

Literacy and Democracy

**Building capacity to address literacy challenges in Mombasa
and Västernorrland:**

**A study report on methods developed to increase reading
ability through cross-sectoral collaboration in Västernorrland**

Spring 2019

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1.SUMMARY

Literacy and Democracy is a project where Västernorrland, Sweden and Mombasa, Kenya exchange experiences from reading promotion. The goal of the project is to increase capacity in the partner organisations to address rapid changes of reading habits and abilities of youth in the society. The concepts and methods of sports, primarily football, serve as the framework for developing reading promotion in the project which includes collaboration between SISU Sports Educators, Region Västernorrland Library, as well as Sundsvall public libraries, schools and sports clubs in Region Västernorrland. During the three-year period project partners in Kenya and Sweden have been developing joint methods for cross-sectoral cooperation between regional authorities and other stakeholders working with children and adolescents in informal education in both counties. Before presenting an overview of the activities and methods to promote reading that were introduced and developed in Västernorrland the report briefly touches on the theoretical considerations of reading promotion and a suggested model for looking at reading promotion activity design. The heart of the report is lessons learned from the activities and includes practical considerations, cooperation between sports clubs and the library, relevance, and connecting with the target group. Ultimately the sustainability of a project is in the hands of enthusiasts who see the importance of the task – the promotion of reading to as a democracy issue. The purpose of this report is to provide information that might be helpful to others who would like to work with reading promotion and sports.

2.Introduction

The Project

A question of democracy

In 2016 the Swedish International Centre for Local Democracy (ICLD) granted funding for a project entitled “Building capacity to address literacy challenges and enhance democratic engagement in Västernorrland and Mombasa”. As part of Swedish development co-operation ICLD promotes local democracy by supporting projects whose overall objectives contribute to poverty reduction. The idea is that through establishing municipal partnerships local and regional politically controlled organizations will better be able to meet the needs of their residents.

Identified problem and the project objectives

For several years prior to the project described here, Sweden’s results on international tests measuring the reading comprehension of school children had been declining. One result had shown a growing group of boys, approximately a fifth of all 15-year-olds, whose reading

comprehension was so poor that they could not absorb texts at the level of difficulty required for a functioning society. The key to literacy is reading. The problem of poor reading skills is a democracy problem and a gender equality problem that risks having serious repercussions on society while exacerbating social exclusion. For other reasons, Mombasa was facing even more serious challenges regarding literacy. Clearly the problems in both countries were so great that formal education would benefit from assistance in promoting reading from other sectors. In the inception phase of the project, the partners identified young people's participation in a democratic society as an area of mutual interest.

The main problem that the project aims to solve: The project emanates from identified insufficiencies at organizational level to cope with rapid changes in literacy proficiency of children and youth in society. Poor reading proficiency is a threat to equity and inclusion and may have severe consequences both for the individual and for the society.

Project objective: Increased capacity in the partner organizations to address rapid changes of reading habits and abilities of youth in the society

Intermediate objectives:

1. Increased knowledge about "cause and effect" in the field
2. Developed methods to increase reading abilities by cross-sectoral collaboration
3. Enhance collaboration between stakeholders to increase motivation and allocate time for reading among young people.

Why reading and sports?

There are many points of similarity between sports and reading. Both begin with play and both benefit from training that does not feel like training. The more you do each, the easier they become. Both sports and reading require some support and encouragement from adults. Both contribute to building self-confidence. The feeling of mastering one's language increases chances of being able to influence your situation. When sports functions at its best the result is in the same feeling: success in making that goal and sharing your happiness with others. The benefits of both continue throughout life. The chance of making a lifelong foundation for sports is more about enjoyment than performance. The same is true about reading.

More directly, some of the approaches used in football coaching can beneficially be transferred to reading. In drawing parallels between the approach of a football coach and a reading coach, Hillary Tubin suggests that a reading coach:

- Plans ahead their reading habit strategy,
- Shares their reading expectations with the boys,
- Models reading and explains its purpose,

- Provides support finding books prior to reading time,
- Explicitly shows the readers what reading time looks like,
- And then watches as they practice/read so they can provide specific feedback to help them become better at what they are doing.

Tubin's conclusion is that the application of a football coach's approach to reading promotion has a positive effect on promoting reading among young boys. She came to this conclusion after watching her boy students at football practice. Where they had seemed unfocused and distracted and uninterested during reading periods at school, they were focused, goal oriented and interested during football practice.

Getting to a level where reading is more than decoding words requires at least 6000 hours of practice. Within the context of the Swedish school it is difficult to reach that level. Libraries have an important role to play, but some children and adolescents never find their way to the library. Parents also have an important role to play, both as facilitators and as role models, but the trend is that less and less time is spent on reading in the home. Including sports in the mix is a method that has been tried in Sweden and abroad. Sports can offer an opportunity to create space for reading through the synergy available in utilising the innate qualities of both to assist schools, libraries and parents in promoting reading.

[Västernorrland's experience from previous cooperation projects](#)

That the Literacy and Democracy Project was to focus on the connection between reading promotion and sports was based on experience Västernorrland had gained as part of the [Pause \(Paus\)](#) project. This was an effort to get more young athletes to read books during their spare time. All over Sweden sports clubs and libraries were working together to improve young people's appetite for reading. The initiative came from the sports movement and the Swedish Arts Council with the goal of reversing the negative trend in reading and giving young athletes a chance to develop language for better reading comprehension and access to a wider world. One of the thirty projects described at the Swedish Arts Council's website is Book Sport and Team Reading (*Boksport och Lagläsning*) which are activities carried out in Västernorrland with the goal of getting young people participating in sports to become interested in reading.

[The scope of this report](#)

This report on reading promotion activities carried out during 2018-2019 within and supported by the project framework, consists of three main parts. First of all, the conclusions drawn from examination of the activities and methods regarding further development of and collaboration between the stakeholders are presented. The second part of the report includes recommendations for the future development and implementation of methods and concepts that both the sports movement and libraries can use and integrate into existing structures.

Thirdly, the report includes an annex that consisting of an inventory of reading promotion methods in football team activities, including electronic reading promotion activities with partner teams in Mombasa, as well as some methods used by a sport fishing club. These activities have been included for their potential of offering relevant lessons for working with reading promotion in a sports environment. The methods were validated, developed or introduced by the various participants and collaborators in the project. Some of the methods included here have been used successfully for several years. This report is based on the information submitted by project participants found in the annex and interviews carried out with different people involved in the project.

3. CONCLUSIONS: A LOOK AT THE METHODS AND ACTIVITIES

What is reading promotion?

The Swedish Arts Council defines reading promotion as:

- Making readers into capable readers.
- Opening ways to literature for those who do not read.
- Increasing access to a wide variety of genres and text types in different languages and different formats for readers of all ages.
- Giving more people the opportunity to an artistic experience through literature
- Removing obstacles to reading, widening repertoires and strengthening the reader's self-reliance and identity as a reader.

Activity design

The definition of reading promotion above provides an important starting point for the Literacy and Democracy Project. However, more useful in method and activity design are the factors found essential in reading promotion for children and adolescents. To what extent are the various activities and methods developed and created in the project based on these factors?

Essential Factors in reading promotion for children and adolescents

Certain factors essential to motivating children and adolescents to read have been identified by Gambrell.

- There must be perceived **relevance** to their own lives.
- They must have **access** to a broad range of reading material.
- They must be provided with **time** for reading.
- They must have **freedom** when it comes to choosing material to read.
- There must be an opportunity for social **interaction** around what they have read.

- Students are more motivated to read when they have the opportunity to successfully tackle **demanding texts**.
- Students are more motivated to read when they are given incentives that reflect the importance of reading. **Rewards** have been shown to give excellent results.
(Andersson, p.26)

Essential Factors in reading promotion for children and adolescents in the Literacy and Democracy Project

Not all of these factors are present in all of the methods and activities provided in this report. However, most of the methods and activities are based on several of the factors. Below is a selection of how different factors have been incorporated into different activities and methods. It is important to note that several factors may be included in an activity, but in varying degrees. That is, some are central to the activity and some are a side effect. In the literature on reading promotion there is another factor not included in Gambrell's list. Successful projects have been carried out exploiting the idea of reading role models. In his chapter on role models, Andersson (pages 56-59) cites dads, peers and sportsman as influencing the reading habits of young people, particularly boys. The claim that reading role models can play an important role in reading promotion is supported by research from different contexts and is therefore included here as an eighth factor.

Factor 1: Relevance

One assumption on which the project is based is that the participants, that is, the players who are all playing football or in the case of the fishing club fishing, see relevance to their own lives since the project activities are related to their primary area of interest. This was seen in selection of books provided in the book boxes, photographs chosen for the photo exhibition and subjects for writing workshops. This assumption is central to all of the activities in the project.

Factor 2: Access

Many of the methods and activities are centred on increasing access to books. An excellent example is the Book bus, book boxes, library visit. In some cases, access meant providing the readers with books or information about books. In other cases, it meant providing readers with transport or a meeting place.

Factor 3: Time

Time allotted for reading at training, on the bus, at football camps, and in between matches at championships is a determining factor for success.

Factor 4: Freedom

Freedom to choose and accessibility are closely related. Many of the project efforts increased the accessibility to books and thus gave the participants increased freedom to choose books that suited them personally. Book boxes, the book bus, and library visits are important aspects. Possession of a library card is another important aspect.

Factor 5: Interaction

Active lectures, writers' workshops, storytelling evenings and reading out loud are all methods that require interaction and development of language in discussions. Instagramming and Skype presentations are two examples of efforts to extend the interaction to partner teams in Mombasa.

Factor 6: Demanding

There was nothing mentioned explicitly about making sure that the texts were a little demanding. However, librarians with professional knowledge worked closely with the participants in order to provide books at the right level.

Factor 7: Rewards

Some of the activities had tangible rewards such as in the examples of ice cream certificates, book prizes and books as gifts. There were also intangible rewards such as meetings with well-known football players.

Factor 8: Role Models

Using role models was seen observed in the writers' workshops where the workshop leaders were locally well-known writers. The photo exhibit exploited the locally well-known players' relation to reading. One of the projects added parents to the reading activities.

Aims

A look at the various activities carried out within the project reveals a great breadth. Most of the aims were related to the areas connected to reading promotion as illustrated in the table below. The activities can be divided into three main areas: building awareness, developing reading and encouraging literacy. Even if none of the activities and methods are exclusively in one area, the focus of each activity and method falls into one of these three main areas. Some of the goals stated in the various projects and activities were related to the subsidiary project goals such as inclusion and gender equality.

BUILDING AWARENESS	STIMULATING AND DEVELOPING READING	ENCOURAGING LANGUAGE DEVELOPMENT -LITERACY
Access <ul style="list-style-type: none"> • Introducing library services and cards • Book boxes • Book bus Advertising Activities around reading <ul style="list-style-type: none"> • Slogan competition Promoting Reading Role Models <ul style="list-style-type: none"> • Player cards • Player visits • Photo exhibition Rewards A presence <ul style="list-style-type: none"> • Book tables at events 	<ul style="list-style-type: none"> • Active Lectures • Reading out loud • Reading and discussing books 	<ul style="list-style-type: none"> • Writers' workshops • Homework support • Tutoring • Team exchange on Internet-Skype • Team exchange on Internet-Instagram

What is being promoted? The activities and methods under the reading promotion umbrella fall into three categories that merge into each other.

Results and Assessment

Most of the assessments made were based on the numbers in an activity rather than an estimate of quality. This was, for example, the number of library cards issued, the number of participants, the number of texts, the number of Instagram accounts. There were some attempts at evaluation using a questionnaire and other attempts at a more qualitative evaluation through discussions. One project was described as a good project, but that there were no participants. Overall the results and assessment were positive.

Lessons learned

Practical considerations

A lot of the lessons learned had to do with practical considerations. One of which was the importance of organizing transport when involving participants in activities away from home. This seemed to be crucial to whether or not an activity actually took place. This also meant that having activities directed connected with football practice was positive. However, a far more important practical consideration has to do with time. At football championships, for example, the book bus was visited, but there were time constraints as playing was the focus of the players. On the other hand, at football camps time given to reading and workshops was alternated with football practice. When the time factor allowed for reading activities, reading and playing were no longer competing, but rather worked as a complement with results that were positive for both. Alternating physical exercise with mental exercise worked well in other

contexts. The significant amount of time required of adults and youth leaders that are involved has to be taken into account. Another aspect of time is that in Sweden football is a seasonal sport which means contact with players ceases to exist certain parts of the year.

Cooperation with sports clubs and the role of the coaches

The role of the coaches in reading promotion activities was mentioned often in the lessons learned. They can form the kind of security needed when pursuing activities away from their usual activities. In the Skype project the commitment of the coach to helping the boys in their presentation when they had technical difficulties was very important. Some other positive comments were that cooperation with a sports club facilitated communication with the players and that participation was on a voluntary basis.

Relevance

One of the conclusions drawn was the importance of choosing books the children were interested in. That could mean individual solutions for different sports clubs as interests varied from club to club. In one of the projects that was carried out in partnership with Mombasa, one theme was the common struggle of women's football. Reading is a part of Active Lectures (*Aktiva föreläsningar*) which the clubs have been using in their training. It is material that SISU (the sports confederation's educational arm) has developed to work with basic values with children and youth between the ages of 8 and 15. Active Lectures has become a platform for discussions that are woven into reading, reading comprehension and values. The factual subject matter of the lectures is relevant to the interests of football players and was experienced as easier for leaders to develop discussions around than non-fiction texts and biographical texts.

Connecting with the target group

There were examples in the reports of activities, in spite of being deemed "good programmes", were still unable to connect with the target group. Sometimes this was the result of competition with other activities. On the other hand, there were activities that did not have that problem because the activity literally came to the participants. A lot of sports centres and football camps were visited by the mobile library where many borrowed books and got a positive picture of the library. It was voluntary and pleasurable.

Electronic communication in partnership

Efforts were made to develop communication between players in Mombasa and players in Sundsvall. This way of working was new to projects promoting reading through sports so the experience drawn upon was unique to this project. The two channels that were chosen were Skype and Instagram. The lessons learned were that technology does not always work and that it is important to choose methods and channels carefully. It took a long time to establish contact between the teams in Mombasa and Sundsvall.

Sustainability

Considerations having to do with sustainability emphasise the advantages of working within existing structures. “It will take a lot of time and energy to continue after the project is over” was a conclusion made by one of the participants. For the librarian it did not feel as if it would be sustainable with their present way of working. Some considerations had to do with the actual cost of the activities, for example the cost of replacement books in the book boxes or the cost incurred when organising writers’ workshops. However, generally speaking the sustainability varied greatly among the different activities.

4.RECOMMENDATIONS

Aims

When formulating the aims of the activity or method it is important to know where you are in the table above. Is the activity meant to increase awareness? Is the activity intended to stimulate or to actually improve the participant’s reading ability? Is the effort focussed on language skills and literacy? The answers to these questions influence the way an activity is formed and would give greater clarity to the activity. It is not enough to have a good idea. You have to know what the aim is and how it is connected to reading promotion. This also has the advantage of facilitating assessment. It is easier to see if the activity actually achieves what it was intended to achieve. Formulating partial goals also helps in the planning and the implementation.

Results and Assessment

The overall results and assessment of the activities and methods were positive. A recommendation for people involved with initiating reading promotion activities is that a decision be made in advance about how the activity will be assessed. In general, a mixture of quantitative and qualitative measures ought to be used. This is a huge challenge: How do you best measure the success of a particular activity?

Lessons learned

Practical considerations

Because time is such an important consideration for everyone involved, it is important that activities are planned to be as efficient as possible, for example, by planning activities in conjunction with football practice and facilitating transport to activities at another venue. Making sure that there are communication channels to participants even if events are planned during the times of the year when it is impossible to play outside is not always easy but has to

be emphasised. An essential part of this is making sure that everyone understands their role especially when working across sectors.

Cooperation with sports clubs and the role of the coaches

The importance of understanding their roles was something that was reiterated in several interviews. The coaches and leaders were helpful, but they felt limited by not having a full understanding of their role. This was not a problem with ongoing activities and methods. However, with new activities people interviewed talked about the importance of a “kick off” or some other method of making clear the different roles people were to play in the activities and what was expected of them. The coaches and leaders are volunteers who already are giving a lot of their time. In some of the interviews with people involved in the different activities an emphasis was placed on the importance of the relationship between the sports clubs and other actors which requires the continuity of the participants to build up good relationships and trust.

Relevance

Choose books that the children and young people are interested in. It is a question of involving young readers in what they want to read. Be open for individual solutions; something that is suitable for one club is perhaps less suitable in another.

Connecting with the target group

The problem of poor participation in activities that were considered to be useful, was not uncommon. It is important to ask whether the activities were appropriate, whether they could have been advertised better or if the efforts used to plan them could have been better spent in some other way. Where resources are limited it is important that the activities that are carried out as efficiently and effectively as possible. The easier it was for the young people to actually physically get to activities is important to keep in mind in the planning of activities. Simple things such as connecting reading activities to training or football camps seem to have been the most successful.

Electronic communication in partnership.

One lesson learned about working internationally was that it is important to set up the technical conditions first. What technology is available? What are the particular reading goals of the project? What form of technology is the appropriate for those goals?

Sustainability

The relationship between the sports clubs and other actors and the partnerships between existing structures were seen to contribute to the sustainability of the activities and the possibility of continued cross-sectoral cooperation. The value of working with “professionals” who bring expertise to the table such as librarians and sports coaches was also considered important. In earlier reading projects the importance of consultants from the sports educators was mentioned.

Of particular interest in the area of sustainability are the activities carried out in the Back2Basic project which has been going on for over ten years. Back2Basic was established as an integration project financed by GIF Sundsvall, Sundsvall Municipality and other sponsors. In 2018, the leader of this project, Tomas Jonsson, whose name appears in several of the activities described in the annex of this report was declared the reading promoter of the year in Sundsvall. As motivation for the award the jury said “With great enthusiasm, and with his values as a firm foundation, Tomas has shown that reading combined with football kick starts development that children and young people need in order to succeed in life. Books and footballs, brains and bodies belong together. Tomas is a reading role model for young people, sports leaders, parents and other adults.” Financial support and structural support in the form of sports clubs and libraries, are crucial to sustainability. However, at the end of the day sustainability depends on leaders who combine the qualities expressed in the motivation for the reading promoter of the year.

Annex

Individual project descriptions

1.Back2 Basic's Visit to Kulturmagasinet Museum/Sundsvall Library

1. Aim

The aim of the activity was to introduce the participants to the town library and museum for the first time so that they could see for themselves that the library offers much more than printed books and that the museum is a building full of activities both cultural and other.

2. Place

Sundsvall's Library and Museum Sundsvalls stadsbibliotek och Sundsvalls stadsmuseum

3. Target Groups

Young people between 10-12 years old from Sundsvall the youth team "Back2Basic". The young people are from three areas of the town: Bredsand, Ljustadalen and Nacksta, areas which are characterized by poor socio-economic conditions and a high proportion of new arrivals and immigrants.

4. The Activity

In addition to being shown around the premises, the young people were given the opportunity to take part in a number of different activities such as a digital creative workshop, scrapbook workshop, chess school, quiz, museum visits etc.

5. Results

Most of the participants were very involved and wanted to try many different things. A couple became bored and took out their mobile phones.

6. Keys to Success and Lessons Learned

Young people who have never been in contact with libraries and museums do not know what they have to offer. Many have preconceived notions that a library is only a temple of books. It can be difficult to get young people to go there voluntarily. Cooperation with sports clubs as well as been taken there by bus was a determining factor. Now they know that they are welcome to visit the library and that borrowing books and a number of other activities are free.

7. Sustainability of the Action

The new picture of libraries and museums that the participating young people received will remain. In addition, they will (unknowingly) convey it to their friends and parents.

8. Assessment

The number of participants, the popularity of the activities and the number of books borrowed from the library.

9. Contact

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2. Stories for Back2Basic

1. Aim
Promote increased language and reading skills of children to contribute to social equalization and integration. The goal is that everyone should have the opportunity regardless of resources or if they need extra support.
2. Place
Sweden/Västernorrland/ Sundsvall, Nacksta district
3. Target Group
Children age 7-12 years (1st -6th grade at school) with focus on boys mostly immigrants.
4. The Activity
The idea of the GIF Sundsvall Project Back2basic is to offer children and young people an active and positive leisure time, even though they may lack resources or need support in some form. The football activities create social cohesion and improve the life conditions of the children who live in Nacksta. Back2Basic has also started homework help for school children together with Nacksta library. One of the libraries' assignments is to work with integration and the library is often one of the first places where people come into contact when they become new inhabitants in Sweden. Homework help with multilingual staff can be an important support for the school work of these children and contribute to providing all students the opportunity to get help with their homework and train the Swedish language regardless of background. Nacksta Library offers homework help twice a week. In addition to helping with the homework, children and young people in Nacksta can also listen to stories. Most of the children who live in Nacksta have parents from other countries and to listen to stories in Swedish develops their language skills in Swedish.
5. Results
Through the football and reading promotion activities by Back2Basic in Nacksta the newly arrived and immigrant children develop both their language skills in Swedish and their reading skills. Regular visits to libraries lead to increased democratic awareness among children.
6. Keys To success and Lessons Learned
Through football, it is easier to communicate and get through a message to the children because the activities are on a purely voluntary basis.
7. Sustainability
Working with reading promotion, integration and inclusion is emphasized in GIF Sundsvall's Corporate Social Responsibility (CSR) that ensures the sustainability of these activities. Policies and strategic documents of Sundsvall Municipality ensure the sustainability of the Back2Basic project and provide the necessary funding for the operations.
8. Assessment
Back2 Basic uses summative assessment measures i.e. the number of participants in the activities, number of satisfied participants, etc. Additionally, Back2Basic provides a yearly report to Sundsvall Municipality, in which they report the results and achievements.
9. Contacts (*organization, name, phone, e-mail*):
Tomas Jonsson, Executive of GIF Sundsvall's CSR
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3. Playing with Words, Bolla med ord: A Writing and Football Camp Cooperation between Sundsvall Library and SDFE and GIF Sundsvall

1. Aim
The aim of the activity was to alternate reading and writing exercises with football practice.
2. Place (Timrå, Region Västernorrlands, Sweden)
Västhagens Sports Field, Sundsvall, 09.45-16.00 every day from 6-10 August, 2018.
3. Target Group
The target group was boys and girls between the ages of 10-13 with different backgrounds.
4. The Activity
The young people alternated football practice with reading and writing exercises led by the author Magnus Ljunggren who grew up in Sundsvall. Magnus wanted the participants to develop a desire to write, to use their imaginations, and also emphasise that it is a way of saying what you think, presenting your opinions and being able to have an influence. The writing exercises and Magnus always had the problems you may have with poor knowledge of the Swedish language or dyslexia, included in the work. Magnus himself is dyslexic.
The event ended with a visit to Himlabadet, a swimming pool in Sundsvall.
5. Results
More than 20 young people both girls and boys participated. Interest during the reading and writing exercises was great.
6. Keys to Success and Lessons Learned
Magnus Ljunggren worked very well as an inspiration and writing leader. The tasks inspired the young people. Alternately the physical activity of the football practice with the mental concentration of the writing exercises worked excellently
Quote: "To succeed in football, it is good to be able to read and write as well" (Ayram Karmeh, one of the participants in an interview with the media.)
7. Sustainability
Being part of a writing camp for several days allows you to learn a great deal of practical things and find creativity. You develop your own writing.
8. Assessment measures
Number of participants, number of participants who were with the whole week, number of texts produced, the level of interest of the participants, final discussions on how the workshop was experienced.
9. Contact
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4. Participation in a Fish Fair, Storöringens Fiskemässa

1. Aim

Storöringens Sport Fishing Club also has activities for young people and children. The club sees part of their task as working with inclusion in today's society where many new arrivals to Sweden are not used to spending time outdoors in nature. On May 5-6, the club arranged a fishing fair for both adults and children. In connection with this, the club wanted to reach children and young people with books, reading and knowledge about nature and the environment.

2. Place (Timrå, Region Västernorrlands, Sweden)

NCC Hall and Pangea in Timrå, 5-6 May

3. Target Group

The fishing fair was aimed at anyone who was interested, but there were many special arrangements aimed at children and youth.

4. The Activity

The activity included a reading and writing corner with author Mats Alm (both days), magic, contests, face painting, quizzes. Reading out loud by young people from SISU, discussions about children's rights and sports. SISU (Sports educators, the sports association's own study association) provided a book table with fiction for young people and books about sports.

5. Results

Unfortunately, the fair had few visitors, thus not many children and young people, even though those who participated were interested.

6. Keys to Success and Lessons Learned

The club's venture was very ambitious: SISU offered a wide variety, there were many exciting program items, advertising and marketing were solid. Why didn't more come? Perhaps it was difficult to attract participants in the spring when nice days attract people to visit their summer cottages or to work in gardens?

It may not be enough with advertising on social media and in information sheets, how do you reach out with what you offer?

7. Sustainability

There is still the perception that even a sports fishing club can play an active role in inclusion in society, by spreading knowledge, promoting reading enjoyment and encouraging a common sense of responsibility for the environment and nature.

It also became collaboration between the club, SISU and the city library, something that can be further developed in the future.

8. Assessment

The number of visitors, the number of visiting children and young people, the number of participants in the writing exercises, the number of participants in other activities, number of questions and of what kind

9. Contact

Emma Vestman, Sundsvalls stadsbibliotek, +4660191833, emma.vestman@sundsvall.se

5. Reading Out Loud at a Wilderness Camp, Högläsning på Vildmarkscamp Cooperation with Storöringens Fishing Club, 17 June

1. Aim

The aim of the activity was to reach children and young people in unusual environments with reading and storytelling.

2. Place (Sundsvall, Region Västernorrlands, Sweden)

The activity took place at a camping grounds in the forest in the Sundsvall area.

3. Target Group

The target group was girls and boys between 7-13 years old.

4. The Activity

The activity consisted of reading short stories, mostly ghost stories, out loud and included discussions around what was read, what was terrifying, what was scary, what we are afraid of...

5. Results

Very appreciated by the children. Some of them thought that it was uncomfortable so the story telling had to take place during the daytime.

6. Keys to Success and Lessons Learned

Connecting reading and storytelling to an unfamiliar environment created an element of excitement. It is easy to feel insecure in the forest without parents, but at the same time when you manage it you "grow". The combining this with ghost stories reinforces both of these aspects. Insecurity lurked beneath the surface and it was important to take it seriously and change the layout and do the activity during the day.

7. Sustainability

Combining what you read (and perhaps what you think is frightening) with conversations and discussions is rewarding and sometimes even necessary for processing experiences. It is important to dare to talk about it, want to talk about what you have read to practise formulating your thoughts and opinions in words.

8. Assessment measures

The number of participants at each of the reading and storytelling sessions, the discussions about the experience and different emotions.

9. Contact

Emma Vestman, Sundsvalls stadsbibliotek, +4660191833, emma.vestman@sundsvall.se

6. Mobile Library at the Selånger Spring Cup , Mobbiblan på Selånger vårcup

1. Aim
To present good books, recommend books, provide the opportunity to borrow, enable the participants to be notified of where the books they ask for are available. Create awareness of and a relationship with, the local libraries that are close to the young people, where they can borrow and return books. Show off Mobbiblan, Sundsvall city's library very flexible book bus that can be used for a variety of cultural activities.
2. Place (Sundsvall, Region Västernorrland, Sweden)
The book bus visited football fields during the "Selånger Cup" which took place 29 April.
3. Target Group
Girls and boys between 6-12 years old from football teams at the tournament.
4. The Activity
The children were invited to visit the bus between the matches. They could borrow books and get tips about good books.
5. Results
Approximately 150 players visited the book bus and 40 books were borrowed. Some of the players borrowed books from the library for the first time. Several new library cards were issued.
6. Keys to Success and Lessons Learned
The book bus has a very exciting appearance and since many had not seen the book bus before they became curious. The players had a lot of free time between matches and there were many opportunities to visit the book bus. The personnel had brought a large number of books about sports, especially football. However, the young people who participate in football tournaments prioritized playing, so it is a question of making time being available between matches to do other things.
7. Sustainability
The book bus goes to many different places in town. Now the young people know what the bus has to offer and once you have been a place for the first time it is easier to dare to go back in the future. Some of the players who knew about the bus shouted happily "The book bus is coming!" when the bus drove up.
8. Assessment
The number of visitors, the number of loans, new library card-holders, questions, conversations with visitors.
9. Contact
Emma Vestman, Sundsvalls stadsbibliotek, +4660191833, emma.vestman@sundsvall.se

7. Awesome Writers' Workshop with Anna Hansson, [Ryslig skivrarworkshop](#), in cooperation with the Sundsvall Library and the Västernorrland Region Library

1. Aim

The aim of the activity was to stimulate young people to dare to write their own stories.

2. Place (Sundsvall, Region Västernorrlands, Sweden)

Kulturmagasinet in Sundsvall, the local libraries in Matfors, Granloholm and Stöde.

3. Target group

The target group was young people between 11 and 15 years of age.

4. The Activity

The author Anna Hansson carried out writers' workshops at several places in the municipality of Sundsvall. The theme for the day was "awesome stories". The workshop was a traditional writers' workshop where the author presents the task, gives tips and good examples and accompanies the young people in the writing process.

5. Results

Anna was booked for four appearances from 28-31 October during the National Reading Week. The workshop at the Kulturmagasin attracted several young people, while only a few came to the different local libraries.

6. Keys to Success and Lessons Learned

Anna Hansson, a well-known local author, led the workshop "Awesome workshop with Anna Hansson". The event was carried out during the school break. The workshop was advertised in the library with posters and by the library personnel. All four library units presented the day on their facebook page and the different events were posted in different calendars in Sundsvall. Still, not as many people came as were hoped for.... Perhaps more individual advertising is required or perhaps the workshop could be combined with other things that attract / motivate. The biggest reason is probably that it took place during the break competing with many other activities.

7. Sustainability

Those who participated developed their writing which is something that they can carry with them.

8. Assessment measures

The number of participants, the number of texts produced, the interest shown by the participants, the final discussions about how the workshop was experienced.

9. Contact

Emma Vestman, Sundsvalls stadsbibliotek, +4660191833, emma.vestman@sundsvall.se

8. Writers' Workshop with Johanna Lindbäck, Skriverworkshop med Johanna Lindbäck, in Collaboration with the municipal and county libraries, SFFF, Back2Basic

1. **Aim**
The aim was to alternate reading and writing exercises with football practice.
2. **Action Place (Sundsvall, Region Västernorrlands, Sweden)**
Nacksta, Sundsvall, 30-31 October
3. **Target Groups**
Boys and girls between 10-14 years old from GIF Sundsvall's youth team "Back2Basic" and SFFF's girls' team
4. **The Activity**
Day 1, boys 10-14 from Bredsand and Ljustadalen were driven to Nacksta for football practice that was alternated with a writers' workshop with Johanna Lindbäck. There were 12 participants. Three trainers and a librarian were there to assist Johanna Lindbäck. Johanna showed the participants how to start with a story that can then be developed. The participants threw a die to randomly start their stories. As the story gradually developed Johanna asked questions that moved the story forward. Everyone was given a book to take home with them.
5. **Results**
At the beginning there was some whining, "Do we have too?". The boys wanted to train football. Then they got going after being inspired by Johanna, the trainers and the librarian. It became totally quiet and everyone concentrated on their writing. One of the participants wanted to read his story out loud. The writing continued in dialogue with Johanna.
Day 2 was supposed to be the equivalent for girls 10-15 from the same area and with support from SFFF. No one signed up.
6. **Keys to Success and Lessons Learned**
It is sometimes difficult to get the young people to come voluntarily. Cooperation with the sports club and that the boys were driven to Nacksta from Ljustadalen and Bredsand were also an important factor. That all of the coaches supported Johanna Lindbäck and the librarian by showing commitment to the workshop and the importance of developing other sides of the youth parallel to football training made it easier to get the participants to start writing. Johanna's inspiration and structure worked very well.
It is hard to say why the girls did not have day 2. Perhaps there was doubt about leaving their own area and going to the other side of town. Perhaps they needed more support from their sports association and from each other. Was the author not well known enough? One contributing factor was that the leisure centre in a neighbourhood had several competing activities.
7. **Sustainability**
For many of the young people got past the uncertainty of getting started with the writing and were engulfed by what they were doing. With great probability, it is an experience they take with them into the future, not least in connection with similar school tasks. In the long run, the experience of alternating physical activities with working focused on creative writing in the long run will result in the understanding that there is no contradiction between them.
8. **Assessment**
The number of participants, the number of texts produced, the participants' interest in the task, final discussions about how the workshop was experienced.
9. **Contact**

Emma Vestman, Sundsvalls stadsbibliotek, +4660191833, emma.vestman@sundsvall.se
Tomas Jonsson, Executive of GI
F Sundsvall's CSR tomas.jonsson@gifsundsvall.se, Phone: +46-70 617 23 01

9. VM-Day and Exhibition, VM-dag och vernissage, Collaboration between Sundsvall Municipal Library and GIF Sundsvall

- 1. Aim**

The aim is to attract young people to the arena with the help of GIF Sundsvall's all-Swedish football players and to create role models when it comes to the enjoyment and importance of reading.
- 2. Place (Sundsvall, Region Västernorrland, Sweden)**

The arena in Sundsvall
- 3. Target Group**

Children and young people, 7-12 years old. Open for everyone.
- 4. The Activity**

The day was linked to current football World Cup activities. There were book tables with football books, quizzes with book prizes, video games, face painting with flags, soft drinks and popcorn. GIF players were there to meet the kids. Cards with the players were printed up and the children could collect autographs. The players were active the whole time, many emphasizing the importance of reading in conversation with the children.

The day included the opening of the photo exhibition Läs-11an with photos of GIF Sundsvall's football team with the players as reading role models, reading alongside the field, reading for their children, reading during the football training.
- 5. Results**

The day was full of visitors with lots of fun activities the kids liked. The photo exhibition will tour the smaller library units in the municipality.

The opening of the exhibition made the connection between football and culture and showed that everyone can go to an exhibition according to their own interests or curiosity.
- 6. Keys of success and lessons learn:**

We have known for a long time that the idols of children and young people have a great impact on them during their childhood. That the best football players in town read for their children and talk about the importance of reading makes an impression on young people. Being able to connect to the current World Cup was positive. It is important to find what motivates and include / combine it with the task of reading promotion.
- 7. Sustainability**

Children from environments where books / reading have not been a natural part need to have reading role models, particularly among adults they respect. You learn that reading can very well be combined with sporting success and physical training.
- 6. Assessment**

Assessed number of visitors, number of player cards distributed, the activities that attracted the most visitors, the number of people attending the opening of the exhibition.
- 7. Contacts**

Emma Vestman, Sundsvalls stadsbibliotek, +4660191833, emma.vestman@sundsvall.se, Tomas Jonsson, Executive of GIF Sundsvall's CSR
tomas.jonsson@gifsundsvall.se Phone: +46-70617 23 01

10. Book Sport and Team Reading, Boksport och lagläsning

1. Aim
Reverse the negative trend in reading and reading comprehension among children and especially boys by improving the cooperation between libraries and sports clubs.
2. Place (Region Västernorrland, Sweden)
Several municipalities and sports clubs in Region Västernorrland
3. Target Group
Children, especially boys, 8 – 16 years old in sports clubs
4. The Activity
The activity consisted of lending books from book boxes, books as gifts in goodie bags at special events, social reading such as reading out loud and discussions on shared books and stories.
4. Results
Reading out loud calmed down the children after training. It was appreciated. A lot of books were lent out to the children, books were read and discussed.
5. Keys to Success and Lessons learned:
Choose books that the children are interested in. Find individual solutions for different sport clubs. What works fine in one club might not work well in another one. The project and its activities require a lot time for the adults involved.
6. Sustainability of the action:
The Book Sport project started in 2014-05-01 and is still going on. As far as I know, there are no plans for closing it down.
7. Assessment measures:
Interviews with children, soccer coaches and librarians.
8. Contact
Ellen Forsberg, Project Manager / Sports Consultant, SISU Idrottsutbildarna Västernorrland,
ellen.forsberg@vnidrott.rf.se, 070 – 109 03 37.

11. Project Instagramming

1. Aim
To promote reading and writing firstly among the young football players of the project.
2. Place (Sundsvall, Region Västernorrland, Sweden)
On Instagram worldwide using a project Instagram account called Alltogether18
3. Target Group
Young football players and their trainers in Mombasa and Västernorrland.
4. Activity
The activity included book tips, presentations of project activities as well as young football players of the project in order to promote reading and writing activities among young people.
5. Results
As for now (2019-01-03), there are 41 followers of the account and considerably more likes for the posts altogether. It is hard to estimate what impact the posts have had on literacy skills unless interviews are made with the followers and the persons behind the likes. However, some of the project participants in Sweden have presented themselves in their own words. Instagram posts functions more or less in the same way as advertisements. They do influence. If not, there would no adverts on social media.
6. Keys to Success and Lessons Learned
In order to get more followers and likes and to reach more people the account needs to have more posts posted in both Mombasa and Västernorrland. They should be posted more regularly preferably on a daily basis.
7. Sustainability
The activities of posting can go on even after the project is finished. The account will not be deleted and the posts will be available even if the account would not be active in the sense of getting more posts.
8. Assessment
Data of the account. To some extent it is possible to look into who the followers are, their age, location, hobbies etcetera.
9. Contact
Kajsa Larsson, Ålsta folkhögskola, Region Västernorrland, 073 – 815 99 81, kajsa.larsson@allsta.nu

12. Slogan Competition

1. Aim

To further engage the youths in the project through competition, but at the same time make them feel like this is their project by encouraging them to choose a name for it.

2. Place

Västernorrland, Sweden and Mombasa, Kenya

3. Target Group

The four teams in Västernorrland and Mombasa respectively.

4. The Activity

A website for name suggestions was set up (<https://response.questback.com/isa/qbv.dll/ShowQuest?QuestID=5227720&sid=I1iW7gA0tN>). All the teams were encouraged to visit the website and submit their suggestions. When the deadline for suggestions had passed the project group along with the project's steering group voted and a winner was elected. The winning contribution was *All together*, submitted by a player from the boys' team in Västernorrland, Kubikenborgs IF.

5. Results

The winning slogan was printed on footballs and T-shirts that were handed out to all the teams participating in the project. The team that won the competition was also rewarded with a special activity which will be described separately under the name *Bowling*.

6. Keys to Success and Lessons Learned

The fact that this activity was a competition was a success factor. We discovered that competing is something that really motivates the youths.

However, the way the competition was carried out, on a website with a long hyperlink, was not ideal. Most of the youths in Västernorrland rarely use a computer other than for school, the device that is used is mainly smartphones. Because of this it would have been more efficient, at least for the teams in Västernorrland, to arrange so that contributions could be submitted through, for example, Instagram. Furthermore, this would have increased the following statistics on the project's Instagram page.

7. Sustainability

The competition itself was a time-limited activity, however the result of the competition is still visible within the project in terms of the name.

8. Assessment

Discussions with the players.

9. Contacts (organization, name, phone, e-mail):

Kajsa Larsson, project assistant, Ålsta Folkhögskola, Kajsa.Larsson@alsta.nu, 073-8150081
Ellen Forsberg, Project Manager / Sports Consultant, SISU Idrottsutbildarna Västernorrland, ellen.forsberg@vnidrott.rf.se, 070 – 109 03 37.

13. Reward Bowling

1. Aims

To give the boy team in Sweden an opportunity to celebrate that they won the slogan competition (separate case study) and to collect information for Instagram posting (separate case study) as well as getting parents signatures due to GDPR.

2. Place (Sundsvall, Region Västernorrland, Sweden)
Strike Club, Södra Berget, Sundsvall

3. Target Group

The boys' team in Västernorrland

4. Description

Since the boy team (Kubikenborgs IF) won the slogan competition we decided to arrange an activity for them, in order to further their motivation to participate in the project. This activity included bowling as well as dinner. During the bowling we had the opportunity to hand out short questionnaires that would serve as a basis for uploading picture and information about the players on Instagram. We planned the activity so that it would coincide with a parent's meeting that were to be held. This gave us the possibility of directly collecting signatures of approval of GDPR from the guardians of the youths.

6. Results

The most important result of this activity was that the boys formed a more personal connection with me (Kajsa Larsson), when I participated in the bowling, they started joking with me and talk to me in another way. Furthermore, we collected photos and information about the boys for Instagram and we got a few signatures for GDPR from the guardians.

7. Keys to Success and Lessons Learned

A key to success as well as a lesson learned is that in order for the youths in Västernorrland to participate in an activity, at least during winter and breaks in the football training, it is important to offer something they think is fun and something that the guardians of the youths find interesting enough to give them a ride.

8. Sustainability

I think we can measure two kinds of sustainability when it comes to this activity. Firstly, it is a good memory that the boys will associate with the project and it will motivate them more to participate when they know that a fun surprise might come along. Secondly, we got a large basis of information to post on Instagram.

9. Assessment

The success of this activity can be measured in the number of boys participating, we were 28 persons of which were four adults. Further, the appreciation that was shown from both boys and guardians shows us that the activity was successful.

10. Contacts (organization, name, phone, e-mail):

Kajsa Larsson, project assistant, Ålsta Folkhögskola, Kajsa.Larsson@alsta.nu, 073-8150081

14. Skype presentation about Zlatan Ibrahimović

1. Aim

The main goal with this was for the two boy teams to initiate digital interaction. Furthermore, it gave the boys in Västernorrland the chance to present and talk about the book that they had been reading during the summer, *I am Zlatan*.

2. Place

Sundsvall, Sweden and Mombasa, Kenya

3. Target Group

The boys' teams in Mombasa as well as Västernorrland.

4. Description of the action (methods, activities):

The boy team in Västernorrland, Kubikenborgs IF, had prepared a presentation in the shape of A3 cardboards with pictures and short information about Zlatan Ibrahimović and their football club. The cardboard was shown slide by slide and their coach explained a bit about them.

The boys in Mombasa were gathered for practice and by using the projects WIFI-hotspots and tablets we were able to connect with Västernorrland. The boys also introduced themselves to each other.

5. Results

The boys in both Mombasa and Västernorrland appreciated seeing each other. The boys in Mombasa got to learn more about football in Sweden both in terms of one of our most famous players and in terms of the long and strong tradition of Swedish voluntary sport associations.

The sound during the interaction was faulty, the boys in Västernorrland could hear us but in Mombasa we could unfortunately not hear them. However, by reading the cardboard presentations we were able to figure out what they were saying.

6. Keys to Success and Lessons Learned

The most important key of success was the commitment of the coach in Västernorrland to arrange and help the boys prepare the presentation. An important lesson that was learned was the fact that it is hard to maintain digital contact between the two target groups without arranging and participating on each occasion personally. Furthermore, since you can never trust the electronics, be prepared to wing it.

7. Sustainability

We had hoped this activity would further the digital interaction between the two teams. However, lack of Internet connection in Mombasa and the fact that the football season in Sweden had a break for winter did not make this activity as sustainable as we would have wanted.

8. Assessment

The lack of actual interaction having existed since. Conversation with both the teams and the coach before and after the activity.

9. Contact

Kajsa Larsson, project assistant, Ålsta Folkhögskola, Kajsa.Larsson@alsta.nu, 073-8150081

15. Ice Cream Certificate and *I am Zlatan*

1. Aim

To give the boys a reward for reading a certain amount of a book and start a discussion about said book.

2. Place (Sundsvall, Region Västernorrland, Sweden)

Västernorrland, Sweden

3. Target Group

The boys' team in Västernorrland, Kubikenborgs IF

4. Description

Before the summer break the boys were given the book, *I am Zlatan* as a gift in order to motivate them to read during the summer. Without them knowing we had hidden a gift certificate for an ice cream towards the end of the book. This gift certificate was valid for an ice cream from the coaches and the project. After the summer break had ended, we gathered to discuss some thoughts about the book and saw how many had found the gift certificate, a majority of the boys had read far enough to find the gift certificate. In the end, however, all the boys got ice cream. We also discussed questions concerning football, camaraderie and the importance of staying away from crime with *I am Zlatan* and what they had read as a basis.

5. Results

The boys appreciated the ice cream and the promise of ice cream after the discussion made them motivated to stay even after their training had ended.

Additionally, the discussions that were held in reference to the book raised a lot of questions and thoughts that served well as a basis for further discussion about sports, camaraderie and the importance of role models.

6. Keys to Success and Lessons Learned

The enthusiasm shown even though they had to stay after practice showed us that the promise of "something sweet" was efficient. Another key to success was to meet the boys straight after a football practice during the outdoor season. This since they were all gathered, we had a given premise and most of them didn't have to depend on their parents picking them up.

7. Sustainability

The fact that the boys found the book interesting should hopefully motivate them to read more books.

8. Assessment

The enthusiasm shown during the discussion is a measure in itself, apart from that approximately 20 boys participated.

When we during a later activity handed out questionnaires several of the boys said that their favourite book was *I am Zlatan*.

9. Contact

Kajsa Larsson, project assistant, Ålsta Folkhögskola, Kajsa.Larsson@alsta.nu, 073-8150081

16. Translation of selected chapters of the book *Martas seger – en berättelse om fotbollspassion och krigarhjärta* into English

1. Aim

The aim of this action was to make parts of the book handed out to the girls' team in Västernorrland available to the girls' team in Mombasa. This was in order to use Marta's story as a basis for comparison between the everyday life in Västernorrland and Mombasa as well as a foundation on which to start communication between the two regions.

2. Place

Västernorrland

3. Target Group

The girls' teams in Västernorrland and Mombasa.

4. The Activity

Two chapters from the book about Marta da Silva were chosen for translation since the book is not published in English. The two chapters that were chosen were: *Chapter 1 – Det var en gång en liten flicka* and *Chapter 10 – Tjejer kan inte spela fotboll*. The two chapters were chosen on basis of what the girls in the two teams could relate to. Some topics for comparison with Marta's life in the two chapters were also written in order to start thinking comparatively about one's own life. This would serve as support to further discuss similarities and differences between Västernorrland and Mombasa.

5. Results

At the time of this writing, the material has been shared with Mombasa with good response from the project group. The actual handing out of the texts in Mombasa is now on their table. However, this action has achieved the goal of reading the same texts in Mombasa as well as in Västernorrland.

6. Keys to Success and Lessons Learned

An important key to success in this case is to know what the young girls, in Västernorrland as well as Mombasa, are "struggling" with. In this case we chose to focus on the fact that women's football is often viewed as lesser than men's football, this is a worldwide conception that unites the lives of the youths in both regions. Something that the target group struggles with is also something that will engage them to read and discuss.

A lesson learned is that handing out a physical book might intimidate the youths in terms of reading. It might have been better to give the girls in Västernorrland handouts of the two chapters chosen instead of the whole book.

7. Sustainability

The goal with this activity is that girls in Västernorrland and Mombasa respectively will get to know each other and in the long run continue to interact with one another even when it is not arranged by the project.

8. Assessment

Appreciation shown for the topics chosen and the translation itself.

9. Contacts

Kajsa Larsson, project assistant, Ålsta Folkhögskola, Kajsa.Larsson@alsta.nu, 073-8150081

17. Back2Basic / GIF Sundsvall meeting with author and storyteller

1. Aim

The aim of this activity was to increase the motivation to read and to tell stories and to enhance cross-sectoral collaboration for reading promotion.

2. Place

Västernorrland

3. Target group

Children age 11-13 years mostly immigrants from Bredsand district and their trainers

4. The Activity

During the one-week school holiday for sport activities the children had football training at the Nordic Hall twice. Before the start of one of these trainings the team of the reading promotion project between Västernorrland and Mombasa, "Literacy and democracy", arranged the event to meet the local author, Bo R. Holmberg to talk about books and storytelling. The project leader gave a short introduction in the context to the participants before the author took the floor. At the end we took group photos with the author and made a short video greeting to the Mombasa project members and football teams.

5. Results

Despite the low participation of the target group (totally 10 participants from Back2Basic/GIF Sundsvall) the event was successful. The participants were interested in the books and stories and they also found the cooperation with Mombasa interesting and fun. We can publish photos and a video greeting on the project Instagram (altogether18) to share these activities.

6. Keys to Success and Lessons Learned

The event was arranged in connection to the Back2Basic/GIF Sundsvall children's scheduled football training i.e. the participants didn't need to come at a separate date and time for the event. The author, who had worked a lot with children in these ages, had the ability to increase the children's interest and keep their attention with funny stories and a sense of humor during the meeting. He was also good at involving the participants. The content of the books and stories were adapted to the age group. The time allocated for the arrangement was just long enough and the children were offered cakes and soft drinks that ensured a good atmosphere.

7. Sustainability

The event has been a part of the cooperation between the target groups and the reading promotion project between Västernorrland and Mombasa. Back2Basic/GIF Sundsvall is a very important actor in the field of inclusion and literacy promotion through football in cooperation with other stakeholders in the region such as libraries, sport associations, authorities, etc. The project's lead part, Region Västernorrland has the mission to strengthen the stakeholders' achievements in the region within these fields, therefore this cooperation event has hopefully contributed the long-term collaboration across the different sectors.

8. Assessment

No particular assessment measures were conducted. The number of participants cannot surely indicate the level of interest because many families had own family programs during this school holiday.

9. Contact

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18. Football+Reading=All together

1. Aim
Increased motivation of reading and storytelling and enhance the cross-sectoral collaboration for reading promotion
2. Place
Sweden/Västernorrland/Sundsvall
3. Target Group
Children age 11-15 years from Kubikensborg IF and their coaches and from Västernorrland Sport Association.
4. Activity
During the one-week long school holiday for sport activities the reading promotion project, "Literacy and democracy" between Västernorrland and Mombasa, arranged an event to combine football and literacy activities at the Nordichall on the 7 of March. Invitation was sent to the football teams involved in the project: Kubikensborg IF boys and Selångers FK girls a month before the event. Due to the private programs of the children's families only a few of them signed up for the program one week before, therefore the project team decided to broaden the target groups and distribute the invitation through Newsletters of the Regional Sport Confederation of Västernorrland/ SISU Sports Education which were sent to all sport associations focused on sport activities during the school holiday. We started the program with "icebreaker games" and then the children were playing football match. Before we left the playfield, we took some group photos and made a short video greeting to the Mombasa project members and football teams. Afterwards, we gathered in the meeting-room to have some refreshments, to award the "Reading bingo" winners and to meet the local author, Bo R. Holmberg to talk about books and storytelling.
5. Results
Despite of that only 12 children attended the event the participants enjoyed all part of it and really had fun. Unfortunately, no girls came from Selångers FK due to their family winter sport holiday activities on that day. But one of the coaches of the girls participated the event together with the coach of Kubikensborg IF and the coach and leader of Back2Basic/GIF Sundsvall. There were a lot of prizes (sports gadgets and books) for the award ceremony of the "Reading bingo" winners. Although the "Reading bingo" had been distributed to the football teams for two weeks ago only two children had good results to get prize. The meeting with the author was also very appreciated by the children who were interested in the books and stories. We can publish photos and a video greeting on the project Instagram (alltogether18) to share these activities.
6. Keys to Success and Lessons Learned:
The success of the event was based on the accurate preparation of the organizers concerning both the facilities and the competence and enthusiasm of the human resources including the invited guest author. The participating children were also active and enthusiastic and enjoyed the activities both playing games and football and meeting the author. The author who had worked a lot with children in these ages, had the ability to increase the children's interest and keep their attention with funny stories and a sense of humor during the meeting. He was also good at involving the participants. The content of the books and stories were adapted to the age group. The time allocated for the arrangement was just long enough and the children were offered cakes and soft drinks which ensured a good atmosphere. The reason of the low-level attendance of the target groups was partly that this event was not arranged in connection to the children's scheduled football training or other scheduled program i.e. the participants were expected to come in a separate date and time for the event. The main reason of it however, was that

most of the children had family programs which was not clearly decided yet when the event was initiated a month ago. Although the “Reading bingo” was distributed and also on the website of the football associations it didn’t arouse interest enough among the children and need to be highlighted and encouraged by the football coaches during their activities together.

7. Sustainability

The event has aroused more interest of the participants in the project cooperation and was a step to enhance the collaboration between the actors in Västernorrland towards the goals.

8. Assessment

No particular assessment measures were conducted beside of questions to the participants directly after the event which showed a good result among those who participated. The number of participants cannot surely indicate the level of interest because many families had own family programs during this school holiday.

9. Contact

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19. SDFF Plus: Integration

1. Aim
The aim is to give girls the opportunity to develop their self-confidence and to give them pride in being part of a group where strength comes from belonging. In a safe zone with the four cornerstones of security, self-confidence, belonging and pride, the project aims to develop curious and secure girls integrated into the community with the right to develop, practice their sport and build their group at their own speed and in their own direction.
2. Place
Nacksta and Bredsand in Västernorrland
3. Target group
Girls football teams
4. The Activity
5. Results
From lacking clubs for girls' sports in the area, the project has grown from 10 girls to 390 girls participating regularly in Nacksta and 140 girls participating in Bredsand.
6. Keys to Success and Lessons Learned
Two keys to success have been taking SDFF to the girls where they live and finding areas of interoperability and cooperation with actors in the area.
7. Sustainability
Working with other clubs improves integration directly but also strengthens the "receiving" club's possibilities of continuing with different age groups from 7-man, 9-man and up to 11-man series. More girls can continue to play where they live and for longer. Several teams are already cooperating and others are knocking on the door.

Resources are required for : transport, equipment, participation in championships. Time is also required.
8. Assessment: "A long time is required for projects of this type -the circle is closed when the girls have their children join the team and pay for membership in the club. When they say 'It was good for me and my children are also going to be part of it'."
9. Contact : Lennart Lummi
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https://www.aftonbladet.se/a/Mg4A55?refpartner=link_copy_app_share

20. Digital exchange between Västernorrland and Mombasa

1. Aim

The main goal with the action was to initiate digital interaction between the teams in Västernorrland and in Mombasa for intercultural dialogue and enhanced understanding.

2. Place

Sundsvall, Sweden and Mombasa, Kenya

3. Target group

The boy teams in Mombasa as well as Västernorrland

4. The Activity

During the visit of the Steering group and project group from Mombasa in Västernorrland the boy team in Västernorrland, Kubikenborgs IF and the Boy team in Mombasa were connected by Skype to have exchange about their everyday life with the focus on the football training. The boys in Västernorrland gathered together with the Mombasa delegation in Ålsta Folk High School in Sundsvall and the boys in Mombasa were gathered in the football arena by using the project's wifi-hotspots and tablets we were able to connect with Västernorrland. The girls from Selångers FK couldn't participate in the Skype meeting, therefore the Mombasa football girls couldn't have exchange with them.

5. Results

The boys in both Mombasa and Västernorrland were enthusiastic and active during the meeting. Through asking different questions and answering the questions they learned more about football in Sweden and in Mombasa.

6. Keys to success and lessons learned

The most important key of success was the commitment of the coaches in Västernorrland and in Mombasa to arrange the Skype meeting and to help the boys with the conversations at the spot. The boys in both countries were in good mood and dared to talk and had fun. However, it was obvious that the English language is an official language in Mombasa and the boys in Mombasa were more spontaneous while the Swedish boys were little shy to talk. It could have resulted more exchange by preparing the meeting with a framework of subjects and vocabulary in English.

7. Sustainability

We plan to keep the contacts for further digital interaction between the two teams in the future.

8. Assessment

The great number of participants both in Västernorrland and in Mombasa.

9. Contact

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21. Book discussion: *Marta's seger – en berättelse om footballspassion och krigarhjärta*

1. Aim

The aim of this action was to exchange knowledge about the condition and everyday life of girls playing football in different countries based on the book about Marta Vieira da Silva.

2. Place

Västernorrland

3. Target group

The girl teams in Västernorrland and Mombasa

4. The Activity

Two chapters from the book about Marta Vieira da Silva were chosen for translation since the book is not published in English. Chapter 1 was chosen on the basis of what the girls in the teams in Västernorrland and in Mombasa could relate to. Some topics for comparison concerning Marta's life in the chapter were also written to start thinking comparatively about one's own life in Västernorrland and Mombasa and for exchange of discussion results.

5. Results

The girls in Selånger FK worked in groups during the English lessons at their school to read the chapter and discuss the topics. They wrote a summary of their results. A video film was produced about the action for exchange and dissemination.

6. Keys to success and lessons learned

The key of success was that the principal and the English teachers at Bergsåker school were engaged and considered the action as interesting to implement beside of increasing the pupils' English language skills. Because of the heavy load on schools the implementation was delayed and there was no time to exchange the results with the girls in Mombasa. The action should have been started earlier during the school semester to initiate discussions between the two countries. However, the video film can promote sharing results.

7. Sustainability

The goal with this action was that girls in Västernorrland and Mombasa respectively will get to know each other and in the long run continue to interact with one another even when it is not arranged by the project, but it has not been secured.

8. Assessment

None

9. Contact

Ilona Novak, Project Co-ordinator, Region Västernorrland, +46 70 5623308

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