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LINGUA

# Creation Manual



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# I. Introduction

Deeply rooted in the European approach to multilingualism, the BiblioLingua project stands out with language acquisition and innovative learning methodologies.

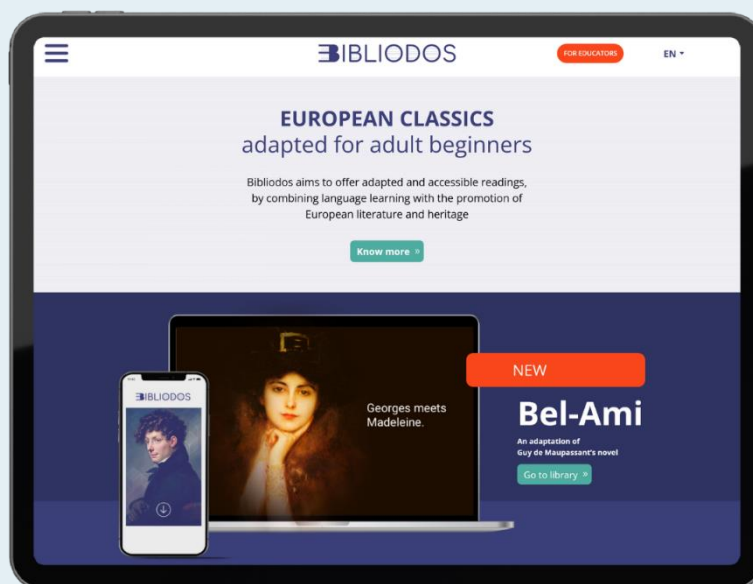
BiblioLingua, aiming at strengthening key language competencies among secondary school learners, is a digital initiative that not only offers adapted and accessible readings but also combines language acquisition with the promotion of European literature. The project wishes to enhance language skills, engage diverse learners, and empower educators with innovative resources.

## A. Bibliodos project

The BiblioLingua project was born thanks to another European project, **Bibliodos**.

Bibliodos, designed for **adults with limited reading skills**, laid the foundation for an **inclusive and accessible approach to European literature and language learning**.

This pioneering project offers adapted and diversified readings for learners in the form of ebooks, as well as pedagogical support and various resources.



The success and positive reception of the Bibliodos project led to the development of BiblioLingua. This evolution reflects a shift towards a project focused **on foreign language acquisition for secondary students**, with a wide range of pedagogical resources for trainers and teachers.

## B. Purpose and significance of the creation manual

Teachers can operate as active agents in the creation of educational content. This Creation Manual is, therefore, designed to **guide educators in developing their own ebooks and texts**. More than a set of guidelines, it includes **recommendations and supporting video tutorials**, serving as a comprehensive resource to fortify teacher training and skills.

In essence, this Creation Manual aims to transform teachers into dynamic creators, fostering a culture of innovation and adaptability in language education. This manual is not just a guide; it is a way for educators to shape the future of language acquisition, one adapted ebook at a time.

In navigating the rich language teaching landscape thanks to ebooks, the BiblioLingua Creation Manual is an indispensable guide for educators. This manual addresses key aspects of the ebook creation process, from **selecting the right books** and **adapting the text** to suit the **diverse needs of students**, to the effective integration of **visuals**. It also focuses on **inclusivity**, explains the various **advantages** of incorporating ebooks in language teaching, as well as the integration of these **educational resources** on BiblioLingua's platform.

Master the ebook creation process with confidence and create an inclusive and dynamic learning environment!

## II. Book choice process

### A. Introducing the copyright concept

Before you are going to choose the book you want to work with, it's important to take a look at its copyright so you will not have any legal issues with publishing it on the BiblioLingua webpage.

Copyright is a legal concept that grants the creator of an original work exclusive rights to its use and distribution, usually for a limited time.

To qualify for copyright protection, a work must be original. However, the exact meaning of originality under the copyright law differs from country to country. Copyright protection extends only to original contributions to a work and does not extend to any elements of a work that were borrowed from others (WIPO, 2024).

The most important international treaty on copyright is the Berne Convention for the protection of literary and artistic works. The Berne Convention is an international copyright agreement adopted by an international conference in Bern (Berne) in 1886 and subsequently modified several times (Britannica, 2024).

If you are a national or a resident of a country party to the Berne Convention, or if you have published your work in one of the member countries, your work will automatically enjoy the level of copyright protection granted in the Berne Convention in all other countries that are party to this Convention. In addition, your work will be protected in the other member countries in the same way that the other country protects the works of its own nationals (WIPO, 2024).

The copyright holder has the exclusive rights to reproduce, distribute, display, and perform the work, as well as create derivative works based on it. Copyright

protection is automatic upon the creation of the work and generally lasts for the creator's lifetime plus a certain number of years.

In EU countries, copyright protects your intellectual property until 70 years after your death or 70 years after the death of the last surviving author in the case of a work of joint authorship. Outside of the EU, in any country which signed the Berne Convention, the duration of copyright protection can vary but it lasts until at least 50 years after the author's death (European Union, 2024). After the copyright expires, the work typically enters the public domain, becoming freely accessible for anyone to use.

## **B. How to know if a book is in the public domain?**

As already mentioned in the European Union, the copyright in books, plays, music, works of art and films lasts for the life of the author plus 70 years. After that, the rights attached to the works of that author expire, and the works enter the public domain, meaning that everyone can reuse them for free (CopyrightUser.EU, 2024).

The following types of works are in the public domain:

1. a work for which the copyright protection period has expired
2. a work that cannot be protected by copyright (e.g., title of a book); and
3. a work for which the copyright owner has explicitly abandoned his rights, for example, by putting a public domain notice on the work.

The absence of a copyright notice does not imply that a work is in the public domain, even if the work is available on a website (WIPO, 2024).

If, upon viewing a work, you see words such as, "This work is dedicated to the

public domain," then it is free for you to use. Sometimes an author deliberately chooses not to protect a work and dedicates the work to the public. This type of dedication is rare, and unless there is express authorisation placing the work in the public domain, do not assume that the work is free to use (European Commission, 2024).

Each European country may have its own copyright laws, so it's essential to consider the specific regulations of the country in question. Some countries may have longer or shorter copyright terms. The European Union has issued directives that harmonise copyright laws across member states. However, the implementation of these directives can vary, and national laws may still differ.

There are online databases and resources specific to certain countries or regions that provide information about the public domain status of works. Europeana ([www.europeana.eu](http://www.europeana.eu)) is an example of a European digital platform that provides access to millions of cultural heritage items. It offers a diverse collection of artworks, manuscripts, books, and more. The European Library, which provides access to the collections of national libraries across Europe, is now also a part of Europeana. It offers a wealth of resources, including books, manuscripts, and multimedia materials.

Another way to check if a particular item is, indeed, in the public domain (especially for books) is to check the HathiTrust database. If the entire item is publicly accessible in the HathiTrust database, the library user is free to utilise it.

It is crucial to be aware that copyright laws can be intricate, and the status of a work may depend on specific circumstances. Always verify information from



reputable sources, consider the laws of the specific country or countries involved, and, if needed, consult legal professionals familiar with copyright law in Europe.

## C. Interesting and relevant for teachers and students

Choosing an interesting book for teachers and students depends on several factors, including the subject matter, the age and interests of the students, etc.

**Consider the curriculum.** Look for books that align with the curriculum or educational standards for the specific subject and grade level.

**Identify student interests and incorporate their input.** Take into account the interests and preferences of the students. By doing this, it can increase engagement and motivation. Involve students in the decision-making process by allowing them to suggest books they would like to read or topics they are interested in learning more about.

**Read reviews and recommendations.** Look for reviews and recommendations from trusted sources such as educators, librarians, and educational websites.

**Consider diverse perspectives.** Look for authors from different backgrounds and cultures, and select books that explore a range of themes and issues.

**Assess readability and complexity.** Consider the reading level and complexity of the book in relation to the students' abilities.

**Consider contemporary issues.** Select books that address current events, social issues, or relevant topics that are of importance to students' lives.

## D. Possible to easily summarise

It is essential to choose a book that is easily summarisable for the creation of an adapted ebook. Creating an adapted ebook requires a thoughtful approach, striking a balance between content selection that resonates with the intended audience and content that lends itself well to concise summarisation. Summarisation plays a central role in distilling the essence of a book into a comprehensive yet condensed form.

One of the primary reasons for opting for a book that is easily summarisable is the clarity of its message. Books with a straightforward narrative and a well-defined central theme are more amenable to summarisation. Readers should be able to grasp the main ideas and key takeaways effortlessly, facilitating a smooth transition from the original text to the adapted version. You can tailor the summary to suit different reading levels, language proficiency, or specific needs.

Books that employ accessible language and a clear structure are inherently more suitable for adaptation. A well-organised narrative, coupled with a language that is easily digestible, enhances the summarisation process. This ensures that the adapted ebook retains the coherence and flow of the original work, even in a condensed format. A concise summary makes the content more accessible to a wider audience. Whether it is for students, people with limited time, or those seeking a quick overview, a well-summarised ebook ensures that key insights are readily available.

Selecting a book with focused themes and central ideas streamlines the summarisation process. When a book explores a limited number of key concepts, it becomes more manageable to distil these concepts into a concise format without losing the essence of the narrative. This focus enables the adapted ebook to retain the core message of the original work. Also, a concise summary can maintain reader engagement by delivering the most impactful parts of the story or information. It

encourages readers to explore further or delve into the full book if they find the summary intriguing.

The choice of a book for the creation of an adapted ebook is a pivotal decision that significantly influences the success of the adaptation. Opting for a book that is easily summarisable ensures clarity of message, accessible language and structure, focused themes, and a better understanding of the target audience. By considering these factors, creators can embark on the adaptation process with the confidence that the adapted ebook will effectively convey the essence of the original work to a broader audience.

### **III. Adapting text to the needs of your students**

Appropriately adapting textbooks according to students' needs is a very important intervention to promote their learning success. It may be considered the most effective mediation by the teacher to help students be fully involved in class activities and achieve their objectives. Written text adaptation requires some time, effort and specific competences from teachers and educators and, most of all, the ability to understand each learner's emotional participation.

In this chapter, we will give some quick recommendations about the adaptation of written texts at each linguistic level (beginner, intermediate, advanced); we will see how technology can help us adapt textbooks; we will understand how to communicate properly depending on our learners' level.

#### **A. Adapt to levels (CEFR)**

The Common Framework of Reference for Languages (CEFR) is a European-recognised system for assessing language skills: it is used to describe at what level a foreign language is spoken and understood. In the world, there exist other systems for the organisation of language levels as the American Council Guidelines for the Teaching of Foreign Languages (ACTFL), for instance, but the CEFR has been specifically studied for European languages. It was developed in the '90s by the European Council in order first to promote the collaboration between language teachers all over Europe, then to improve and simplify the criteria for employers who needed to assess the linguistic level of their candidates. Nowadays the CEFR is used in any working and educational environment.

The Common Framework of Reference for Languages is composed of six levels. Each level consists of a collection of statements such as 'Able to...' which lists the

various competences of the student when writing/listening/speaking in a foreign language. The first level (A1) is the easiest one, then step by step, the complexity grows, both in grammar and in comprehension, in production and vocabulary.

The division of the levels is shortly presented below:

- A1: everyday phrases and concrete expressions; introduction of its own self and other people; asking questions and giving answers about daily life; understanding basic dialogues; simple vocabulary and elementary grammar rules.
- A2: more complex everyday phrases regarding different topics (routine life, places, work...); better control of the language in the exchange of information; more fluent communication.
- B1: a well understanding of the main information communicated in different places; production of simple essays and texts; description of experiences, events, dreams, hopes, and ambitions...; usage of the correct verbal tenses.
- B2: in complex texts, figuring out the main topics, both concrete and abstract; fluent and spontaneous interaction with native speakers; production of wide texts about various subjects; complex grammar and significant vocabulary.
- C1: reading, understanding and recognising hidden meanings in long and complex texts; talking fluently about its own self or about others; varying language style according to the different contexts (informal, formal, academic...); producing well-structured written text with correct and complex grammar.
- C2: understanding easily everything that has been heard and read; perfect pronunciation; no hesitation in grammar rules; rich vocabulary as a mother language speaker.

The adaptation of the text has to be done with respect to the linguistic levels described above. So, teachers have:

- 1) to evaluate the actual student linguistics skills (for example, by preparing a multiple choice test);
- 2) to evaluate the materials the class possesses (books, exercise notebooks, films, online games...) in order to understand if they really fit the students' needs or if they have to be improved, adapted or totally changed;
- 3) during classes, to progressively organise the materials in order to allow students to improve their linguistics skills and, while getting to know each other, find new materials to use that can involve their personal interests.

Of course, in general, this kind of adaptation has to follow middle steps: for example, for a student that has an A2 level in English and aims to reach level B1, teachers have to slowly introduce new vocabulary and grammar rules and ask to write and read longer texts. Moreover, this task has to be done taking into consideration specific needs that the student may have: learners with dyslexia may need visual care in addition, for instance correct colour contrast or a specific accessible font.

In the next paragraph, we will see how technology can help us in the evaluation of the level of a text.

## **B. Hemingway App**

Nowadays, technologies can help us in the real comprehension of how difficult are the texts we write. The most popular (and free) application/website for writers, educational staff and project managers is the Hemingway App: a self-editing tool which does not correct grammar or spelling mistakes; it just advises how written texts could be re-formulated in a more accessible and simple way.

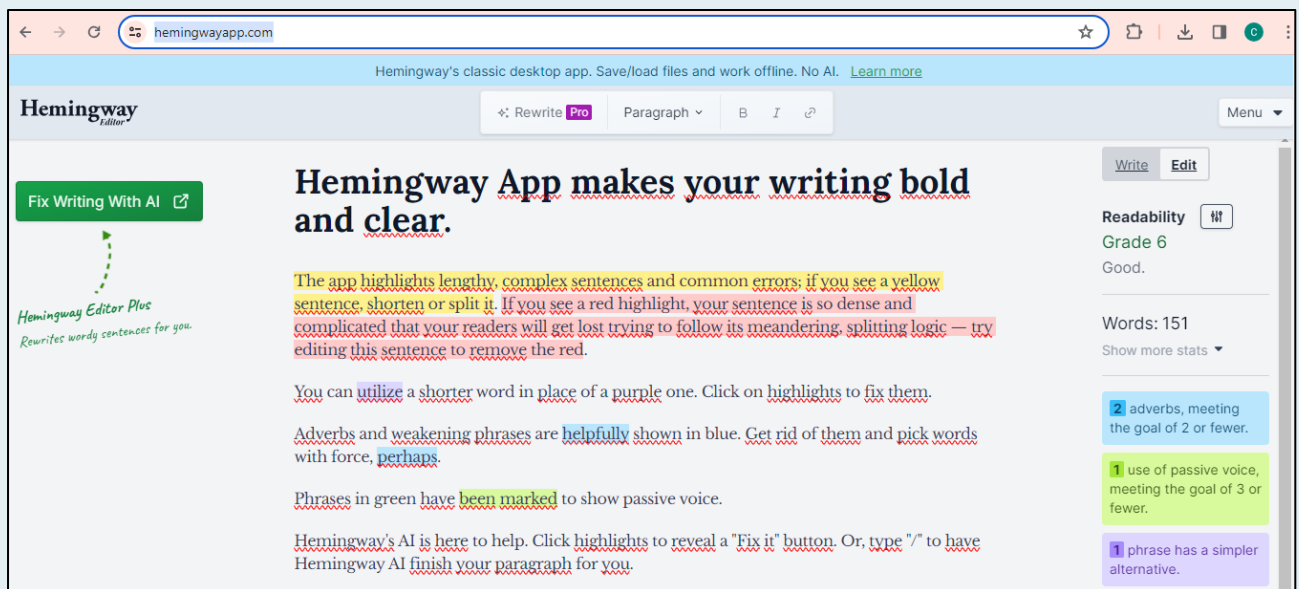
Its main purpose is to analyse the text inserted: the uploaded text will be evaluated qualitatively, following three main parameters.

1. First of all, the presence of **adverbs** makes reading more complex and, therefore, longer to read. The app highlights any unnecessary adverbs in light blue, which means that the sentences could be simplified, making the text easier to read and understand. Simply be replaced with a single verb.
2. Another parameter evaluated by the app is the presence of **passive forms**. In fact, the excess of passive verbs and tenses makes a text less clear about the real subjects and objects of the sentences. Hemingway App highlights all passive forms in green.
3. Finally, the last parameter concerns **the length and complexity of the sentences**. In this case, the Hemingway App marks in yellow and red the sentences that should be shorter and easier to read.

Hemingway App rates the text with a number: a sort of grade, which indicates the level of complexity of the text. The lower the number, the easier the text is, and on the contrary, the higher numbers indicate high difficulty to read it.

The user has to bear in mind that the score assigned is relative: it depends on the objective and on the target group for which the text is designed. For instance, a professional or technical text, for sure will receive a high score because of specific vocabulary and complex sentences.

Other useful information given by the Hemingway App is the count of the words, the number of sentences and paragraphs that make up the text and the estimated reading time.



The Hemingway App could be really useful for teachers who have to produce some materials for their classes and students. In fact, even if they know how to write in an accessible way for all, sometimes a double-check can be beneficial. This tool is a good support when in doubt about some sentences or during tiring periods during the scholar year in order to help analyse the texts.

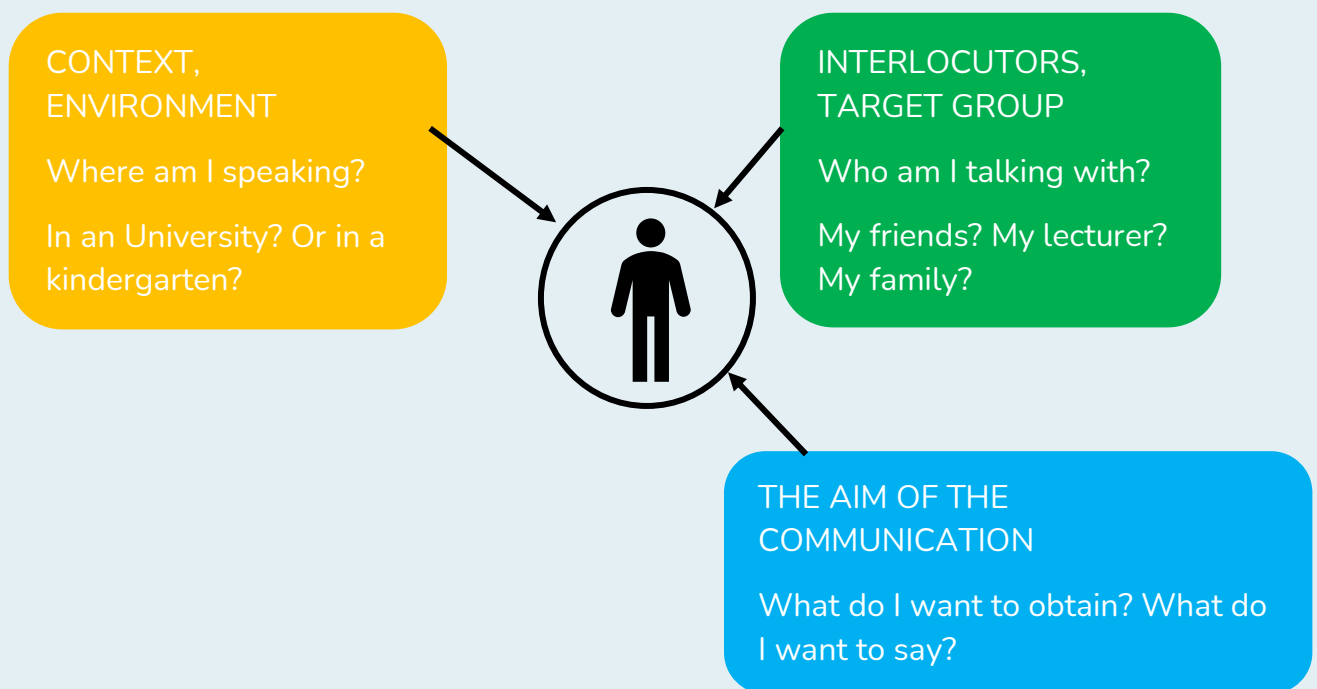
### C. Right usage of language depending on levels

In linguistics, when we talk about "register", we mean the complexity of the language used in a specific place. The language level we use depends on the psychological and social relationship existing between the speakers, as well as on the circumstances in which the communication takes place. So, for example, the language etiquette talked in university is different to the one in the cafeteria with friends.

The different registers depend on a variable that the sociolinguistic studies call "diaphasia". This term derives from the Greek words dia, "through, by means", and phasis, "voice". Diaphasia is a variable determined by the change in the situation in



which the speaker finds himself communicating: the context, the interlocutors, the circumstances or the purposes of the communication.



Taking into consideration the influence of these elements involved in the language level, teachers have to pay attention to other factors too, such as:

the cultural background of the learner;

difficulties related to a possible disability or dyslexia.

In both cases, teachers have to prefer the use of high-frequency terms and basic grammar, especially when explaining rules or contents. Like this, they can be sure all the participants understand. In this way, it ensures comprehension from all the participants. Formal language is recommended only when high levels have to be reached (from B2 level on). Some accessibility requirements have to be always taken into account in written texts for the visually impaired and for people with dyslexia, particularly: privilege an accessible font (free ones in Word docs are

Calibri and Open Sans); be careful of colour contrasts; do not overlap images or text and images; do not justify the text, but only align it to the left.

For Deaf people, the topic becomes a little bit more complicated: for Deaf people with as a mother language the Sign Language of their nation, any other spoken language is a second one. The teacher also has to know Sign Language in order to communicate. Also, deaf people who lipread and don't use Sign Language have difficulties in learning a foreign language: not listening or partially listening to a language means that more time and more adaptation are needed in order to learn it. Moreover, the risk is that the language is learnt in a "mechanic" way, which means that rules are applied in a really strict way, the so-called hypercorrection.

We can state that language teaching does not work when viewed as "one size fits all". It is vital to recognise that all students are at different points in their learning journey and that a personalised and tailored plan is required to help them achieve their goals and potential.

## IV. Visuals

Visual elements play a crucial role in enhancing the educational impact of ebooks, transforming them into dynamic and engaging learning resources. However, it's essential to ensure that textual information is accessible to all users, including those with dyslexia. Text embedded within images, for example, can pose significant accessibility challenges as screen readers cannot interpret them. Therefore, it's important to avoid placing essential text solely on images, as this can exclude individuals who rely on assistive technologies for reading. Instead, consider providing alternative text descriptions or incorporating the text directly into the ebook's content to ensure accessibility for all users. This section explores the significance of visuals in the ebook creation process, addressing key questions related to their selection, adaptation, and integration.

### A. Technical aspects

Creating ebooks involves careful consideration of various technical aspects to ensure a seamless and user-friendly reading experience. For individuals with dyslexia, selecting an appropriate font type, such as a sans-serif font like Arial or Verdana, can improve readability. Additionally, using a font size of at least 12 to 14 points helps mitigate visual stress and enhances comprehension.

#### **1. File format and size:**

Choose an appropriate file format that is widely compatible with different devices and platforms. Common formats include EPUB, PDF, and MOBI. For individuals with dyslexia, the EPUB format may be preferred due to its compatibility with text-to-speech software and adjustable font settings. Additionally, pay attention to file size

to optimise loading times and storage space on users' devices. Balancing quality and file size is crucial for a smooth reading experience.

## **2. Interactive features:**

Dive into the realm of interactive elements—hyperlinks, multimedia, and annotations—to enrich the learning experience. However, a delicate equilibrium must be maintained to ensure these features enhance engagement without compromising the ebook's overall functionality. For individuals with dyslexia, interactive features should be intuitive and easy to navigate, minimising cognitive load and enhancing engagement.

## **3. Accessibility considerations:**

Prioritise accessibility by incorporating features like text-to-speech functionality, adjustable font sizes, and compatibility with screen readers. Adhering to accessibility standards ensures that your ebooks are inclusive and can be easily accessed by students with diverse learning needs. For individuals with dyslexia, providing options to customise font styles and sizes, as well as ensuring compatibility with assistive technologies, is essential for facilitating a positive reading experience.

## **B. Public domain**

Understanding the concept of the public domain is crucial when creating ebooks. Public domain works are those whose intellectual property rights have expired, allowing them to be freely used by the public. Incorporating public domain content into your ebooks can provide various benefits:

## **1. Cost-effectiveness:**

Public domain works are free from copyright restrictions, eliminating the need for licensing fees. This allows you to create cost-effective educational materials, reducing financial barriers for both educators and students.

## **2. Legal considerations:**

When using public domain content under Creative Commons licenses, it is important to comply with copyright laws and provide proper attribution. Each license has specific terms that dictate how the content can be used, so understanding these terms helps avoid legal issues.

Below there is an explanation of the different licenses:

- CC0 (Creative Commons Zero): Allows creators to place their work in the public domain, permitting unrestricted use without attribution.
- CC BY 3.0 (Creative Commons Attribution 3.0): Allows users to use, modify, and distribute the work, requiring attribution to the original creator.
- CC BY 4.0 (Creative Commons Attribution 4.0): Similar to CC BY 3.0 but with updated terms, allowing commercial use with attribution.
- CC BY-SA 2.0 (Creative Commons Attribution-ShareAlike 2.0): Allows remixing, adaptation, and commercial use, requiring attribution and distribution under the same license.

Among these licenses, CC0 is the most permissive, allowing unrestricted use without requiring attribution. More information can be found at

<https://wiki.creativecommons.org/>

## **4. Educational value:**

Public domain works often hold historical and literary significance. Integrating these classics into your ebooks can contribute to the educational value of your materials, exposing students to foundational texts.

## C. Resources and databases

Resources such as [Europeana](#) and [the Public Domain Review](#) regroup works from the public domain, providing a vast array of content for educational use. Effective ebook creation involves tapping into various resources and databases to enrich the content and quality of educational materials:

### 1. Open educational resources (OER):

Explore OER platforms that provide free and openly licensed educational resources.

OER repositories offer a wealth of materials, including textbooks, images, and multimedia content that can enhance the overall quality of your ebooks. Sites like [OpenStax](#), [Wikimedia Commons](#), [Open Culture](#) and [Project Gutenberg](#) are examples of OER.

### 2. Academic databases:

Access reputable academic databases to gather up-to-date research articles, scholarly papers, and relevant data. Citing and incorporating current research adds credibility to your educational materials and ensures they reflect the latest advancements in the field.

### 3. Multimedia libraries:

Utilise multimedia libraries that offer high-quality images, videos, and audio clips. Visual and auditory elements can significantly enhance the learning experience, making the content more engaging and memorable for students.

### 4. Collaboration with experts:

Collaborate with subject matter experts, educators, and researchers to ensure the accuracy and relevance of the content. Expert input adds depth to your ebooks and enhances their educational value. It is the opportunity to credit contributions, essential for fostering collaboration, trust and motivation by recognising individuals'

efforts and cultivating a positive work culture. Beyond team dynamics, it also enhances professional growth and reputation by acknowledging collective achievements.

## D. AI Prompts

A prompt is a text that consists basically of instructions to produce a result.

When using tools AI tools like ChatGPT, it is important to know how to enhance its potential and that is where prompts play a key role. In order to create a better result, the prompts should be specific. For example, if you write "*Write me a good and healthy food menu for breakfast*", the answer will be very generic, but if you contextualise and write instead: "*Our family consists of four members, including two children who are always in a hurry during the morning rush. Could you please provide me with 10 recipes that can be prepared in under 10 minutes?*" The answer will be much better; just try it with those examples.

ChatGPT is a tool that can create excellent results by using prompts if you know how to provide the key points. Which are

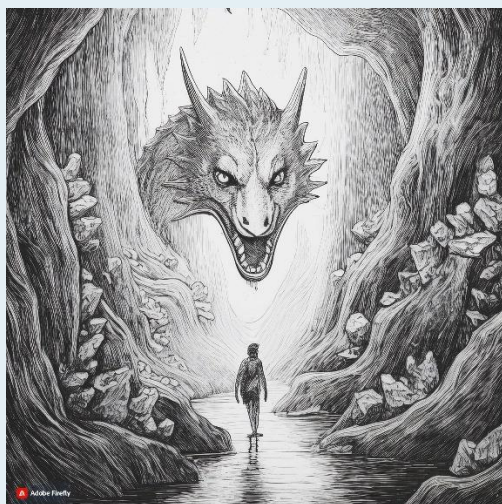


In terms of image creation, using tools like [Midjourney](#), [Canva](#), or [Adobe firefly](#) can be very useful to create your images for your ebooks. If you need to get good prompts, you can type on ChatGPT a prompt such as *create a list of prompts for image creation of a book about a treasure and a dragon including specific details such as the environment, the shape (16:9, Square...) the colour, (Black and white, colourful), the composition, or lighting*. More info in terms of image prompts can be found [here](#). Integrating AI prompts into your ebook creation process can elevate the interactive and adaptive nature of the learning experience:

The results can be amazing, using, for example, Adobe Firefly and a prompt given by ChatGPT as a result of the list created that was:

*Craft an illustration of a secret underground chamber filled with glittering treasure, bathed in the soft glow of magical crystals, with a dragon lurking in the shadows. + choosing the filter, (Black and White), (realistic), (animated...)*

Below can be seen the results with different filters using Adobe Firefly:







## 1. Language Enhancement:

AI prompts can assist in language teaching by offering grammar and vocabulary suggestions. This feature helps learners improve their language skills in a contextualised and interactive manner.

## 2. Adaptive Content Delivery:

Utilise AI algorithms to dynamically adjust the difficulty level of content based on student performance. This ensures that learners are consistently challenged without feeling overwhelmed, promoting a gradual and effective learning curve. Incorporating these technical, public domain, resource-based, and AI-driven aspects into your ebook creation process will contribute to the development of comprehensive and impactful educational materials on BiblioLingua's platform.

## V. Accessible learning: Revolutionising education with inclusivity

In today's diverse and inclusive society, the importance of accessible information in education cannot be stressed enough. Clear and **understandable communication is essential for ensuring equal opportunities** for all students.

### A. Creating content for all

Worldwide, efforts have been made to establish standards for making information easy to read and understand, with a particular focus on inclusivity.

**Easy to read and understand is a method that adapts content, language, presentation, and visuals to ensure accessibility for individuals facing challenges in reading and comprehending information.**

Among other initiatives, the "European Standards for Making Information Easy to Read and Understand" (Inclusion Europe, 2010) stand out.

These standards aim to bridge communication gaps and foster inclusivity. They provide guidelines on creating accessible content for people with intellectual disabilities, low literacy levels, or those who are not proficient in the language of a document. The core principles include simplicity, clarity, and the use of plain language.



## Essentials of "Easy to Read and Understand"

The elements below are condensed general key actions to conduct in order to make a text easy to read and understand. To know more about the "European Standards for Making Information Easy to Read and Understand", look at the original publication.

**Simplify language:** Ensure language is simple and straightforward and avoid complex terminology. Use active language and present tenses whenever possible.

**Simplify structure:** Break down information into sections and paragraphs with clear headings. Keep the sentences short; only write one idea per sentence and use bullet points for lists.

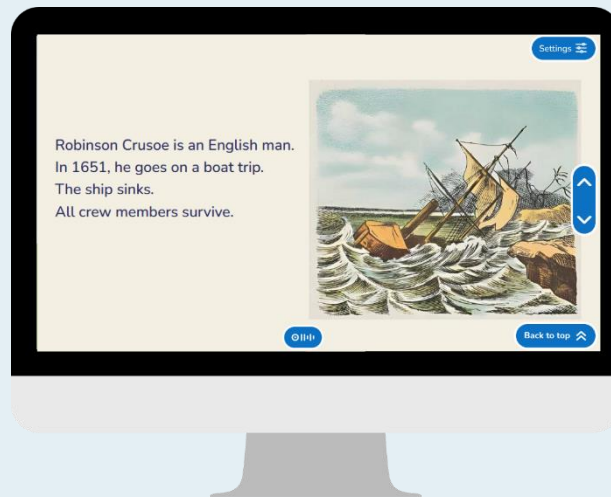
**Use visual aids:** Incorporate clear visuals, such as images, icons, and charts, to enhance understanding. Visual aids can provide additional context and support comprehension.

## Benefits of "Easy to Read and Understand"

Implementing easy-to-read information **increases accessibility, making content available to a broader audience**. Accessible information also **empowers individuals** with intellectual disabilities and low literacy, allowing them to make informed decisions and engage more independently in social, educational, and professional contexts. Adopting these standards facilitates effective communication and, therefore, **promotes equal participation in various aspects of society**.

## The BiblioLingua approach to inclusive reading

The decision to implement the **"Easy to Read and Understand" standards in level 1 of BiblioLingua's ebooks** results from a commitment to fostering inclusive education and ensuring accessibility for secondary students, particularly for learners with intellectual disabilities or lower literacy levels.



This approach enhances accessibility, **allowing a broader range of students to engage with and appreciate classic literature**. Indeed, BiblioLingua's level 1 ebooks, based on easy-to-read principles, empower all students to explore the richness of classic literature.

## B. Strategies for universal education

In the journey of educational evolution, the BiblioLingua project is dedicated to fostering an inclusive and engaging learning environment through the creation of ebooks based on classic European literature. While the previous section delved into specific easy-to-read standards aimed at students with low reading literacy skills, this section seeks to broaden the horizon, offering a more comprehensive set of **inclusion guidelines**. They are designed to be **universally applicable**, focusing particularly on **accommodating students with specific learning disorders**, also known as "dys disorders".

### Diversified content presentation

**Multimodal learning:** To meet the different learning styles and needs, offer content in various formats. This includes text, audio, video, and any interactive media. By

providing content in various formats, students with different needs can choose the mode of learning that best suits them. For instance, listening to an audio narration might be more effective for a dyslexic student who finds reading challenging.

**Customisable text:** Including text customisation features in your ebooks is crucial. These should include options to adjust the font size, style, and background contrast, for example. Options for text spacing and margin adjustment, among others, can further aid in making the text more approachable.

### **Interactive and engaging learning tools**

**Interactive exercises:** Whenever possible and relevant, incorporate interactive elements such as quizzes and drag-and-drop activities in your lessons. These tools should not only test the student's comprehension of the material and help memorisation but also provide an active learning experience. For example, a quiz could be presented after a chapter, where students can immediately check their understanding of the plot, characters, and themes.

**Storytelling techniques:** Consider enhancing the storytelling experience in audio formats by employing different character voices, ambient sound effects and music, creating a more immersive and engaging listening experience. This multisensory approach to storytelling can aid in distinguishing characters and understanding the narrative's emotional context, which might be missed in written text.

### **Structured and clear layout**

**Consistent layout:** A uniform layout across the ebook is crucial for students struggling with disorganisation or easily disoriented by inconsistent design. This includes standardised placement for page numbers, titles, headers, and consistent iconography for interactive elements. A constant and clear layout throughout the ebook helps these students navigate the content more easily, reducing confusion and cognitive overload.

**Visual aids:** Visual aids like graphics and images can help understand complex concepts or narratives. They provide context and visual indications that can make the material more understandable and memorable. They are also particularly beneficial in visualising characters, places, timelines, or settings, among others.



An annexe document has been created to facilitate the practical application of these guidelines. This annexe serves as a general checklist, allowing educators to assess and ensure that their ebooks align with these inclusive principles. You can find it on page 52.

The guidelines aim to bridge the gap between standard accessibility practices and the diverse needs of all learners. By doing so, the BiblioLingua project supports its vision of creating a learning environment where classic European literature is accessible, engaging, and inclusive for every student.

## C. Empowering learners with specific learning disorders

In the diverse landscape of education, recognising and addressing the needs of students with specific learning disorders (SLD) is crucial for inclusive and effective learning environments.

### Decoding specific learning disorders

It is essential to understand that SLDs are not the consequence of physical impairment, emotional disturbance, or socioeconomic, environmental, or cultural disadvantages. **Specific learning disorders have a neurobiological origin that influences how the brain processes information**, impacting how it receives,

integrates, retains, and expresses information. SLDs can disrupt the cognitive development of various learning abilities, including reading, writing, speaking, mathematics, or the planning and coordination of motor activities.

"Specific learning disorder" is a generic term that generally encompasses dyslexia, dysgraphia, dyscalculia, dysphasia, dyspraxia and Attention Deficit Hyperactivity Disorder (ADHD).

- **Dyslexia** is characterised by difficulties in reading and interpreting words.
- **Dysgraphia** involves challenges in writing, often leading to limited handwriting and spelling.
- **Dyscalculia** features difficulties in understanding and manipulating numbers and mathematical concepts.
- **Dysphasia** refers to language processing difficulties, impacting verbal communication.
- **Dyspraxia** involves coordination and motor skill challenges.
- **ADHD** is characterised by inattention, hyperactivity, and impulsivity, affecting cognitive and behavioural functions.

When creating ebooks, language teachers need to be aware of and recognise the unique challenges associated with SLD, specifically dyslexia as it affects reading, to develop an inclusive learning environment.

## Engaging minds differently

This section aims to provide educators with **strategies to engage students with SLDs** when using ebooks. In addition to applying the inclusion guidelines of the previous section, here are recommendations to include all students equally:

- **Active reading:** Allow students to take notes or record audio while reading the ebook for better memorisation.

- **Visual aids:** Create mind maps with students to help visualise and understand the plot, characters relations, events, etc.
- **Assistive technology compatibility:** Ensure ebooks are compatible with assistive technologies commonly used by students with SLDs.
- **Hands-on activities:** Use BiblioLingua lessons or similar activities alongside the ebook for support.
- **Flexible assessments:** Implement alternative assessment methods, for example, oral presentations or project-based assessments, to allow all students to demonstrate their knowledge.
- **Collaborative learning:** Promote peer support and group activities to enhance comprehension.

By understanding SLDs and incorporating inclusive strategies into the creation and use of ebooks, educators can actively contribute to an inclusive and engaging learning experience for all students, regardless of their learning profile.



## VI. Advantages of using ebooks in teaching

### A. Engage students

Nowadays, students may be used to doing everything with the help of electronics and media. They learn through videos, talk to each other via social media, and they also read ebooks. Why do they like to read ebooks? There are **many advantages**. Children don't have to go to the library and spend too much time there searching for their books. It is easier to stay at home, make a few clicks, and they can get almost every title they want and need. If there is an opportunity for schools to get some money to buy tablets or computers for students, they can engage the students and start to develop their reading skills using the technology. They also cooperate, lead discussions, develop skills and critical thinking, and leave their comfort zone. This is an advantage for the future as it can be hard to cope with today's world without experience with technology. Not all of the students are good with devices, so it's also a benefit for them to learn how to work with technology. Ebooks can be read anywhere and anytime. It is important to say that the fun factor is attractive in reading mainly for younger students and it helps kids to remain engaged and retain new information. BiblioLingua ebooks include works of internationally known authors, so children get familiar with them.

**Interactive learning helps to create a lesson full of fun and enjoyment for children.** Pupils look forward to such lessons, as they use modern technology. Individual tasks made by teachers create situations in which they can laugh, share their knowledge, collaborate with peers, and stay motivated because the element of fun taps into some of their core needs as humans. It will take them some time, which they will use effectively without getting bored and annoyed by learning. Another great advantage for students and teachers is that they can learn other languages from electronic books.

Thanks to the BiblioLingua project, ebooks are available in English, Spanish, French, Italian, Estonian and Slovak. Since the books are divided by language level, it can be easier even for beginners to learn a new language. Subsequently, it could be a challenge for students to establish international cooperation with other students around the world.

The ebook is attractive for several reasons. Unlike a classic book, with an electronic book, the teacher can prepare various tasks and games for the students, which will verify their reading comprehension and whether they have understood the given book at all. Sometimes it is difficult for the teachers to choose activities that would interest their students because they have been in contact with electronic devices since childhood. Therefore, pupils sometimes have better knowledge than their teachers. It is important to exchange these skills and to help each other.

**Pupils with special needs** are also an important and integral part of teaching. The teacher needs to be able to **include the students in the teaching process**. It is necessary to involve them not only in the relationship with other pupils but also to convey to them the possibility of learning with electronic devices. For pupils with special needs, the use of electronic books is a great advantage, as they may have various learning and behavioural disorders. With the help of a tablet or computer, they can zoom in on the given page, highlight the given word, and have an easier option of translating the meaning of the sentences. For the teacher, it is primarily about facilitating the work with the given students and creating greater interest.

## B. Interactive way of learning

Nowadays, interactivity in teaching and learning is an integral part of every school program. As we said before, every child comes into contact with an electronic device at an early age, and that's why interactive teaching methods have become a part of almost every lesson at school over the years. When reading electronic

books, unlike reading a classic book, students do not sit rigidly at a desk. They don't have to turn the pages. They only need one click to go to the next chapter. They can go back and forth, look up the unknown words in the vocabulary, download the text, or change the theme. The teacher can test students with questions while reading or come up with an exercise or a task focused on a specific page or chapter. Some ebooks also have audio samples. In this way, the student can listen to the whole text in the ebook. For students with special needs, it is an excellent tool that will make it easier for them to understand the story and save time and effort.

We can use different interactive teaching methods. Here are some examples:

**Brainstorming:** It is a very good activity at the beginning of each lesson or right after reading a book. The process is useful for generating creative thoughts and ideas. Teachers can also draw a mind map in a particular shape and change colours with every word said by students. This could be very useful for students with visual intelligence.

**Discussion:** Students discuss with their classmates or with the teacher given topic/problem from the ebook. This activity is valuable for students to be able to overcome stage fright.

**Critical thinking:** Students are asked to think about how they would solve the problem when they imagine they are part of the main character's world.

**Cooperative learning:** It includes various types of tasks for students, in which they work together as a small group. For example, they interact together and support each other. These group activities build positive relationships because they want to achieve the same goal, which means students can teach each other new things and they are more motivated.

While dealing with an ebook, students aren't just reading or listening; they are also **watching, participating, experiencing, and engaging**. This level of engagement

uses multiple parts of their growing brains. With foreign language literature, the student can look up what a word means and listen to its pronunciation. Therefore, the knowledge of these students is enlarged, and they increase their vocabulary and grammar.

### C. Link with pedagogical files and lesson plans

For each ebook, partners in the BiblioLingua project have created pedagogical files and lesson plans. At the beginning of the lesson, students always read a summary of the work so they become familiar with the basic information, main characters, themes and the plot.

After reading the book or just a part of it, the teacher can refer to the pedagogical file that, among other things, contains the vocabulary for each level. In this way, the student can look up unknown words. At the same time, they will learn interesting facts, some of which are mentioned below.

**Basic information** about the given **literary period** helps students to appreciate the value of the work. According to the literary and historical period, they can understand the thoughts of a literary character, and his actions and identify with their lives. Through the work, they can understand life standards in the given time and living conditions, thanks to which they feel empathy. So, they also develop a certain emotional perception. In addition, students will learn various **historicisms** which meaning they did not know before.

**The genres of the books** are different, from fantasy and fairy tales to poems; they all describe the characteristic style of the author. **Characters** from books can point to a parallel between real characters that relate to the author's life. The characters are both positive and negative. It is very helpful for children to see a great variety of genres and their typical features.

Besides that, **lesson plans** for the teachers are created for each ebook. They contain tasks and activities of different focus. Each level has two activities focused on a different skill. The activities are focused on the main **skills - reading, listening, writing**, but also on **speaking**. Objectives of each activity are to develop vocabulary, create sentences, activate previous background knowledge, cooperate and interact with other peers, develop critical thinking and creativity, develop confidence in public speaking, and much more. Individual plans are intended for different language levels of students. There is also information on what grammar they should already know to complete the tasks.

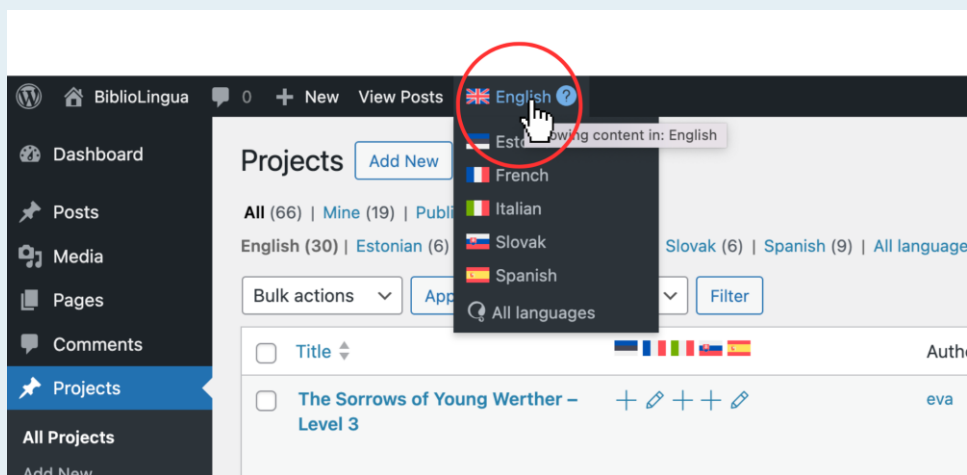
During the activities, students are asked to **discuss, describe, create texts, retell the plot of the story, propose an alternative ending, or even act out a scene**. They are put into groups or pairs of pupils so they learn how to work together and complement each other. Lesson plans contain a brief and clear procedure, estimated duration, and a list of materials needed for individual activities. They are created on the Canva platform, which is colourful.

## VII. Ebook integration on BiblioLingua's platform

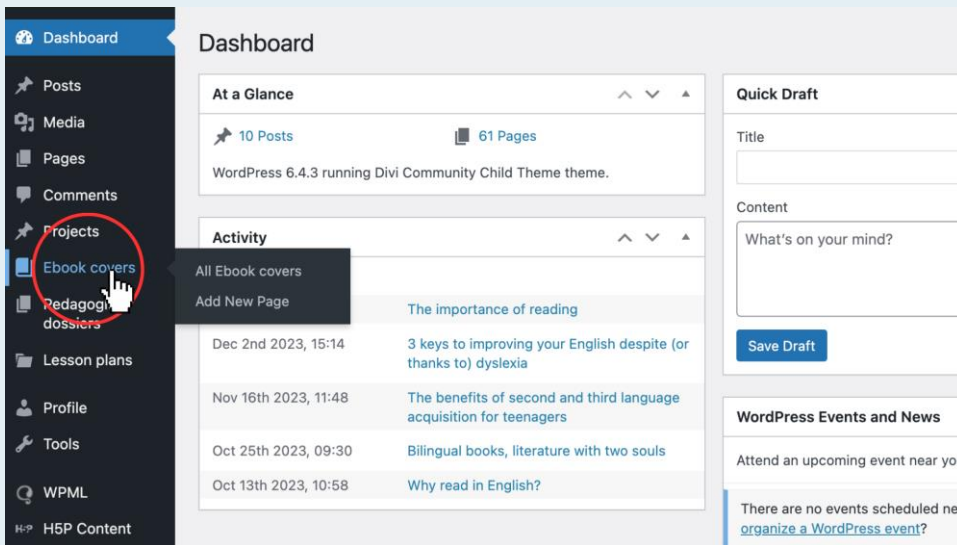
### A. Creation of a new ebook cover

To create your ebook cover and ebook itself, you need to have a Wordpress account. If you do not, please contact Les Apprimeurs team.

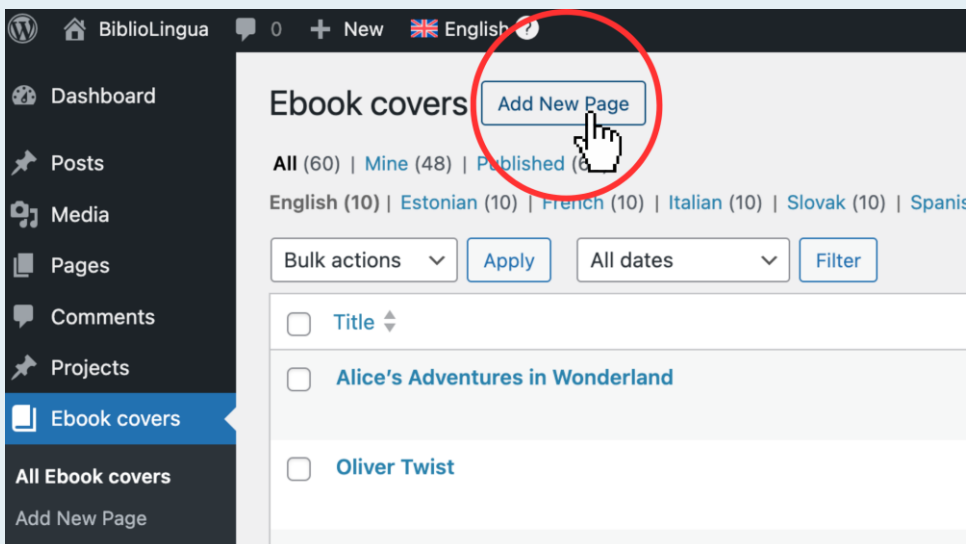
After logging in on <https://bibliolingua.eu/wp-login> you will see the dashboard. The default language of BiblioLingua Wordpress is English. Make sure this is the case. To check it, look at the top of the page – on the upper left side of the screen, you will see a flag. Make sure it is the Union Jack, and if not, choose it from the drop-down menu.



Go to the "Ebook covers" tab on the left.



Once on the "Ebook covers" page, click "Add New Page" in the top centre/left of the page.



You will then see a new page in question.

**Add title**  
Type / to choose a block

**Ebook cover**

Author

Reading time \*

Short  
 Medium  
 Long

Origin \*

Specify country of origin and type of books

French novel

Summary

Pedagogical dossier

Select Link

Here, you can write the title of your ebook and its author, mark the reading time, specify its genre and the country of origin, as well as provide a short summary. For now, you can ignore all the bottom parts with the "Select Link" buttons.

On the right side of the page, you can also choose the featured image, the one that we can call a literal ebook cover. To do so, click on "Set featured image" on the right panel.

**Featured image**

Upload files Media Library

Images All dates

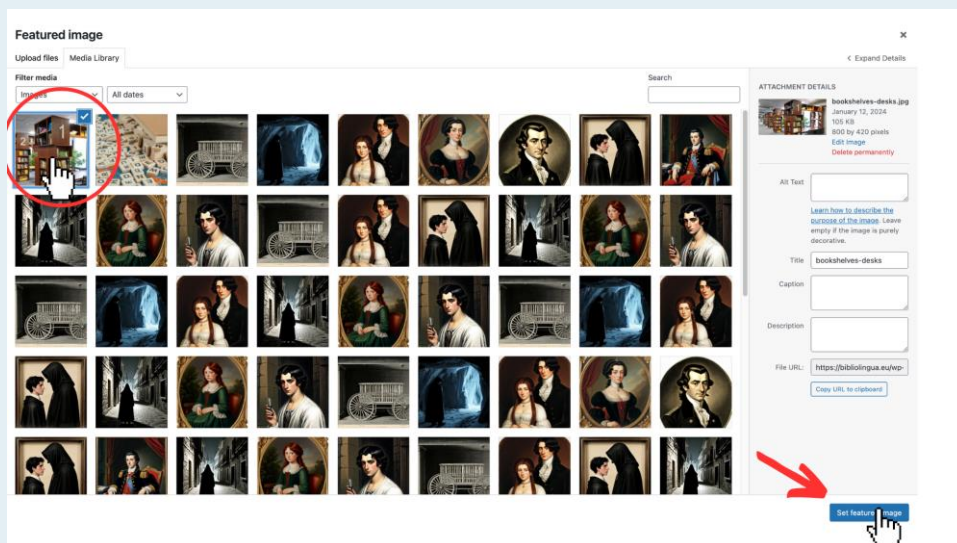
Set featured image

A box called "Featured image" will appear. To upload your image, choose the "Upload files" in the upper left corner of the box. Then, choose the file. Your file

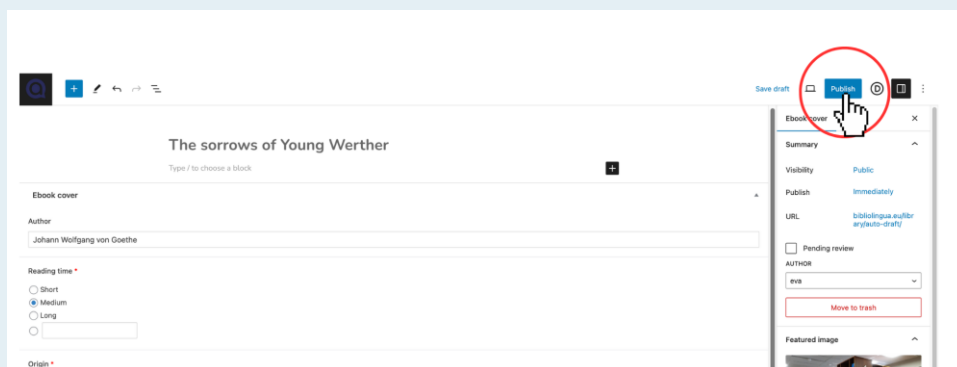


should not exceed 250kb.

Once fully charged, it will appear in the media library. Click on it, then click on "Set featured image" in the bottom right corner of the box.

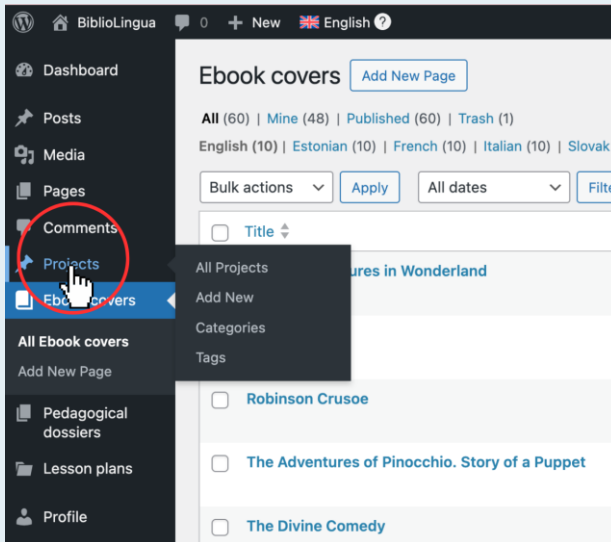


Once the image is chosen and all the other necessary information is provided, click "Publish" in the upper right corner of the page.

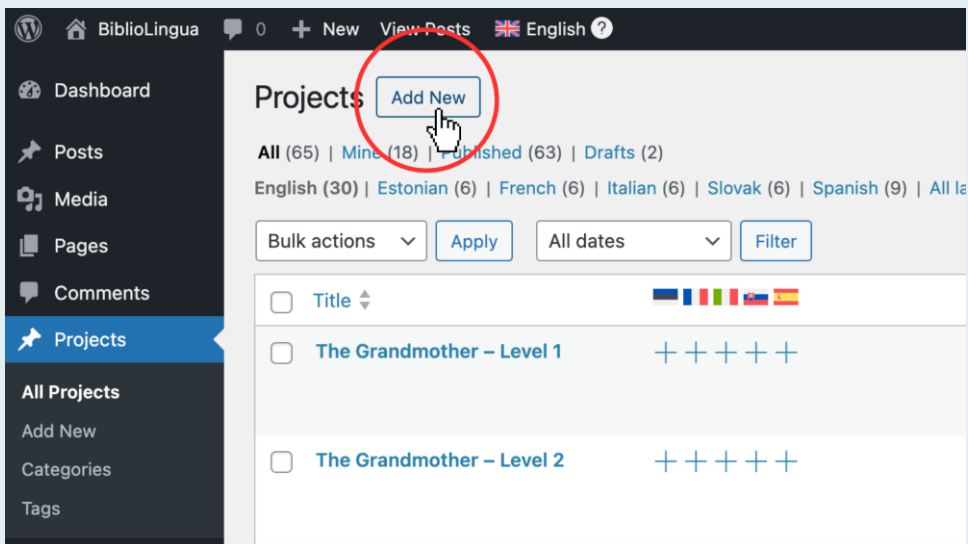


## B. Creation of a new ebook

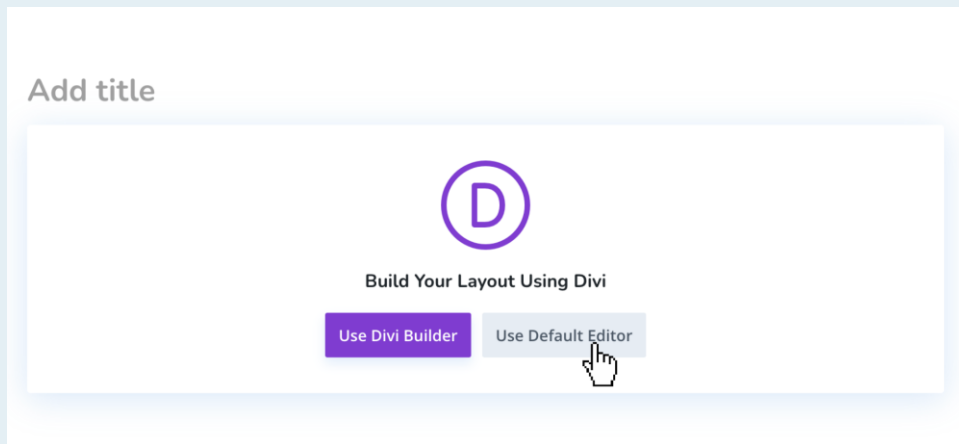
Click on the "Projects" tab.



On the top of the page, click on the "Add New" button.

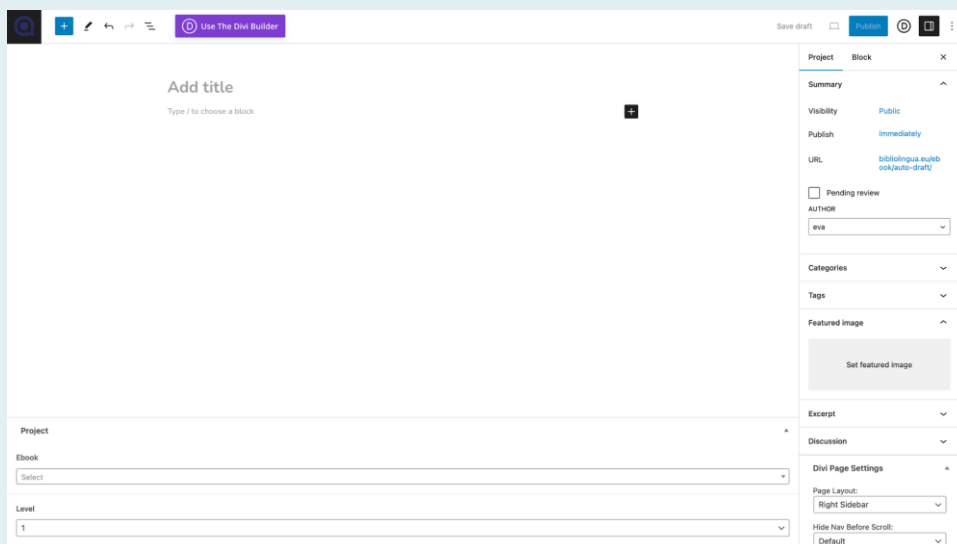


You will then see a window with two options: Use Divi Builder and Use Default Editor. Choose the second option.

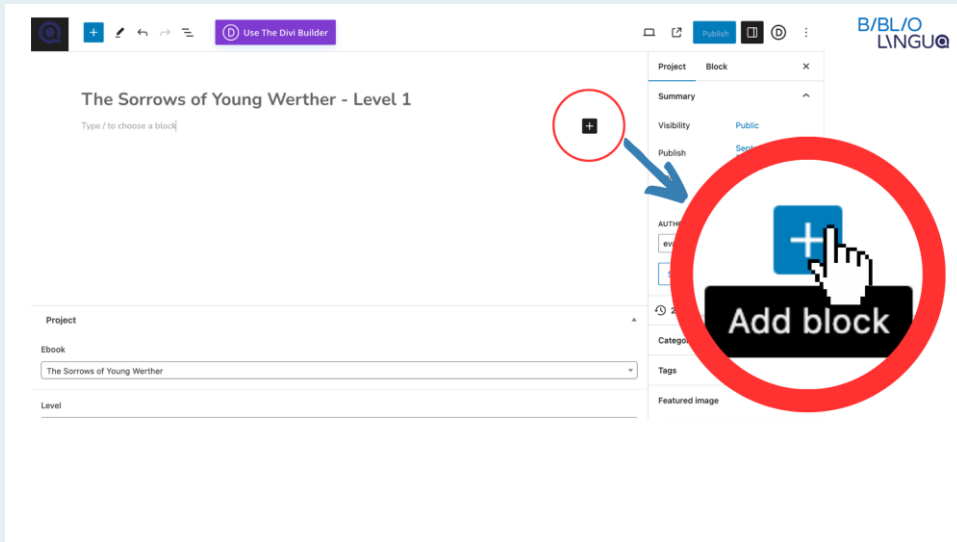


## C. Integration of the content of an ebook

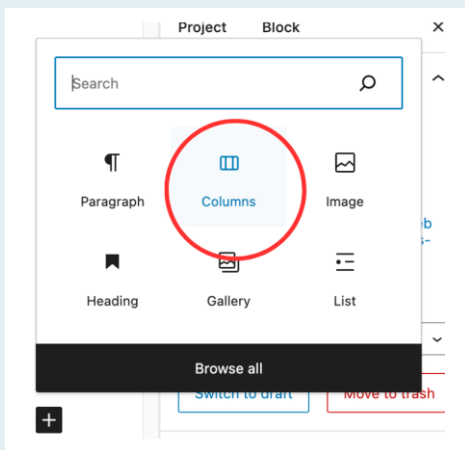
You will see an empty page where you can write the title of your ebook and the content.



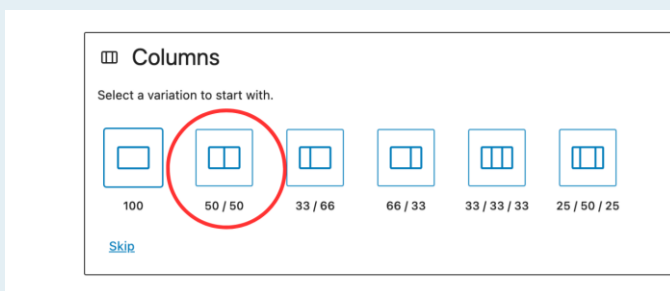
Start by writing the title of the ebook. To add the content, click on the "+" symbol under the title.



The plus transforms into a menu from which you choose the option "Columns". If you do not see this option, you can find it by tapping "Columns" in the search bar or by clicking on "Browse all".



From the Columns menu, choose the 50/50 option.



You will then see two rectangles - empty columns.

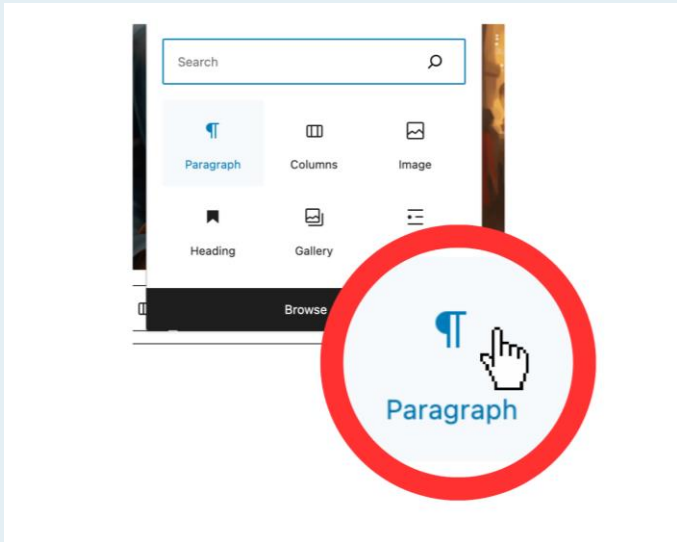


To insert content, click on one of them, and a "+" symbol will appear.

Insert text in the left column, and images in the right one.



When you click on "+", a menu with types of content will appear. From this menu, choose "Paragraph" to insert the text content.

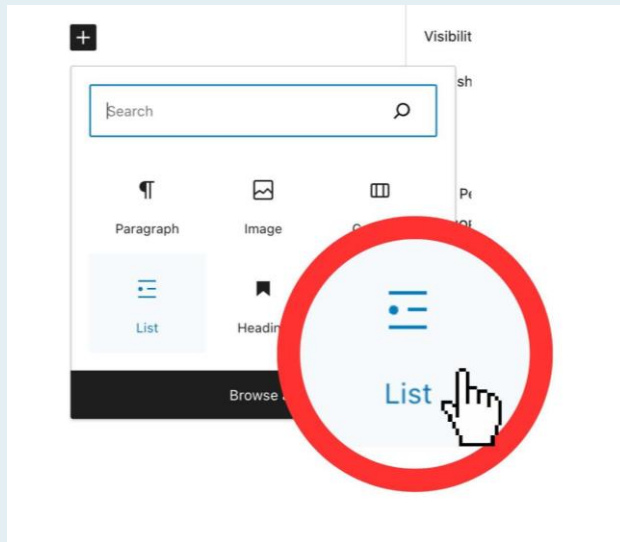


Paste or write your text directly in the block.



To paste your text, either use the combination ctrl+shift+v or, while pasting, right-click and choose the option "Paste without formatting" from the menu.

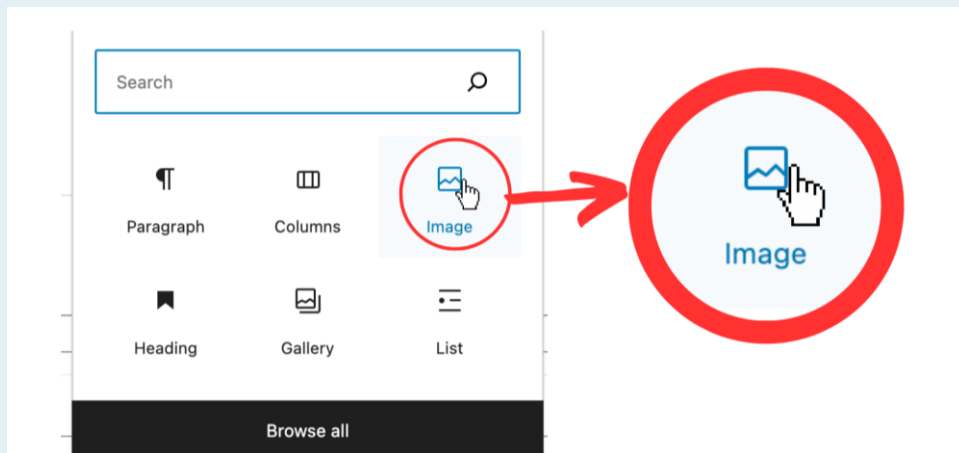
If your text is a list, choose the "List" option from the menu, instead of the "Paragraph" one.



Now, click on the second block to insert the visual. A "+" symbol will appear again; click on it to show the menu.

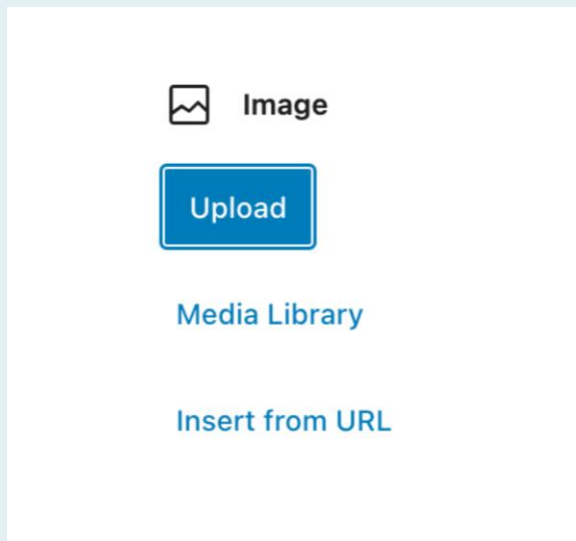


This time, choose the "Image" option.



You will then see three options. If you are inserting the content of your ebook for the first time, choose "Upload". This will open a folder on your computer, and you will be able to choose a desired image.

If you have already integrated this ebook (for example, for the previous level), choose "Media library" – your image should be there.



#### IMAGE INSERTION SPECIFICATIONS:

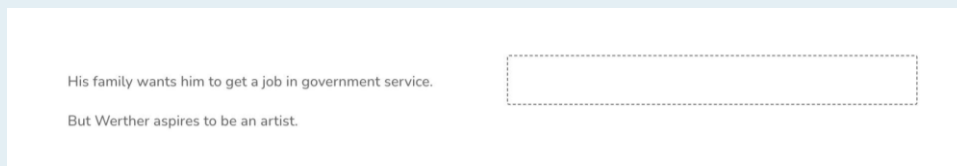
The dimension must be 1024px x 1024px maximum.

The best shape of the images for the ebooks is a SQUARE – like this, they all look the same.

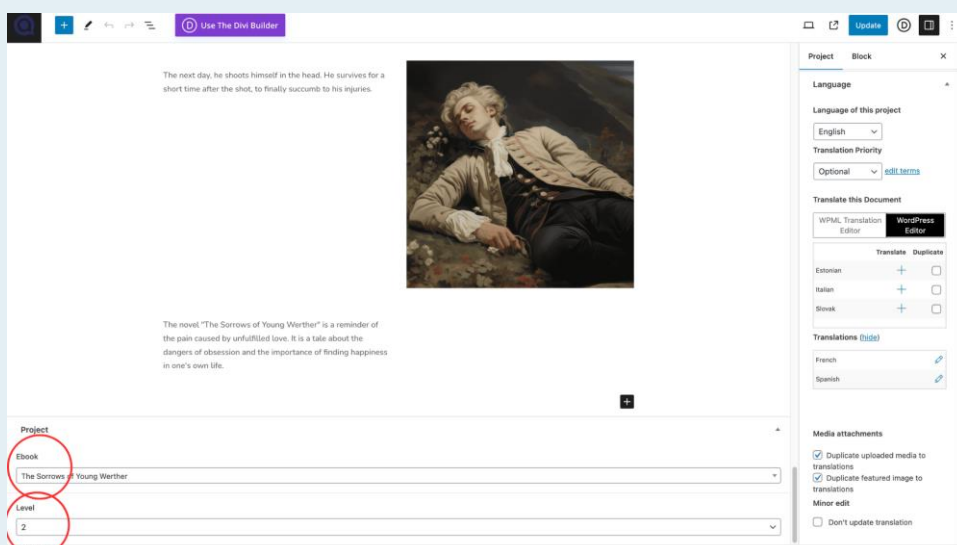
As for the weight, the idea is to have the lightest possible images without any loss of quality. They should not exceed 250kb.

As for the format, JPG should be preferred. Alternatively, if you really do not have any other option, you could use PNG (which is generally of better quality than JPG but heavier because it compresses images less/not at all).

If there is just going to be text on some "slides" of your ebook and no pictures, still choose the 50/50 column option. Leave the second column empty, as it does not change anything. It will look like this.

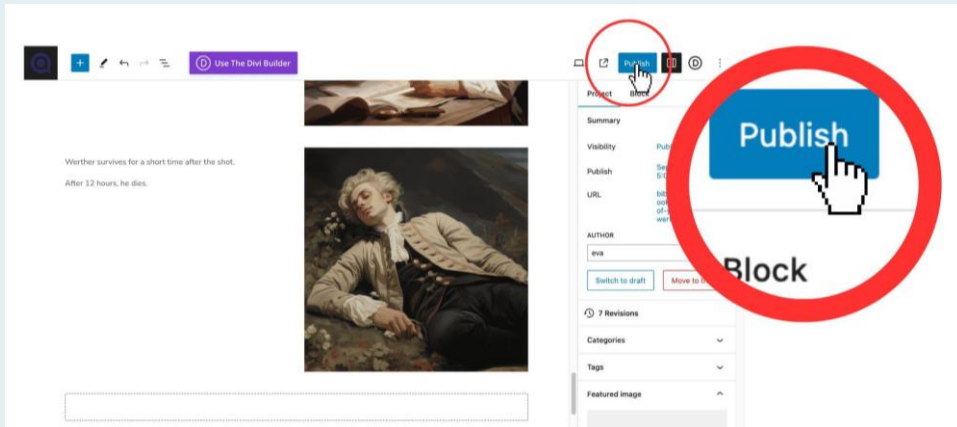


At the bottom of the page, you will see a "Project" part. Open the drop-down menu to choose the name of your ebook (that is why you have previously created an ebook cover). Choose the level of your ebook from the second drop-down menu.

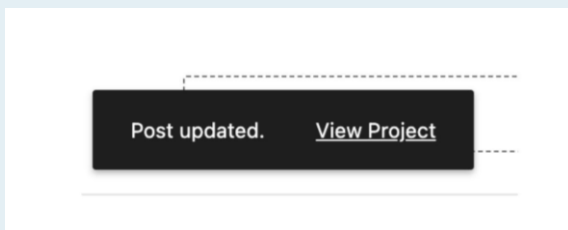


Once you have integrated all the level's content and everything is ready, click on the "Publish" button in the upper right corner.



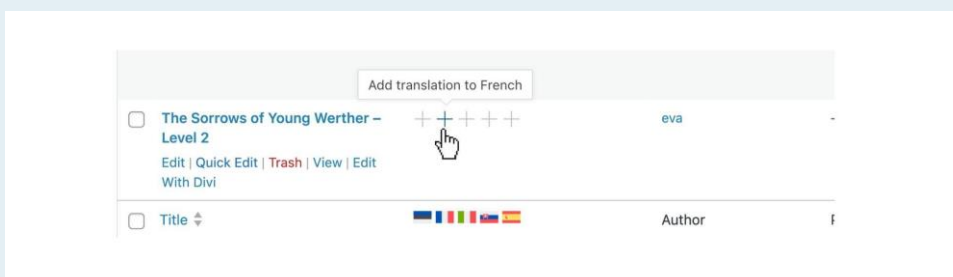


A pop-up window will then appear in the bottom left corner, saying "Post updated. View project". You can click it to see how it looks on the website.



## D. Translation of an ebook

On the "Projects" page, find your ebook. Next to the title, you will see a lot of "+" symbols, each one representing a different language. Choose your language and click on the "+" symbol.



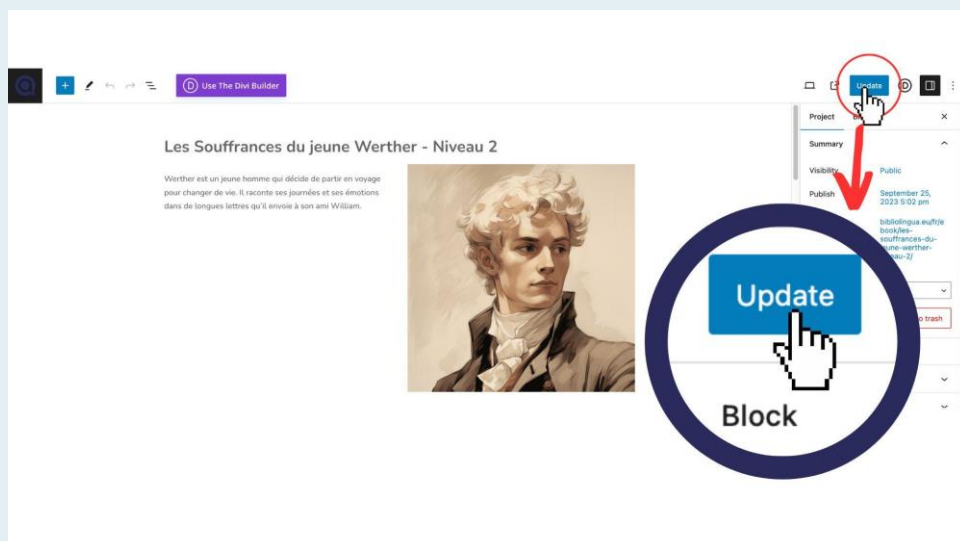
You will see your ebook in English. Click on the blocks of text, delete the English version, and paste in the version in your language (on the image French version).

## Les Souffrances du jeune Werther - Niveau 2

Werther est un jeune homme qui décide de partir en voyage pour changer de vie. Il raconte ses journées et ses émotions dans de longues lettres qu'il envoie à son ami William.



Once all the translations are inserted, click on the "Update" button in the upper right corner.



The screenshot shows a digital workspace with the text and image from the previous slide. In the top right corner, a red circle highlights the 'Update' button. A blue circle highlights the 'Update' button in a floating menu, with a hand cursor pointing to it. Below the 'Update' button is a 'Block' button.

## VIII. Conclusion

In conclusion, the BiblioLingua Creation Manual captures the spirit of the project, drawing inspiration from the success of Bibliodos and hoping for the equal success of BiblioLingua. It offers a comprehensive resource for language educators working with teenagers. Assembled with the aim of fostering inclusive and innovative language learning experiences, this manual serves as a roadmap for educators navigating the landscape of modern pedagogy.

At its core, the manual aims at equipping them with the tools and knowledge necessary to cultivate engaging and effective learning environments. Through its exploration of key components, the manual provides practical guidance grounded in pedagogical - and technical - best practices. Amongst these key elements, we can mention book and visuals selection, text adaptation, integration, the inclusivity aspect, as well as the concept of public domain and copyright and the use of artificial intelligence.

Moreover, the manual underlines the transformative potential of ebooks in language teaching, highlighting their capacity to enhance accessibility, flexibility, and engagement. It seeks to bridge the gap between traditional and digital learning modalities.

The BiblioLingua Creation Manual represents more than just a compilation of instructions; it embodies a vision for the future of language education. By empowering educators to embrace their role as creative facilitators, the manual lays the groundwork for a more dynamic, responsive, and student-centred approach to language learning. It is also an invitation for educators to a journey of exploration and innovation that will not only help them shape the linguistic proficiency of their students but also nurture their lifelong love for language and literature. We hope

this Creation Manual will give them all the necessary answers and will help them to create ebooks that will engage and fascinate their students.

## IX. Annexe

# Inclusion Guidelines



### Basics

- Use a clear **sans serif font** like Arial, Verdana, Century Gothic or OpenDys.
- The font should be **between 12 and 14 in size**.
- Use an adapted **spacing of 1,5** in between the lines.
- The text should not be justified. **Align it to the left**.
- Do not use *italics*, underlining and CAPITALS. **Put text in bold** to highlight it.



### Structure

- The text should be broken down into **small, easily readable paragraphs** and short, **clear sentences**.
- Structure your text with clearly distinguishable **titles, subtitles**, etc.
- Present the important items in **bullet points**.
- Ensure enough **space between sections**.
- Use **page numbers**.
- For long documents, include a **contents page**.



### Illustrations and Design

- Use colours to separate information and **be consistent in your colour codes**.
- Use clear **visual elements** to illustrate concepts and support the text.
- Ensure that the **images used match the text**.
- Use **descriptions to explain diagrams** and other illustrations.
- Use **off-white or pastel-coloured paper** whenever possible.



### Writing style

- **Be consistent** with the use of language.
- Use simple language and **write in facts**.
- **Explain acronyms** and **difficult** words.
- **Do not split a word** across two lines with a hyphen.



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