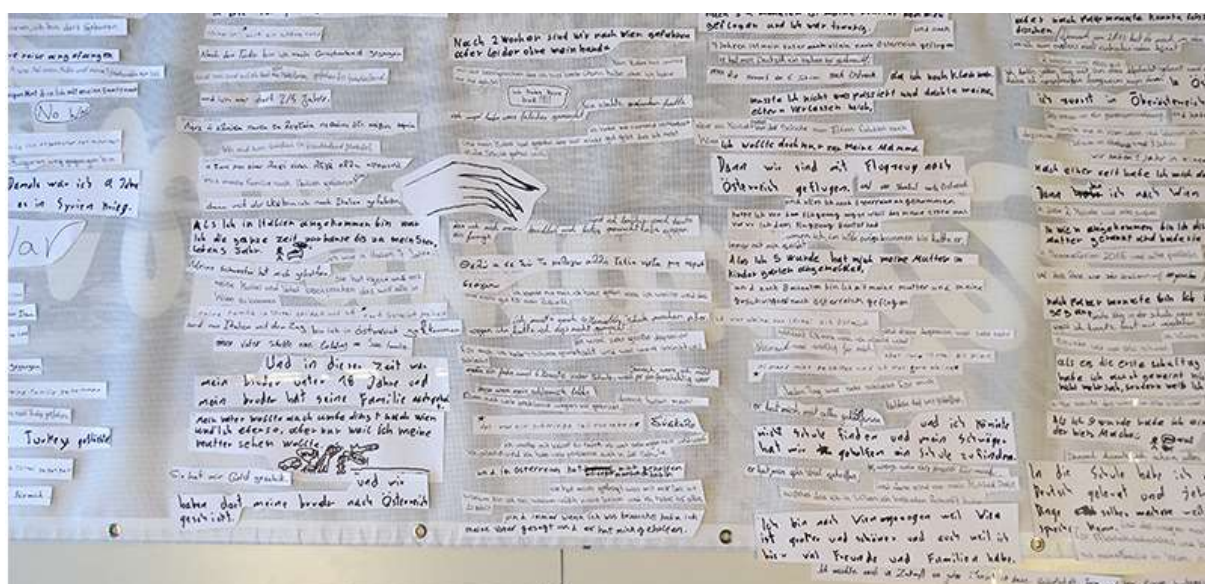
**Instructions:**

Under the title of "My Odyssey", the participants will write a text on their own, about their journey, about the path that has led them to this point. Where they start, whether with their grandparents or at their breakfast in the morning, is up to them. What oddities, miracles or dangers have lined their path, the people they met on their way, the people, animals or things that helped them along the way, what obstacles they had to overcome. The texts are then read aloud, possibly commented on among themselves, questions are asked. At the end, I take photos of the written texts and prepare enlarged copies for the next time and prepare enlarged, copied text strips with the individual sentences on paper.

The enlarged individual sentences from the texts written at the 1st meeting form the basis for the new collective text that is now to be created. These strips of paper lie on the tables and

are now to be put together on the floor to form a collective text. Similar to the rearrangement of the letters in the first meeting, the sentences now break away from their original context and enter into new neighbourhoods. This will probably lead to surprising or even contradictory sequences of sentences. One or more sentences from each text can be used, depending on the direction that the chosen path is to take. The sentences can also be cut up if necessary. This actual text work will take some time. The aim is to create a new text, a new collective path, from the pool of sentences, from the variety of paths and writings. This new text will be created on the ground and will be photographed at the end. The result is the basis for a banner made of PVC tarpaulin with eyelets, e.g. 300 x 100 cm, (graphic processing: ND) which can be hung up anywhere.

**Reference:** Natalie Deewan, Workshop instructor



## 7.4 Workshop 4: Audio Reading

**Activity:** AudioReading

**Activity type and aim:** This is a modern activity through which the reader can interact with the book during other activities he/she is interested in.

**Duration:** 10-30 min

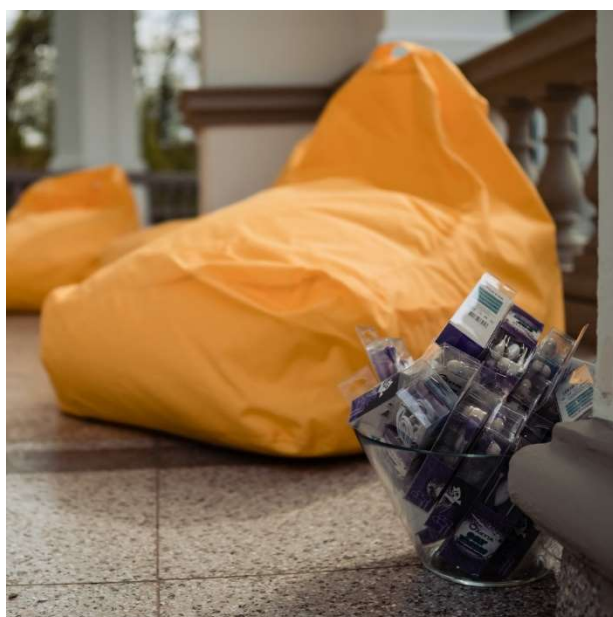
**Materials:** pouffe chairs, table, flowers, single use headphones, devices (telephone), Audiobook app

**Instructions:**

- Organize a audio corner in collaboration with a dedicated audiobook platform that offers access to numerous audiobooks;
- Organize the audio corner with a lounge-like vibe;
- Invite the visitors to have a seat on the pouffe chairs and to grab a pair of single use headphones;
- Invite the visitors to download the app on their devices and listen to their favourite audiobook.

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**Reference:** -



## 7.5 Workshop 5: Reading Cards

**Activity:** Reading Cards

**Activity type and aim:** This activity aims to identify as many and various ideas as possible about books

**Duration:** 15 min

**Materials:** panel, envelopes, cards, pens, glue

**Instructions:**

- Stick envelopes on a board
- Put the cards in the envelopes
- Invite visitors to write challenge-messages about the book on the cards and to close the envelopes
- Invite visitors to open a card and accept the challenge

**Reference:** -



## 7.6 Workshop 6: Book Art

**Activity:** Book Art

**Activity type and aim:** This activity has the aim of reinventing and recycling old or damaged books that cannot be read anymore and giving them a new life in the form of an art or decorative object

**Duration:** 30 min

**Materials:** old/damaged books, glue, scissors, colored pencils

**Instructions:**

- Invite the visitors to choose the books they would like to use
- Provide some ideas of art objects: e.g. paper castles, photo frames, lamps, etc

**Reference:** -



## 8. Lecture

The aim of the module lecture is to present relevant topics concerning the aim of the EBD to an interested audience.

Candidate topics are:

- The importance of literature in modern society or the relationship between literature and society
- The role of literature in formal education
- Literature and its teaching in a European perspective
- The importance of literacy and the situation in Europe
- The situation and challenges of the national book market and the current European book market
- Literary translations the importance for the European project

These topics are only suggestions to show in which direction the lecture can go. It is important that the lectures focus on the main aspects of the EBD. These are

- The European project
- Literature & book market
- Educationally non-privileged young adults

The lectures are given by experts. These experts can come from different institutions e.g. the university, libraries or educational centres. The organisers should keep in mind that the lecture should reach a wide audience. This means that the lecture shouldn't be too theoretical or academic.

The duration of the lecture shouldn't be longer than two hours. It is also possible to have a panel discussion instead of a single lecture.

## 9. Profile of the author

### 9.1 Requirements for authors

Authors have already published a work of fiction. For example, short stories, poems, a novel, etc. Works may have been published by either literary magazines or publishing houses.

Since authors must hold a public lecture, experience in public speaking would be beneficial.

Authors are not necessarily citizens of their respective countries of residence. However, the publishing and writing language must be in the respective language of the country (German for Austria and Germany, Swedish for Sweden etc).

Numbers of authors attending each European Book Day is up to the partner organization.

Since the language of the project is English, it is necessary that authors have a basic knowledge of English. Especially in spoken communication.

The authors must follow a binding travel plan. Especially if only one author is attending all events.

Since the public reading text will be translated, it is necessary that authors give their consent for translation. The Echo Media House will be publishing the texts in their national read aloud day annual. Texts are being read at the European Book Day in Vienna in spring 2021.

The required legal framework conditions will be the responsibility of the Echo Media House.

#### Requirements for authors in short

- have published works of fiction
- experience in public speaking
- writing and publishing in the national language of their respective countries
- knowledge in spoken English
- willingness to follow a binding travel plan
- Approval of translation

Each partner organisation is responsible for finding an author for each European Book Day. The texts to be read at the European Book Day must be sent at least four weeks in advance of the event. This is to provide enough time for translation.



## 9.2 Activities and tasks for the authors

On the European Book Day, there will be several tasks for authors. First of all, there will be a public reading, preferably in the evening of the EBD. Since there will be four authors, the length of each public reading must be between 15 and 20 minutes.

Authors will hold a workshop with their target groups if it is possible (dependent on the language knowledge and experience with the target group of educationally non-privileged young adults). These workshops can be question times, writing workshops, discussion, etc. The length should be approximately 1 to 2 hours.

Authors will have the possibilities of meeting publishers and other stakeholders of the literature industry.

### Activities and tasks for authors in short

- public reading - length 15 to 20 minutes.
- workshops with target groups (e.g. writing workshop) – if possible
- meeting publishers and other relevant persons from the literature industry



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