



HUMAN LIBRARY facilitation guide

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“How are we to understand each other, if we do not have the opportunity to talk to each other?” - Ronni Abergel, Inventor of the Human Library™

What is Human Library?

The method originates from Denmark (“Menneskebiblioteket”, as it is named in Danish) and it was firstly launched at the 2000 edition of the Roskilde Festival, in Copenhagen. Its creators - Ronni Abergel, Dany Abergel, Asma Mouna and Christoffer Erichsen, were the members of a local youth NGO called *Stop the Violence*, founded after a mutual friend was stabbed in the nightlife. Therefore, the original mission of the Human Library methodology was **to raise people’s awareness and use peer group education to combat violence.**



The method works similar to a normal library - visitors come to a librarian, browse a catalogue of titles and select a book they then borrow and return after they read it. The only difference is that the books are real people and the reading consists in listening a story and involving in a live conversation with the author about it.

As the method proved real success in Denmark, it was further promoted by its initiators and by other public institutions such as the Council of Europe (CoE)¹. Is now considered to be used in more than 70 countries and perceived as a real “worldwide movement for social change”².

Moreover, the method was “exported” in many social and educational contexts besides the human rights dedicated festivals - from schools to art galleries, from youth congresses to real libraries. Also, recurring or permanent living libraries spread around the globe.

¹ See *Living Library - History* section from <http://www.coe.int/en/web/youth/living-library>. It is important to note that CoE is disseminating the method since 2003 under the “Living Library” name.

² See *About the Human Library* section from <http://humanlibrary.org/about-the-human-library/>

In Romania, the first notable Human Library (HL) event ever organized was in the year 2009³. The NGO A.R.T. Fusion brought the method in the streets for the public event called “Have a lemon! Taste Diversity!”, that was organized with the help of the European Commission, the Youth in Action programme. The library hosted over 500 readers and the organizers multiplied it afterwards multiple times also in other regions due to its major success. The Romanian translation and the name under which the method has been mostly spread since is “Biblioteca Vie” (*Living Library*).

About This Guide

This guide was created in order to help professionals working in different fields, such as youth and education to better design their learning activities with the help of Human Library methodology.

The guide aims to help the reader to find an answer to the following questions:

- ***What Human Library method about?***
- ***Is Human Library a good method for my activity’s needs?***
- ***How can I organize a Human Library? What is important to consider?***
- ***What resources do I need in order to prepare a successful Human Library event?***

The guide was developed as a deliverable of the Connector 2017, an Erasmus Plus project and many of its information is based on the activities included in the event (mainly observations and unstructured interviews), on the materials provided by the Human Library trainer and on other available resources referenced in the guide.

Connector 2017 was the fourth edition of the annual event organized by ANPCDEFP, Romanian Erasmus+ National Agency, with the aim of gathering together professionals from various education sectors (formal and nonformal) interested in creating an interactive learning environment for their learners.

Over a week, 84 teachers, trainers, youth workers and other similar professionals from over 18 European countries were split in 8 roughly equal groups to learn about and test a particular educational method, in order to implement it further into their professional context.

The Human Library group was facilitated by Roxana Turcu, an experienced trainer in the method, also representing the A.R.T Fusion organisation, one of the pioneering NGOs promoting this method in Romania. The author of the guide took notes during the whole sessions, as a non-participating observer, in order to insert in this guide insights from preparation and test implementation.

³Check A.R.T. Fusion’s “Human Library” Guide at:
http://www.artfusion.ro/docs/ghid_biblioteca_vie_eng.pdf



As mentioned above, the guide aims to shed some light on the main concepts, on the learning objectives and on the practical elements of the Human Library method, also providing future references for learning more about the method. One important aspect is that this should not be considered as a complete training of trainers. Further training from specialized organizations is recommended in order to better understand and be able to support Human Library's overall mission.

Last but not least, special thanks should be expressed to Roxana Turcu, the A.R.T. Fusion trainer in Human Library methodology, to the 11 participants of the Connector 2017 HL group, and to the Connector 2017 organizing team that made this possible with a lot of hard work and dedication.

What Learning Objectives Does Human Library Aim For?

Based on founders' intentions, here are some good reasons to select this method, especially when focus is on human rights education :

- *Build understanding for diversity;*
- *Facilitate a greater acceptance, tolerance and social cohesion in the community;*
- *Create a real connection between people;*
- *Innovating the approach to challenge stigma, stereotypes and prejudices;*
- *Give a voice to stigmatized groups of the community, and*
- *Create support platforms for a greater understanding of diversity and social cohesion.*⁴



In this respect, recent research was conducted on high-school students indicating that this method is truly effective for reducing prejudices and stigma.⁵

⁴See *Why become a Human Library organizer?* section from <http://humanlibrary.org/human-library-organizers/>

⁵See *Don't judge a living book by its cover: effectiveness of the living library intervention in reducing prejudice toward Roma and LGBT people* academic paper by G. Orosz, E. Bánki, B. Bóthe, I. Tóth-Király, L. R. Tropp, published in the *Journal of Applied Social Psychology*, Volume 46, Issue 9, September 2016, Pages 510–517

In terms of theories of learning, the HL method is rather close to the social constructivist⁶ view on learning, meaning that new knowledge is constructed through the interactions with others. This can be thus perceived in what Little et al stated in their 2011 organizer's guide mentioned : "(...) *the Living Library intervention was designed to facilitate interaction between "Readers" and "Books" in ways that make conversation meaningful and engaging between groups*"⁷.

Looking from an educational point of view, we can formulate **six specific learning objectives** that a learning facilitator could collectively or selectively focus on while using this method:

- (1) ***Raising awareness about the existence and the need to combat prejudices, stigma, and stereotypes;***
- (2) ***Clarifying existing misconceptions about others;***
- (3) ***Developing authentic communication skills;***
- (4) ***Cultivating empathy and respect for others / accepting human diversity;***
- (5) ***Self-awareness and self-exploration;***
- (6) ***Cultivating the attitude of reacting against human rights violation.***

The method could thus be used in a multitude of contexts as long as it keeps the essence of its mission (*to help you see a book's story behind its cover*): **formal education** (in schools and universities), **nonformal education** (at open festivals or similar events, in youth centers, or youth training courses), or **adult education** (in VET programs and even corporate training). Further discussions about how each context necessitates adaptation will be included in next pages.

Living the Human Library experience

The Human Library method in action is very similar to the experience of going to a library to borrow and read books.

The Human Library Experience Flow

Step 1: The **readers** find out about the library from media or other direct communication means

Step 2: They come to the **library building/place** and are greeted by a **librarian** at the **borrowing desk**

Step 3: The librarian is showing them the **catalogue** with the **living books** available and eventually consult them regarding which book suits best their reading preferences

Step 4: The reader decides which book he or she wants to read and fills in a **library pass** for the borrowed book, mentioning the title, time of borrowing and of return, and the allocated place for reading

⁶See *Social Constructivism* section from: <http://gsi.berkeley.edu/gsi-guide-contents/learning-theory-research/social-constructivism/>

⁷Idem 5

Step 5: The librarian is guiding the reader towards the place he or she can find the book and then indicates both the allocated place in which **the reading experience** will take place

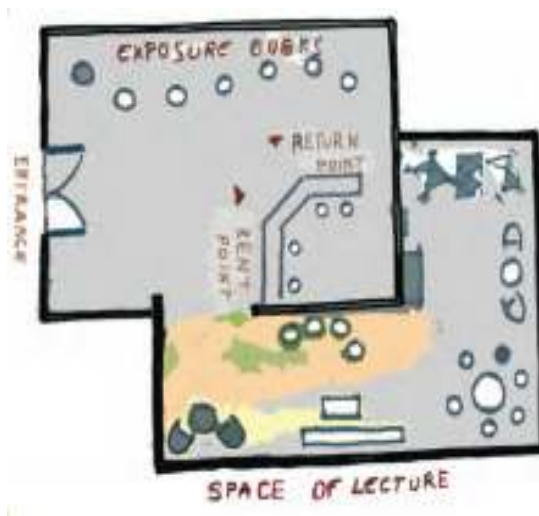
Step 6: The living book and the reader spend together over 30 minutes to an hour of storytelling and conversation

Step 7: In case of necessity, **a living dictionary** (an interpreter) is allocated to help with the translation of the book

Step 8: Then the reader by himself (or invited by a librarian) goes to **the returning desk** to return the book and pass through the necessary formalities

Step 9: If he or she wishes, more reading options are exposed next for a new reading experience with a another book

Step 10: At the end of the library experience, both the reader and the book are invited to leave their reflections about their experiences in an **assessment/feedback form**.



Credit foto: <http://artfusion.ro/index.php/ro/servicii/toolkits-biblioteca-vie/>

The Human Library Terms

Don't judge a book by its covers.

Reader: a person that finds out about the HL event and is curious to meet the books behind the titles; generally, someone fitting the profile of the targeted audience (e.g. high-school students, young people in general, all ages from x town)

Library building / place: the venue for the LH event; generally, a place with sufficient

open space and a neutral connotations, such as an actual library, an event hall or an outdoor terrain

Librarian: a person that is a member of the HL event organizing team, with the role of intermediating the relationship between the readers and the books; ideally, they need to demonstrate good communication skills, be patient, friendly and open to cooperate with others

Borrowing desk: a dedicated space equipped with an actual desk and informative materials about the HL, where readers come to inform themselves about available books, fill in the library pass and are then led towards the place where they can meet their selected book and seat for “reading”

Catalogue: it is a billboard or another easy to browse type of collection of titles; it gathers a brief info about each book - photo, title, short description, opinions of other readers about the book, location, duration, keywords, the indication to inform the librarians about your option

Livingbook: individuals representing a group of people confronting or in the danger of confronting prejudices or stereotypes (regarding their gender, age, ethnicity, religion, occupation etc.) and agreed to share their story with the readers coming to the HL event with the intention to learn about them

Library pass: it is a small cardboard used to register a visitor of the LH event when he or she decides to become a reader; it usually includes the name of the reader and few slots to fill in for each borrowed book - the title, the starting and ending time and the allocated space/room for each reading

Reading experience: usually, a reader is allowed to “read” a living book for a session between 30 and 50 minutes, with a maximum of 10 minutes overtime; it is recommended that a single reader reads at once or at least no more than 3 readers per reading session of a single book

Living dictionary: if the reader does not know the language of the living book a translator (interpreter) is allocated to that reading sessions in order to facilitate understanding between reader and the book

Returning desk: when the reader finished reading the book he or she returns the book to the returning desk, which is an actual desk where another librarian takes the library pass of the reader and register the return, providing recommendations for new books and assessment forms

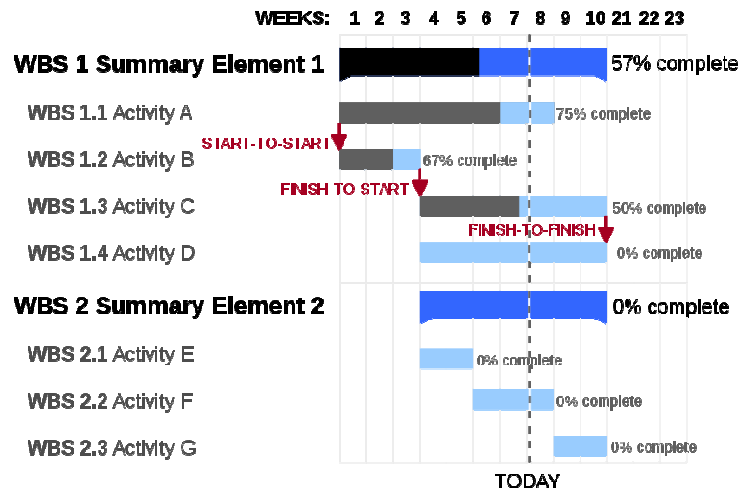
Assessment / Feedback form: a short survey given to the reader aiming to share his or her impressions regarding the reading session(s) and the LH event experience overall

How to Organize a Human Library

HL Organizing Steps

In the pages that follow, the organizing steps for a classical Human Library event will be exposed. It is important to know that some of them might suffer modifications according to the specific context and the objectives formulated by its organizers. We will further discuss about these adaptations in next pages.

Usually, a HL event should be planned for at least 3-4 months ahead, in order to gather the team, select, contact and brief the books, promote de event to attract readers, and put in order all the necessary logistics.



Illustrative Gantt chart

For a neat flow of event planning, the following eight steps are recommended (steps 3-6 could be done in parallel):

Step 1: Set the aim and the objectives

Before starting organizing a HL event, you need to first ask yourself if this is the best method to use in order to achieve the intended objectives for the specific group addressed. Read about the mission behind the method and browse what that implies in terms of impact on participants but also the necessary logistics for organizing it.

Tips and tricks for a successful HL event planning:

- Select the method especially if your intended objectives aim for human rights education, anti discrimination, equal chances or diversity.
- If you aim for collateral learning objectives (e.g. developing empathy in general, storytelling skills, or team-building for a class of students) then you may consider a different more specific method.
- If you are new in this field, search for organisations that have experience with this subject and/or the method to ask for any necessary advice.

- Make sure that every member of your team understand the mission of the method and its specific.

Step 2: Clarify roles and responsibilities

As in any other event that involves social interactions intended to attain specific learning objectives, you need to carefully plan in advance each step and resource you will need. Moreover, this could not be attained without the collaboration of an efficient team dedicated to the project's mission. The team size should be adapted considering how many books do you plan to bring to the event, the actual duration of the HL event, if it is a stand alone event or included in something bigger, the budget of the project and available human resources.

Tips and tricks for a successful HL event planning:

- The organizing team could be better split in three subgroups - Admin and logistics, Books selection & preparation, and Promotion.
- Allocate responsibilities equitably and in concordance with each member's availability and skills.
- Provide clear instructions to all people involved (you can provide handouts with them if possible).

Step 3: Choose location



Example of appropriate HL Space

The location where the HL event will take place has a great importance as it sets the vibe and atmosphere of how people interact and feel while they are there. Either it is an outdoor open space, a library or an event hall, this should be carefully selected and also attention must be paid for critical aspects such as capacity, transportation, accessibility, temperature, modularity, design, etc.

Tips and tricks for a successful HL event planning:

- Select a location that has a neutral or favorable connotation for the topic of the HL.
- Pay attention that it is at a proper distance from the target audience.
- Make sure this is adaptable to the weather conditions.
- A special attention should also be paid to providing comfort and privacy to participants.
- Consider time or financial resources for obtaining any authorisations.

Step 4: Promote the event

This is one of the critical aspects of the Human Library methodology. One important aspect is to attract readers but also si to promote the overall mission and the method's objectives regarding fighting prejudices, stereotypes and stigma.

Tips and tricks for a successful HL event planning:

- Adapt communication to the target group (for example, use printed materials, TV and radio ads for older audience and extensive social media for younger generations).
- Develop a clear and efficient communication strategy (multiple online and offline media) and build an easy to recognize and suggestive visual identity (logo and motto) of the event.
- It is advisable to promote the catalogue with titles beforehand, as to raise curiosity and attract more readers. Therefore, titles of the books should also be explicit for the subject represented, clear and concise.
- Provide clear information regarding the way the experience of the reader goes, the venue and timing.
- If you plan to organize again an open HL, it might help you collect a database with the participants for future promotion.

Step 5: Select and prepare books



During Connector with people at queue for books

This step is of utmost importance, because the interaction of books with the readers represents in fact the core of the method. This step requires defining the books titles (main subjects), finding and contacting the living books, preparing each for its role. Also, a preparation meeting with the books is highly recommended prior to the event to better explain them the practicalities of the method with its aim, their role in detail, critical information about the schedule, venue and logistics, privacy issues, also do's and don't's during the reading sessions etc., thus making them more confident about their mission.

Tips and tricks for a successful HL event planning:

- Good sources to find books could be dedicated NGOs or other institutions aiming to support them, social centers or your own social network. A good method to approach them is sending an invitation letter, with a follow-up call and an enrolment form completed by those interested.
- Adapt the titles selection according to the targeted audience (age, local context, common misbeliefs).
- Aggregate multiple profiles of books in the same HL as not to discriminate a specific subject (e.g. only roma minorities representatives or only bullied students).
- Ideally have at least 2-3 “copies” (living books) with the same title/subject. A good ratio for a LH event of minimum size would be of 40 readers and 10 books.
- Pay attention not to expose people that suffered trauma and still have sensitive reaction of telling about their experience.
- The books are invited to select their titles themselves but we can offer them examples including the name they might be called by when stigmatized.
- Also is important to ask from them a brief description of their story, their availability at the event and a photo (optional).
- Offering the living books a short instruction sheet about their role would also be helpful.
- Clearly explain and prepare the books that their mission is both difficult (sharing something that personal with a stranger) and important (advocating for their own and their peers cause, also understand the mission of the method and be responsible with that).
- Explain the books that at anytime they can say that their story/”page” is not available to the reader (so to be prepared to protect themselves for too sensitive discussions). Also prepare them that they will need to repeat, say no, share details, receive and also ask questions to the readers if, for example, someone is too shy and don't know how to start the “reading”. Also, mention that their job is not to convince the readers but to tell their story.
- Prepare the books that they can encounter situations when they will be in very high or very low demand from the readers (in the case of not having readers, they are also encouraged to go and read other books themselves).
- Never give money to the books!

- Be careful not to create a self-promotion opportunity for books with this type of objective (for example, selecting politicians or VIPs as books). This can undermine the method's mission itself.

Step 6: Select and prepare librarians

Librarians are the intermediaries between the readers and the books. So they are responsible for the feeling a visiting reader gets when first coming to the event. Therefore, is important to select individuals with proper skills and attitudes, able to greet and support readers in any of their problems regarding the LH event. Be sure they know the catalogue content, they are able to recognize the living books and know how to operate with the specific materials during the event.

Tips and tricks for a successful HL event planning:

- In selecting the librarians look for attitudes such as respect, openness and flexibility, tolerance, punctuality, enthusiasm, curiosity, friendliness, cooperation.
- Contact them at least two weeks before the event.
- For a small event have at least one librarian to greet the readers, one for the borrowing desk and one for the returning desk (for larger events, add one more librarian to the borrowing desk and one to the greeting poing).
- Ensure that librarians know the living books and it is easier for them to recognise them in the room (have identifiable badges) and also they are able to make good reading recommendations to the readers.
- In order to be more efficient at the event in informing the readers, provide librarians with more copies of the catalogue. Also, have the catalogue printed on very resistant material as it will pass through many hands.
- Provide librarians with T-shirts, badges or any other visual marker to make them be easy to spot by the readers or other librarians.

Step 7: Implement the HL



During Connector- borrowing desk

This is the moment to shine. Before greeting the first reader, you need to ensure that everything is prepared and in place: each librarian, dictionary, book, logistics and promotion responsables; necessary printed materials, supplies, technical logistic, coffee and snacks, transportation facilities.

Tips and tricks for a successful HL event planning:

- The ideal length of a HL event is between one and three days.
- The ideal duration of a “lecture” should be between 30 and 50 minutes (a maximum of 10 minutes of extension can be offered to the readers).
- Ideally have only one reader per book and no more than 2-3 readers per book.
- For bigger events, a map of the event location (including the demarcation of specific areas - reception, reading lounge, documentation/catalogues, borrowing desk, returning desk, books area) is recommended to be displayed and easy to access by any participant.
- In case too few readers come in the beginning, you can encourage the books to interact (to read one each other until readers come to borrow them).
- During the event, ensure that each book’s state is good and offer them sufficient breaks if you feel they are tired after too many reading sessions.
- Be aware of the “difficult” readers. There might be someone who is tempted to offend the book. Discuss with them and invite them to politely leave the event, if that is the case, your role is also to protect the books’ emotional integrity.
- Ask for book’s feedback at the end of the day and/or of the event.

Step 8: Evaluate

As a final step, evaluation refers both to assess the way the LH event attained its objectives but also to provide feedback regarding event planning and for the overall project management experience.

Tips and tricks for a successful HL event planning:

- Set prior indicators to check in this stage of the project.
- Collect quantitative data such as: number of participants, number of actual readers and borrowings, number of books, bestsellers and lowest read books, media reach of your event.
- Also collect more qualitative data based on books and readers assessment forms. You may look for aspects such as: learning results (perspective shifts or acquiring interesting information), good or bad experiences during the LH event, ways of improving event planning, overall experience or logistics.
- Two distinct evaluation meetings could be organized - one with the books and one with the organizing team, in order to collect more data and share learning from experience.
- Ideally and more suitable in more controlled contexts (such as a school), you can also monitor the impact your event had on the participants (applying a pre and post test, for example).

It is an amazing tool and I will most definitely use it at home because it addresses different stories and subjects that people normally are not talking about pretending

they don't even exist, but this is useful to raise awareness and curiosity. (Romanian high-school teacher)

HL Team Roles & Responsibilities

Administrative & Logistics	Library Content	Promotion & Fundraising
<p>Depending of how large is the event and how many people are available, this team needs at least a coordinator, also a responsible with the location, logistics and with coordinating the volunteers helping with specific activities: arranging the library, preparing necessary equipments and materials, transportation and accommodation of books and other staff, monitoring any administrative aspect during the event, packaging all at the end. The coordinator of this team (but also the one of any of the other two teams) could also coordinate the whole team. Someone is needed to ensure that the whole operations (logistics, library content, promotion and fundraising) are running well together and synchronize with the plan of the HL event project. The coordination of the evaluation activities could be in charge of this person. Ideally, members of this team need to demonstrate planning and organizing skills, people skills, flexibility and a problem-solving approach of things.</p>	<p>At least one responsible is needed to consider the initial list of titles of the books, recruiting and preparing the living books, the librarians and dictionaries (if it is the case). Depending of the size of the event, one or more people will be needed to split responsibilities (for example, one managing selection and preparation of books and one that of the librarians and dictionaries). This team is also responsible with coordinating the implementation of the daily program of the library and managing the creation and use of content specific materials: the catalogue with books description, library pass, assessment forms. Also, they are the ones in charge to keep the contact with the books (thus collaborating with the admin & logistics for any special query of a book or librarian). People in this team should be dedicated professionals, familiar with the human rights education or at least education in general. They need to manifest authentic curiosity and interest for the stories of the books and for the learning</p>	<p>At least one responsible is necessary to formulate and implement a communication strategy for the event in order to attract readers. For a bigger event, dedicated roles such as Strategy Coordinator, Social Media responsible and Graphic Designer could be allocated. This team is also in charge for the creation of offline and online promotion materials: posters, flyers, branded T-shirts, design of print materials of the library, online, TV or radio ads etc. In special cases, fundraising activities are necessary in order to raise money for renting the location, logistics, snacks, print materials and ads. Organizing team and library staff could also be remunerated if this is in the policy of the initiating organisation, but remember not to pay the books as this could represent an important bias interfering with their role. The members of this team could also be in charge with collecting the assessment forms to provide the feedback for the final evaluation. For this team more thechnical skills are necessary, such</p>

	<p>experience of readers. Learning experience and materials design skills are important.</p>	<p>as communication strategy development and implementation, graphic design, social media, fundraising, but also good planning and organising abilities.</p>
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During Connector teamwork

Variations of HL Methodology

As its history indicates, the HL method was created as a human rights dedicated activity, firstly introduced as an open event for young participants coming to a music festival. From here, to organizing human libraries in schools, youth summer camps or corporate training programs, there is a little bit of distance in terms of learning objectives, size or experience design.

Variations in terms of learning objectives

- As mentioned in the beginning of this guide, the learning objectives associated with Human Library methodology are specifically related to human rights, combating prejudices, stigma, and stereotypes, and also cultivating pro-social values and attitudes such as respect for diversity. All other activities similar in design, but with objectives outside of this, must be used under a different name.

Variations in terms of number of participants

- Originally, HL events are organized for larger audiences (few hundreds), for at least one day (afternoon) or 3-4 days, involving at least 20-30 books. Although, smaller versions of it are common when included in an educational program

such as in a larger educational program or a smaller community. For example, a school can prepare a small HL event with 10 books and 40 student readers.

Variations in terms of context

- As previously mentioned, book titles should be selected according to the cultural and social context of the targeted community of readers, as to represent the most sensitive cases that are currently a potential target for prejudices, stigma or stereotypes. This could be dependent of socio-political trends- such as the Muslim immigrant case, of local ethnic situation- such as the case of Roma communities or of a very particular context- such as vulnerable groups within a school population (bullied students, those coming from very poor families or of a different nationality).

We may therefore conclude that while the HL method could vary in size and local context, there are some boundaries from where we cannot anymore call the activities under this name but with a different one, such as storytelling activities, sharing workshops or team building activities.

Why Select This Method

Considering that you already decided that you want to develop activities to tackle the above-mentioned learning objectives. In this case, here are some good reasons to consider if Human Library is the best method for your own context:

- It can elicit very **authentic** communication and it can have a great impact on participants (sharing very personal and powerful stories it reaches the heart of the reader and make him or her more aware of diversity around and the need to understand different points of view and sincerely respect them)
- It is a **dynamic** method (for example, books can read one to each other if they are not borrowed at first)
- It can be a truly **cost-effective method** (if you manage to attract volunteers for event planning, get some sponsorship for the location, communication, printed materials and snacks, then you can do a great job with very few resources).

Human Library Handouts

Book Registration Form

These are the necessary information to collect from books previously to your LH event:

- Brief intro about the *context* (and method's mission)
- *Contact data* (usually, their name, phone number and email address plus an address from your behalf for where to submit the form)
- *Title of their book* (provide indications and examples for inspiration)

- *Brief description* of the story behind the title (recommend to use first person and write 3-4 concrete sentences about their story, provide example if you consider necessary)
- *Availability* (offer them your event schedule to tick the best intervals when they can participate as a living book)
- A portrait *photo* of themselves (optional)
- A *brief instruction* sheet regarding their living book role (help them create a more realistic expectancy and also to understand the boundaries of their role at the event)

Reader's Feedback Form

Few critical elements of an assessment form for readers are listed below. Similar forms can also be developed to assess the experience of books.

- *Intro* (to thank the participant for his contribution and explain the role of this input)
- Few *demographic data* (gender, nationality, age.. any other relevant for organizers)
- Questions related to *the event's promotion*
- Questions related to *the respondent's reading experience* (number and titles of books borrowed, appreciation of reading experience and of the content read, important insights and learning points)
- Questions related to *the respondent's experience with the support services*(e.g. his or her appreciation of librarians and dictionaries services, of printed materials and other logistics available)
- Last items for *any left comments or recommendations for organizers*

Check List for Librarians

- *Catalogues* with books description
- *Books database* (with contact info)
- *Library passes*
- *Lists for borrowing and for returning* the books
- *Readers registration list* (with their contact info)
- *Human Library experience description flyer* (to better inform new readers)
- *Assessment forms* for readers and for books
- *Participation certificates for books* (optional)

Resources for Further Reading

Official website of the creators of Human Library method: <http://humanlibrary.org>

Living Library dedicated page on the website of Council of Europe:
<http://www.coe.int/en/web/youth/living-library>

Don't judge a book by its cover! The Living Library Organiser's Guide (Council of Europe Publishing, 2005), by Ronni Abergel, Antje Rothmund, Gavan Titley, and Péter Wootsch, accessed at 12 august 2017 from: http://www.bvbo.it/pdf/LV_book.pdf

Don't judge a book by its cover! The Living Library Organiser's Guide 2011 (Council of Europe Publishing, 2011), by Nick Little, Gülesin Nemutlu, Jasna Magic and Bálint Molnár, available to buy at: <https://book.coe.int/eur/en/youth-other-publications/7359-pdf-don-t-judge-a-book-by-its-cover-the-living-library-organiser-s-guide-2011.html>

Human Library Guide made by A.R.T. Fusion (a Romanian NGO that locally pioneered the method) <http://artfusion.ro/index.php/en/services/toolkits-living-library/human-library-guide/>

Resources for Human Library organizers from Nonformalii (a nonformal education resources web portal - Romanian): <http://www.nonformalii.ro/metode/biblioteca-vie>

The Human Library Teacher's Guide created by The Finnish Youth Co-Operation Allianssi in 2009, available at: alli.fi/binary/file/-/id/720/fid/4605/

A guide for a variation of the Human Library methodology, called under the most popular name of Living Library, developed by an Italian NGO with a focus on cultivating storytelling: <http://livinglibrary.me/the-method/>

My daughter (15 yo) was very impressed after experiencing the method, it had an impact on her and I want to see how to use this with my students further.
(Romanian language teacher)