Cultural Heritage for the Future

Libraries

for

communities

A study for Erasmus project
Culture heritage for the future
Discover – share - learn

2018-09 – 2020-08

Content

Background

This study is made for an Erasmus project named Cultural heritage for the future: discover, share and learn. The participating libraries for this project are:

> ➤ Herning public library in Denmark
> ➤ Kranj public library in Slovenia
> ➤ Public library of Hiiu municipality in Estonia
> ➤ Vaggeryd public library in Sweden
> ➤ Vilnius County Adomas Mickevicius Public Library in Lithuania

For this project, we have three Outputs to present about cultural heritage:

1. A study: Libraries for communities
2. A webpage: Honeycomb
3. A guideline
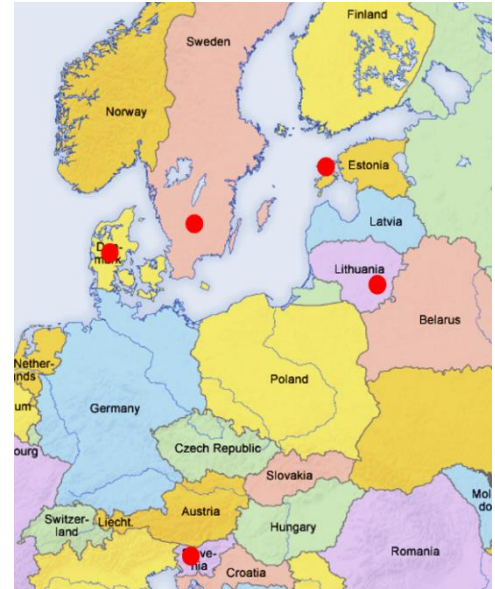
This study is called *Libraries for communities*. Hiiu Library is not involved in this particular study. Vaggeryd public library is responsible for assembling the gathered information and presenting it in the shape of this study.

The study is divided in two parts:

> ➤ part of the study is of examples from participating organizations.

The study will be translated in the native languages of the participating libraries, as well as in English. The study will also be available on a website. This is not a scientific study. The participating libraries have answered questions based on their own experience and knowledge. The questions were answered by email and in workshop during our physical meetings.

Before the study began the participating libraries had diverse experience about cultural heritage in libraries. Some libraries cooperate with the region library and have a formal mission, other libraries have a local history shelve and cooperate with local organizations.

Cultural Heritage
for the Future

What is Cultural heritage?

"Cultural heritage is the legacy of physical artifacts and intangible attributes of a group or society that is inherited from past generations."

From Wikipedia: Cultural heritage

Cultural heritage is a broad concept that has diverse significance and meaning for different people and in different countries. In our project, we have discussed what cultural heritage means for us as librarians and in relation to our work with visitors, users and in our society.

Every nation strives to foster its identity for future generations by leaving memories known as cultural, historic or collective. One of the most important factors in fostering the local self-consciousness is to aid in people's search for their cultural, ethnic and national identity. Our identity form our values, is the knowledge of one's own cultural heritage. Public libraries contribute to the preservation of cultural memory by collecting and presenting local research. More or less, such activities organizes in the public libraries of various countries.

In this study, we are four different libraries from four different countries and our knowledge and experiences from working with cultural heritage and local history is very different. For us in our profession cultural heritage is defined to local history. Because the reason that most of the work with cultural heritage in libraries is about local history.

Cultural heritage in the community

Cultural heritage is important for every society. Through cultural heritage, you will discover the history of your local society, when and why the town was grounded, important industry or other way to supply, well-known persons, history and legends, known in the community.

It is important to know the history of where you come from and where you live today to understand your culture. This new knowledge provide understanding of your hometown and citizens. It might even give you a new perspective on your life. Cultural heritage provides an understanding about the context of the community where you live and understanding of how the history of your community has affected nowadays living. Our modern and global world allows new ways of living. We are no longer restrained to live a life in the community one grew up. Past generations did not have the same opportunity to leave their hometown as we have today. Hence this new opportunity it's getting more and more important to creating an identity of who you are and where you come from. In some countries, there is a TV-show about genealogy, finding missing relatives and for example. In Sweden, there is a popular tv-show where Americans travel to Sweden to learn about their relatives who moved to America about a hundred year ago.

Databases for local research and digital libraries are created and further developed by the means of modern informational technologies. For the purpose of making digital documents and resources, which earlier only where available in traditional mediums, more accessible remotely. As informational technologies gain an ever-stronger foothold in our everyday lives, the information of local research becomes easily accessible to all users of the internet regardless of time or their physical location. Members of communities are encouraged not only to be users of the information of local research, but to also be its creators. Online databases are available to every member of the community, and everyone who are interested to share their memories, photos, etc., can upload their materials from anywhere in the world.

Indian dances in Cultural Night 2019 in library, Vilnius

Culture heritage/local history in the libraries

An important and essential mission of libraries is to work with stories and for the library to be a part in the society they work in. Cultural heritage is important for every society, to know the history and the people who have lived there. Libraries work a lot with collecting books about the local society and help people to learn more about the genealogy through databases, etc. It is also important to collect stories about traditions, memories and stories. In addition, difference languages and dialects are important for local history.

Many libraries has a good relationship with local cultural heritage organizations. A cooperation is formed with people who has great knowledge about local history. A bond is formed and the library can be a great asset for people who wish to learn about cultural heritage through books or lectures. An asset which can be used by cultural heritage organisations as well as individual users. Examples of cooperation's for cultural heritage can be local museums and archives. Through these partnerships we can reach a larger crowd. Together we wish to presentation local research publications, exhibitions of new books by famous locals, commemorations of noteworthy regional events and jubilees, performances of local talented artists and educational programs organizes in order to increase interest of the members of the community in the history. They take forms of excursions, meetings with the members of the community, trivia's, quizzes. By applying informational technologies, interactive educational games meant to deepen ones knowledge of the region.

Ethiopian coffee tasting- cultural event for communities, Vilnius

Because libraries are a politically controlled function, the libraries are depending on laws, budgets and plans at both national, regional and local levels. Due to that, there are a difference between libraries and their work with local history.

Information on local research kept in libraries used in educational activities enriches the user's knowledge of their birthplace, expand the learning environment and the possibilities for planning leisure time. In addition it strengthens the thirst for knowledge of the members of the community and stimulates their active personal research of their region. An individual's active search for knowledge may grow by interacting with local locations, their unique landscape, objects of historical and cultural heritage broadens a person's horizons. To expand one's knowledge of cultural heritage one must take initiative and start gathering research. To gain a basic knowledge of your cultural heritage one must start with the information one consider of personal interest which later lead to expanding of one's individual knowledge base. The knowledge and the experiences gained help to comprehend the uniqueness of one's own region, fosters tolerance and respect for the people living in this region, their way of life and the variety of cultures.

By visiting databases and by participating in educational events encourages participants to share their knowledge and information with other members of the community directly or in a virtual environment.

About local history from the participating country and cities[1]

Lithuania/Vilnius

There are five regional libraries in Lithuania. One of the main activities of these libraries is accumulation and dissemination of cultural heritage. Lithuanian libraries are compelled to perform such research and to accumulate literature, information and documents of regional research by the law of libraries of the Republic of Lithuania and the directives of public municipal libraries approved in 1996. Libraries are collecting and preserving various documents about particular region, its local history, famous places and people. The bibliographers of Lithuanian public libraries have prepared indexes of poets, active educators, artists, scientists and other famous locals alongside their bibliographic overviews.

However, part of libraries mission is not only to collect and preserve information but also to make it accessible for the public. In 2008 Vilnius County Adomas Mickevičius Public library has started webpage Vilnijos vartai. http://www.vilnijosvartai.lt/ that reveals to the society, a remote user (Lithuanians abroad, students, everyone, who is interested in Vilnija), concentrated, systemized, and selected information of enduring value based on bibliographical lists about Vilnius County – a region with dramatic history, rich material and spiritual culture, as well as distinctive traditions. Based on Vilnijos vartai a new website called Dainavos krašras for Alytus Region was created.

From an embroidery worksop, Vilnius

---

[1] All flag maps are from commons.wikipedia.org

Slovenia/Kranj

In Kranj public library, they have a long tradition of preserving written local heritage, while they have systematically collected written material about the Gorenjska region since the end of World War II. Today they have several special collections on the subject. The library regularly organizes exhibitions that speak about local history, thematic evenings, round tables and special events that represent people and the topic from the local environment. Each September is dedicated to the preservation of cultural heritage in the library. It thematically links to the mission of the Days of European Cultural Heritage.

In this field they are also involved in international projects about the conservation of cultural heritage. These projects have resulted in collecting personal memories of important decades and events (World War I., industry in Kranj etc).

Regarding online heritage display Kranj public library has a web portal called "Kamra", where they publish stories connected with local heritage, they have launched an online biographical lexicon "Gorenjci.si" with important people presentations and they contribute to the "Album of Slovenia", where they keep the memories of family events. The library cooperates with the "Gorenjski muzej" (museum) in order to take special care of postcards and photos with a local history theme.

Lately in Kranj public library they have set up a project team that framed the proposals and guidelines for further development of preservation and promotion of local cultural heritage at all levels of the library work. One of the highlights is going to be cooperation with local societies and non-governmental organizations.

Denmark/Herning

In Denmark and we use many resources on archives and preserving local history, and have been doing that for many years. We have a national platform for digitalised local history, www.arkiv.dk, and all archives are working on digitising their materials, so that all local history in Denmark will be available for all Danes via the internet. In Herning we digitalise a lot We also guide people, have a lot of activities about local history, and projects to develop how local history can be available and top of mind to more Danes.

We have created a website where we try to guide citizens to write down their memories in a way so that they the different memories appear homogeneous in structure, and the page functions as an inspiration to remember and to recall one's own memories. In addition, we will communicate and store the memories on the website "herninghistorie.dk". It is important to obtain a legally valid acceptance from the contributors in order to ensure that we are allowed to publish their memoires on the website.

We hope we can give more people the courage to write down their memories, both for their own family's sake and for society's sake. By having a structure and framework, we hope that people who are less familiar with a computer will have the courage to get started.

We hope that we can promote other sites as well in the process like for national archive websites and local websites about local history.

Hopefully, people will know more of their local history, the stories of people who normally do not get to tell their story, and this will give a lot people a wider and better understanding of present society as well.

Sweden/Vaggeryd

Swedish public libraries lacks a national official mission to work with cultural heritage. The libraries has only a mission to work with the dissemination of knowledge and free opinion formation. Most of the public libraries has many material, books and documents for local history but there is a big difference how much they do beyond the local history shelve. Most of the libraries has also access to databases about genealogy, searching for ancestor and other types of databases for searching local history and their family history. In Sweden, most of the church books of people birth and death are digitalized and searchable. There is no regional cooperation about cultural heritage, more than some single projects.

In some regional or local plans, the libraries have mission to work with cultural heritage. Vaggeryd public library has been involved in some local history projects before this project. One of them was about collecting legends around the area, to have events and walks to spread the stories. The project started some years ago but the work is still going, even if the library is not involved in the work anymore. The library also cooperate with Miliseum, a national military museum in the municipality. Vaggeryd has a large scale of military history.

1 Soldier croft in Skillingaryd, Vaggeryd

Estonia/Hiiumaa

In Estonia, there are 901 libraries: 532 public libraries, 329 school libraries and 40 science and specialty library. Estonia have 15 counties and every county has one county library and many smaller libraries.

Hiiumaa is the second island in Estonia. There are eight libraries in Hiiumaa. One of the activities of these libraries is accumulation and dissemination of cultural heritage. The main library of Public Library of Hiiu Municipality is a county library and operates since 1871. In the children's department, there are regularly various events for elementary school children. Youngsters find suitable literature for them in the youth corner. In the reading room visitors can read newspapers and magazines, carry out events and use two computers. Free WiFi connection allows library visitors to use internet in their own laptops or smartphones. The purpose of library is to provide free and unlimited access to the information, knowledge and culture, and to promote lifelong learning and self-improvement.

Through Inter Library Loan (ILL), it is possible to order books or magazine articles from other libraries, which are not found in our collection. Also it is possible to use borrowing automat. This is new modern opportunity how to borrow and return books. To borrow a books just find a book in library, place your ID-card to the reading area and then do the same with books. To return a books just place your books to the reading area and then put them to the return box. However, part of libraries mission is not only to collect and preserve information but also to make it more accessible to wide audience.

The library regularly organizes exhibitions that speak about local history, thematic evenings and special events that represent people and the topic from the local environment. Library also collecting and preserving various documents about particular region, its local history, famous places and people.

Adult education field

A mission of libraries is to work with lifelong learning and adult education. Local history is one of the issues for this. Library has a certain position in the society working with lifelong learning, because they are open for the public.

EU has chosen eight key competences that they think is going to be valuable in the coming future. It is important for libraries to work with these competences and assist people in their lifelong learning process. It is of great importance to learn about cultural heritage, both for people who has lived in the area for long time and for newcomers. It is interesting to get the context of where one is living at the moment. It can also be easier to get to know others in the area when you share and understand the history of the place where you live.
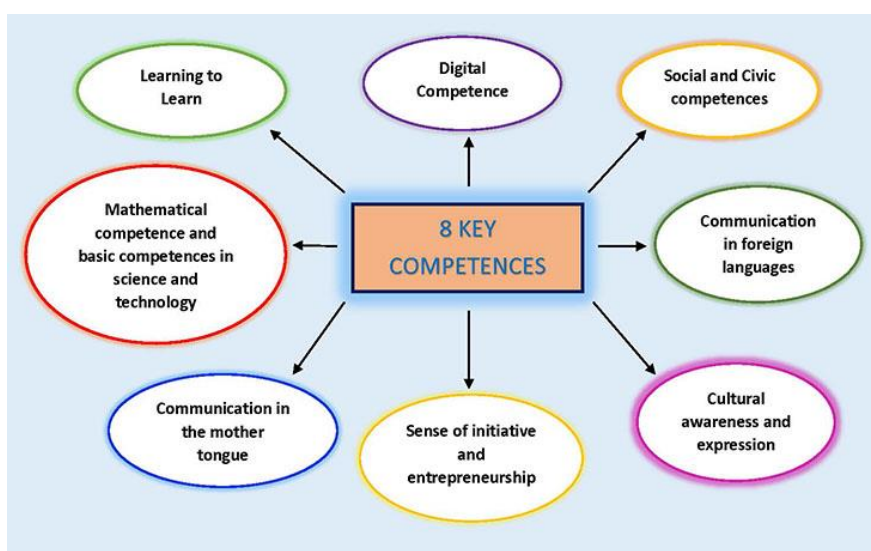
From: eursc.eu/en/European-Schools/studies/marking-scale

One of the goals with this project is to strength librarians as adult educators and present how you can use your local library collection of culture heritage. It's important that librarians has knowledge about what lifelong learning is and how to work with adults, especially the people who need it most. For example people who do not have the digital skills or immigrants who need to learn a new language. It can also be lonely people who do not have a work or an occupation at daytime. These groups of people are common visitors in many libraries in Europe. Together we can help each other in our profession with our

different experiences and activities and inspire each other to develop in our role as librarians.

Projects of different sorts is a great tool for us librarians to get to know each other as well as be acquainted with libraries round the world. It is through project we are introduced to our participating partner's cultures and societies. We hope that our collected activities can inspire other librarians and perhaps other groups who work with cultural heritage to try the activities in their work. The thought with the study is that every activity will be easy to start with and you will get guidelines to lead you through how to start this kind of activities. Unless you do not want to develop the method of course.

We hope that this project reach new target groups. Groups that normally is not represented in the library or the society. Hopefully we will see new people in the library when we make activities with local history. In this project, we learn appropriate and necessary methods to interact and promote this group.

Photo: Vilnius public library

Conclusion

Public libraries is open for everyone. Anyone who need a place to spend their free time may visit the library. One do not need to explain why they visit the library, no reason is needed. The library is a safe place and everyone is invited to attend events or activities. This make the public library the most open public place in our communities.

Activities

In the second part of the study, the participating libraries present different ways they or other libraries in their region or country have worked with cultural heritage. The activities differ from each other in the means of cost and time. Some activities are quite expensive and take a long time to present, while others are the opposite. The goal is to inspire libraries or similar organizations to work with cultural heritage.

The activities are presented on the next page, they are organized by country.

Lithuania

Preservation of cultural heritage - education and dissemination via innovative technologies.

Public library of the municipality in Elektrėnai.

The public library of Elektrėnai and 11 of its branches gather information regarding the citizens of the municipality and the municipality itself. Numerous research projects were organized in 2017, one of them were called Preservation of cultural heritage - education and dissemination via innovative technologies. The project was financed by the Lithuanian Council of Culture.

The project resolved around creating an educational map of cultural heritage in the municipality of Elektrėnai. When finished the map was put online. Collaborate partners for the project was the Departement of Architecture and Landscaping of Elektrėnai and representatives from individual creative industries. This digital map is meant to introduce gathered material of cultural importance of the municipality of Elektrėnai. The map holds general information on cultural heritage, as well as photographs and literary references.

An intellectual game was created which contain of relevant questions to our cultural theme. As an addition to the digital map an educational program was created. The aim of this project is to educate individuals of the cultural heritage of our citizens and our community.

GET STARTED!

Target group

Everyone who is interested in the cultural heritage.

Timeline

Our project was finished at the end of 2017. Now three years later the digital map is of great use.

Budget
3550€

Method

Collect relevant material, prepare the project and cooperate with institutions of culture and education.

Background

The public library of Elektrėnai actively engages in regional research. The digital product created during this project is highly valuable for the development of cultural and historic tourism in the region of Elektrėnai. It also supports the preservation of cultural heritage and the spread of information concerning material and immaterial objects of culture. Our product contain large amounts of information of cultural and historical objects. These descriptions are more detailed and accurate than those found in the official website of the Elektrėnai tourism center (In conclusion, this website is a highly valuable tool that assist our community in teaching and learning of our countryside, its culture and history.

Description of the activity

1. The creation and the installation of the digital educational map of cultural heritage, in the municipality of Elektrėnai.

2. The creation of an educational program with the focus on cultural heritage in the region of Elektrėnai.

3. Preparation of questions for an intellectual game.

4. Advertising of the project.

5. Presentation of the new service – the digital educational map of cultural heritage in the municipality of Elektrėnai – and the educational program, to the public, by the means of organizing an event: "Preservation of cultural heritage - education and dissemination via innovative technologies".

6. Activities for children and youths created upon the basis of the educational program.

Results

The main result consist of three parts, first our interactive map of cultural heritage in the region of Elektrėnai. Second the dissemination of the information about cultural heritage via presentations and educational events. The third part is our intellectual game. This product can be used for research of local cultural heritage, as well as education. The educational program created alongside the digital map allows the user to get familiar with information regarding objects of cultural heritage, as well as contribute with knowledge and attractiveness of cultural heritage. It increases the possibility to inform visitors of the municipality with its history and cultural heritage.

We did not come to any difficulties while implementing the project.

Know more!

➢ paveldas.elektrenai.mvb.lt

➢ visit-elektrenai.lt

➢ **The map:** *paveldas.elektrenai.mvb.lt*

➢ **The website of the library:** elektrenai.mvb.lt/lt

➢ **Facebook account of the library:** facebook.com/EleSVB/

Lithuania

Board game
"Pasižvalgymai po Vilnių"

(Looking around Vilnius)

Public library of Adomas Mickevičius, Vilnius region

Educational events, dedicated to groups of various communities, are being organized in libraries. The events focus on inspiring children and youth in our local history, its present, culture, heritage and famous figures. Two employees of Adomas Mickevičius public library, Giedrė Narbutaitė and Justina Juciūtė, created in 2015 a board game called Looking around Vilnius. The game is for both children and adults. It is made in the form of a popular world-wide game called Alias, which allow the player to explain to their teammates the meaning of a word without using the word itself. This project aim to increase the interest of local history in youths, through educational activities, games and communication. In addition we want to strengthen their knowledge of Vilnius region and regional research, cultural heritage and historically important locations. A goal was also to foster their cooperation and communication skills, opening a cultural dialogue and a space for meaningful leisure time by participating in educational events.

In 2017 the game was upgraded and released in a volume of 1000 copies. It was important to note, that the game became very popular among the readers and is played during several events and tournaments organized by the library. Our game was played in local festivals and book fares. It was also presented in events in other regions.

GET STARTED!

Target group

Children, youth and adults.

Timeline

One year

Budget

9700 euro

Method

Gathering of information. Various versions of the game was created and it was improved after try-outs. A central part was consultations with board game experts.

Background

There is a lot informative publications on the city of Vilnius, unfortunately there isn't a lot of tools that present the city, its famous figures and locations in a game-like form, which our project does. And the best way for children and youth to learn of the history of Vilnius is in a language they understand best – the language of games. Information presented in the form of a game allows the players to gain deeper knowledge not only through study or work, but by pleasantly spending their leisure time, communicating and having fun.

The game was created and manufactured with the funding of the Lithuanian Council of Culture and the Ministry of Culture of the Republic of Lithuania. The project was financed by the program of Historic Memory, curated by the Chancellor of the Government.

Description of the activity

"Looking around Vilnius" is a team based board game, suitable for those who enjoy various word charades. It is an educational game during which the players get acquainted with the history, locations, real and mythical personalities of Vilnius. By using game cards which contain over 1000 words related to objects that are connected to Vilnius, the player will learn of the city. The goal of the game is to explain the word on your card so that your teammates can guess what word you have on your card. The challenge is to explain the world without using the word itself. The time for guessing for one team is measured with a sand clock. The figures on the board can move a number of paces equal to the number of words guessed correctly by the members of the team.

Two employees of the children's library created a prototype in 2015. The game was later presented in the library for educational purposes.

In 2017, while implementing the project "Presentation of the board game "Looking around Vilnius" to the youth: formation of cultural identity and fostering of interest in the history of Vilnius and the State, its culture and the Lithuanian language" the game was upgraded and produced in the volume of 1000 copies.

In the same year the project "Centenary on your table: learn, celebrate, create with a board game "Looking around Vilnius"" was implemented and the game was released and spread across the schools of the city and region of Vilnius. Which created opportunities for educational tournaments of the game.

Results

Our journey from creating and manufacturing a board game and later presenting it in public events and having it tested during tournaments gave a positive result which was easy to notice. One group was especially pleased with our game 'the teachers', especially history teachers. Their interest in our tool come from the fact that it foster the interest of children of the most important locations and figures of the capital. The children are happy to participate in tournaments and at the same time their knowledge of Vilnius is deepened by having fun and communicating. In addition to that, the children are encouraged to study, visit the locations they discuss, communicate with the teachers and the members of their families on this subject. Many kids are

surprised after playing this game, for they discover how little they actually know about their city.

The game is a favourite of readers and is happily played in various tournaments organized by the library and also travels to festivals, book fairs and other events or regions.

Know more!

➤ lietuva.lt/100/lt/lietuvai-100/renginiai/stalo-zaidimo-pasizvalgymai-po-vilniu-turnyras

➤ amb.lt/lt/naujienos/zaidimas-apie-vilniu-iskeliavo-i-vilniaus-miesto-ir-rajono-mokyklas/783

➤ lzinios.lt/Gimtasis-krastas/zaisdami-bibliotekoje-mokosi-pazinti/239648

➤ **Website dedicated to the centenary of Lithuania *100 of Restored Lithuania:*** lietuva.lt/100/lt/lietuvai-100/renginiai/stalo-zaidimo-pasizvalgymai-po-vilniu-turnyras

Lithuania

"Stories of the Šventupė manor – regional research and dissemination."

Šventupė village office of the Ukmergė region municipality's public library of Vladas Šlaitas.

Šventupė manor located in Umergė region is included in the list of tourist attractions of Ukmergė region and belongs to the "Ring of Six Manors". Lately, an increased interest in the manor can be seen – there's an abundance of visiting tourists. The cultural workers of Šventupė present the manor to the visitors, speak of its history and legends. The visitors are interested in the stories that are presented, but they lack some kind of visual material to complete the stories. For this reason it was decided to prepare an educational calendar called Stories of the Šventupė manor. The calendar holds educational information and illustrations on the manor of Šventupė.

Another part of the project was meant to commemorate the oldest living natives of Šventupė village, of which 31 were born in pre-world war Lithuania and 19 during the war. They are part of the history of Šventupė village. 50 portrait photographs of the elders of Šventupė village were made that were also included in the calendar. An exhibition of the portraits was held for the elderly named Elders of Šventupė.

The calendar and the exposition of the portraits commemorates the past of Šventupė manor, attracts more tourists to the town and region and creates opportunities for them to get acquainted with the cultural heritage of the region. The project was dedicated to the commemoration of the centenary of the Restoration of the Lithuanian State.

GET STARTED!

Target group

National citizens as well as tourists

Timeline

Two years

Budget
500€.

Method

Collection of regional research materials, organization of events, cultural workshops.

Background

Šventupė village is a part of Ukmergė region, district of Vidiškiai. The village has a population of 848 inhabitants. The inhabitants actively participate in cultural activities – Šventupė holds a traditional Joninės celebration, closing of the summer and autumn-harvest festivals.

The library of Šventupė is located in the building of Šventupė manor in which the culture center resides as well. Employees of the library, together with the workers of the culture center actively cooperate while organizing cultural activities, acquainting guests with the history of Šventupė manor and its cultural heritage.

Description of the activity

The calendar: *Stories of Šventupė manor*:

➢ Preparation of the project;
➢ Systemization of the materials of regional research and selection of information for the calendar;
➢ Production of the calendar.

The exhibition: *Elders of Šventupė*:

➢ Visiting elders;
➢ Taking pictures;
➢ Production of portraits;
➢ Preparation of the exposition;
➢ Organization of the presentation of the exhibition;
➢ Presentation of the results of the project to the community.

Results

The activities we had planned were executed on time and without interferences. The elders were excited by this project, its results and the attention to their generation.
The calendar was evaluated very positively especially because it can be renewed every year by changing the topics of the illustrations. It is importance to trust in oneself and not be afraid to talk with elders. Because by speaking with elders about history will lead to new knowledge which is an investment for the future generations.

The activities were relevant to the entire community. It is believed that such means are best used in the hopes to bring more attention to the region and its cultural heritage. In addition to that, it provides attention to a certain group of citizens, the elders. Such attention brings all citizens together for other projects and activities.

Know more!

- ➢ **After the event an article appeared in a regional newspapers "Gimtoji Žemė" and "Ukmergės žinios":** ukzinios.lt/kultura/bendruomenes/20497-linksminosi-sventupes-ilgaamziai

Cultural Heritage
for the Future

Lithuania

Gates of Vilnija
a full text data base of regional research

Public library of Adomas Mickevičius of Vilnius region

Our website Gates of Vilnija is dedicated to the spreading of regional research from the libraries of Vilnius district. Its purpose is to reveal information that is reduced to one space. The information is systemized, selected and holds enduring value, it's based on bibliographic lists on the district of Vilnius. It holds dramatic stories, rich with material and spiritual culture and presents a region of distinct traditions. This information is relevant for the public and users distant from such information as Lithuanians abroad or students.

The website also holds another project of regional research called Honeycomb, which is dedicated to the regional research of communities. Its information is unfiltered and everyone can submit materials to it in the form of text or video on the locations and figures of the district of Vilnius.

GET STARTED!

Target group
All members of the community

Timeline
Two years

Budget
About 13 000 euro

Method
Search and selection of information, processing materials and spreading of selected materials of regional research,

Background

This web page was created in 2008 for all Vilnius region libraries. It has 3441 texts units and 100 thousands of virtual visitors annually. In 2016 VAVB shared their experience of local history collecting with libraries in Alytus county. They also created a web page and shared material with customers. VAVB is also trying to involve Vilnius region citizens into local history collecting: photo contests, expeditions, education programs were provided. Also based on local history collections a book about Vilnius city micro-districts and a board game about Vilnius was created. All material for these products were based on information in the web page "Vilnijos vartai". VAVB has experience working with projects related to promotion of local history and library services: in 2016 a new web page was created for Alytus county.

The creation of our website began in 2008 while implementing the project of the public library of Adomas Mickevičius of Vilnius district *Dissemination of the information of regional research of the district of Vilnius*. In 2016 following the project *#OURREGION: fostering of communal identities of Alytus and Vilnius in libraries* (Libraries for progress 2) a new version of the website was created. Databases are continuously updated with new texts and corrections are made to older publications.

The community of Vilnius show an active interest in the history of the locations and figures – personalities and families – of Vilnija, its cultural heritage and its memory. Even though the internet is full of various information of the local cultural heritage, the information is not always reliable, and the given information does not always has a source.

All public libraries of municipalities in Vilnius district perform regional research. They collect information on the territory they serve, as well as information of its people. They also prepare and save works of regional research. The website *Gates of Vilnija* provides the possibility to spread the availability of valuable historic bibliographic materials held in the public libraries. It is important to note that some of the materials held in the website is unpublished and available only to the users of the website.

A lot of libraries are glad to be able to share the resources they have gathered with the users of the website. The purpose of bibliographic regional research is not only to collect information on regional research, but also to spread it, the internet serves that purpose perfectly.

Description of the activity

The creation of our website *Gates of Vilnija* began in 2008. The public library of Adomas Mickevičius of Vilnius district cooperated with the public libraries of Elektrėnai, Šalčininkai, Trakai, Vilnius central library and Vilnius region public library to create our website. The website consist of three parts; locations, personalities and works of regional research. In *locations* you are able to learn about the district of Vilnius and territories belonging to it, alongside reviews of literature and historic sources on the same topic. In *personalities*, you can read biographies of famous people, according to the locations within the district of Vilnius. These people are nominees of various titles, their achievements are commemorated around the district of Vilnius. When submitting materials to this section priority is given to printed sources. The aim is to present the most

valuable literary reviews. Every text is followed by the lists of literature and sources used. In *works of regional research* lists of works by regional researchers of Vilnius district and their most valued works are presented (manuscripts and works published in smaller quantities) in a digital format.

In 2016 following the project *#OURREGION: fostering of communal identities of Alytus and Vilnius in libraries* ("Libraries for progress 2")" a new version of the website was made. New features were installed; an advanced search, a section for news and a calendar. The website was adapted considering people with impaired vision and users of mobile devices. A new section appeared in the data base called *honeycomb*, dedicated to the regional research of communities. On this site every member of a community can submit any regional research material they possess in the form of a text or video or locations in the district of Vilnius. The Lithuanian Library for the Blind contibute to the contents of the data base with materials adapted for users with impaired vision regularly. On the basis of this website an identical website was created for the dissemination of information of regional research of Alytus region called *Region of Dainava*.

Results

The information in the website is relevant to everyone who is interested in the region of Vilnija, in fact the attendance of our website keeps increasing. The website is appreciated as a source of valuable and interesting information and also its input is valued when organizing educational programs for children, youth and adults. The use of this information for the purposes of education assists the community to accomplish their goals of education and life-long

Cultural Heritage
for the Future

learning and ads to the patriotic, cultural and ethnic education of various groups within the community.

In 2016, while implementing a new stage of the project, the website was greatly enhanced and that slowed its productivity greatly. Today the website is as informative as never before, but the internet loads quite slowly and for a user accustomed with fast internet connectivity it becomes not as attractive as it could be.

Know more!

- http://www.vilnijosvartai.lt/
- The updates of the website and other news related to the region of Vilnija can be followed in the Facebook account of the libraries regional research department:
  https://www.facebook.com/vilnijosvartai/?ref=bookmarks
-
- https://lt.wikipedia.org/wiki/Vilniaus_apskrities_Adomo_Mickevi%C4%8Diaus_vie%C5%A1oji_biblioteka#Vilnijos_vartai
-
- https://www.15min.lt/kultura/naujiena/literatura/musukrastas-alytaus-ir-vilniaus-bendruomeniu-tapatumo-ugdymas-bibliotekose-286-708881
-

Cultural Heritage
for the Future

Slovenia

Sharing European Memories
at School SEM@s

Kranj City Library

SEM@s is a multilateral and international project. Partners working with the project are from Spain, Italy, Norway, England, Poland and Slovenia (Kranj City Library). The projects purpose: Europe's historical memory needs to be rebuilt and shared with young people in order to understand Europe in which they live.

The main goal of the project was to present memories of historical events to schooling young people. Also to processes and develop a learning methodology that will enable teachers to easily link the prescribed learning topic with historical memory. In addition, the plan was also the production of a final group product, which will be independently developed by students.

GET STARTED!

Target group
Secondary school students

Timeline
2 year

Budget
900 EUR - for equipment rental

Method The Sharing European Memories methodology introduce the concept of historical memory into history teaching. Through exploring and analysing the difference between history and memory, students gain a different perspective on historical sources and explore how and why history is relevant to the present.

Background

It is through historical memory we remember our past. The terms *history* and *memory* have different meanings. History is a record of significant past events but is not a neutral record. This record will always be incomplete and problematic. Memories are constantly being made and forgotten. They can be manipulated and changed. There are individual memories, and social memories. Social memory, where you share a common history with a specific group of people, is crucial in creating and maintaining a sense of individual and community identity. The field of historical memory is often linked to commemoration, by way of events, places, texts, artefacts and symbols that remain significant to the group.

Regarding young participants this project can help:

➢ develop students' cross-curricular skills, particularly critical thinking, analysis, interpersonal skills and team work
➢ engage disaffected students and those who struggle with source work
➢ explore one subject in depth, and in a new way
➢ help students understand that there is not one definitive version of history
➢ bring living witnesses into the classroom
➢ bring intergenerational learning into school
➢ develop multi-curricular approaches to teaching history
➢ make the most of external resources, such as museum and site visits.

The Kranj City Library therefore joined the Gymnasium Kranj. After cooperation with professors and students, we carried out the practical part of the project.

The time frame of the project covered two years. From January to June 2011 we examined the concept of historical memory and its involvement in the set of courses. We prepared a list of good practice experiences. In the period from June 2011 to the end of the year, we developed a methodology for integrating new forms of historical memory at schools. Later in June 2012, the project was practically introduced in classes at the Grammar School Kranj. By December 2012, we continued to analyse the experience and evaluate the whole work. The project was implemented throughout the entire school year, usually not during regular school hours but as a part of the history club or young researchers' club. They devoted 10 regular school hours and 60 hours of history club to the project.

Description of the activity

The concept:
➢ Interviewing eyewitnesses or their descendants
➢ Use multimedia technology to record memories as a result of the learning process
➢ Identify key ideas and historical theories of the chosen topic
➢ Use additional materials to determine how a social memory occurred about a particular topic
➢ Compare official history with a memory from an individual of a particular topic
➢ Describe the period of history and memories of this period
➢ Combine historical data with memories (objective and subjective views of the same period) and critically analyse the data and prepare a creative product
➢ Share your experience, creative products and personal experiences and learn about the experiences of other schools.

The project is based on a five-stage methodology:

Phase 1: Students explore the concepts of history and memory and how they differ.

Phase 2: Students interview living witnesses.

Phase 3: Students analyse their interviews in their historical context and explore how and why the subject is remembered in the present day.

Phase 4: Students develop a creative product that combine historical information with the memories they uncovered, this from a critical point of view.

Phase 5: Students share and learn about other schools' experiences through their material, creative outputs and personal experiences on memory.

Concrete concept

Oral sources

Interviews

A group of 5 students performed 15 interviews with persons of different ages and conducted an opinion poll with 60 people. The interviews were carried out after school hours and outside of school while the poll took place in the school. Some of the interviews can be seen in the documentary film Industrijska zgodovina Kranja (The industrial history of Kranj) made by students with some help from the Kranj City Library, Gimnazija Kranj, OpenLab, Museum of Gorenjska, Historical Archive Ljubljana, Gorenjska Unit, Kranj.

Interviewees were performed by people of different ages and both sexes, 8 were male, 7 female; 5 men and 4 women were over 60. All of them have been employed or are still employed in the researched companies.

Findings

The students developed several experiences: the use of ICT; making a movie (script writing, the use of film technology, montage); working with different historical sources (materials, written, audio-visual, oral); team work; active use of the English language (video conference with students from Spain); the knowledge of present history; the understanding of settlement, national and social structure of Kranj's inhabitants.

Complementary sources

The students used literal works, articles in magazines, newspapers and webpages, old documents and photographs available at the Kranj City Library, Museum of Gorenjska and Historical Archive Ljubljana, Gorenjska Unit, Kranj.

Findings

The textile industry was proven to be the strongest branch in Kranj. They found that male workers prevailed among the industrial workers in Kranj, but the textile industry was the branch that employed mainly women. They proved Kranj's urbanisation was accelerated after the Second World War by dormitory towns. Many rural settlements slowly turned into residential neighbourhoods. They also proved that most of the workers from formers republics of Yugoslavia found employment in primary and secondary economic branches.

Visit

Kranj City Library opened its doors and assisted in our search of literature on recent history of Kranj. The Museum of Gorenjska prepared a lecture on the industrialisation of Kranj for the students and presented materials regarding that time period. The Historical Archive Ljubljana, Gorenjska Unit prepared a lecture and presented written sources and photographs. OpenLab introduced us to new film making technology and offered assistance in making the documentary.

Industrijska zgodovina Kranja

Results

In general:

Interviews are a recommended technique for collecting memories.

The result of the project is cooperation and understanding between the generations.

Concrete observations:

Feedback from teachers and students after the pilot phase was positive: teachers believe that the methodology is useful in the development of key competences. The students were very enthusiastic and motivated for work, because they enjoyed such an approach*.

An interesting aspect of the methodology is the European scale, students learned about other historical events from all over Europe.

The new method my students adore!
Teacher from Norway

I was most fond of interviewing members of our family, because I got to know life better parents and grandparents
Student from Spain

No special, significant differences were found between oral sources or historical memory and the official history. The interviewees had excellent recollection of the historical events and their consequences. The mission was that youngsters and all of us learned about personal stories of ordinary people living at a time before our youngsters were born, the kind of history one couldn't read about in history books. With the stories we got a broader view on the industrialization and the consequences what industrialization mean for the city. Therefore, the project is an important complement to our official history.

Identity becomes particularly visible and significant at the moments of economic and political turning points. These circumstances lead to re-evaluation of previous values and arrangements and emergence of new identities. Political and social transformations of the last decades in Europe corroborate these general observations. While creating new identities, it is very important to emphasise and legitimise rights to them. Accordingly, new ethno histories are constructed. There is a considerable difference between East European and West European theoretical traditions of identity and memory studies. Particular regional and national traditions need to be considered in terms of various socio - historical contexts. In Eastern Europe, there is a tendency to concentrate on an internal trajectory and historical continuity of ethnic entities or "ethnos". Although self – identification is an important

element, ethnos is constructed by real cultural and linguistic elements, which set up internal connections within identity groups. As a result, ethnicity is not considered as an essentially relational construct in terms of opposition between single groups. Moreover, ethnic identity is considered as being separate from social and economic circumstances.

Know more!

➢ memoriesatschool.aranzadi-zientziak.org/lang/en/memory-and-history/

➢ memoriesatschool.aranzadi-zientziak.org/wp-content/uploads/2011/05/leafLeatENG.pdf

➢ memoriesatschool.aranzadi-zientziak.org/wp-content/uploads/2013/01/informeFinalENG.pdf

➢ memoriesatschool.aranzadi-zientziak.org/wp-content/uploads/2011/12/Memory_identity_overview.pdf

➢ memoriesatschool.aranzadi-zientziak.org/wp-content/uploads/2013/01/caseStudies.pdf

➢ youtu.be/I1Gz-Y9DKEM

➢ memoriesatschool.aranzadi-zientziak.org/download/slovenia_-__industrialization_in_kranj_1960s/databaseTemplate1%20(SI).pdf

➢ memoriesatschool.aranzadi-zientziak.org/download/slovenia_-__industrialization_in_kranj_1960s/databaseTemplate2%20(SI).pdf

➢ memoriesatschool.aranzadi-zientziak.org/download/slovenia_-__industrialization_in_kranj_1960s/databaseTemplate3%20(SI).pdf

➢ memoriesatschool.aranzadi-zientziak.org/download/slovenia_-__industrialization_in_kranj_1960s/databaseTemplate4%20(SI).pdf

Slovenia

Key Competences &
Historical Memory

Kranj City Library

The KC-MEM project started in January 2014 with the aim to develop an attractive educational setting for non-formal adult education based on the recapture of the memories of the locals. Based on the previous experience of the Sharing Memories at School project, KC-MEM will develop an educational project to be delivered by cultural organizations (museums, libraries), local authorities or civil society organizations. The objective is that, through gathering of memories from locals, adult learners develop key and transversal competences. During the project people will narrate their memory of local history in different forms to be shared with the rest of the community. Which will nurture our local identity.

The introduction of historical thinking and remembrance (memory) in adult learning is a way of rooting the actions of the present in the past and raising awareness of its consequences for the future. Traditionally we relate the lessons of the past to the youngest, as if having a critical vision of history were a question of age. Memory in adult education has generally been used to promote intergenerational dialogue or to value the knowledge and experience of the eldest.

Our KCMEM project aims to make adults participate in the process of gathering relevant memories from locals. This while acquiring skills and competences of our local society, as well as to explore the use of historical memory for educational purposes, linking it to local identity and community involvement.

GET STARTED!

Target group
Secondary school students

Timeline
2 year

Budget
900 EUR - for equipment rental

Method
The Sharing European Memories methodology introduce the concept of historical memory into history teaching. Through exploring and analysing the difference between history and memory,

Method

The project methodology was not regarded as an academic dissertation on educational methodologies. Instead it was regarded as an easy-to-read document which provide adult teachers and organizations with an overview of what is behind the activities of the educational project, why they are recommended in the way they are and how the objectives addresses methodologically speaking.

The educational activities were organised on the basis of the Project Based Learning methodology, and were take into account approaches such as learning by doing, dialogic learning or object based learning. The participants were identified and gathered local memories on a relevant topic in the history of their community. They were analyse them and built up a local narrative around the historical event or process, producing a creative output to be shared with the rest of the community: an exhibition, a newspaper, a webpage, etc.

On this common basis, each partner developed a local version of the educational project taking into account the profile of the participants, the topic chosen and local context. In some cases the partners collaborated with local stakeholders (education providers, local authorities, etc.) in order to built synergies with on-going adult education initiatives.

Background

Historical memory is the study of how groups and individuals in the societies remember the past. What do we collectively remember, and what do we choose to forget? How do these collective memories shape our understanding of the present and the way we wish to shape our future? Historical memory is an important part of how individuals, communities and nations construct their identities and understand their relationship to one another.

KCMEM project outputs are aimed at cultural organisations (museums, libraries…), local authorities and civil society (cultural, history or local associations) which will help them to deliver innovative competency-based adult education, recovering, identifying or gathering local memories.

Description of the activity

The first part of the project aim to identify the relationship between the core pillars of the KC-MEM project and its target groups (adult learners and education providers). A Report on target groups needed and interests had been produced.

First, they studied adults' perceptions of adult education programmes in general, but with a focus on history and memory. Studies of history and memory was of great importance and relevance. Overall respondents felt that historical knowledge, and the values linked to it, were useful and valuable for contemporary life. Also most of the respondents declared their interested in learning about the history of their family and community.

In the second part of the research, 31 interviews were conducted with institutions with different educational objectives in the field of adult education (schools, local museums, local libraries, associations, cultural and social organizations). They were questioned about what type of participants they target, their methods of work, the issue of memory and the problems they face as organizations.

Finally an analysis of best practice was carried out. Partners identified different non-formal adult education regional projects aimed at interpreting the past. The best projects were focused on both historical knowledge and folk tradition, which were successfully combined and complemented each other.

The teaching plan take around 20 hours to complete in total, though this can be expanded according to need. It consist of five main stages:

> ➢ Phase 1: Introduction of the topic.
> ➢ Phase 2: Identification of memories.
> ➢ Phase 3: Analysis and narrative building.
> ➢ Phase 4: Creative output.
> ➢ Phase 5: Sharing with the community.

The five stages can be delivered in sequence or, in practice, phases can be run one after the other. For example, one of the pilot projects ran stages 3 and 4 together, building the analysis and narrative as part of the process of writing a community exhibition. Similarly all the pilot projects returned to the concepts of history and memory frequently during project delivery to ensure that learners fully understood the concepts and could use them to inform their work.

In Kranj, celebrations and holidays in the 20th century were the main topic chosen by 11 people involved in the educational project. Most of them were people aged between 50-70 years old, some retired but still active citizens.

Several cultural organizations from the region collaborated in the design of that course and participants were engaged and motivated from the beginning. The main outcome was to educate learners about history, collecting historical materials and doing research along with IT knowledge development. They gathered the stories and objects about that topic using interviews, research in the library and visiting several cultural organizations with expertise in the field. Then they put everything together into a newspaper, gaining new IT knowledge along the way. In September 2015 there was an exhibition in Kranj City Library along with many relevant events in collaboration with cultural organizations of the region.

Project participants wrote articles in which they shared memories in combination with historical facts. Those articles were printed in form of a newsletter, which was then printed on posters. Posters were exhibited in the lobby of Kranj City Library. Next to that exhibition there were showcases with objects, which were collected during their research. At the beginning of the exhibition there were posters representing the contents and main objectives of the project. After the opening of the exhibition Kranj City Library organized a conversation with the collector of garments analysed during the implementation phase. The Slovenian partners also organized several meetings with stakeholders at a municipal level (museums, archives, Public university for the elderly, Institute for Cultural Heritage, ...), where they promoted cooperation and highlighted the importance of involvement of local communities.

KCMEM was also featured in Days of European Cultural Heritage, which took place throughout Slovenia.

Results

Results were used in the design of the educational project, but have also been taken into account when the Guide was prepered on the use of memory in adult learning environments. The guide provided adult education providers with key contents and guidelines to organise an educational programme based on the local memory. The guide explained:

➢ the concept of historical memory,
➢ how to collect individual memory accounts and transform them into historical memory,
➢ different examples of historical memory in adult education.

KCMEM project outputs were aimed at cultural organisations (museums, libraries...), local authorities and civil society (cultural, history or local associations) which helped them to deliver innovative competency based on adult education, recovering, identifying or gathering local memories, helping them to:

➢ improve the existing adult education offer at local level in terms of quality and innovation;
➢ provide attractive and innovative learning settings for adult learners;
➢ start new educational programmes with specific purposes on memory and local identity;
➢ strengthen the links with community life and contribute towards building up local identity;
➢ foster local partnerships between cultural, political and civil organisations.

A guide could be used in adult learning environment, it is a user-friendly document which helps any kind of organisation, familiar or not with the concept of memory, to start a process of recovering local memories and using it as a learning environment in adult learning. An education framework, including the teaching plan as well as guidelines and recommendations for implementing it.

Manual on how to organise an educational project, which will offer guidance on all the aspects to be taken into account when organising an educational program based on local memories. A guide aims to assist adult learning organisations to use historical memory as an educational tool. It contains definitions, practical suggestions and examples of good practice for using historical memory to support history teaching, uncover local and community memory and help learners discover and communicate their individual and shared identities.

Challenges:

➢ Fluctuating numbers: several partners experienced week by week fluctuations in the numbers attending the course.

➢ In some cases, older participants in particular did not perceive themselves as 'learners'.

➢ In all the pilots tutors had to deal with 'dominating' individuals – those who were happy to talk.

➢ All partners found time management an issue at some stage in the process.

➢ Some partners found that participants prepared to gather memories or learn 'facts' rather than analysing or interpreting them.

➢ Some of the participant groups were unwilling to create permanent or semi-permanent products from their memories, or did not want to share their memories with the wider community.

Know more!

➢ kc-mem.eu/wp-content/uploads/2013/05/KCMEM_WP2_Transnational-raport.pdf

➢ kc-mem.eu/wp-content/uploads/2013/05/WP3_Outline_EduPro.pdf

➢ kc-mem.eu/wp-content/uploads/2013/05/EN_Using-Historical-Memory_a-guide-for-organizing-an-educational-project.pdf

➢ kc-mem.eu/wp-content/uploads/2013/05/validationKit_EN.pdf

➢ kc-mem.eu/wp-content/uploads/2013/05/ManualOrgEduProj_EN.pdf

➢ issuu.com/mkkranj/docs/__asopis_luk

Cultural Heritage
for the Future

Sweden

VingRot (WingRooth)
See the story with new eyes

Vaggeryd public library

The idea with VingRot is to take advantage of the local stories of old. To film small short films with 360 cameras and work with 360 films and VR technology in different ways. The idea is to attract more people to become interested in local history through this new technology and spread local historical places and events to more people in and outside the municipality.

Participating organizations for VingRot has been the library, the municipality's military museum Miliseum and the open youth farms in the municipality.

Method

1. Select one or more target groups.
2. Tell about the local history that exists in collaboration with the local community associations and museums that are in the municipality.
3. Record movies inspired by local history with the target audience through a 360 camera.
4. Use the films as inspiration for others and to encourage more people to try new technology.
5. Make the technology available to more places in the municipality for others. Through, for example, Youtube, people around the world can be inspired by your local history and discover places in the municipality.

GET STARTED!

Target group

Any target groups who is interested in filming and gaining increased knowledge of local history.

Timeline

1-6 months. Depends on the scale of the project and if equipment and knowledge already exist.

Budget

Technology costs: 400-2000 euros, depending on standard. Possibly more for a computer which allows decent editing programs and VR programs. A VR equipment is needed.

Number of staff needed

Approximately 2-5 people, depending on the number of groups, films and knowledge of filming already.

Background

Collaborators of this project are Vaggeryd's public library, the municipality's military museum and the open youth farms. Miliseum is a military history museum in Skillingaryd. In Miliseum one may discover the story of local soldiers and engineering troops. The youth business has, among other things, two leisure centers and is aimed at young people aged 7-18.

The purpose is to raise awareness of local history by filming locations, environments and stories from the municipality with a 360 camera. This way we can attract younger audiences who are interested in the technology with older people who have the knowledge of local history. The library is able to spread the stories, to the public. The youth center contribute with the attracting of young people who wants to learn about historical sites and environments. Miliseum, in turn, has the knowledge of the stories that have taken place in the municipality and wants to spread the knowledge about the stories in new ways and also increase accessibility and attract a wider audience.
Miliseum provided clothing suitable for historical films that we could borrow to make it all more authentic.

The reason why we chose 360 film and VR is because the technology give the stories life in an incredible way, suitable for our modern world. By putting on the helmet and headphones, it feels like you are in the movie and visiting the places where the movies take place. The 360 technology also enables a new way of telling by getting the viewer to participate by talking directly to the camera or choosing experience by recording multiple events at once. The person wearing the helmet can choose which direction they want to look at.

Our target groups for this acitivy were youths, people who work with local history in the municipality and students at Lärvux, adult education for people with intellectual disabilities.

Photo from Vaggeryd, taken with 360 camera

Description of the activity

We have divided different areas of responsibility between the different partners involved in the project. The library has been responsible for planning the project and has been in contact with Lärvux as the libraries are integrated with the municipality's high school and adult education. The Miliseum has collected materials such as anecdotes and stories from the military history of the municipality. Leisure farms have been in contact with young people that have knowledge of filming. We have also collaborated with the municipality's home-town associations to get information and stories from them as well as get them interested and increase knowledge of the new technology.

1. Target

We wanted to find suitable target groups who want to learn more about local history and participate in filming. Cooperation between different age groups are not a problem in this project nor our activities. We have tried to involve all children in the ages of 10 years and onwards in the making of our films. It is important to establish what the films will be used for and the legal rights surrounding the filming, especially regard children and young people.

2. Purchase of technology

The technology doesn't have to be expensive. You do not have to have the most expensive or the latest. However, it is good to get help with the purchase of someone skilled if you are unsure or if you have the opportunity to test different technologies to know that it works. All that is needed is a 360 camera and VR helmet. If you also want to edit movies, a good computer can be good to have. We started with the purchase of the technology and learned how it worked by trying to film with ourselves in the staff as actors. It gave us good knowledge of how the camera worked and what we should think about.

3. Knowledge of technology

The best way to learn the technique is to try it. We had no prior knowledge, but it was not that difficult to get started. There is help to fins on the internet and if you ask around there is surely someone skilled who can answer your questions.

Staff from the library, trying VR

4. Find places, stories and environments to film

It might be challenging to find places, stories and environments to film. Contact your local museums, community associations and library users for this kind of questions. They most likely have this kind of information as well as information about famous people and events.

5. Sample Film

An easy way to learn your new equipment is by "trial and error". By using the equipment, you'll learn how to set the camera, height, light, sound and more. You can be the actor of these films. A way of testing audio and video is to put the camera outdoors in a typical environment for the municipality. Your films must not have actors, it is enough with a fine environment. In our case, we filmed a still rain in a forest, birdwatchers by a lake, and the whisper of the wind on a meadow.

Staff from the library and the museum, in a soldier craft

6. Record movies with the target audience

Record short films, 2- 5 minutes long, at least initially. It is difficult to shoot longer films with a 360 camera and it makes it easier for both staff and those who record when nobody is used to neither technology nor recordings. The idea is not to get professional films, but to attract the interest of local history and dare to try new technology in an easy way.

We chose different strategies for the different groups that we worked with. On behalf of the recreation centers, we were first out at the youth center and showed how the technology worked. Then they found young people who wanted to come to the Miliseum and film.

Regarding Lärvux, we submitted a planning on 9-10 occasions as that group is dependent on security and continuity. We collaborated with the teachers at Lärvux who know the students well. First, they had to come to the library to try VR and see the camera. Then they got a study visit to the Miliseum to know more about events and stories that happened in the municipality as inspiration. Then we had X number of recordings. We took in extra lots in case there was going to be an occasion where someone did not want to join or something unforeseen would happen. It is important that no one feels pressured to be a part of the film. We then finished filming with a movie premiere at the library.

7. Edit movies

We use freeware to cut error sayings, add title text and a small intro melody, downloaded from YouTube's free audio library.

8. View the movies

Think about to make the films visible based on the rights you have to show them. It could be with VR equipment in the library and museum, on the Internet (Youtube), and more.

Everyone who participated in the films had to write an agreement on paper that the films may be shown, as well as custodians to anyone under the age of 18.

Results

The youth centre

We met an afternoon at the Miliseum. Before our meeting, the staff had selected a simple scene to simplify the occasion. The scene is about an old woman who goes to talk to the handsome soldiers and how they joke with her in their answers.

There were four high school boys who showed up who were previously interested in military history. They got a simple view and while we talked about the scenes, they were told what epoch it was and how it worked in the military at that time. They had to choose clothes and roles themselves. Everyone wanted to be military and it was freshly debated about degree designations, who could say what and whether they were allowed to wear hats when they ate in the military. Since no one wanted to play old, a leisure manager had to take on the role. The young people had to decide for themselves the stage layout and who would say what. The entire recording took about an hour and the film itself was about a minute long.

It was fun to see that those who first did not want to say anything became interested and took on a larger part as they got comfortable and as the time. Everyone seemed to love the military clothes and thought it was easy to get in character wearing them.

We chose to have a short meeting with the youth because it can change quickly in what they want to do and are often depending on their friends. In that case, we thought it was better to have some short occasions, rather than many. That because we are not sure if the same youths comes to every occasion.

Lärvux (adult education for people with learning disabilities)

For Lärvux, we took a little longer time because the students needed that. First, we had a lesson about the VR and 360 technic. The second lesson were in the Military museum and about our local military histories. The third lesson was to plan the films. What story should be recorded, what clothes and props needs good places and spaces to make the film.

The fourth time we trid filming in the basemant if the library and tried the clothes. It was also necessary to tell the students that the film where for their own and they did not need to show it to anyone, if they did not want to.

The fifth lesson, we filmed in a recreation area in the municipality. They had old clothes and did stuff from older days like carrying water and firewood. Some of the men were dressed like soldiers and cleaned their guns. They did not want to talk that much so they just went around the area. We made to films and the booth were about one minute long.

The films in this project are not the results for itselfs. The important part is to use the films to get knowledge about the past and how to make films. For us it was important that "the actors" owns the films and have the lst word about how the films can be used.

Props from one of the film lessons

Know more!

- ➢ Vingrot.wordpress.com
- ➢ Bibliotek.vaggeryd.se
- ➢ Miliseum.com

Denmark

My life

Herning library

We would like to create a website that will help people write down their memoirs or selected memories from their lives. The site should be easy to access, and the memories should be published on the site www.herninghistorie.dk. In addition, the memories can be printed so that they can be given to children, grandchildren, great grandchildren etc.

Background

The history of everyday life is an important new approach that complements formal academic research (+ the history of 'known' local people, i.e. local celebrities). Many older people are like 'private curators' of interesting local stories that would never find a place in official history. If we do not collect them now, they will be lost. We wanted to make a collection of ordinary people's memories. At the same time, we would like to add more content to our website "herninghistorie.dk".

GET STARTED!

Target group

The site addresses all age groups, but we especially want to have memories from 'ordinary citizens'

Timeline

About 13 months

Method

Website combined with personal communication, as well as dissemination on various platforms.

Budget
Payroll expenses, as well as care costs.

Number of staff needed

1

Cultural Heritage
for the Future

## Description of the activity – step by step

1. Collection and examination of various kinds of collections of memories and stories, then preparation of requirement specifications for the website. Among other things regarding the Personal Data Act (GDPR), uploading of images and the target audience.

2. Preparation of the "My life" website.
   Publication of the site. We had a large event when the site officially aired. Flyers were distributed, posters were displayed and the page was presented to interested guests. There was approx. 700 persons visiting that day, and most of them were oriented about the site. There was also advertising on the archive's Facebook page and the Facebook page "Herningnostalgi" ("Herning nostalgia").

3. Promotion of the page on relevant websites – Facebook pages – the daily press – and via Herning Municipality's other 13 archives.

4. "Memory workshops" – writing workshops in collaboration with the municipality's archives and the library.

Results

The website www.herninghistorie.dk/mitliv has been launched and has been presented at a large open house event in "The House of History" in Herning. There were approx. 700 visitors. Next, advertising is planned on Facebook pages, and roll out to the municipality's other 13 archives, which will also disseminate the site. We will be advertising on the library's website and in the press. Later, workshops, exhibitions and history cafés are planned at the main and local libraries in the municipality.

It is a little bit early for us to talk about "results", as the "My life" website has just recently been launched.
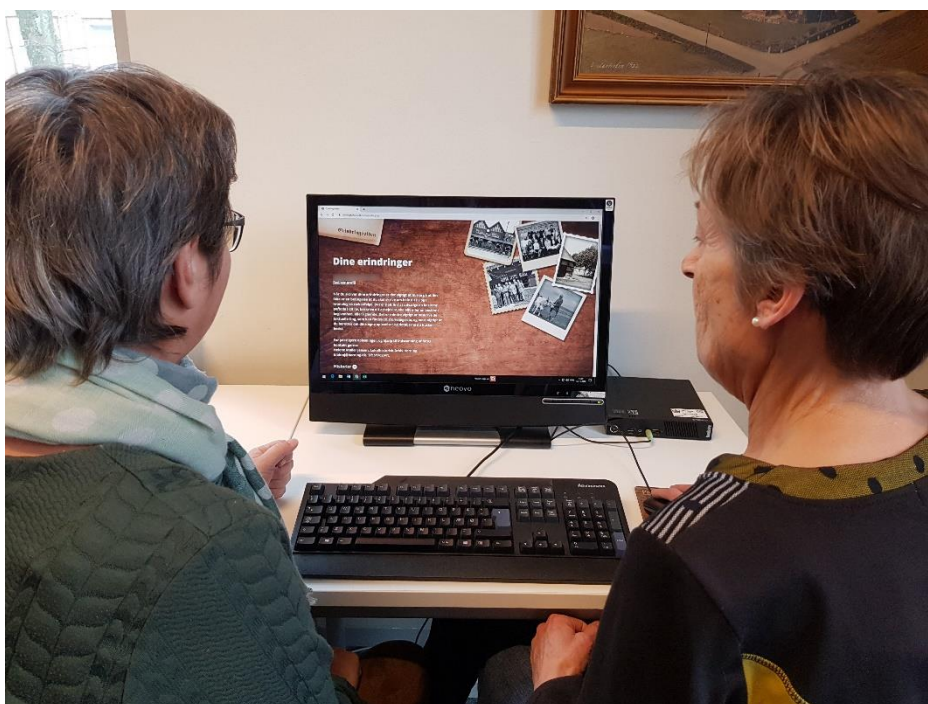
Know more!

➢ Herninghistorie.dk/mitliv
➢ Herninghistorie.dk