

LIVING BOOKS IN SCHOOLS

HANDBOOK FOR
IMPLEMENTING LIVING
LIBRARY IN SCHOOLS



Living Books
in Schools



Co-funded by the
Erasmus+ Programme
of the European Union

LIVING BOOKS IN SCHOOLS
Handbook for implementing
Living Library in schools

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- Secondary school Ion Creanga, Satu Mare, Romania

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Strategic partnership

Living Books in Schools



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PREFACE

With the advent of intelligent technology, online video gaming or other alternative attractions, reading a book has unfortunately turned to an “old-fashioned” pastime for children nowadays.

Yet, if the book becomes animate, things change... eventually.

“Living Books in School” represents exactly THIS CHANGE!

A living book is no more an inanimate object but a person with feelings and life experience that tells a story. The story is real, lived, genuinely appealing and – the greatest bonus, in my opinion – interactive. The reader

can take the lead towards the type of knowledge he is interested in by swapping ideas with the book on-the-spot.

Witnessing some implementations of “Living Books” project in schools, I could see again that spark in the eyes of the children that read the books on offer. They wanted to read, to know, to address questions and, at the same time, to be given answers. Curiosity, awareness, tenderness, awe, joy, sympathy, friendship, tolerance, open-mindedness – these were only several facets in the kaleidoscope of emotions that were visible and palpable each

time a “Living Book” event took place.

The fact that the young readers showed so much interest in the “Living Books” filled my heart with joy and hope that the future may be brighter than expected: they still believe in humanity, open face-to face dialogue and they put stereotypes and prejudices into a hidden dark corner.

Let us read, then!

Arleta Tașcău
headmistress of Secondary school
Ion Creanga, Satu Mare, Romania

ACKNOWLEDGEMENTS

We would like to express our gratitude to all those who contributed to the project and this handbook, in particular:

- Partners organizations from Serbia, Slovenia, Poland and Romania and teachers, youth leaders sharing their motivation, practices, experiences and insights about the implementing non-formal method Living Library into formal education.
- Pupils from all partner organizations and their parents for participation in the project and facilitating it.

Don't judge a book by its cover!



Не цени књигу по корицама!



Ne sodi knjige po platnicah!



Nie oceniaj książki po okładce!



Nu judeca o carte după copertă!



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"I participated in Living Library as one of the librarians and I think this method is just great for children and youths. It is powerful tool in informing about diversity in society and because of that should be organised in every educational institution."

Uroš, University student

"It was awesome to meet someone who is struggling the same problems as I do. I enjoyed conversation with a person who is experienced in the similar area of my interest."

I need this kind of education every month!"

Katarina, Elementary school pupil

"This library with so many interesting books is another very successful attempt that teachers in this school organised in order to include non-formal methods of education in strict and sometimes rigid formal schools. Both dedicated to their jobs teachers and their grateful pupils, together with volunteers, made a warm and inspiring atmosphere of

equality, tolerance and free will, where all participants enjoyed in the process of acquiring new life changinf experiences and gaining new knowledge no money can pay."

Danijela Stanojević Radović, PhD

This Handbook is made under the project Living Books in Schools and by passion for sharing the story of Living Library – story of a safe place for intercultural dialogue and important learning opportunity for children and youth.

Those statements are made by different people – from elementary student to PhD researches.

Those statements support idea of sharing knowledge in formal education through non-formal method.

Everybody is welcome in a Living Library and all of us can organize it in our schools or organisations!

You can take a look in this Handbook and think if this method suits to your community, school or organisation. It can help you with organisation and be your check-list.

Have fun and do it with passion!

1. ERASMUS+ KA2 STRATEGIC PARTNERSHIP LIVING BOOKS IN SCHOOLS

»It is very important that the organization of the Living Library has started in schools as well, having in mind that children and young people are the key factor for improving the equality of our entire society, because the awareness of tolerance is acquired from the earliest childhood. For this reason, it is important that young people learn in time the importance of respecting human rights

and respecting equality. As they say, "Children and young people are the future", and how much we will respect diversity depends on what this future will look like. Through the direct experience of live contact, the Living Library project promotes equality and diversity in a democratic society and thus contributes to the fight against stereotypes and prejudices in Serbia,

which is especially important when it comes to children and youth. This program is a way of fostering values that promote a culture of tolerance, understanding and respect for diversity, gender equality, intergenerational solidarity and non-discrimination.«

Office of Commissioner for
Protection of Equality in Serbia

Living Books in Schools is Erasmus+ (2014 - 2020) Strategic partnership between Serbian Elementary school Kosta Trifković from Novi Sad, Romanian Secondary School Ion Creanga from Satu Mare, Polish International Primary School of the Innovative Education from Lodz and Slovenian Association for sustainable development Slomo from Litija.

Main goal was to implement non-formal method Living Library into formal education.

Goal of the project Living Books in Schools was reached by many activities made by encouraged collaboration between teachers and pupils on one side and local community partners, living books and international partners on the other. It's a collaboration between schools and living books as mirrors of the society.

Project started with preparatory activities and first kick-off meeting in Novi Sad, Serbia, continued with training course for teachers designed by





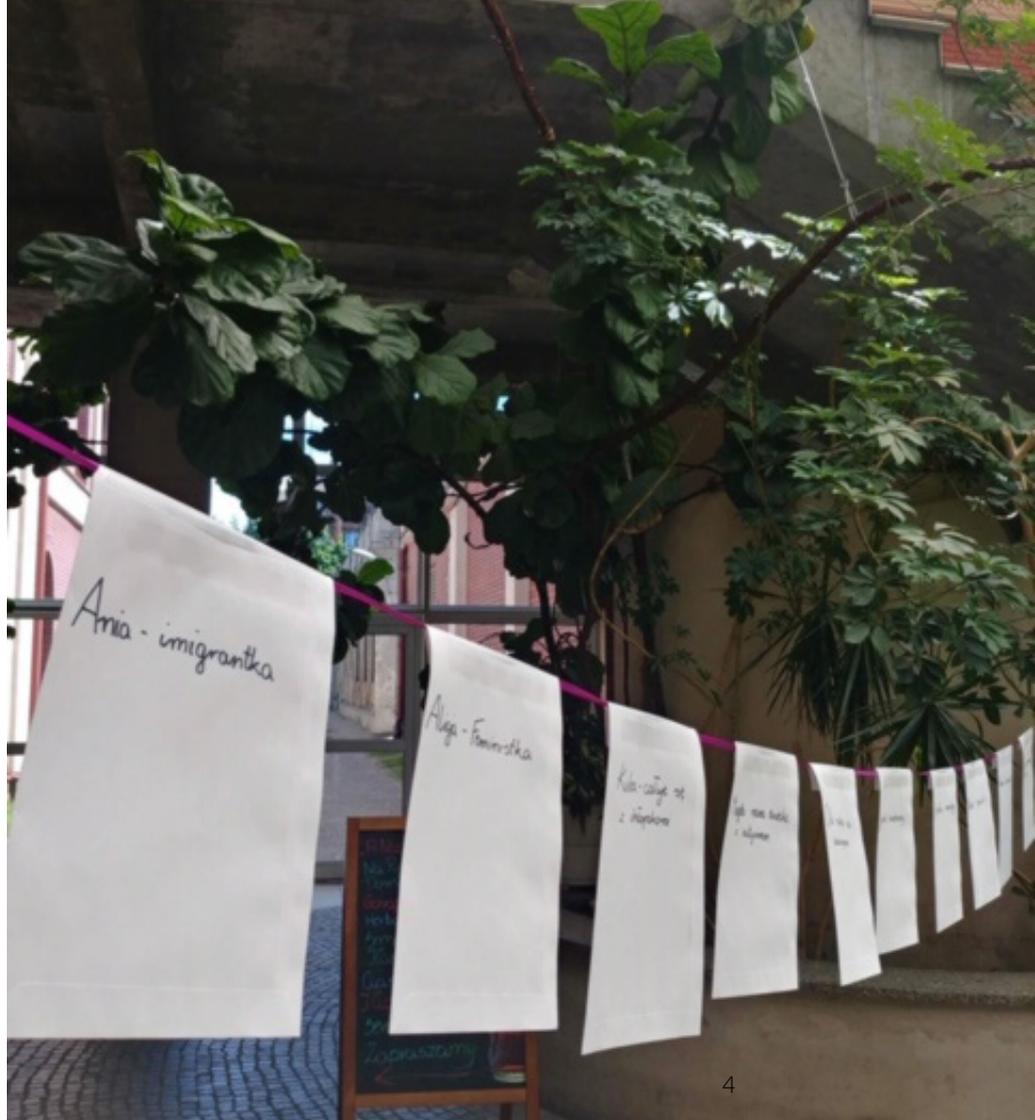
Association for sustainable development Slomo in Maribor, Slovenia. Goal of the first part of the project was to discuss diversity and tolerance with teachers and pupils and educate about Living Library method. So, first year of the project finished with Living Libraries in each partners' institutions and strong cooperation with associated partners from local community. Pupils participated in many workshops organized by their teachers or local community organisations, volunteered in their school and co-created

Living Library as active participants.

Next year was the time for pupils mobilities and first international Living Libraries, organized in schools and prepared by Polish and Romanian partners. This was period for sharing experiences, knowledge and celebrating diversity among teachers, pupils and local communities. Activities were prepared on Transnational project meetings in Satu Mare and Lodz and implemented in each partner institution. There were

organized many workshops, Living Libraries, one blended mobility for pupils in Satu Mare (with eTwinning project) and one mobility for pupils in Lodz. Main result of two year project is this handbook for organizers of Living Library in schools.

Experiences from the project Living Books in Schools are described in chapter 4.



PROJECT TIMELINE

Preparation activities	October-November 2018
Transnational project meeting in Serbia	December 2018
Training course for teachers about the method Living Library and organizing it in school in Slovenia	January 2019
Dissemination after training course - educating teachers at home institution	February-March 2019
Volunteer School Clubs workshops, activities and actions	February-May 2019
Living Library at all partner institutions	May-June 2019
Transnational project meeting in Romania	November 2019
Blended mobility for pupils in Romania	December 2019
Volunteer School Clubs workshops, activities and actions	November 2019-May 2020
Living Library at all partner institutions	December 2019-May 2020
Transnational project meeting in Poland	April 2020
Pupils mobility in Poland	May 2020
Manual writing	January-April 2020
Dissemination and manual promotion	April-July 2020

- To encourage dialogue based on respect for human rights,
- To foster a constructive and productive dialogue between local community and educational organizations,
- To problematize and expose the everyday reality of members of stigmatized groups (women, Roma, disabled persons,...)



3. LIVING LIBRARY IN FORMAL EDUCATION

3.1. LIVING LIBRARY - WHEN AND WHY?

Real life stories are knocking on classrooms doors. Ongoing incidents of inequality and discrimination require our continuing attention. Incidences such as cyberbullying, xenophobia, racism, religious intolerance and gender-based violence are present in our communities and schools. Fair, impartial and inclusive education is central in creating a cohesive society. Living library provides an authentic opportunity for pupils to

engage in the learning process and make concrete steps into understanding themselves in relation to the world around them.

Formal education provides a publicly valid education, vocational qualification or publicly valid document. Non-formal education is about acquiring, disseminating, renewing, updating and deepening knowledge, where the gained knowledge isn't

proven by a publicly valid document. There are several possibilities of how to bring a bit of non-formal methods in school, and with this handbook we will focus on one, specific method. What happens in between is magic! We call it [Living Library in School](#).

More and more schools are incorporating a variety of new methods into their work and activities, such as projects, workshops, exchanges or field

trips. Such activities enable gaining of individual informal skills, however, pupils are unable to gain sufficient social skills in schools. Non-formal education enables pupils to strengthen their social skills further. By social skills we mean interpersonal skills, such as people teamwork, self-confidence, discipline, leadership skills, planning, project work, organization and practical problem solving.

You can read more about it in chapter 5.

“The school environment is a very depicted system, quite impersonal, and individuals can get lost in it. Many individuals in the school environment suffer: because of the system, the teachers, because they do not care about school, because they feel that they do not belong in the environment, because their classmates bully them, because they have no friends, they have difficult life situations, they face their problems, etc. Living library brings people with rich & vast life experience, people who can help, inspire, encourage, and

even help with their stories and conversation. This is also how Living library brings freshness to daily school routine. It shows young individuals that life gets better, enables them to dream, encourages imagination and broadens horizons for all pupils to look beyond the existing system and dare to be individuals within the crowd, system, classroom.”

Jerneja, 26, Living Library
volunteer

Living Library offers pupils the opportunity for human rights education, learning social skills, understanding minorities and learning about the environment and society they live in. Our practice of bringing Living Library to schools shows, that opening up dialogue about misconceptions, prejudice and discrimination, builds more positive school climate, embracing diversity and multiculturalism, acknowledging the importance of one's dignity and basic human rights.

"For me, the day with the Living Library was a fantastic and a wonderful one. I've found a lot of interesting things from there, because there was somebody to tell you that something is good to do or not. That day I was to 7 people to listen their stories. If in the future would be another event like this one, I will surely come."

Gilbert - 6-th grade student,
Satu Mare, Romania

"Living Library was an educational activity for us, pupils. I've had conversations with many people who were

living books. They told us very real stories of their lives and showed us how to be good to each other. The children were very happy and they wanted to read many "books". The "books" were different but interesting. The people were happy and calm, and they told us a lot of good things we can do in our life. My impression about Living Library is extremely good and I'll be happy to be able to read the books once more."

Karina - 6th grade pupil, Satu
Mare, Romania

Living Library is an inclusive and participatory method and it requires broad support of all involved in the Library:

- teachers and school staff
- pupils
- volunteers
- local Living Library organizers (offering support and know how)
- other local organisations (NGOs, Youth centers, Student clubs, intergenerational center, special needs education etc.)

"Today's society is a society of great migration and diversity, and therefore a society of rapid change. While society is changing and becoming more global, the school is changing as well and as such successfully responds to the needs of the 21st century pupils. Today, students come from a wide variety of social groups and family backgrounds: Roma, visually impaired, deaf, single-parent families, families with a disabled member, etc. Among us are also migrants or their descendants, as well as children who are experiencing

great distress due to their family's economic disadvantage. These pupils live in fear, stigma and they are introverted. Living Library dispels fears, reduces stigma, and allows pupils to gain insight into each other and themselves, their relationship to the world. Children's emotions, and in general, their confrontation with diversity (or similarity) is a sensitive topic where high empathy is needed. In this project, we first learned from partners from Slovenia, and then established cooperation and assistance with organizations from the

*local community - BalkanIDEA
and Commissioner for the
Protection of Equality of Serbia.”*

Tamara, the teacher, Novi Sad,
Serbia



3.2. WHO IS WHO IN LIVING LIBRARY

Living Library events depend on cooperation between pupils, teachers and books. Living Library offers wide range of roles, tasks and responsibilities that can be distributed according to skills and competences of teachers and pupils. *Volunteer School Clubs* have great importance of incorporating human rights education into everyday school life.

Involving pupils to brainstorm for books ideas, a headmaster as a librarian or a teacher as a book, can be very invigorating

experience that lights up a spark and gives all involved that much satisfying feeling of ownership and belonging.



Role of a teacher in Living Library

Teacher's role is central in setting up Living Library in school. We strongly recommend to take part in one of the training courses for Living Library organisers. As a teacher, you will most likely be the driving force behind the idea, facilitating workshops to enrich learning, motivating pupils, staff and coordinate Living library activities. Event management skills come super handy in Living Library in schools.

As a teacher and Living Library organizer you will:

- learn about and teach human rights
- recruit and train books
- train pupils and colleagues
- motivate local community to participate in method
- promote the Living library method among colleagues and advocate for human rights in local community
- explore challenges of a meaningful intercultural dialogue and
- develop competences on preparing, implementing and evaluation Living Library methodology thus promoting intercultural citizenship education in schools with strong cooperation with pupils.



Role of pupils in Living Library (librarians, informators, readers)

Within Living Library pupils can take on diverse roles, according to their competence and desire, such as librarians, informators and dictionaries. Pupils who take on a role of librarians, informators or dictionaries will:

- learn about human rights,
- train peers about human rights and introduce the European Convention on Human Rights,

- motivate local community as role models,
- promote the Living Library method and advocate for human rights,
- build open relationship with teachers and gain deeper understanding of teachers work
- explore challenges of a meaningful intercultural dialogue among peers and youths and
- develop competences on preparing, implementing and evaluation Living Library methodology thus promoting intercultural citizenship education in schools and wider.



„The first Living library which I attended was also the first Living library in our school. It took place at the beginning of June 2019. In that library, I was a volunteer. My job was to take people to their books. I was proud because we, seventh-graders introduced something new to our school. A lot of people came to our Living library and we were very busy but we still had time to rest. We could read books.“

Ljubica, 8th grade pupil, Novi Sad, Serbia

“The Living Library was a interesting event It has brought joy in my soul and life! It also made me see things from another perspective. Personally, my favorite „living book“ was the one about the lavender! The other books were funny, interesting and captivating! I hope the in the next years I will have again the opportunity to read „living books“, with all of my friends!”

Rebecca, 4th grade student, Satu Mare, Romania



The librarian is the link between the reader and the book and is the first contact of the reader for the purpose of a potential borrowing.. The most important responsibility of librarians is to establish contact with readers and books. “Librarians are responsible for issuing the books. Their responsibilities include managing a desk or central point where records of loans are made and evaluations completed. Depending on context, other duties may include issuing library cards, counting readers and handing out evaluation questionnaires

and other administrative functions.” (Little, Nemutlu, Magic, Molnár, 2011)

Many pupils might want to take a Librarian role, we suggest you pick a pupil who:

- knows the method and makes it easy for others to understand
- is diplomatic, cooperative and communicative
- kind and curious
- has a high level of responsiveness and ability to make quick decisions

- if there are more candidates for the role, suggest to take turns or share responsibilities.

As librarians in the Living Library are the first contact of the reader with the library; it is important that they are well-trained for their role. The librarian must be patient with both books and readers - enter information on the library card (reader name, borrowing time, book profile) and maintain loan records. Above all, the librarian must present and represent library rules and book borrowings.

Tips for librarians

- get to know the books as much as possible, to be able to recommend them to readers
- be clear in establishing library rules
- make sure to record every book borrowing
- use breaks and free time to share information between books and readers
- engage with readers with kindness and patience
- be communicative and open to questions.

As a teacher and a librarian, take good care of books and try to “filter” potentially “difficult” readers. Learn about the goals of the library and the purpose of explaining the concept of the Living Library and books, finding a suitable book for the reader, adopting and explaining library idea and library rules.



KATALOG KNJIGA

- Anoreksija - težina lepote
- Osoba obolela od MS
- Ivana, mama dečaka sa autizmom
- Pravnik po struci - muzičar u duhu
- Psihoterapeut u radu sa migrantima
- * Osoba sa cerebralnom paralizom
- * Znanjem protiv straha - štreber
- * (Ne)obična tinejdžerka
- * Osoba sa Daunovim sindromom
- * Svetska putnica
- * Devojka koja uči kineski jezik
- * Romkinja
- * Bivši zavisnik
- * Doktorica iz Dominikane

Dictionaries

Sometimes it happens that the book and the reader do not speak the same language. Just like ordinary library, Living Library offers dictionaries. The role of dictionaries is to translate the conversation, helping the dialogue to happen. Taking on a role of a dictionary also builds up language competence.

Quick guiding questions:

- how many different nationalities are represented at your school?
- how many different languages are spoken at your school?



Informators

Readers are important ingredients of Living Library and of course you want as many people as possible to know about Living Library in your school. This is where the informators come in. Their task is to promote Living Library before and during the event, to be on its social media or live promotion, use pupils creative potential and your networking skills.

Quick ideas:

- create an event on Facebook
- start Instagram profile & ask pupils to help out with story content
- make posters and fliers to be distributed in and around school community
- on the day of the event, take a walk with pupils around school area and just talk to people

Maybe your specific school environment will need engagement of any other possible role that you will define during the process - be bold & creative!



Books

Books are volunteers that may be affiliated with marginalized groups, and as we are dealing with young readers, we strongly suggest non-radical approach to the topics. Connecting a local NGOs and Living Library organiser is the key to get the “know how” and a great way to build bridges between formal and non-formal education.



3.3 HOW TO LEARN HOW TO DO LIVING LIBRARY?

Bringing Living Library to school demands training of teachers, pupils and maybe even living books. If you organize Living Library for the very first time, it makes sense to send one or two teachers/colleagues to Living Library training for organizers. Do not hesitate to search and find local NGO with “know how” on Living Library. It will make sharing the experience and knowledge much easier.

“After more than five years of encouraging young people to visit Living Library events, and helping them reflect on the experience of so-called reading, I am excited to conclude that there are very few experiences with such a potential to help a young person think of different perspectives and question existing stereotypes and personal attitudes, such as the experience of reading a Living Book. This is why I strongly invite teachers, pedagogues, and everybody who cares about the future of the generations of children

and youth we work with to get to know the world of Living Library, and provide their students with this unique eye-opening experience, which, for sure, plays its role in the establishment of social peace.”
Aleksa Savić, BalkanIDEA, Novi Sad, Serbia

Training is advisable few days before the event itself. We recommend a minimum of 90 minutes to complete the training. Aim of the training is to make sure that everybody understands the purpose and objectives of the Living Library, its mode of operation, its rules & roles. This was, all participants get to know each other beforehand, create comfortable environment and develop a sense of belonging & ownership.

1. Participants have already received basic information about the Living Library. Purpose of the training is to clarify open loops questions, eliminate uncertainty, and provide a detailed presentation of the Living Library method.
2. If you have already organized the Living Library, it makes sense to invite books that have already participated, to share their experience.

Each target group has different core topics:

- books: how to be a book, rules for readers, preparation of the catalogue
- pupils: how to be a librarian, a book, a dictionary
- colleagues: the methodology, overview of structure & workflow, presentation of rules and instructions, Living Library records, working arrangements.

How is the training conducted?

- greet the participants and thank them for cooperation
- make a circle of names and check in with a question “Why am I here today?”
- introduce the purpose of the training and make an overview of Living Library methodology. Guiding question is “What we want to achieve in practice?” Try to visualise your Living Library with as much details as possible.

- introduce roles and tasks in Living Library
 - **to books:** how to be a book, rules for readers, preparation of the catalogue
 - **to pupils:** how to be a librarian, a book, a dictionary
 - **to colleagues:** overview of structure & workflow, presentation of rules and instructions, living library records, working hours arrangement
- leave plenty of time for informal socializing and mingling among all who participate in Living Library.

School setting is specific in many ways, operating within its systemic limitations such as curriculum or just simply because of lack of time and other resources. In our experience, training of school staff is the key, as they are the schools most precious resource. Yes, as teachers know a lot and are treasure trove of knowledge, however human rights education was most likely not a part of your curriculum at school. Hello & welcome to non-formal education!



3.4 WHERE DO THE BOOKS COME FROM?

The best way to get ideas for Living books is to brainstorm with pupils. Keep writing ideas down and thinking in the direction of which groups of people are most prejudiced. Use your curriculum to address different topics by implementing Living Library – for example – World War II.

What stereotypes have deepest roots in your local context?

What are the communities within your school community?

Who are the most marginalised

groups of people?

What are the current challenges that intercultural dialogue face in your local context?

Identification and recruitment of books can be one of the most challenging aspects of hosting Living Library in a school setting. It takes time, energy and resourcefulness. Usually there are resources within your school or community that may be helpful. Ask school staff & connect with school community

and beyond. Many know of people who would be willing to volunteer as a book and work well with children. Parents and pupils may have connections as well. Involve them! Consider contacting local Living Library organizer and reach out to community with focusing on variety of possible book titles.

Living Books are:

- people, who due to their personal circumstances, identity or profession, face stereotypes or prejudices,
- ready for a personal conversation with a reader lasting up to 45 mins,
- willing to share their personal experiences with the reader,
- curious,
- emotionally stable,
- able to listen actively and give concrete answer to readers questions
- Aware of the purpose - Living Library is to break

stereotypes rather than create new ones (non-radical approach to the topic)

- aware of target audience (pupils) and able to adjust or clarify their story in different ways

When recruiting books: have a short introduction speech about LL prepared, keep accurate notes of your conversations, take this time to get their life story. As the teacher/organizer, you should know every book in your Living Library.



Living Books ideas:

- Single parent
- Large extended family member
- people with different ethnic / socio-economic backgrounds
- combined families of mixed religious backgrounds
- person with eating disorder
- LGBTQ+ individuals
- person with migrant background
- person with physical disability
- person with mental health issues (anxieties, self harm behaviour)
- a volunteer
- a politician



3.5 TEN STEPS PROGRAM

*Cut and Go! - make a poster and follow the map.



Step 1: connect with an NGO, a Living Library organiser: *Is there a LL organiser in my town? Who is it?* Email them! Or even better - Ask them to grab a drink together.



Step 2: participate in the Training for LL organisers, learn about LL methodology: *Remember the drink you had with that local LL organiser?* Maybe they even provide trainings. And for sure they know some, who does! Apply, pack your bags, go!

Step 3: inform and train school staff/pupils: get support from colleagues, form a team, teach about LL methodology: So now you are back from the LL organisers TC. Talk to colleagues about the experience and get them onboard to start LL in your school. *A group of three can make miracles happen, got your trio yet?* And for pupils: use human rights educational non formal methods and teach them about LL, human rights and how to volunteer on LL.

Step 4: brainstorm ideas for books: Involve pupils and listen to what they have to say, brainstorm ideas an be open to “unusual” suggestions. *What burning topics need to be addressed in your school?*

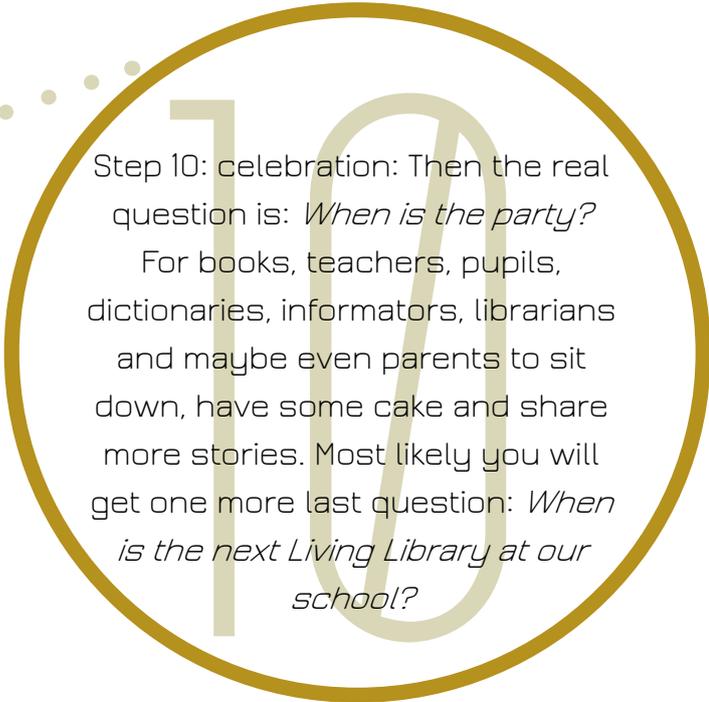
Step 5: find
books & make
interviews

Step 6: do a
book selection
& training

Step 7:
pupils &
school staff
training

Step 8:
Living library
event

Step 9: Evaluation - *how
was the experience? what
was good and what can
be even better next time?
what did the readers had
to say? did your LL got
media coverage or air
time?*



Step 10: celebration: Then the real question is: *When is the party?*

For books, teachers, pupils, dictionaries, informants, librarians and maybe even parents to sit down, have some cake and share more stories. Most likely you will get one more last question: *When is the next Living Library at our school?*

3.6 LIVING LIBRARY POSSIBILITIES IN SCHOOL

In class - Living Library in school can be set in a number of ways, such as during lessons. In this case, make sure to divide pupils in smaller groups and provide a minimum of 90 minutes, so readers can borrow at least 2 books. Optionally you can shorten borrowing time and give pupils an option to borrow more books.

All day activity - Together with other organized activities, it can also take place as an all-day event. In this case the number of Living books should be higher, around 20. Reading time

can be prolonged and extra volunteers might be needed. Also consider physical space, snacks and support for Living Library organisers and books.

Human rights education workshop & Living Library experience

Another option is Living Library after class or as a stand-alone module, consisting of a human rights workshop and a Living Library experience for each class. In our experience, it's much helpful for the pupils to take part in HR workshops before Living Library itself, get

in touch with the topic and then have the Living Library experience.

Learning & Teaching Human rights

Human rights education is a process that aims to establish a culture of human rights. The educational process builds on pupils active participation by which they learn about human rights and understand human rights issues, acquire skills and abilities to be able to defend human rights and develop attitudes of respect of equality and dignity. "*Many teachers*

often deal with aspects of human rights without giving it that name. HRE provides a common framework through which different subject matters may be taught in relation to one another. The topics of globalization, the environment, peace, citizenship, gender equality, democracy, poverty, and intercultural relations all address human rights issues and attempt to build a culture that respects human rights.”
(The advocates for human rights, 2020)

Living Library brings human

rights education in the center of the classrooms and here are various ways of teaching human rights. We advise Compassito - manual on human rights education for children (7-13y), if offers 42 practical activities to engage and motivate children to recognize human rights issues in their environment. If you are interested in digging deeper, here is a link to Council of Europe Human rights education portal.

Aim of the preliminary activities is to open up discussion about





general human rights (HR) and how HR reflect in pupils' lives, focused on 9th graders. Main objectives being understanding the differences between civil and political rights, and social and economic rights. Using and developing skills of discussion and argumentation to foster respect & open mindedness. Living Library is also much more than just a human rights method. This method gives us opportunity to meet the world and interesting after class volunteer activities, which can be connected to all curriculum and subjects.



3.7 EVALUATION OF LIVING LIBRARY

Evaluation is the difficult part of every process, however it is just as important in work with children as any part of the learning process; whether it is in school, out of the benches or in a field trip.

Evaluation serves two main purposes in the context of the Living Library:

- The evaluation of the event in relation to the achievement of measurable objectives defined at the beginning of the planning phase.
- The evaluation of the

experience of organisers, Librarians, and Books with the purpose of reflecting on common experiences, and improving the planning and implementation process and, possibly, the methodology itself for future events. (Little, Nemutlu, Magic, Molnár, 2011)

It is advisable to evaluate the parts of the project, as you are moving through the process with pupils. Ongoing evaluation is important to keep up with the evaluations of the workshops or Volunteer school clubs

activities, even before the Living Library itself. Take this as a fine tuning of your overall Living Library project. The challenge of formal education is that teachers are not familiar with non-formal education methods. The goal of a workshop or an activity is achieved when pupils are able to answer open questions with specific experience about their learning. See the evaluative process as some kind of celebration of the project that just finished. Evaluation meetings often take place during or just after the event. Some like to have

a short check-out at the end of the day. A more thorough evaluation should take place a few days or a couple of weeks after the event. It is useful to invite other partners as well, such as the NGOs sourcing the books. Our readers are pupils of elementary school, so we were mainly interested if:

- whether they are in Living Library for the first time and otherwise interact with people from the (marginalised) groups
- On a Likert scale from 1 to 5:

1. I liked the selection of live books.
2. Reading was a very positive experience.
3. I am satisfied with the organization of the live library.
4. I learned something new.
5. I believe that a Living Library is a good method to inform different groups, unequal opportunities and discrimination.
6. I have learned about understanding, respect and tolerance.

- open questions in terms of: what did you learn, who made the biggest impression on you, and what books would you choose for the next Living Library?

“Considering the large number of people involved in a Living Library, questionnaires are an easily manageable and adequate means of collecting data. They should be prepared and produced before the event, and distributed to Books and Readers during it to ensure

a good return rate. Ideally, you should produce different questionnaires for each group and personal data should not be collected.” (Little, Nemutlu, Magic, Molnár, 2011)

It is important that questionnaires are short and can be completed in a couple of minutes. The questionnaires should be handed out and collected by the librarians.



4. EXPERIENCES ABOUT LIVING BOOKS IN SCHOOLS

4.1. ABOUT VOLUNTEER SCHOOL CLUB IN SERBIA

As part of the Erasmus+ KA2 Strategic Partnership project for innovation, Living Books in Schools, Volunteer Clubs have been established in all partner schools.

The Code of Ethics of the Volunteer Club was adopted, the rights and obligations of the volunteer were defined and the necessary documentation was prepared (application, agreement on volunteering, parental/guardian consent).

The school's volunteer club aims at:

- encouraging pupils to actively participate in democratic change and encourage the individual,
- fostering cooperation, solidarity, and togetherness,
- fostering non-violent communication, respect for oneself and others, and protecting vulnerable groups from marginalization,
- understanding the importance of nature and human environment conservation, quality and healthy lifestyles through humanitarian and environmental actions,
- gaining internationalization experience at the institution (eTwinning project) and abroad (student exchanges),
- gaining experience of non-formal learning, developing key competences for

lifelong learning and identifying acquired competences (Europass)

The specific goals of the Volunteer Club that we want to achieve through the implementation of the Erasmus+ Living Books in Schools project are to educate pupils to accept diversity and tolerance, as well as to organize and implement the Living Library.

Through volunteer activities and actions, pupils gain knowledge and skills about the importance of volunteer work, as well as activism in general, about the

universality of human rights, ways of resolving conflicts, etc.

One of the key activities of volunteer clubs established within the Erasmus+ project is the realization of educational workshops on topics that are directly or indirectly related to the content of our project

The goals we want to achieve through the Volunteer Club educational workshops are the following:

- understanding of concepts such as xenophobia, anti-Semitism,

racism, stigmatization, marginalization, discrimination, etc.

- Understanding and accepting that we are all equal and that any form of discrimination is unacceptable
- Better knowledge of oneself, others and stimulating interest in other cultures
- Understanding the impact of culture on an individual's behavior
- Encouraging pupils to communicate with each

other (non-violent), to cooperate and to assist one another

- Understanding the views, opinions, and experiences of a diversity of cultures
- Developing the capacity to accept criticism, common understanding and decision
- Accept volunteering as a process of acquiring new knowledge, skills, and competences.

Groups of seven pupils from the Volunteer Club are involved in the mobility of pupils to

Romania and Poland. Particularly important is the fundamental preparation of these pupils for the path to learning through educational workshops on topics of diversity and tolerance, as well as linguistic and cultural preparation.

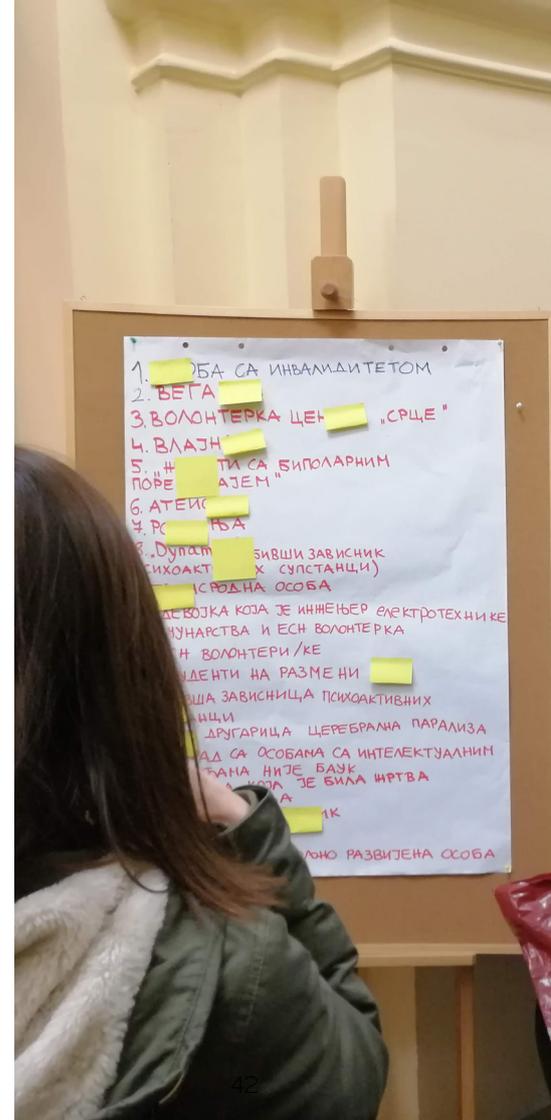
Before moving to Romania, members of the Volunteer Club from Serbia participated in a joint eTwinning project “My friends - living books” with pupils from a partner school in Romania, where they had the opportunity to interact directly and work together on project activities.



Activities of the Volunteer Club:

- educational workshops
- organizing and implementing the Living Library
- participation in Living Libraries of other institutions
- eTwinning project
- mobility of pupils in Romania ecological and humanitarian actions - ecological project "Plastic is not science fiction, but the big problem", humanitarian action of collecting sweets for packets intended for children from Novi Sad's "Sklonište".

- dissemination activities - transferring volunteering experiences to new members, transferring experience gained from mobility
- peer education - reading fairy tales and helping pupils with homework assignments in extended stay



"I want to say that it was all a beautiful experience. I have met friends for life, which is one of the goals of this project. I had a great time and would be happy to do it again.

Before we went to the student exchange we had various preparation classes and workshops. During the preparatory classes, we were introduced to the cultural differences and similarities of our two nations. We combined the history, culture, language, and geography of Romania into one big whole and we all

together talked about it. We also had language preparation classes that prepared us for easier student exchange. Also, we had various workshops that were very helpful and interesting. In my opinion, the purpose of the workshops was for all of us - both pupils, as well as teachers and pupils - to get to know each other better, understand each other and get even closer.

All this was fun but also educational. As I said before, I have met friends for life, but I became even closer to my

classmates and teachers from Serbia. One an unforgettable experience that I will remember all my life."

Lazar, 8th grade pupil, Novi Sad,
Serbia

4.2 LIVING LIBRARY AT ASSOCIATED PARTNERS SCHOOL FROM SLOVENIA

Pupils of Elementary School Tone Okrogar are already familiar with Living Library method and have participated as readers on several non formal occasions, such as local events or at festivals. LBiS project offered new level of cooperation of NGO and school, with a common goal - teach & learn about human rights in an active and participatory way. TC in Maribor has been a point of contact of school and NGO reality. Close cooperation with teachers and school staff has been the key in

connecting pupils on one hand, and Living Library volunteers on other.

“As a method, a Living Library brings applicative utility, the actual vital utility of information and knowing (knowledge, not behavior) unlike certain other subjects and ways of imparting knowledge. Easily translate experience and knowledge into real life experience and into value of use.”

Jerneja, 26 (LL volunteer)



“Working with teachers was an interesting thing. They have a totally different perspective on education, than someone involved in non-formal education. From what I observed, they often limit themselves because either the school plan does not allow them or they are not bold enough to try something new / unknown. However, my experience from LBiS TC in Maribor was phenomenal. From the very beginning I had a picture composed about teachers that they are all the same, but when I actually

spend some time with them, I found out that they only digest much knowledge in the most creative way (which their system or their thinking allows) to present to pupils. I would point out, of course, that all the teachers positively surprised me with the Living Library ideas they had before they returned home.”

Gregor, 26 (LL volunteer)

First stage was presenting LBiS project to headmaster and school staff, reviewing project activities, planning project activities together and adapting the method for younger readers and school setting. Understanding the method is crucial for successful implementation, therefore we put emphasis on training school staff, encouraging them to use informal learning methods, starting with taking part and participating in Living Library event.

School setting is much different as usual Living Library setting, so we carried out [short training for young volunteers and books](#), the aim was mainstreaming Living Library, due to school reality.

Furthermore, the objective was to engage and include pupils, as they showed a lot of interest in taking part. [Our focus was peer to peer learning](#), committed to train the team of young volunteers to be able to organize and carry out Living Library independently. Living Library was held in

Zagorje ob Savi, in cooperation with [Youth center and Rdeči Revirji festival crew](#), with and for pupils from elementary school Tone Okrogar. The Library was organized entirely independently, with knowledge and skills the organising team gained at the TC in Maribor.

We also worked closely with the ES Tone Okrogar, both in promoting the event and the Living Library method. The school's response was positive, with the event being attended by two departments. The Library had [10 books](#) (girl mechanic,

gay, youth worker, former substance user, physically disabled person, lesbian, transsexual person, epileptic, EVS volunteer) and [1 librarian](#), supported by [7 volunteers](#) and [a coordinator](#). Over all the event was successful, team worked well and the books were happy but tired. Pupils were expressing a lot of interest in Living Library event – even more than the teachers.

As an NGO, we are delighted to have been able to visit elementary school and have a wonderful day with teachers

and pupils. Just after the Living Library event was held, workshops on human rights were organised for pupils of last triade, 8th and 9th grade. The aim of the workshops was to reflect on Living Library experience and what it means to students to be part of it. Together with teachers and pupils, NGO volunteers open up discussion about general human rights (HR) and how HR reflect in students' lives, understanding the differences between civil and political rights, and social and economic rights.



Pupils were strengthening and developing skills of discussion and argumentation to foster respect & open mindedness. Side quest of the activity was to engage pupils in organised human rights education and to establish Living Library as extra-curricular activity.

“In school, you have a clear study aims and how to get there. With Living Library, however, you can see from experience that there are more than one path to the same destination. Through readings you see that not everything is black and white. Often, it also displays topics that parents or teachers do not display or even taboos.”

Jaša, 9.a, Tone Okrogar
Elementary school



4.3 TEACHERS EXPERIENCES FROM TRAINING TO LIVING LIBRARY IN POLAND

Training as the part of the Living Library project that took place in January 2019 in Slovenia in Maribor and it was an opportunity to become a member of socially a very important initiative. As the part of the training, participants not only managed to get to know the project, but also to establish numerous international acquaintances. This fact made it possible to learn and understand the problem of intolerance and acceptance from different points of view.

The form of training proposed by the organisers allowed to shorten the distance between participants quickly, and in the result led to a creative and open attitude of the participating people.

This well-organised and coherent training enabled us – the participants – to feel comfortably. Each time we were informed by the teaching staff what each classes would cover, what were their goals and desired effects. Everyone

was concentrated on their tasks and really engaged. Each participant had the opportunity to speak freely, thanks to which the exchange of views and our own observations were added values to the ongoing classes.

We could share our experience and ideas during numerous workshops on non-formal education, human rights, or exclusion. The combination of theoretical and practical classes equipped the trainees with both knowledge and skills

to conduct similar trainings in their own school environment.

Trainings covered various issues that aimed to make us familiar with the process and procedure of organising voluntary clubs, the Living Library Event as well as workshops on human rights. Those trainings allowed us to possess a strong base of a desired know-how. In addition, trainees could experience the same as their pupils do. A chance to participate in the hands-on classes drew our attention to maximum



level. Non-formal methods of education involved us fully. Conclusively, we could realise how important is to obey human rights and how often we bend those rights still without breaking them. Perhaps that training was the beginning of a change inside ourselves. Harmful stereotypes, prejudices and lack of tolerance are still sensitive topics that cannot be forgotten and left without proper understanding and recognition. Making pupils more aware of those problems can limit or eliminate suffering and inequality.

On the other hand, a lot of time was devoted to logistic issues connected with preparing and conducting the Living Library. Trainers gave us key guidelines on how to find Living Books, how to conduct trainings for the participants and how to organise work of the librarian and volunteers.

We found solutions to practical problems connected with finding a proper place to organise Living Library Event according to the age and number of readers.

We could also get to know about strong impact of the Living Library Event on all the participants, that a chance to talk with somebody who was excluded from society makes them more open and tolerant.

Generally, work in groups, that later was presented in the public, inspired the rest of trainees and helped to solve various problems together. Everyone did their best to learn as much as possible and in the end transform learnt methods to their own schools' environment.



Nevertheless, the greatest advantage of the workshops were the trainers who shared both private experiences and those gained while taking part in the project. They are people fully involved in what they do and with pure satisfaction shared knowledge and experience with all the participants.

A very significant element of that training was a meeting with Books, so we really could take part in the Living Library Event for the first time. This event was especially organised to fulfil



the needs of that training. And it was really useful and beneficial. It gave the opportunity to experience directly what Living Library is about and what values this type of project brings.

All the participating trainees also gained knowledge on how to organise similar meetings with Books within the framework of the project. It was really effective time also emotionally.

We could borrow 4 Books and get the real idea of the Living Library project, understand

it and explore to set good examples of such events in the future. Based on our own experience with Living Books, it can be said that information on how to manage such an event was very useful and formed the basis for this type of initiative to succeed.

To sum up, the training organised in January 2019 in Maribor as part of the Living Library project was a very informative practice.

"Trainers, organisation and teamwork - all were at the very high standard. Created atmosphere and hospitality made all the trainees feel comfortably. Trainers helped the participants gain practical knowledge and skills as they enabled a new overview at the social problems raised during those workshops. It was wonderful and developing time for us."

Iza, the teacher, Lodz, Poland.



4.4 LIVING LIBRARY ON PUPILS EXCHANGE IN ROMANIA

"The activities were fun and interesting, the children from Serbia were very nice and friendly, and overall it was a super nice workshop and supercool Living Library event."

Daria, 6th grade, Satu Mare,
Romania

One of the most important activities carried out within this project involved a blended mobility for the school learners. Thus began the project "My Friend Living Books", through which, on the one hand, the pupils participating in mobility kept in touch with their colleagues from the host country and on the other hand, they made known to the partners the results of their work.



Why a project about living books?

Nowadays, our society is based on diversity. This is why our pupils must be educated in the spirit of tolerance, respect for human rights, acceptance of diversity. At the same time, there is a need to strengthen non-formal education in a way that can make pupils more involved in the learning process. Through this project we intended to build bridges between formal and non-formal education, by implementing the Living Library method. On the

other side, this project ensures a deepening of the issue addressed in our strategic partnership in progress, by building a framework for effective implementation of the knowledge acquired through that project, for all partners involved.

<https://live.etwinning.net/projects/project/191547>



We aimed to develop skills such as:

- competences in implementing the Living Library method in formal education;
- intercultural competences;
- competences for strengthening social cohesion;
- oral and written communication in English;
- competences to cooperate in tasks, etc.

The activities carried out, aimed at achieving a few objectives:

- To educate pupils on different social topics, using formal and non-formal methods;
- To organize Living Library events in all partner schools;
- To develop English communication skills;
- To achieve intercultural exchanges.

The eTwinning project was implemented in 3 stages: before on-site mobility, during mobility and after that.

In the first stage, the pupils had a long time to document on the issues of human rights, the causes and forms of discrimination of different types, and the prejudices that generate situations of exclusion.

As a result of this documentation, a few materials were made that were posted in the project's Twinspace. In the informative documents,

the discrimination notion was defined and then there were presented some types of discrimination: the social one generated by the inequities of social status, the religious one caused by religious fanaticism or ignorance, discrimination of persons with disabilities because of the lack of facilities needed to ensure a better life for them, or because of their non-acceptance, ethnic or racial discrimination fueled either by their belief in the superiority of certain ethnicities (races) or by intolerance, discrimination based on the



sexual orientation generated by the intolerant and gender discrimination, manifested through inequities towards people, because of the gender to which they belong. Also, posters were created that illustrated these types of discrimination, which we encounter in everyday life. Stereotypes that prevent us from properly assessing the quality of a person, have been ingeniously brought to our attention by means of an OER video material.

And because the entire project

was built around the concept of Living Library, pupils sought information about this method, and posted some resources in the project's Twinspace: Compasito-Manual on human rights education for children and EYCB Living Library.

In preparing the moment of the meeting within the mobility in Romania, the pupils posted presentations about the schools in which they are learning, highlighting relevant aspects of their activity. The moment of the on-site mobility was approaching, so an

online meeting was organized, in the Twinspace, through Padlet application. Thus, the pupils had the opportunity to get to know each other, to change their impressions about the project's development, to share from their experience and why not, to discuss about their hobbies. In this way, conditions were created for a good collaboration of the pupils from the partner schools.

For a better communication, a dictionary of terms related to the theme of the project was created.



The second stage of the project was carried out simultaneously with the activities provided during the mobility week. Pupils participated in workshops, organizing a large Living Library event, study visits and cultural activities.

The first workshop attended by the pupils aimed at preventing discriminatory behavior among pupils and developing positive attitudes towards themselves and those of other ethnicities as capable and valuable people, developing empathy.

During the proposed exercises, they had the opportunity to directly experience certain forms of discrimination, bullying situations, and were asked to draw up a map of the help that would include the persons or institutions they can call if they are subjected to situations. like those previously simulated.

Thus, they had a deeper understanding and a better assimilation of the notions they documented in the eTwinning project, which allowed them to update the previously obtained information.



The second workshop focused on Living Library methodology. The pupils were able to find out how such an event is organized, how the "books" are recruited, how they should behave and how "readers" should behave. This knowledge was very useful for the pupils, considering that in the eTwinning project, they were going to recruit "books" from their peers and make a small human library.

The big Living Library event was organized in the host school. The pupils included in the project participated in its

organization, being able to apply the knowledge acquired during the documentation within the eTwinning project. They had the opportunity to participate in the activity as volunteers, beginning with the organizing stage (decoration, the organization of reading areas, the presentation of the "books" panel).

Then they participated in the event as "readers". It was very instructive to see how the process itself is going on. The book offer was generous: pupils that were immigrant and that have returned in the country,

who were subjected to some forms of discrimination and bullying, specialists in the fields of child protection and social assistance, psychotherapists, career counselors, volunteers, a former representative of local authority, a penitentiary inspector, a person who has suffered a conviction for drug trafficking, an entrepreneur who has encountered many obstacles in business, people with personal development knowledge, people who have shared experiences after special trips, etc.

The "books" enjoyed a special interest from the readers, who were pupils and teachers of the school but also invited from other schools, and representatives of the local partners.

»At that time I didn't read too many books, but at the Living Library in Romania, I had more time for reading. That was a much different experience. It was weird for me to attend the Living Library as a guest. However, I had a good time again.

The books in the two libraries were different. In Romania, we had an opportunity to know something new. Before this project, I didn't know anything about Living Library. I hope I will get an opportunity to be a part of Living Library again. Every

Living Library gives us a new experience."

*Ljubica, 8th grade, Novi Sad,
Serbia*

Another important activity during the mobility week was the study visit at the Memorial of the Victims of Communism. The participating pupils and teachers saw in a very suggestive presentation, what happened at a bad historical period, characterized by the non-observance of human rights, by discrimination on the basis of social origin, by committing crimes against humanity, in the name of the doctrine of party.

The third stage of the eTwinning project took place after the





completion of the mobility. Pupils were tasked with identifying their peers who became "books", so that they were presented to participants in partner countries. They made a collage with pictures and brief descriptions of their story.

At this stage, the host countries for the participants in the mobility, presented in the Twinspace, informative materials regarding the Living Library events and a mini-journal of impressions of the "readers". The combined mobility experience contributed to the

development of the ability to implement the Living Library method in teaching / learning activities, which was mainly pursued in this project

5. CONTRIBUTION OF THE LIVING LIBRARY TO SCHOOL

"I think the contribution is huge, not only from the education side, but also from the development teams or individuals, as it presents critical problems / problems of society and individuals and the relationship between people. It puts pupils and teachers in situations where they need to develop an opinion about a group or individual."

Gregor, 26, LL volunteer,
Slovenia

During the past years of implementation of the Living Library, the positive effect was that majority of participants expressed their satisfaction about the Living Library experience and willingness to continue to participate. The positive impact on the local community was reflected in the positive reactions of readers, who welcomed the originality and innovation of the method, and in particular the need to carry out such projects,

especially nowadays, on a continuous basis.

In the framework of Living Books in Schools project, we took the Living Library to a new level - transferring a successful method of non-formal learning to formal education. In cooperation with elementary schools, we brought Living Library closer to pupils, as they have expressed their desire for human rights education.

Human Rights Education is an integral element of the right to education, as stated by Kristina Helland Strandby, Danish Institute for Human Rights. "The 2030 Agenda for Sustainable Development also recognizes this. Goal 4 on education reaffirms that human rights education is key to quality education. Through SDG Goal 4.7 world leaders agreed that all learners should acquire human rights knowledge and skills. Inspiration on how this can be done can be found in the UN Declaration on Human

Rights Education and Training (UN-DHRET) and the World Programme for Human Rights Education (WPHRE)." (Helland Strandby, 2018).

Living Library calls for schools to create and support a positive school climate that fosters and promotes equity, education and diversity. It goes hand in hand with Human Rights Education (HRE), as HRE promotes values, beliefs and attitudes that encourage individuals to support their own rights and rights of others. Integrating

HRE into educational system demands providing space in educational legislation, policies and plans. We all might not have such power, however we have the capacity to effectively further human rights education. »Participating in an event that brings together diverse members of the community forged common bonds with individuals who in the past had at best been silent and at worst confrontational with them. The informal set-up and space configuration, moderated by organizers who paid attention to

Living Library encourages schools to be more fair and equitable environment, for pupils, staff and wider society. Its is a collaborative approach, expanding the learning experience beyond the limitations of the school walls. “The most important value mediated by the Living Library is reception and acceptance based on the understanding of the other's point of view. /.../ The „reading and the reading experience emerging in the aftermath contribute to changes in the perspective and to increased

empathy and tolerance towards the familiarized people and groups. In the longer term it facilitates the creation of equal opportunities and social dialogue. The living library is a sensitizing tool that requires openness, flexibility, self-reflection and self-criticism from the reader.” (Judit Béres and Dóra Egervári, 2018)



Developing skills and competences through Living Library:

- teamwork, sharing findings and learnings
- exercising empathy, personal responsibility and accountability for own behavior and learning,
- reflection on the 'big picture' implications of the statements by living books,

- manifesting ethical and respectful behavior, participating in dialogue about behaviors and language that are disrespectful or discriminatory.

Pupils are responsible for creating space and atmosphere, working in teams with others, trying themselves in different roles, thus enhancing social and civic competences. More specifically, during the process of gaining knowledge of Living Library Method (organization

and implementation) pupils are acquiring: cultural awareness and expression, public speaking and communication skills, creative skills, organizational skills, self-reflection skills, teamwork, mutual support and digital competences. The acquired knowledge and competences can also be nicely translated into the European framework of key competences for lifelong learning. (European Commission, 2017)

You want to take it to another level - How about challenging pupils and teaching them how to be Living Library organizers? Living Library in school provides a very real and tangible opportunity to promote individual pupil growth in all of these areas. Living Library offers a framework and helps develop pupils as learners, preparing them for their active role in society as engaged, productive and responsible citizens.





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7. APPENDICES

7.1. MATERIAL SAMPLES USED IN LIVING LIBRARY





Living Library

Experimentează o întâlnire cu o "carte vie"!

Este nerăbdătoare să îți împărtășească din experiența ei!



Te așteptăm la Școala Gimnazială "Ion Creangă",
miercuri, 4 decembrie 2019, între orele 10:00 - 14:00



Project no. 2018-1-RS01-KA201-123
KA2-Strategic partnership
Co-funded by the Erasmus+ programme of the European Union

<https://livingbooksinschools.weebly.com>



živa biblioteka

Članska karta

Ime: _____

Iznajmljene knjige:





Co-funded by the
Erasmus+ Programme
of the European Union



Living Books
in Schools



Școala Gimnazială
„Ion Creangă”, Satu Mare

Certificate of Attendance

This is to certify that

DRAGANA BENIĆ

from Elementary School Kosta Trifkovic

took part in the short term exchange of pupils at Școala Gimnazială “Ion Creangă”

Satu Mare, Romania, from December 2nd to December 6th 2019.



6.12.2019

Headmistress
Arleta Tașcău



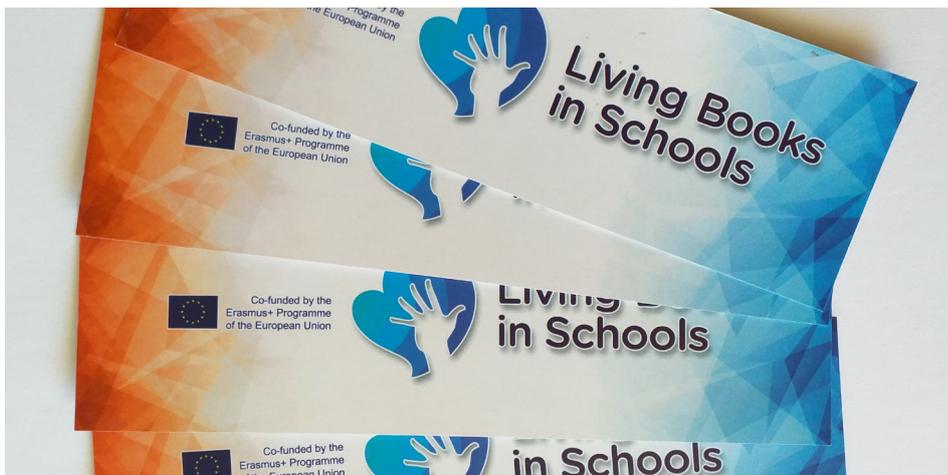


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IME: _____

KNJIGA: _____

NE SODI KNJIGE
PO PLATNICAH!



7.2. ANNOTATED RESOURCES ABOUT HUMAN RIGHTS EDUCATION AND LIVING LIBRARY

- Council of Europe Human rights education portal with handbooks and manuals on human rights on the website of Council of Europe, accessed at 4. 5. 2020 from: <http://www.eycb.coe.int/compass/>
- Don't judge a book by its cover! The Living Library Organiser's Guide (Council of Europe Publishing, 2005), accessed at 3 May 2020 from: <http://amics.eu/allin/wp-content/uploads/2018/07/Living-Library-book.pdf>
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7.3. SIMPLIFIED VERSION OF SELECTED ARTICLES FROM THE EUROPEAN CONVENTION ON HUMAN RIGHTS AND ITS PROTOCOLS

This document was prepared by the Directorate of Communication. Please note that this simplified version is included for educational purposes only and takes its inspiration from the simplified version of the Universal Declaration of Human Rights produced by Amnesty International and others. The only texts which have a legal basis are to be found in the official published versions of the Convention for the Protection of Human Rights

and Fundamental Freedoms and its protocols.

Summary of the preamble

The member governments of the Council of Europe work towards peace and greater unity based on human rights and fundamental freedoms.

With this Convention they decide to take the first steps to enforce many of the rights contained in the Universal Declaration of Human Rights.

Article 1 Obligation to respect human rights

States must ensure that everyone has the rights stated in this Convention.

Article 2 Right to life
You have the right to life.

Article 3 Prohibition of torture
No one ever has the right to hurt you or torture you. Even in detention your human dignity has to be respected.

Article 4 Prohibition of slavery and forced labour
It is prohibited to treat you as a slave or to impose forced

labour on you.

Article 5 Right to liberty and security

You have the right to liberty.

If you are arrested you have the right to know why.

If you are arrested you have the right to stand trial soon, or to be released until the trial takes place.

Article 6 Right to a fair trial
You have the right to a fair trial before an unbiased and independent judge. If you are accused of having committed a crime, you are innocent until proved guilty. You have the right to be assisted by a lawyer who

has to be paid by the state if you are poor.

Article 7 No punishment without law

You cannot be held guilty of a crime if there was no law against it when you did it.

Article 8 Right to respect for private and family life
You have the right to respect for your private and family life, your home and correspondence.

Article 9 Freedom of thought, conscience and religion
You have the right to freedom of thought, conscience and religion. You have the right to

practise your religion at home and in public and to change your religion if you want.

Article 10 Freedom of expression
You have the right to responsibly say and write what you think and to give and receive information from others. This includes freedom of the press.

Article 11 Freedom of assembly and association
You have the right to take part in peaceful meetings and to set up or join associations including trade unions.

Article 12 Right to marry

You have the right to marry and to have a family.

Article 13 Right to an effective remedy

If your rights are violated, you can complain about this officially to the courts or other publicbodies.

Article 14 Prohibition of discrimination

You have these rights regardless of your skin colour, sex, language, political or religious beliefs, or origins.

Article 15 Derogation in time of emergency

In time of war or other public emergency, a government may

do things which go against your rights, but only when strictly necessary. Even then, governments are not allowed, for example, to torture you or to kill you arbitrarily.

Article 16 Restrictions on political activity of aliens
Governments may restrict the political activity of foreigners, even if this would be in conflict with Articles 10, 11 or 14.

Article 17 Prohibition of abuse of rights

Nothing in this Convention can be used to damage the rights and freedoms in the Convention.

Article 18 Limitation on use of restrictions of rights

Most of the rights in this Convention can be restricted by a general law which is applied to everyone.

Such restrictions are only allowed if they are strictly necessary.

Articles 19 to 51

These articles explain how the European Court of Human Rights works.

Article 34 Individual applications

If your rights contained in the Convention have been violated in one of the member states

you should first appeal to all competent national authorities. If that does not work out for you, then you may appeal directly to the European Court of Human Rights in Strasbourg.

Article 52 Inquiries by the Secretary General
If the Secretary General of the Council of Europe requests it, a government must explain how its national law protects the rights of this Convention.

Protocols to the Convention

Article 1 of Protocol No. 1
Protection of property
You have the right to own property and use your

possessions.

Article 2 of Protocol No. 1
Right to education

You have the right to go to school.

Article 3 of Protocol No. 1
Right to free elections
You have the right to elect the government of your country by secret vote.

Article 2 of Protocol No. 4
Freedom of movement
If you are lawfully within a country, you have the right to go where you want and to live where you want within it.

Article 1 of Protocol No. 6
Abolition of the death penalty

You cannot be condemned to death or executed by the state.

Article 2 of Protocol No. 7
Right of appeal in criminal matters

You may appeal to a higher court if you have been convicted for committing a crime.

Article 3 of Protocol No. 7
Compensation for wrongful conviction
You have the right to compensation if you have been convicted for committing a crime and it turns out that you were innocent.

Article 1 of Protocol No.
12 General prohibition of
discrimination
You cannot be discriminated
against by public authorities
for reasons of, for example,
your skin colour, sex, language,
political or religious beliefs, or
origins.