



*How Museums, Galleries, Libraries, and Archives Contribute to Lifelong Learning  
(2011-1-LV1-LEO04-02149)*

# The Final Country Report



## Table of Content

Working at the construction of Country Report.....	3
France.....	4
French Libraries.....	4
French Museums.....	9
Archives in France.....	15
Italy.....	22
Italian Libraries Facing Digital Era.....	22
ICT in Museums.....	32
Archives in Italy.....	35
Latvia.....	41
Digital Library: Goals, Possibilities, Results.....	41
Ludza Town Library.....	44
Situation in Museums of Latvia.....	46
Archives in Latvia.....	48
Lithuania.....	51
Digital Divide and Libraries in Lithuania .....	51
Museums in Lithuania.....	63
Archives in Lithuania.....	68
Poland.....	75
Polish Libraries.....	75
Museums in Poland.....	85
Short History of Archives in Poland.....	95
Portugal.....	106
Libraries in Açores.....	106
Some Online Resources about Libraries and Archives.....	108
Becoming Mobile: the Role of Library Staff in Lifelong Learning.....	111
Turkey.....	114
Libraries in Turkey .....	114
Digital Divide.....	117
A Review on Archives in Turkey.....	119

## Working at the construction of Country Report

Among the final products expected in the OpenKnowledge project there is the creation of a series of "Country Reports", pointing directly to clarify the role small museums, libraries and archives can play in supporting lifelong learning at EU and country levels, to identify the ways they can promote access and participation to digital technology and to lifelong learning opportunities, and how they can outreach and tackle better the needs of disadvantaged or non-users groups.

To achieve this we needed to establish a way of working that allows all partners to build their own Country Report, and then to integrate all participants' contributions in a single final product. As defined in the first transnational meeting in Ludza, the construction of the final Country Report went through intermediate steps. We planned together the publication of some newsletters, as work-in-progress towards the final result.

For that purpose we created a grid of content that would be a guide for the collection of information in each country. The grid asked each partner to answer some questions about three main topics (Digital divide; Access, promotion and disadvantaged users; Lifelong learning) and on three dimensions (Museums, Libraries, Archives). All information has had an overall national perspective.

# France

## French Libraries

Descendants of personal libraries of kings, filled with collections taken from convent and monasteries shut down during the French Revolution, partners during the 19e century of "l'éducation populaire", the movement for the education of the people, modernized into public institutions in the eve of the 20e century, and now denominated in the technology age as "médiathèques", French libraries actually struggle to find their role in French society.

Second most popular cultural activity after gardening<sup>1</sup>, French people go to the library to borrow all sorts of materials but also to read magazines, attend conferences on art, participate in workshops on child raising, surf the web, visit local art exhibitions.

There are three kinds of public libraries in France:

- La Bibliothèque publique d'information (BPI) a consulting only library which is under the tutelage of the Ministry of Culture.
- Les bibliothèques municipales ou intercommunales, which depend on the communes and allow borrowing documents.
- Les bibliothèques départementales de prêt (BDP) managed by the general councils, they assist small communal libraries and are run by voluntary staff.

Collections vary among towns and cities but not because of the relative size of the community but because most municipal libraries inherited of the collections that formerly belonged to nearby convents and monasteries.

Indeed, most libraries bear an important "fonds anciens" transferred from religious orders which were deposited at the time of the anticlerical-

---

<sup>1</sup> Desrichard, Yves, « La bibliothèque, une affaire publique », BBF, 2012, n° 5, p. 75-76

al French Revolution. Library staff is mostly civil servants and contract workers.

There are no policies to support public libraries. They are independent organizations which are funded by local authorities (collectivités locales). Most are in a network of library the size of the city or the region. The national association is that of librarians (Association des Bibliothécaires de France) strong of 3000 members. Another bond between is newsletter Buletin des Biliothécaires de France edited by the Ecole nationale Supérieure des Sciences de l'Information et des Bibliothèques (ENSSIB) the National School for Library and Information Science.

As every library is an entity dependant on its local authorities, there is no national direction given to libraries to overcome Digital Divide, sustaining Lifelong Learning and integrating disadvantaged users. National initiatives therefore are exemplified through internal news reports and the tested elsewhere.

### Digital divide

Indeed, the National Library (La Bibliothèque Nationale de France) visited by the Openknowledge partnership, focuses rather on competing with its internet information provider counterparts (i.e. Google) and keeps the control of the access and digitalization of its documents on its own platform Gallica<sup>2</sup>. This required a modernization of the jobs of librarians their functioning and means of communication (Facebook, Pinterest, Twitter); librarians have to be “out there”<sup>3</sup>.

One of the BNF national initiatives was to create a search engine that allows perusing of all the libraries of France<sup>4</sup>.

Local initiatives are much the same as elsewhere. Internet access and internet courses are fairly common.

Wi-Fi access is only starting to gain popularity but may be retrieved for

<sup>2</sup> <http://gallica.bnf.fr>

<sup>3</sup> L'équipe@GallicaBnF, « Une bibliothèque numérique sur les réseaux sociaux : », BBF, 2012, n° 5, p. 31-38

<sup>4</sup> <http://ccfr.bnf.fr/portailccfr>

safety reasons as it is now on temporary standstill at the BnF. In 2008, staff have been complaining of health complications which may be due the sustained Wi-Fi, therefore it has been suspended<sup>5</sup>. In 2013, the BnF still uses line connections.

### Life Long Learning

Some public libraries are positioned in training professionals from various sectors. Thus, in Suresnes, a series of concerted action was taken. A training program for teachers was implemented, validated by inspection of National Education. It allows to update the skills of teachers working in the territory of the municipality in computing and information retrieval on the Internet. In another area, a partnership was established with nursery school located in the town, which allows students to come to school twice a year as part of their training to learn about the issues of reading for very young children.

In the same vein, the county library loan Hérault for example, has promoted a program of training for carers on its territory. This type of action, if not widespread, grows in many institutions.

One wider initiative to implant libraries in the everyday lives and fight against rural desertion was to unite them with other public services, such as the job centre or the municipality. Known as hives, these collective areas if not very successful in urban areas, allowed libraries not to disappear and to take part in social issues and contribute to lifelong education<sup>6</sup>.

Today, we remain at the stage of informal libraries to inform and seek advice from organizations such as the Youth Information Centres regional (CRIJ) or ONISEP before implementing employment and training services, as in Lyon and Grenoble, or exchanges and site visits took place, but not sign contracts without referencing the library in the network of specialized actors. Ten years after its opening, the centre Infodor Library La

<sup>5</sup> <http://blog.bnf.fr/lecteurs/index.php/2010/03/28/a-la-bnf-acces-a-internet-par-reseau-filaire-en-rez-de-jardin/>

<sup>6</sup> Séné, Christophe, « Le programme national des médiathèques de proximité, les « Ruches » », BBF, 2007, n° 1, p. 88-88

Goutte d'Or in Paris, for example, has no "real partnership with associations help to job search, [...] links with institutions such ANPE<sup>7</sup>. "

### Target groups

#### *Disabled visitors*

Since a 2005 law on equality of chances, as public spaces, public and university libraries must be an example of access to disabled visitors.

The heterogeneity of the disabled target group is a difficult one. Public libraries must be fully accessible by February 2015.

Furthermore, locally, reflections and initiatives of public libraries are either on the needs of the visitor, on infrastructures, or on collections. The lack of a national coherence and the many guidelines issued by diverse stakeholders render the task difficult, if not impossible.<sup>8</sup>

One idea developed for visual impaired visitors was the use of RFID (radio frequency identification) tags on all documents of the library José Cabanis in Toulouse. Since June 2012, Using a kind of mp3 reader, blind people can now browse the library like any other visitor. They only have to apply the reader on the RFID tag, and be informed on the contents of the document such as author, editor, title, and summary for books, performers and title of songs for CDs, actors, directors for DVDs.

They can now choose unhelped the documents that interest them. This was designed by an active group among the librarians themselves visually impaired and the technology company, Daisy.

Statistically, It works more for visitors that are used to these devices and not for seniors who can find them tiresome or who suffer of technophobia.

The relevant question was to decide whether they needed to have access to all the documents. The answer being that they can visit the library with their family and share to interest or borrow for others like any other visitor. This process provides thus full equality of users.<sup>9</sup>

<sup>7</sup> Chambon, Fabrice, « Le rôle social des bibliothèques », Memoire d'études, Enssib, 2010.

<sup>8</sup> Bonello, Claire, « Accessibilité et handicap en bibliothèque », BBF, 2009, n° 5, p. 34-40

<sup>9</sup> Andissac, Marie-Noëlle, « Déficients visuels et RFID », BBF, 2012, n° 5, p. 54-55

### *Migrants*

The libraries, especially in areas that receive a significant proportion of migrants, often participated in initiatives seeking to improve their situation. In Seine-Saint-Denis, many initiatives have been taken in this direction since the launch of a working group in 2000. The association Libraries of Seine-Saint-Denis promoted the acquisition of collections in foreign languages whether fiction or books on everyday life, as well as bilingual editions, to facilitate the development of newcomers in France. Methods of learning French are also often among the acquisitions, purchased from foreign libraries to be efficient (the French editions are often incomprehensible to those who do not already read a little French).

The majority of libraries department of Seine-Saint-Denis is working in partnership with associations, including the Association for the education and training of migrant workers and their families (AEFTI), GRETA, training organizations, the integration services cities, RSA services department, and associations of women. Mediation they offer, in conjunction with all of these actors can discover the services implemented in the public libraries a priori away from the institution. Translations of brochures presenting the library have been released. Other initiatives could be cited as examples, such as the work with women associations in Suresnes or the work carried Blois, to facilitate both childcare and non-French speaking people to seize these visits to increase the access of parents (usually women).

The sharing of experiences that could be conducted in Seine-Saint-Denis is unfortunately little benefit to other as that this population, fewer, is not part of the political priorities of communities. When initiatives are taken, it is difficult to see success. A La Goutte d'Or, "these partnerships [with associations], little formalized consisted mainly of library tours for groups of learners. Subject to the goodwill and sense of organization volunteer associations, these visits could be constructive as well as catastrophic (groups of disparate levels, too many learners, lack of supervision, etc...), The fact of having only one session discovery revealing the

most widely insufficient.” It seems again as continuing education, a national leadership is necessary to promote the general initiatives that took ten years to take shape within the library network of the Seine-Saint-Denis.<sup>10</sup>

## French Museums

French museums are renowned throughout the world, tourists gather from all over to catch its treasures, but in 1996 the Louvre aimed at gaining a new audience: “the nationals”.

That year, it was decided that every first Sunday of the month the entrance of the Louvre museum would be free. The reasons that led to this decision illuminate a series of initiatives and policies on the role of museums in society. The consequences impact audiences and life-long learning.

In the context of the Louvre, Sunday was chosen as it was the day with fewer visitors. A finance-oriented decision that in the consecutive years was followed by initiatives justified in the economical context which transformed the dusty institution into an independent entity. The state’s contribution

was reduced to less than 50% of the total running costs, increasing private contributions. Two new museums, official branches of the Louvre, opened to the public. Many museums followed a similar path.

### Living together

In November 2003, the Minister of Culture, Jean Jacques Aillagon, asked the Museum of Science and Industry fly a mission “Living together” to



<sup>10</sup> Chambon, Fabrice, « Le rôle social des bibliothèques », Memoire d'études, Ensib, 2010.

fight against discrimination in the field of culture. The desire was to mobilize cultural institutions for progress "tolerance, respect for differences and the desire to live together."

A working group "Expanding public" was created in June 2004 to meet audiences not familiar with cultural institutions. Instructed to think of ways to reach a more diverse audience, the group therefore provides mission to amplify the synergy between facilities. 8 in 2004, they are now 26 institutions to pool their work in this direction.

They illustrate the variety of cultural sites: museums, monuments, scenes performing arts (theatre, music, dance ...) and cinema, and media libraries, archives ... Their goal is to give full play to the role of culture in the fight against exclusion and contribute to the democratization of culture.

To reach these vulnerable groups, the group "Expanding public" has chosen to speak to people who could play an intermediary role.

These relays are involved in the social field. Their action can focus on learning French, tutoring, prevention, integration and restoration of social bonds. They may be volunteers, social workers, educators, facilitators, trainers...

The group has developed a simple device:

- a correspondent in each cultural institution that establishes personal relationships with these relays
- free sessions for discovery, education, training,
- mediations adapted
- document preparation and assistance visit
- entrance fee adjustments.

Institutions and relay meet regularly to work on common issues. This dialogue has led to the drafting a charter council, jointly developed and designed to facilitate the work of these institutions in the relay.

Completed in 2009, the Charter outlines all commitments cultural insti-

tutions.

The strength of the device consists in the pooling of resources and contacts. Institutions shall report all their programs in a quarterly common. Each institution disseminates its relay, encouraging them to discover who they do not know yet.

In addition, the mission is working with the Ministry of Culture and Communication on more specific topics (culture justice, culture hospital, access to digital practices ...). It is part of ministry partners who work in the fight against exclusion.

Taking into account the difficulties of very different audiences and adapt their offerings to better accommodate, the cultural institutions found that improvements benefit all audiences and thus allow to make culture more accessible to all.

#### Audience & mediation

Most museums have now a reduced fare for unemployed, students, disabled and schools. Public museums are free for these audiences.

In the running vein of the “Education populaire”, Popular Education, of great importance in the education of the lower classes during the XIX th century, museums and galleries wished to offer more than a simple free entrance. Contrary to the first-ever Ministry of Culture, André Malraux’s view that access to art is enough to grasp and learn from it, in the context of classical and modern art, mediators are now present in the rooms or as tour-guides to introduce the productions to visitors. For instance, the Museum of Modern art in the Palais de Tokyo, Paris, has permanent mediators, ready to assist visitors instead of security agents.

The Quai Branly Museum is part of the working group “Expanding public” Living Together in Mission launched by the Ministry of Culture and Communication. The collaboration with other cultural institutions leads to exchange, to share practices and to reach a more diverse audience. To go to meet the vulnerable groups, the Group has chosen to contact people who could play the role of relay (field social stakeholders: associ-

ations fighting against exclusion, prison services and probation , staff of the judicial protection of youth ...).

Actions implemented to audiences away from the culture musée du quai Branly has intensified over the past two years. In addition, seats are reserved for the public in the social field, during certain events (performances, workshops ...). Policy of openness has also consolidated with the creation of a section on the website museum designed specifically for cultural relays.

For several years, the musée du quai Branly forges ties with networks of associations, social work and integration in a dynamic partnership. The museum is a partner of Cultures Heart, the Federation of Social Centres and the City of Paris or the French Secours Populaire. In the summer of 2010, committing itself to "Suns of Europe", the Musée du Quai Branly has continued its approach and equal access to culture, facilitating visiting public would not have come spontaneously without hospitality and a particular mediation. This event helped welcome in the morning more than 700 holiday forgotten children and offer them the opportunity to visit the collections, free to participate in multiple activities.

Another example in Dijon, Le Consortium an association devoted to the promotion of culture and contemporary art.

The Department of Education and Mediation Consortium develops many mediation activities for private audiences. They try to encourage in particular collaborations with associative structures and "private" other than our usual partners. It proposes specific actions and / or followed which can be organized according to the objectives and demands of the structure and the art centre.

The high reactivity of the team and the wide range of activities of the consortium allow vast fields of intervention and actions.

Guided tours offer a discovery of the consortium activities, a short presentation of the architectural project of the new space, and commenting on works in the exhibition for a better understanding of the process of artists. More than mere didactic, it is also a meeting place for

discussion and exchange.

On site, it is possible to run:

- Guided tour of the current exhibition by a mediator Consortium (about 1h/1h30)
- Foreign language guided tour of the current exhibition by a speaker of the Consortium, subject to availability (about 1 hour)
- Visit / discovery of mounting an exhibition supervised by a mediator Consortium (about 1 hour)

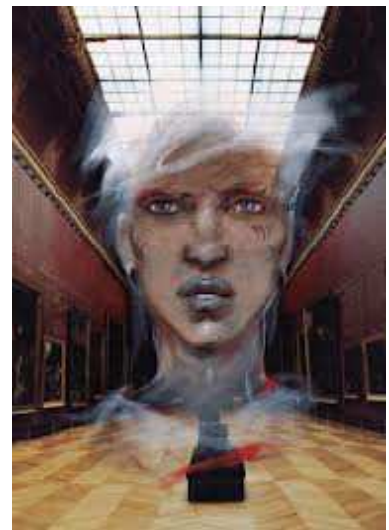
Outside the walls:

- The works carried out in the framework of the action in New sponsors public space can also be presented through documentary films, site visits, meetings with stakeholders some of these commands ... may be mentioned issues patronage or 1% cultural.
- A mediator can move within the structures who wish to give conferences or round tables on topics defined in collaboration with the structures (example of existing interventions: What do you call "Contemporary Art "today).

### Mixing audiences

Other initiatives to attract audiences are that of mixing contemporary culture with the permanent exhibitions. Recently the famous graphic novel author Enki Bilal photographed the museum rooms and artworks and produce 23 original works entitled the "the Ghosts of the Louvre"

But the choice of the artist is not necessarily a popular one, it can be an artist from the contemporary art less known such as were the invitations of the Château de Versailles given to Jeff Koons and Takashi Murakami to exhibit their raising much mediatised



scandal; the gain for the museums are renewing visits for the audience an introduction to an art they hardly ever follow.

### Decentralisation and transparency

In the beginning of 2013, the Ministry for Culture, Aurélie Filippetti went on a Tour de France of the artistic education. The aim was to review activities work and good practices in the field them consequently. Beyond the political agenda, it showed the growing importance of museums out of the Paris sphere.

In 2012, the Louvre Lens opened to the public. It was preceded in 2010, by the branch of the Beaubourg Museum of Modern art located in the city of Metz. The museum is the largest temporary exhibition space outside Paris in France and since its inauguration, the institution has become the most visited cultural venue in France outside Paris.

The museums are implemented in iron and steel regions which in the post-industrialized era were stroked by a high unemployment rate, thus offering new jobs and attracting visitors.

The cultural project of the Centre Pompidou-Metz is based on four priorities:

- Discover the artistic creation in all its forms;
- Provide keys to understanding the history of art since 1905
- Move and invite the viewer to see the world through art;
- Extend attendance to new audiences.

Public policy of the Centre Pompidou-Metz is built around two main axes:

- diversify public interested in all socio-professional categories (public individual, family, school, tourism, senior groups, disabled people, disadvantaged groups, associative networks, companies ...). The bias of the educational institution is committed to making it accessible to the modern and contemporary artistic creation, and thus enable the conquest of new audiences;
- retain public ownership and allow the site by visitors through reg-

ular attendance at the Centre Pompidou-Metz. To this end, mediation is a priority of the institution and information devices are clear and varied in place for optimum readability artistic proposals

In another context, the Foundation Cartier inaugurated its building designed by architect Jean Nouvel, all transparency and reflections.

Created in 1984 by Alain Dominique Perrin, then President of Cartier International, on the suggestion of the artist Cesar and directed by Hervé Chandès, the Cartier Foundation for Contemporary Art is a unique example of corporate philanthropy in France.

Both creative space for artists and a meeting place between art and the public, the Cartier Foundation for Contemporary Art aims to promote contemporary art and disseminate knowledge.

In the image of our times, the Fondation Cartier crosses all areas of contemporary art, design and photography, painting, video, fashion live performances. Foundation Cartier and its know-how and bias, a mixture of rigour and eclecticism, which tends to make contemporary art open and accessible.



## Archives in France

In the context of archives in relation to Lifelong Learning, the problem of digital divide is not relevant as it is with libraries where the search for documentation is the fruit of a deliberate inquisition, one should rather explore cultural or historical divide. Since the predominance of the digital tools for the younger generation, archives efforts in learning go to-

wards digitalization, organization of events and teacher training.

### Archives Education Services

You can go back to the second half of the nineteenth century to date the first initiatives of French archivists to open up their world for educational purposes. But it's the creation of an educational service to the National Archives in October 1950 that really starts the education policy of the Archives of France. First dedicated to home school of secondary education, educational services are open to the primary from the 1970s, but are struggling to develop a sustainable action towards the high schools. However, in 1985, creation date of the last educational service in the Departmental Archives (Archives de Paris), there is both a radiation of the pedagogical and cultural archives, an opening of archives.

Educational services of the National Archives (Site of Paris, National Archives of the workplace) welcomed nearly 10,000 students in 2005. Those departmental archives have received about 110 000 and those of the City archives more than 30 000. With the exception of the year 2002, the increase in attendance of educational services remains fairly stable, but particularly important in the departmental archives that hosted nearly double between 2004 and 2005 students.

The activities proposed by the education services are free, with few exceptions.

Meetings with students are no longer solely in the Archives, but also in schools, the work of professors of educational services that travels with its documentation or through travelling exhibitions.

The traditional offer is declined as follows:

- A visit to the archives;
- Sessions-workshops on Sigillography, heraldry, palaeographic transcription, calligraphy, etc..;
- Exhibitions with educational file;
- Thematic workshops that can be designed with teachers, particularly in the context of CAP classes (art and culture project);

- Publications on which to base document for teachers;
- For services that have web pages, files or online educational publications and virtual exhibitions.

When classes cannot come to the Archives - the Vigipirate and transport costs, particularly in remote rural areas, making it increasingly difficult while travelling - Archives come to them thanks to the Archivobus.



### Digital Divide

Faced with a "culture of Chamber" fairly widespread among young people, pages and online educational sites represent an appropriate offer that the Archives of France and archives support and implement.

Among the educational tools available online, History through images, at the initiative of the Ministry of Culture, is distinguished by its rich offer: 1083 images of works of art and archival material, 616 study tours, animations, tests, references, a personal workspace, to better understand the events and developments from 1789 to 1939. Also complements the multimedia resources of interest to cross approaches: that of art history which unfolds the story always renewed artistic creation, and of history that restores life itself, in its authenticity. They develop around the work or archival document an interdisciplinary search for meaning. The monthly audience of the site is 40,000 different users that connect one or more times for an average of more than 20 minutes per visit. The number of users is up 20% from one year to another. This increase confirms the success with teachers and cultural professionals who use it as resource material, including the conduct of educational and cultural pro-

jects.

An example is the site "Dreyfus rehabilitated" - full of sound and visual animation, archival documents written and iconographic, hyperlinks, comments and analyses contextual and chronological - offers interactive educational resources and complete information about this episode in the history of France and themes relating thereto<sup>11</sup>.

Another is the Departmental Archives of Douai which has made a real multimedia game online The mystery of the Cordeliers, which calls for children to explore the treasures of the archives to fight against the dangerous archiphages.

Younger generation have less of a habit to enter documentation areas because a strong part of what is to be researched is accessible on the internet such as information documenting history, science cultural events.

What is lost is the by-product of these researches, what could be qualified as the documentary competence which is to have the know-how to search a documentation department using the codes and resources and cross-referencing.

To initiate learners to his skill, at primary and secondary level, the academy of Créteil created a digital tool baptized PARDI which assists in learning how to explore and search documentation. The program is divided in four steps

- Chapter I: Reading records
  - Module 1: Read a guide to access the document
  - Module 2: Read instructions to select a set of instructions
  - Module 3: Read a record to a bibliography
- Chapter II: Understanding the classification
  - Module 4: Understanding a rating
  - Module 5: Understanding a thesaurus
- Chapter III: Formulate a query

---

<sup>11</sup> <http://www.dreyfus.culture.fr>

- Module 6: Identify the keywords of a topic
- Module 7: Write an equation search

Each module is a battery of questions with the purpose of producing learning.

The tool is used and much supported through that region. Its access is at the moment limited to educational services.

Outside digital tools, the Interministerial Delegation for Urban Affairs (DIV) has the desired form history and memory of the city policy. To achieve this, it has established, in partnership with the Archives of France, a real strategy. The program launched in 2004 provides both better management of existing archives and a collection of oral archives. Among the actions the program, it was planned to take oral evidence at the sites of city policy. This collection of stories is intended to give to see or "hear" the city policy other than through the paperwork. For neighbourhood residents directly affected, it is permitting them to find meaning, to situate in history and time. These archives provide oral, also, sources for research.

Furthermore, the participation of artists (actors, storytellers, illustrators, etc..) is becoming more common while disciplinary projects combining visual arts, photography, French, history, civics, ICT (Information and Communication) , etc., are emerging.

An initiative is a collection of oral archives in Saint-Denis (Municipal archives of Saint-Denis): a collection campaign performed oral archive as part of a cultural project of historical recovery of the history of the suburbs.

For reasons both of efficiency and relevance and visibility, cultural and educational opportunities cannot be considered outside of existing or partnerships. The most common of these are those set up by local cultural institutions: museums or private institutions, then those who associate archives neighbouring property services, cultural services of local authorities (libraries, services or branches of General Council, etc.). The

objective is to develop common heritage routes, edit pad, develop lesson plans ...

An original action in the departmental archives of Yvelines: Reading - writing historical novels.

As part of a work on court records from the early nineteenth century (1814-1848), students in a second school of Versailles came to work on the records of the Assize Court of the city, selected previously by one of the professors of educational services. They stripped the files charges with the minutes, testimony, investigations, and watercolour plans of reconstruction of crime scenes.

After reading historical novels and meetings with authors, and a visit to the archives, the students wrote detective stories with historical background with the writer Guillaume Prevost.

### Adult education

The plan for arts and culture in schools of 14 December 2000 - Tasca said Lang-plan - focused on training teachers who are one of the main resources of the educational field. It also provided training resource persons by summer schools, seminars and national inter-academic seminars.

The first of training offered by educational services is to familiarize teachers, especially school teachers, with the place "Archives". These training fit most often the part of Life Long Learning for teachers.

Apart from visiting the archives building and training in methods of archival research, internships should allow teachers to better understand the purpose of teaching the source document. The topics addressed concern in most cases the teaching of history but they can be approached from a cross with other disciplines (Science, Visual Arts, ICT, etc..).

Example of training:

- Partnership between the Municipal Archives of Lyon, the museum Gadagne CAUE the Rhone, the Rhone River House Givors within the network "Viewpoints". It allows transmitting a methodology for exploring the landscape, especially areas (Lyon and its suburbs)

and the local heritage. The network offers support and assists teachers in setting up their projects: CAP classes, discovery trails, architecture in college, etc...

- Cooperation between the world of Culture and of Education has been, since a quarter century, several interdepartmental agreements. First focus on the artistic side, this cooperation has been gradually extended to various fields of culture. Thus, the devices are best suited to supply framed and transdisciplinary Archives will they be cultural classes (classes heritage) and CAP classes (art and culture project).

Archives play little role in informal learning outside of formal teacher training.

Parallel to the revolution in journalism and the way news is broadcast and read, archives are made available though modern online libraries but the medium of a professional is still necessary. But it's also the general perception of archives in the eye of the general public that needs reworking. An example of the loss of interest for history and by extension the role of archives, is that the history discipline was dropped from the curricula in the general examination for science learners (baccalauréat S) a couple of years ago. The modern role played by archives in Lifelong Learning is yet to be written.

# Italy

## Italian Libraries Facing Digital Era

### History

Libraries in Italy have a glorious past. There is discussion about which of the noblemen's personal libraries might have been the first to be opened to the public (of course, a strictly scholarly public), but there is no doubt that this has happened in the XV century.

Being from Emilia-Romagna Region, we believe that Europe's very first public library opened in Cesena, Italy, in the mid-15th century, by the signore Novello Malatesta inviting anyone wishing to peruse its wares and enjoy the stunning architecture; the citizenry did, after all, collectively own the extensive compilation of Greek and Latin texts and codices. Although the Islamic Golden Age likely launched the very idea of a public library, Biblioteca Malatestiana finally brought the concept to the "Western" world. In 1992 it has been listed in the UNESCO Memory of the World Register<sup>12</sup>.

The 1452 Reading room: 343 manuscripts in Latin and Greek, some in Hebrew and Arabic, were chained to these benches



<sup>12</sup> <http://tinyurl.com/d6d7eby>

## Today

The exact number of libraries in Italy is not available, as they belong to different administrations: State, Universities, schools, regions, counties, municipalities, other public administrations, foundations, religious institutions and other private entities.

Public libraries in the common modern meaning are mostly run by the 8.092 municipalities (of very diverse dimensions: from Rome, 2.761.477, to Monterone, 34 inhabitants), organized on the basis of laws approved by the 20 Italian regions. Public libraries are financed mainly by municipalities; regional laws might provide contributions for them and so do counties supporting networks, professional development programs, data collection and communication.

Reflecting the uneven economical and administrative conditions of our country, public libraries and their services have different standing and results from north to south, from smaller communities to larger ones.

As stated, national statistics for public libraries are not available: ISTAT, the national statistical service collects data only from the 46 state libraries, which are mostly bound to legacy, i.e. heritage preservation. The professional association, A.I.B. (Associazione Italiana Biblioteche, member of IFLA) estimates their number between 5.000 and 6.000, considering that most cities have various branch libraries.

The quality of these institutes is very variable. In many cases quality reaches european service standards, in many cases could stand a benchmark even with to north-european libraries (especially in regions like Lombardy, Emilia-Romagna, Tuscany, Piedmont, Valle d'Aosta, Trentino-Alto Adige, Friuli-Venezia Giulia). Statistics, however, are online for Piedmont only.

Unfortunately the common idea about libraries is of a scholarly, slightly boring place, with hushing staff and little excitement. This does not correspond at all to the reality of contemporary services: most libraries treat multimedia documents, have internet connections, are active in information literacy programs, work a lot with children and teens, are hos-

pitabile toward elderly people and migrants, run websites, some are on Facebook and / or use Twitter, run digital collections, loan e-books, promote and/or host lifelong learning activities. Mass media do not tell anything about all this, sustain that people do not read because Italian statistics are based on book purchase only, ignoring that lots of people borrow them from libraries (after all, it's free and you don't have to dust them after you've read them). Anyway, in-depth research has confirmed that the presence of an efficient library helps bookstores to sell.

School libraries, which often have very good collections, are used -a little- mostly by teachers, because they do not receive proper attention: they are under the responsibility not of librarians, but of teachers who have no scheduled time to do what a librarian does: keep them opened the necessary time, help fellow teachers and students to use them, assist with reference and information literacy programs, propose curricular bibliographies, propose teaching paths based on collections. Thus, a proper habit of using libraries is taught in schools only when teachers are passionately convinced that it must be part of curricula and find a place for it in their busy teaching schedule: then they tend to count rather on the friendly public library.

Great care has been given, since 1990, to build the online access to the catalogue for as many as possible libraries. This objective has been reached in 1997, when the first OPAC (Online Public Assess Catalogue) has been made available by SBN (Servizio Bibliotecario Nazionale, the National Library Service), including data from 4.895 Italian libraries. Bologna network includes 230 libraries of diverse institutions: University, comuni (municipalities), county, schools, foundations and other private libraries.

Progress in ICT has now made it possible also to small libraries not belonging to SBN network to put online their catalogue; many libraries work on a large area cooperation agreement and their catalogues are networked so to make all documents available to each other.

In smaller communities, where there is no theatre or cinema, libraries

tend to offer all sorts of cultural activities, especially for children and associations. Started in 1999, the program Nati per leggere (born to read)<sup>13</sup>, meant to enhance the inclination to read in children from a very early age, for instance, has reached a large number of towns nationwide. Nati per leggere is promoted by the professional and cultural organizations of librarians and paediatricians: Associazione Culturale Pediatri (ACP), Associazione Italiana Biblioteche (AIB) and Centro per la Salute del Bambino (CSB). The Associazione Culturale Pediatri puts together 3.000 Italian paediatricians on cultural grounds. The Associazione Italiana Biblioteche links more than 4.000 librarians, libraries, information services. The Centro per la Salute del Bambino is a non profit organization engaged in training, research and solidarity towards childhood. The relationship with booksellers and publishers is also very important. Publishers recognize Nati per leggere and allow discounts on books that are used for the project.

Emilia-Romagna Regione boasts the highest ratio in Italy of libraries per inhabitants, over 1.300 for 4.432.418 348 citizens, i.e. 1 library every 3.400 inhabitants. Their holdings amount to over 20.000.000 documents. Public libraries and heritage libraries belonging to municipalities are 459, holding over 12.000.000 documents.

In 2000, Regione Emilia-Romagna has approved a new law to govern activities of archives, libraries and museums belonging to local authorities. For similar institutions belonging to other administrations, the Region encourages and financially supports programs and activities jointly run with local authorities. For libraries, such are, for instance, all server farm activities run by the University of Bologna to host the very large database which holds catalogue records and all management activities (circulation, inventories, users and suppliers records, administrative records, etc.) for documents in libraries. Similar projects have been supported in other counties as well, so that almost all libraries, although belonging to different administrations, share the same catalogue net-

<sup>13</sup> <http://www.natiperleggere.it/index.php?id=73>

work, linked to the national database SBN<sup>14</sup>.

### Digital Agenda

The Italian Government has only recently approved a plan based on the 2010 European Commission strategy called “Europe 2020 for a smart, sustainable and inclusive growth... smart, through more effective investments in education, research and innovation; sustainable, thanks to a decisive move towards a low-carbon economy; and inclusive, with a strong emphasis on job creation and poverty reduction.”

The European Digital Agenda is a highly meaningful part of this overall strategy of growth<sup>15</sup>.

### Broadband

Italy’s “state of the art” is as far not very good. In January 2012, the penetration rate of fixed broadband is 22.2% of the population, still 5.5 percentage points below the EU average of 27.7%. Italy has only 8.2% of fixed lines providing speeds of 10 Mbps and above. There are no subscriptions with speeds greater than 30Mbps. Around 90% of broadband lines in Italy are in the range of 2Mbps and below 10Mbps, 46.2 percentage points above the EU average rate of 43.4% of lines in this speed range.

Mobile broadband penetration of all kinds of devices (both handheld devices and computers) is 31.3%, still 11.8 p.p. below the EU average penetration level. At the same time, penetration of dedicated data services cards, modems and keys only is 10.2%, which is by 2.6 p.p. higher than the EU average.

### Internet services

In 2011 51% of the population use the internet regularly (e.g. at least once a week), up 3 p.p. since 2010, and 17 p.p. below the EU average of 68%. With regards to disadvantaged people, the rate was 36%, 17 percentage points below the EU average of 53%. 39% of citizens have never

<sup>14</sup> <http://www.sbn.it/opacsbn/opac/iccu/change.jsp?language=en>

<sup>15</sup> [http://ec.europa.eu/information\\_society/digital-agenda/index\\_en.htm](http://ec.europa.eu/information_society/digital-agenda/index_en.htm)

used the internet, a reduction of 3 p.p. since 2010.

Take-up of e-Commerce is 27 points below EU average, with only 15% of the population buying online, up 1 p.p. since 2010. 11.3% of businesses purchased online, and 3.9% sold online, while 11.2 and 3.8% of SMEs did so respectively. E-Government use by citizens in Italy has slightly retracted in 2011 to 22%, pulling the country to the second last position in EU. e-Government usage by enterprises has retracted to 76% (from 84 in 2010) as well putting the country in the third last position among EU27 countries.

### Research and Development

Italy is very strongly represented in the Future and Emerging Technologies area as well as in ICT for health. It has also a strong presence in key technology areas such as Embedded systems, Cognitive systems and robotics, Trustworthy ICT and Software and services. Funding is mainly directed towards the two hubs of Milan and Rome. Other major clusters can be found around industrial cities (Torino, Genova) or university centers (Pisa, Trento and Bologna).

### Emilia-Romagna Digital Agenda

With a plan and through a public company called Lepida (from the name of the Roman Consul Marcus Aemilius Lepidus, who in 187 b.C. completed the still existing road which leads from Piacenza to Rimini) the Region is completing its European Commission 2013 objective: to give access to all citizens to at least a 2 Mbps connection. As a matter of fact, public infrastructure ensures for all public administration and most citizens broadband and some ultra-broadband access.

Since 2008 the question of helping people to reach the necessary skills to use successfully all Web 2.0 resources has been put forward, designing, financing and running hundreds of courses under the mark Pane & Internet (Bread & Internet). Structured plans like Poland Library Development Program<sup>16</sup> have not yet been put to work, although in 2012, some months

---

<sup>16</sup> <http://www.biblioteki.org/en>

ago, libraries have become more clearly a target-place where to run courses and offer, through voluntary work -especially on a peer-to-peer basis- qualified, friendly assistance and mentoring.

#### Information literacy

Programs to overcome digital divide on the knowledge side have been developed by libraries at least from year 2000, but their impact has not been very impressive, as it has hit a population, as we say “a macchia di leopardo” like a leopard’s spot”, intense where is present, zero when not present. There has been no national plan, as reported in the previous paragraph.

University libraries have obviously been active - and still are - with information literacy courses: the richness of data bases and electronic periodicals (both very costly), Open Access, digital resources and the like, make it fundamental to give students and researches a strong awareness of the cognitive wealth before them and to deliver the skills necessary to make the best of them. Many have run in-depth subject course, some have developed on-line tutorials for different categories of pupils.

#### Technology and people

Reports on the use of Internet tell us that non-users are mostly women, elderly people, migrants, all “weak” categories which see their stance in society even more impoverished by the lack of these skills, both for work and for their social life.

Up to now, there has not been any national plan to overcome this problem, although governments have formally adhered to the European Digital Agenda. With Prime Minister Monti, things have become to move: all restriction will be withheld from investment on ICT (mostly of infrastructural character), while UE project bonds use should be revised and put to work to simplify and modernize public administration, a much needed reform. Still, the Italian Digital Agenda will have its law later in the year, because of well known financial problems: the feeling, however, is that

the actual government believes that this extremely important project must not be quitted and that this European obligation must readily be met.

The Digital Agenda requires cooperation from regions, counties, municipalities. Plans to overcome the knowledge divide as part of the digital divide has been adopted by several regions.

Region Emilia-Romagna has been carrying on the above mentioned plan called Pane & Internet (Bread & Internet) from July 2011: 227 courses have been already held. Special courses have been designed for immigrants, people out of work, mountain areas. Some courses had to be postponed because of the earthquake which has badly hit some areas of our region from May 20, 2012 (and has not completely stopped yet).

“Digital mentors” is a startup course for volunteers willing to tutor, in public libraries, newcomers to the Internet to make them confident in using e-mail, public access services, home banking, VoIP services, social networks... The target is 630 courses within 2013, with 15.000 citizens involved.



Many other courses are being held on a local basis, in libraries and social centres. The program “Granpa, Granma and I” has already held 17 editions, along with 5 courses for immigrants. Very high the female presence, like in most cultural and participative activities (60% against 40% male participants), but also very high the presence of workers, 20%. One third of participants is over 65, 70% is over 55.

### Lifelong learning

The concept of lifelong learning has been enthusiastically accepted in Italy since its first appearance in the Sixties, under the name of *edu-*

*cazione permanente, educazione continua* (continuing education). But initiatives have been seen on the local, rather than on the national level, and often they have been carried on episodically.

Although unified from 150 years, in Italy there are still different performances in education and in the cultural system, as well as in local authorities dimensions, efficiency, priorities.

The very valuable work done by EU on the education and training front since 2001 has first influenced initiatives in formal education, with reforms in higher, or university or vocational education, and in exchange policies. In Italy, it has been very high and successful the participation to EU programs Comenius, Erasmus, Leonardo and Grudtvig, in the framework of Strategic framework for European cooperation in education and training (“ET 2020”) [http://ec.europa.eu/education/lifelong-learning-policy/policy-framework\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/policy-framework_en.htm) .

EU itself has renewed its European Agenda for Adult Learning only in November 2011 (program started in 2008), rightly distinguishing between employment-related purposes and learning for personal, civic and social purposes, underlining that both can be achieved in formal education and training systems or other settings. Special attention is given to “peer learning” activities in adult education.

In Italy, initiatives like the “University of the Third Age” have been a successful way to satisfy the drive toward education for personal and civic purposes. The first ones were born in 1975, all require some payment, some have contributions from regions, all are usually helped on a local basis to find seats or school rooms and lecture halls where to hold courses.

Libraries have done and keep doing much in the field of lifelong learning on a more informal basis. Conferences, sometimes in series, seminars, debates, courses on all kinds of subjects, meetings with authors, movie screenings, reading, listening and study groups, chorals, children and teens activities of all sorts. In many cases, libraries have links with adult education association and groups, host their meetings and propose read-

ing lists.

Tuscany has been playing a very special role in this field. In the framework of a Regional Operative Program for Social European Funds (POR FSE 2007-2013), it has launched and is now running a 1.700 courses catalogue of e-learning. The service is active on an international basis: ...only 88% users are Italians! It has been used by 95.000 citizens during last two years, and a users satisfaction enquiry on completion of courses has shown that 99% is satisfied with the service, which is also free!

### Disabled

People with disabilities are cared for in libraries especially if they have reading difficulties.

Books and articles recorded on audiocassettes have been the first aid to blind people, available not only in institutions and centers for blind people, but also in libraries, thanks to reciprocal agreements. The “Istituto Francesco Cavazza” of Bologna, a foundation for the blind created in the second half of the 19th century and still very active, has been the first to supply cassettes to the libraries of Bologna.

An organization named “Il libro parlato” (The read-out book) has been active since 1983, developing its offer and technology over time. The centre makes available Mp3 recordings of any text which might be needed by blind, visually impaired, dyslexic, physically impaired person; it runs also a Braille printing center and is developing tactile materials to help appreciate paintings and sculptures by people with sight disabilities. As the center services a number of retirement homes, they even went to China to have 2.000 Mp3 readers made and patented to their own design for elderly people !

A recent survey run with 1.505 individuals by Milan University has revealed that people visually impaired have a reading media of 9 books a year, three times the average “normal” reader. The survey, carried in 2011, was targeted to the agreement, now implemented, with AIE (Associazione Italiana Editori, i.e. Italian Publishers Association) for LIA (Libro

Italiano Accessibile) where publishers will make available in digital format, with special copyright, at least 3.000 books (500 on demand) to the Italian population of 362.000 blinds and 1.000.000 visually impaired. Much less has been done in public libraries to provide aids to people with heavy physical difficulties or with cognitive problems, unless this can be done jointly with mutual self-help associations. Caring for such problems require most often a tailored solution, as each case is often a world of its own. Public libraries can of course help to reach correct information, contact associations, help overcome social divide.

## ICT in Museums

Reports about the use of ICT in Italy reveal that while we have among the highest rate in the world of use of mobile phones, we rank below the media of Internet use in Europe (of 27 members), and significantly below (from 10 to 30%) in use of e-commerce, e-government, online banking. Particularly affected elderly people, unoccupied, migrants, women. Only one month ago has the new government launched a Digital Agenda. Luckily, several Regions had already started programs of their own.

Our Region, Emilia-Romagna, has completed its high-yield network to develop ICT services, and is well into the job of running programs to overcome the knowledge divide, with the objective to halve the local population does not have yet the necessary skills to use the web and/or online services (today around 40%). Social centres, schools, youth centres, libraries are all places where both courses and follow-up tutorship are engaged to respond to real information needs and ICT activities (emails, text, web search and mapping).

The problems are: a) to make disadvantaged people aware of the improvement ICT can bring to their everyday life; b) to give a fair idea of the richness of information quickly and easily accessible; c) to overcome fear of the pc or other devices and low self esteem; d) to help live really successful experiences in the use of ICT; e) to follow up and reinforce

such experience, possibly in a protected situation, preferably peer-to-peer.

In museums, ICT have many diverse uses. Documentation about collection is the first and the oldest appliance: photos, description of objects -following a set of international rules and codes, provenance, history and bibliography- all belonging to the traditional way of filing information, are now enhanced by the use of ICT, with the advantage of retrieving information at higher speed and with many more keywords or tags, and data exchange with other museums for study research, comparison, construction of virtual collections.

More recently, many museums have been marketing themselves through the web. Along with information about famous holdings, opening hours and tickets, websites have become a true showcase of many services a museum can offer, from availability of guides in different forms, events, lessons to family tours, special exhibitions, bookshops, coffee shops, restaurant etc. Many even offer virtual tours, blogs, conference videos, downloads...

There are, however, no clear policies to support museums in the offer of online info and services. The responsibility of the central Government, as a matter of fact, is mainly toward national museums and archaeological sites (from Florence Uffizi to Pompei, from Naples Archaeological Museum to Venice Gallerie dell'Accademia, from Turin Museum of Cinema to Paestum Archaeological site...); not all Regions have laws or lines of credit meant to help institutions under their responsibility to develop such services. All the same, good practices are known and guidelines have been prepared at a national level, and even a kit is available, thanks to MINERVA EC, Ministerial NETwork for Valorising Activities in digitisation, eContentplus - Supporting the European Digital Library.

Accessibility is one of the quality criteria for web applications: “ensure access to its cultural contents for the widest possible number of users, regardless of age, ability, available technology, education and culture.

One of the specific aims of the eEurope Action Plan 2002 is to make every effort to render the contents of the Web sites of Public Administration accessible to disabled users. All recommendations on the subject indicate the adoption of the Guidelines in the Web Accessibility Initiative (WAI) and the World Wide Web Consortium (W3C) as being indispensable for fulfilment of this goal.”

Alongside a general effort to overcome physical barriers for persons with reduced mobility (very frustrating: most museums are located in historical buildings, difficult and costly to cope with), there are a few interesting pilot experiences meant to help disadvantaged groups or individuals. About 80 very important museums and archaeological sites have prepared paths enjoyable to blind or visually impaired people, mostly with touchable replicas and Braille descriptions. This has been done mostly with the NGO Italian Union for the Blind.

If scarcity of financial resources is the main obstacle to the accessibility of museum locations, it is more difficult to overcome social stigma, or low self esteem: only self-help or humane associations seem to be able to bring people socially impaired, or with mental retard or disorder to visit cultural institutions like museum, on the principle of equal opportunity and often with rewarding outcomes. It has however proved very difficult to find reports for this specific area.

All the same, museums play a very active role as Lifelong Learning agents. The so called third age university, retired people cultural associations, religious circles have a wide offer of trips, guided visits to museums and exhibitions, courses before and after museum visits. This is done especially on a local, associative basis rather than as a museum initiative. Some pilot experience (in Rome and Milan) has also been noticed in the area of multiculturalism, of cross-cultural meetings.

In this field, actions or projects are mostly led by NGO or association, usually at a non formal level. In order to foster Lifelong Learning, the main obstacles to be removed seems to be the idea of going back to school, with all the frustrating feelings mostly attached to it for people

with no or little educational advantage. Emotion and entertainment seem to be the key, but they should be reinforced by actions suggesting an effort from the participants, to be awarded in a light contest, leading to a set of premium or advantages.

## Archives in Italy

As usually understood by professional archivists and historians, archives are records which have been naturally and necessarily generated as a product of regular legal, commercial, administrative or social activities - they have been defined as "the secretions of an organism"[ - rather than those which have been consciously written or created to communicate a particular message to posterity.

In general, archives consist of records that have been selected for permanent or long-term preservation on grounds of their enduring cultural, historical, or evidentiary value. Archival records are normally unpublished and almost always unique, unlike books or magazines for which many identical copies exist. This means that archives (the places) are quite distinct from libraries with regard to their functions and organization, although archival collections can often be found within library buildings. At a municipal level, especially for communities below 20.000 inhabitants, the responsibility of the historical archive belongs very frequently to the local public library, as it is part of its responsibility for information of local interest.

An archive is a collection of historical records, or the physical place they are located. Archives contain primary source documents that have accumulated over the course of an individual or organization's lifetime, and are kept to show the function of that person or organization.

The richest archives in Italy are the State Archives. They hold state documents before and after Italian unity, which can go back to the early Middle Ages, as well as notarial archives until 1900 and archives of suppressed Church congregations. They can receive archives of municipalit-

ies, provinces, other public or private entities.

There are 100 State Archives, one for each Province (plus 37 detached sections in minor centres), the richest being those which have been State capital before Italian unity, like Turin, Milan, Venice, Florence, Naples, but also, on a smaller scale Parma or Lucca.

The State Archive of Bologna, for instance, holds documents of the oldest University in Europe from 1317 to the XIX century, of ancient hospitals and noble families, preserves historical maps and land registry.

The State Archive of Bologna is particularly active in the educational field: as many as 29 different themes of diverse historical periods are developed and relevant documents shown to pupils, teachers or the general public.

Overall, around one million loose parchment documents (others are bound with diverse archival series), eight million units (envelopes, files, sets, bundles, volumes, registries) is kept by State Archives. The shelves run for 1.200 kilometers altogether. The most ancient parchment document goes back to the year 721 and is at the State Archive in Milan.

Documents can be freely accessed but those which are reserved because of internal or foreign political reasons: those are available 50 years after their issue, while personal documents and criminal prosecution documents take 70 years to be open. Research reason might overcome these limits.

State Archives belong to the Ministry for Cultural Heritage and Activities, which supervises all archives through its territorial offices, the Superintendencies. One should say they are supposed to supervise, as there are 8.000 municipalities, 100 provinces, 19 regions and 50.000 public non-territorial bodies which have produced and produce documents they are responsible for. They should advise, inspect, protect, increase, include, teach how to keep correctly and how to use archives to advantage.

Weeding procedures, meant to keep only relevant documents ( in contemporary times the production of copies has become a nightmare), are

especially delicate and should be done continuously, as a routine.

No one can doubt the exceptional potential of archives as institutions where people can meet the past looking at and reading documents which are real bits of the mosaic called history. A visit to an archive, guided by an expert, is bound to fascinate anyone, producing a great curiosity, a sense of awe for the complexity and fatigue for any well-documented research, a desire to discover more.

Yet, their holdings are complex to search and retrieve, and archives tend to be used either by scholars or by passionate and learned retirees, rather than by the general public. In some areas of the Country even several family or company archives are available, in others even municipal archives are not sufficiently preserved and accessible.

As far as the link between archives and the digital world, much has been done to allow or at least facilitate research from remote, making available online description and inventories of many archival funds, but coordination has started late and is not strong, having few resources both financial and in personnel. The Ministero per i Beni Culturali e Ambientali, through the Direzione Generale per gli Archivi and its scientific and operating institute ICAR (Istituto Centrale per gli Archivi, i.e. Central Institute for Archives) is responsible for archives. Several Regions (Lombardia and Emilia-Romagna especially contribute very efficiently to all cooperation projects.

SAN, Sistema Archivistico Nazionale, opened in December 2011, is a portal, i.e. the access point to information about the archival heritage which has been made available merging diverse data belonging to archival systems who have joined the overall project. Data are exchanged by means of specific programs or thanks to the standard OAI-PMH (The Open Archives Initiative Protocol for Metadata Harvesting). Among the most important institutions adhering and contributing to SAN:

- SIAS (Sistema Informativo degli Archivi di Stato) describes State Archives holdings, through);

- SAS, Sistema Archivistico Statale, is gradually bringing together within the same web-based software, all archival description and management needs of all State offices all. At the same time SAS is opened to needs of other public and private archival needs.
- SIUSA, the Sistema Informativo Unificato per le Soprintendenze Archivistiche (unified information system for the supervision agencies), runs back to 2004 and intends to be the primary access node to non state archival documents, both public and private, not kept by State Archives. SIUSA hosts also Projects describing non state archives as a result of the cooperation with different institutions; among these projects, it is certainly relevant the Census of the Archives of the Inquisition in Italy.

Through SIUSA 451 inventories can be reached. It is not clear if, eventually, the tasks run by SIUSA will be totally absorbed within the portal SAN.

The system describes the Archival fonds according to a multi-level description; the creators (bodies, people and families) who produced the documents performing their activities; those (person or body) who preserve (custody) the archives.

General historical, administrative and archival informations are provided, to allow a better comprehension of the context.

It is possible to search data using three different options:

- Simple Search returns all the items containing the input term or terms (read by the system as a text string);
- Guided Search allows to select information using general indexes of the fonds, of those who produced them (creators) and of those who keep them (custodians).
- Advanced Search is intended for those who have exact and accurate queries and allows to match data concerning different components of the system and to choose the form of the results.

SIUSA includes also some thematic paths, concerning several projects

promoted by the Direzione generale per gli archivi (General Directorate for Archives) on a nation wide level, in cooperation with the supervision agencies, using common criteria to describe the items.

Of particular interest one can find in SIUSA the Portale degli Italiani (accessible also in English), which “aims to create a portal to search, and view documents and images related to the Italian population. Documents are drawn from a variety of documentary demographic sources stored in historical archives. Registration is free and is required to view results of the People search.”<sup>17</sup>

A thorough work has been done to establish standards, guidelines, priorities for digitalization of documents in archives, but not enough money has been invested in a program, which has been accepted on a European level, but which has seen an Italian contribution to Europeana, in 2010, of 7% against a 17% each by France and Germany.

The Region Emilia-Romagna has its own service, the IBC- *Istituto per i Beni Artistivi, Culturali e Naturali*, to census, order, enhance the holdings of public and private archives (but also libraries and museums) of its territory.

The census carried by IBC describes over 355 archives (non state archives) in our region, and their description (services, address, opening hours) and data are available both on the regional and the national portals.

The IBC contribution to we call didattica degli archivi (teaching methodology) is most relevant.

Here are two examples.

- “*Quante storie nella storia - Settimana della didattica in Archivio*” (So many stories -week of teaching methodology in archives): during this festival public and private bodies present their teaching experinece. Young people can put their hands on primary sources of history: documents, manuscripts, maps as “building

<sup>17</sup> <http://siusa.archivi.beniculturali.it/cgi-bin/pagina.pl?RicLin=en>

materials” for the history they learn it in school, but sometime also for a history still to be written of the place where they live. In 2012 as many as 50 archives have presented reaserch paths, labs, seminars, exhibitions not only meant for teacher and pupils, but successfully addressed to the general public.

- Partnership in Aqueduct European project. General aim of the Aqueduct project: To improve the acquisition of the Lifelong Learning transversal key competences in schools through heritage education. It comprises a Comenius course meant to build teacher capacity for competence-oriented education in a heritage context. A manual has been published:<sup>18</sup> the material is conceived for teacher trainers and teachers in primary and lower secondary education (age group 6 - 14) but the approach certainly is relevant and applicable for higher secondary education. It is also highly relevant for educators and training providers in heritage organisations.

The approach to life-long learning programs for archives, both a national and a regional level, is rather an approach to understand archives, their function and rules, to know the history and character of each, the funds they hold.

At a didactic level, more is done to build the conscience that archives can be an effective part of the life-long learning attitude we know is relevant part of a good, enjoyable life

---

<sup>18</sup> <http://www.the-aqueduct.eu>

## Latvia

### Digital Library: Goals, Possibilities, Results

In 2011, at the Faculty of Social sciences of the University of Latvia there was a discussion “Creating the Latvian National digital library: goals, possibilities, results”. Its aim was to assess achievements in digitalisation, to discuss the necessity and possibilities of digital preservation of the cultural heritage. Participants: users, managers of various institutions and the state policy group.

Libraries, museums and archives deal with two completely opposite activities - preservation and access. Unfortunately, preservation often prevails, and many digital collections are not accessible or usable. There are collections that were made as a kind of experiments or elements for attraction of finances. These stocks were formed just for the sake of digitalisation and do not have any practical significance. Digitisation is considered to be a ring-buoy for documents of libraries, archives and museums, the only guarantee of keeping old documents for future generations.

Does digitalisation help to preserve the original document? No, it does not. Under influence of digitalisation euphoria we often forget how important is to conserve the original document. The myth that digitalising is cheaper than preserving has vanished. Digitalisation requires much finance, not only for its starting, but also for its maintenance and development.

From the user's point of view, the main criterion is accessibility and usability of digital collections. During last decade many documents have been digitalised, but are they accessible and usable? The main feature of

accessibility and usability is a user-friendly searching system. We can moralize on disadvantages and weaknesses of the post-modern society, but if the digitalised collections are made for the society, it is obligatory to take users' wishes into account, otherwise no one will use the digital library.

Whether we want to or not, Google search system is remaining one of models of searching for information - one single window, which looks for everything and everywhere. People got used to search quickly and find immediately.

The digital library needs a single system - a single access point for all digital collections with the search system that is as simple as possible, easy and understandable browsing. It is also good for libraries, museums and archives for their self-promotion, for enhancing their execution statistics. One access point, rather than N-number of scattered databases, is essential for users and for information preservation institutions.

People are different, and some lecturers noticed that many students choose subjects for their diploma papers depending on availability of materials on the internet - they watch what newspapers and magazines can be found in the global network. But there always be people who prefer originals. Youngsters mainly wish speed and easy usage, the quick rhythm of life puts forward the same requirements for working people and older generation. No doubt - it brings digitalisation to the foreground; it is a rare person who can evaluate work with the originals. It does not mean that digitalisation and the original are eternal enemies - quite the contrary. Digitalisation with its technological possibilities makes the original more accessible and usable, but let us not forget the original, first, is the basic value, and second, good digitalisation is not possible without a good quality original. The best as always is the golden mean between conservation and access. Digitalization is a service. A digital resource is valuable only if it is used. Building digital libraries and digital collections think about the ease of use and readability, which includes the interface, search and browsing.

When you create a digital library or a collection there is always an important question - exactly what to digitize? Officially unconfirmed, but widely known criterion is that the material which requires digitalization is heritage material, physically threatened and already failing documents, or publications which are much in demand.

Though digital collections have existed in Latvia for 10 years; the main reason for their non-usage is not their complexity, poor quality or availability, but the lack of information.

There is the only conclusion: digital collections must be popularised, advertised, displayed. It must be done not only in libraries. Many people do not visit libraries, therefore it is necessary to publish this information in press, on the internet, etc. Unfortunately, the largest part of inhabitants of Latvia are neither library nor digital collection users.

From 2003 to 2005, 42 projects were financed by the Latvian State Culture Capital Foundation under the target programme "Support of cooperation projects between libraries, archives and museums in the digital environment".

Ludza Town Library developed two projects within the programme: "Pitchers and candlesticks are sparkling, dishes and potters themselves are sparkling". CDs "Ludza ceramists" and "For flourishing of Ludza ceramics" were recorded.

Other Ludza library's activities connected with digitalization were: "Soul roots grow through pain of the past", when albums and CD with pictures of local painters I.Prigun and J.Rudņik paintings were written and inscription on tombstones of Ludza Jewish cemetery were translated into the Russian language.

All the CDs are available at the Reading hall of the library. It is possible to take them home or to watch them on the spot. The discs were gifted to Ludza schools.

At the moment Ludza Town Library is taking part in the project "Lost Latvia" (more specifically "Lost Ludza"). Old photos with Ludza town

views are being collected - there we can see how the town looked like before and a new picture of the same place is put next to the old one. The project is being realised in cooperation with the inhabitants and Ludza History Museum. The materials can be seen on the web<sup>19</sup>, they are also accessible in the library in digital format. Unfortunately there were problems in working with Ludza History Museum, because not all stock is accessible to the public and the materials offered by the museum for the project "Lost Ludza" were not qualitative or interesting.

## Ludza Town Library

Ludza Town Library's mission is to contribute to stable and sustainable society's intellectual development, creating information resources stocks, make the library's and other global resources available and useful for inhabitants of Ludza region, as well as to increase children's and youngsters' interest in reading and to preserve culture inhabitants of local importance for future generations.

Ludza library has been organising various events for different visitor groups.

The librarians are continuing to teach seniors and people with special needs in use internet and the most popular computer software. Some people come to the library, but others asked the librarians to come home with a laptop. People feel very grateful for the possibility to invite a librarian-teacher home. The number of people wishing to use the service is growing.

The Library's basic services, incl. internet access, are free of charge. It is a significant support for people searching for a job and it is appreciated by many library users. The Internet is used for studies, searching for information, payments, entertainment, e-mail; youngsters as well as older people use Skype to contact their relatives abroad.

---

<sup>19</sup> [www.zudusilatvija.lv](http://www.zudusilatvija.lv)

The librarians found out that older people started to use the internet room more often. They were trained to use the internet bank, e-mail and social networks.

Unfortunately the Library's premises are still not accessible for people with movement disorders. On readers' request, the librarians deliver books to their home. In 2012, the Library has regularly served 5 people, including clients of the Old People's Home "Ludza".



Junior pupils of Ludza Gymnasium, Ludza Music School are being acquainted with the library. It is not a secret that youth know better how to surf the internet. The children department teach pupils how to search for information in books, newspapers and magazines. We organise various activities, when the librarians just show new interesting books to the children.

Organising educating activities, the Library actively cooperates with all institutions of Ludza Municipality: Ludza Museum, pre-schools, schools, the Tourism Information Centre, the Children & Youth Centre, People's House.



In the hall of the Library there are regular exhibitions. For instance, in 2012 there was an exhibition "Lost ... found Ludza", where visitors could see Ludza landscapes in the past.

Some years ago Ludza's librarians created a culture and history data-

base<sup>20</sup>. Some chapters were translated into English. The Latvian and English versions of the data bases were presented for Ludza gymnasium pupils. They were taught how to use the data base and the electronic catalogue of Ludza Town Library in general.

We are developing an electronic card file about the region with information about books, journals, magazines containing data about Ludza history, culture, etc.

With help of the e-card file it is possible to know what books are available at libraries of Ludza region, as well as to reserve a concrete necessary book. The Library informs students and older people how to use the electronic catalogues and card files.

## Situation in Museums of Latvia

There are various kinds of museums - state, local self-government and autonomous museums in Latvia. Their work of museums is regulated by the Latvian Law on Museums, where it stipulated that one of the museums' tasks is education of the society, communication of tangible and intangible cultural and natural values by organising permanent and temporary exhibitions, as well as using other ways of education and communication related to the operation of the museum.

In Latvia, there is the Latvian Museums Association, which is a non-governmental organisation which comprises state, municipality and privately owned museums. Its mission is to enhance the value of museums to society by sharing knowledge, developing skills, inspiring innovation, and providing leadership.

The museums in Latvia are improving their infrastructure and services to attract as many visitors as possible: they restore ancient objects, create new expositions, work out special curricula for all generations.

As a positive example for development of the museum content and contribution to lifelong learning we should mention the Latvian Museums As-

---

<sup>20</sup> [www.ludzasbiblio.lv](http://www.ludzasbiblio.lv)

sociation's project "LEM - The Learning Museum". It is a network project funded by the Lifelong Learning Programme Grundtvig (2010-2013) which aims to establish a permanent network and webspace for museums and adult educators to participate in a learning society and in knowledge based Europe<sup>21</sup>. Starting with 23 partners from 17 European countries and the United States of America, LEM aims to create a network of museums and cultural heritage organisations, to insure that they can play an active role with regard to lifelong learning and to raise awareness among decision makers at national and European level.

Ludza Municipality (Latvia) has a museum of local studies. Its mission is by using features of museum to involve in creation of the image of Latvia, to build national confidence of the local society, as well as to develop patriotic feelings about the beautiful nature and cultural historical heritage of the native municipality, by collecting, preserving and researching the cultural heritage of Ludza district from the ancient time to nowadays. The museum provides to view constant expositions of history and nature and open-air ethnography exposition. Visitors are welcome to get acquainted with variety of museum exhibitions, which are changed time to time. Museum organizes guided tours through the museum not only in native language, but in English and Russian, too. In order to contribute to the lifelong learning process Ludza Museum has worked out several pedagogical programmes, which mainly are aimed to the pupil's audience.

Main lines of Ludza museum actions:

- Acquisition and up keeping of museum collection, which characterizes history of Eastern Latgale;
- Creation of interesting and creative expositions and exhibitions;
- To provide museum collection and research results easy of access;
- Cooperation with municipalities, cultural and educational institutions, nongovernmental organizations, companies and private sec-

---

<sup>21</sup> <http://www.lemproject.eu>

tor to keep our historical and cultural heritage and to popularize it.

## Archives in Latvia

The National Archives of Latvia accumulate and store the records with archival value, provide accessibility of these records, supervise the observance of records management in the institutions and in the accredited private archives, accredit private archives and perform other functions specified in Archives Law.

On March 3, 2010 the President of the Republic of Latvia proclaimed new Archives Law. According to this Law, former State archival system of Latvia since January 1, 2011 has been reorganized within one body - the National Archives of Latvia.

At the moment in the Latvian State Agency "Culture Information Systems" is implementing project "Establishment and Implementation of a Unified State Archives Information System" (European Regional Development Fund).

After successful realisation of the project the National Archive will be able to:

- ensure joint servicing of their customers at any branch of the Latvian National Archive and issue the requested references in the digital format and to pay for it in the internet;
- take, store, describe and use e-documents also on-line;
- ensure on-line accessibility of the accumulated and described document units of the Latvian National Archive;
- improve their work with state and self-government institutions.

The following databases are accessible at the portal of the Latvian National Archives:

- Central Register of National Archive Fund;
- Database of the State Archive of Latvia;

- The Baltic Connections;
- Raduraksti (Genealogy);
- European archival legislation online “Euronoms”.

The project “Raduraksti” (Genealogy) was realised by the Latvian State history archive. Now any interested person can examine his/her family’s history anywhere, where there is internet access. Within the frames of the project “Raduraksti” chronological, registers of children born and baptised, people engaged, married and dead were created, as well as lists of confirmed people, lists of census of the 18th-19th centuries were made. The National Archive and its branches are not involved in the research work, but they help in collecting and selecting materials for various sphere researchers. Their employees organise excursions, consult teachers and groups of students, and make displays and exhibitions, as well as educational programmes for inhabitants.

There are several Regional State Archives in Latvia - they are territorial units of the National Archives of Latvia. The aim of Regional State Archives is to ensure acquisition, registration, preservation and use of records included in National Documentary heritage within municipalities of the Republic of Latvia.

Rezekne Regional State Archive organises various activities in the sphere of lifelong learning. For instance: trainings for unemployed people, who attend courses on preservation and usage of archive documents; Individual consultations for pensioners in usage of the database “Genealogy”, in investigation of the family tree; consultation on thematic historical research into schools and other institutions. Rezekne Regional State Archive organises exhibitions of their materials, competitions for students, Open Door Days, when any interested person can come to the archive and see its work, etc.

The Head of the Archive of Ludza Municipality has done research “Streets of Ludza at the turn of centuries”, where she described development of streets in Ludza Town, the change of names of the streets and

other information. The research was performed on the basis of documents of the Latvian National Archive and covers the period from 1900 to 2000.

Archives play a significant role in investigation of history of the state, towns, families, etc., that is why at the moment they work a lot to popularise their stocks and teach people to use them. The Archives should become an institution promoting quality of life, improving national and local operational activity, development and competitiveness of the knowledge-based industries, developing equality of educational opportunities, ensuring accessibility of the national documentary heritage. Qualified and motivated staff plays an important role in ensuring the completion of the tasks. Therefore, personnel policies based on regular in-service training, job rotation be should developed.

# Lithuania

## Digital Divide and Libraries in Lithuania

Progress strategy "Lithuania 2030" provides a vision of the development of the state which is to become a successful integral part of the politically and economically consolidated Nordic - Baltic States region, which includes five Nordic and Baltic states.

A detailed analysis of today's digital divide is provided in the study "Policy of sustainable development in the Republic of Lithuania: regional aspect of digital divide". Ability to use Internet today can be compared to the importance of literacy in the 19th century, when it radically changed societies, gave rise to new industries and jobs. The last few decades of the world history show that in the age of highly developed technologies information and accumulated knowledge is stored in digital format, which modern society must access.

E-literacy facilitates people's integration in changing environment, makes it easier to find a job, raise qualifications, obtain different information about on-going events. Association INFOBALT in 2007 -2013 is carrying out a project "Live and work in a new way!" The association INFOBALT which unites 120 Lithuanian information technology enterprises and higher schools strives to help Lithuanian people to be able to use both information online and electronic services, many of which are developed by our specialists.

Installation of public internet access venues in the country was commenced in 1995.

### The role of libraries in overcoming digital divide

However the biggest changes started in 2008, when the implementation

of the project "Libraries for innovation" by Martynas Mazvydas National Library and the Ministry of Culture of the Republic of Lithuania began. The Project was financed by Bill and Melinda Gates Foundation, the Lithuanian Government, also co-funded by municipalities and Microsoft Company, which has donated the newest software.

Over 1,200 public libraries and approximately 2000 librarians participated in the project. The project ended its mission in June of 2012.

The essence of the project "Libraries for innovation" consisted in the strengthening of capacities of public libraries, provision of opportunities for Lithuanian residents to use Internet and opening up of the new possibilities of communication and information technologies.

The most important mission of the project was to reduce digital divide and social exclusion paying special attention to the people who have no possibilities to use this information channel and source. It has been achieved in recent years that Lithuanian residents may use Internet practically in all public libraries located in different cities, towns and villages of the country.

In 2008- 2010 new hardware intended for the provision of the public internet access services was supplied and installed in 1,144 public libraries out of 1200 participating in the project, 785 libraries took part in computer literacy trainings held in rural branches of public libraries, 713 librarians participated in continuous education programme to improve their computer literacy skills. Individual or group training was provided for 25 thousand of residents and library visitors.

The main impact evaluation tools - social surveys - were conducted every year to clarify how widely and for what purposes residents of Lithuania use internet in public libraries, what are the user groups and how they evaluate the benefits of public internet access.

The results of the sociological survey which was conducted in 2011 showed that over the recent few years there have been important changes in the environment of public libraries, which were evaluated by hundreds of thousands of people. Innovative library face covers the

highest advances in technology during independence period, modern services and greatly enlarged social functions.

Public libraries have become the most powerful force in Lithuania to help the Lithuanian people, especially the elderly people living in cities and rural areas to develop and start to use IT facilities. "These changes would not have occurred without creative librarians, their increased competence and professionalism," - said the chief manager of the project "Libraries for innovation" Kestutis Juskevicius. The project "Libraries for Innovation", started in 2008, completed its mission in the middle of 2012.

It is possible to give a brief overview of the most important developments in public libraries that have occurred over four and a half years of project implementation. First of all, it is appropriate to emphasize technological progress of public libraries.

In 2008 public Internet access was installed in 66 % of libraries, while in 2011 already 97 % of country's public libraries have been computerized and have Internet connection. Since 2008 libraries installed computers for 3342 visitors, they were supplied with 872 multifunctional printing, copying and scanning devices. 72 libraries were provided with the software JAWS and MAGIC, designed for the blind and visually impaired. 891 libraries installed or improved broadband Internet access. All libraries, providing free Internet services, have wireless. Already at the end of 2011 libraries were supplied with computers for 6,185 visitors, it is 2.5 times more than in 2007, of which 97 % - connected to the Internet.

Rural libraries by their technological base and information technology (IT) capabilities have caught up with city libraries. According to the data of the project "Libraries for Innovation" since 2008 public Internet services in rural libraries have increased almost 2-fold and nearly caught up with some of the city libraries. "In order to eliminate disparities in infrastructure and to provide residents with equal opportunities to freely access computers and the Internet, a large part of the hardware was designed specifically for rural libraries. The targeted activities bore fruit -

at the end of 2011 the technological divide between the public libraries in the city and the village practically disappeared.

On June 7, 2012 at the closing conference of the Project “Libraries for innovation” the results of the project were summed up: a noteworthy progress, a huge modern library network consisting of 97 % of well-equipped Lithuanian libraries with free Internet access services, a wireless connection. Customers used the Internet over 11 million times, the digital divide between urban and rural areas has been overcome, more than 65 thousand residents of Lithuania have gained digital literacy skills.

Providing free Internet services, public libraries help people to feel clear information technology (IT) benefits in everyday life. Surveys of internet usage reveal that the Internet is increasingly used not only for communication or information retrieval purposes but



also to improve life quality, find a job, earn money. This is especially useful for vulnerable people with fewer opportunities to buy their own computer. The research conducted by the company “Social Information Centre” has revealed three main goals which encourage most of the library visitors to use internet: the possibility to have a meaningful leisure, to communicate with friends and family and manage work and commercial affairs. 29 % of the customers saved money by internet, 10 % - found a job, 10 % made money, 13 % -bought items or services online, 24 % of the customers improved their health.

The most active administrators of their own affairs online are the unemployed and the disabled. Even 95 % of the unemployed and 79 % of the

disabled use virtual space for commercial purposes, job search. The most active users of the internet for communication purposes are the unemployed, while seniors are only a little behind. In fact, seniors still prefer to use it mostly for information search on health issues. 84 % of them use the Internet for this purpose. Health topics are relevant to the disabled (74%) and unemployed (63 %) too.

Comparing needs of urban and rural population in general, it was noted that the latter frequently use internet in the library for information search, communication by e-mail, work-related activities and online banking.

#### Access, promotion and disadvantaged groups

Society is advanced if it takes proper care of those members who for certain reasons, either because of bodily or mental handicaps, low social position, old age or certain circumstances can't take care of themselves. These groups are: people with various disabilities, families with low income, the unemployed, seniors, people belonging to risk groups, etc.

Information Society Development Program for 2011-2019 was adopted by Lithuanian government to improve life quality of Lithuanian people through ICT opportunities paying special attention to disadvantaged groups.

#### *1. People with disabilities*

The laws which regulate the disability policy framework in Lithuania are: Mental Health Act, 2003; Social Integration of Persons with Disabilities Act, 2004; Social Services Act, 2006; The Ratified Convention on the Rights of Persons with Disabilities 2010, Information Society Development Program for 2011-2019.

Public library staff to some extent serve people with disabilities and aged people at home (deliver books to their homes), set up mobile libraries in remote rural areas, community centres and societies for the disabled, provide possibilities to serve the disabled and elderly visitors in the library, organize computer literacy and foreign language training

courses, events and exhibitions, set up clubs. Library staff and representatives of non-governmental organizations of the disabled are involved in international projects aiming to include more people with disabilities into the community of peers.

Public libraries were among the first in the country's public sector to start reducing digital divide among the people with disabilities.

Library Web accessibility project which started at the end of 2011, gave the first fruit in the summer of 2012. Now 56 Lithuanian public libraries provide possibility for people with disabilities to browse, they also can browse using their mobile devices. "For approximately 10 thousand visually impaired people living in our country, web sites have become an excellent source of information, a window into the world of culture and knowledge, so it is essential to open it as widely as possible "- said Kestutis Juskevicius, the manager of the project "Libraries for Innovation".

Lithuania has also a network of specialized libraries for the blind and the visually impaired. The Central Library for the blind in Vilnius has 5 branches in major cities of the country. Active educational and informational work and publishing of books for the blind help these people not to feel outsiders. Users are served in 46 mobile libraries and service points for the blind and the visually impaired which are installed in public libraries. All public libraries are equipped with computerized working seats for the blind and the visually impaired.

A few pilot activities to overcome digital divide are the following:

1. Vilnius state university library project "Odysseus - Equal Access to Information and Knowledge as a Prerequisite of Social Inclusion of Youth with Disabilities". The project was aimed at establishing a centre of competence in Vilnius state university library, providing an opportunity for students and other disabled readers to access information resources via modern technologies. Four working places have been adjusted to the blind and visually impaired. A Braille printer, a sound synthesizer, a scanner, text reading with adaptation programs, electronic magnifier, adapted mouse and

keyboard with protection were supplied.

2. The joint project of Siauliai P. Visinskis county library and Lithuanian Librarians' Association /Siauliai division "Your knowledge arena" (2004) for the disabled children. The project was supported by the municipality of Siauliai. Its goal was to introduce to the disabled children information technology potential, provide access to electronic information resources, possibility to learn computer basics and information search online and in CD-ROMs.

### *People with mental disorders*

Laws adopted for the integration of persons with disabilities reduce the social stigma to some extent, but in reality they are not always easily applicable, particularly for the people with severe mental disabilities. Lack of special day care centres, residential homes leave no opportunity for all family members to work and rest. Although Lithuania has a lot of legislation governing the rights of disabled people in everyday life they have to face many challenges.

Some public libraries investigate the needs of the people with mental disorders, cooperate with NGO of the disabled.

### *Pilot experiences:*

1. "Lieporiai" branch library of Siauliai city municipality public library cooperates with the NGO of mentally retarded children "Hope". Parents raising children with disabilities meet in the library where they share their problems and support one another. They bring children to the library and spend their time together. The library organized computer literacy courses for the families of the disabled. Exhibitions of drawings of men-



tally retarded children and their parents were arranged.

2. Akmenė town public library investigated the possibilities to overcome depression by book therapy. The director of Akmenė Public Library Z. Sinkevicienė and the director of the Psychiatric centre V. Bartkevicius prepared a questionnaire "Together we will overcome depression" for the readers of the library and patients with mental disorders suffering from depression. The analysis based on their answers was carried out. The director of the public library presented the results of the investigation in the study "Book therapy - treatment by book". This sociological study was published in the Lithuanian National Library journal "Siandien aktualu", 2003. ("It is important today").

## *II. Seniors*

The government policy framework for seniors is determined by Equal Opportunities Act, 2003, Information Society Development Program for 2011-2019, United Nations Madrid International Plan of Action concerning regional strategy for the aging population.

Among the most active forces which try to reduce social exclusion of elderly people and encourage them to stay active and participate in modern life are libraries.

They involve elderly people into the life of the community providing every opportunity to satisfy their needs. During the implementation of the project "Libraries for innovation" seniors were often invited into libraries to watch broadcasts on various topics, such as benefits of internet, safe internet, gardening, healthy life, family tree and many others. These national campaigns encouraged seniors to become active users of internet. A special website for the seniors was created: [www.esenjoras.lt](http://www.esenjoras.lt)

Elderly people are active participants of library events. They read books, attend computer literacy courses, socialize, set up clubs. Old people with severe handicaps or illness sometimes are served in their homes.

An interesting experience is cooperation of "Saule" branch library with

the NGO of seniors “Arts Source” (Siauliai city municipality public library).

The association unites creative elderly people who find their best self-expression in various arts: poetry, painting, handicraft, singing, drama. It is divided into sections of poets, artists, singers and drama. Every month the members of art section open a personal exhibition which decorates the walls of the library the whole month. Poets meet once a month to read their verses and prose, to commemorate important anniversaries of famous poets and writers. Often the events are vitalized by performances of singers and drama studio “Vitamin”. This organization unites amateurs, not professionals of art.

### *III. The unemployed*

All the libraries in Lithuania welcome the unemployed, organize computer literacy courses, help them in job search online. The unemployed are taught to write a CV, to introduce themselves to employers. This service is very popular.

During the implementation of the project “Libraries for innovation” a large campaign was organized for the unemployed in all the public libraries of the country. The project team organized a national broadcast which the jobless could watch on library computer screens. The unemployed had the chance to hear representatives of Labour Exchange, economists, psychologists, computer specialists, to get information about the situation in the labour market, get their advice how to search for work online, how to prepare for an interview with the employers. They could send their questions directly to the studio.

Libraries also is a warm and friendly space for families with low income, children whose parents work abroad, migrants if there are any, guests from other countries.

### Lifelong Learning

Lifelong learning is no longer just one aspect of education and training. It has become the guiding principle of participation across the full con-

tinuum of learning contexts. All European residents, without exception, should have equal opportunities to adapt to changing social and economic conditions and actively participate in shaping Europe's future. Lifelong learning concerns everyone's future, but in each individual case differently. It is like an umbrella under which the different types of teaching and learning are united. The implementation of lifelong learning requires that all work together and effectively - both as individuals and as organizations.

Memorandum on Lifelong Learning affects the entire education system of the network - from Lithuania to the general foundation.

National Education Strategy for the period of 2003 -2012 emphasizes lifelong learning as the key principle of education in knowledge society. The renewed education system strives to promote life-long learning and continuous learning and enable all members of society to learn all their lives.

With the education reform, lifelong learning of adults has been more widely perceived. It is associated not only with certain qualifications and professional development, but also with a capacity of learning to live in democracy, people's self-education and personal development. In Lithuania and other new members of EU adult education does not function so well as basic education, vocational training or higher education.

Non-formal, non-vocational learning is promoted in conjunction with the state long-term development strategy "Lithuania 2030". It is expected that the priorities will be the country's competitiveness, smart economy and creative civil society.

Memorandum of lifelong learning (2001) emphasizes the importance of continual learning. Holistic learning means that formal, non-formal and informal learning complement one another. Informal learning is a natural part of everyday life. Unlike the formal, non-formal and informal learning is not necessarily intentional, so it cannot be recognized even by the individuals themselves, reinforcing their knowledge and skills in a natural way. Joyful and useful learning can take place in the family, at leisure,

in the community and in everyday life.

#### *Adult education institutions*

There are 1 000 adult educational institutions that provide teaching services for the adults. Labour Exchange helps the unemployed to find a job or send them to adult learning institutions where they can acquire a new profession freely. Some additional courses are paid courses. More active subjects are public ones.

Government actions:

- Development of non- formal adult education quality assurance system. Recently working meetings were held to develop non-formal adult education monitoring system. It is planned that it will ensure appropriate quality of service provided by adult education institutions. There hasn't been enough tools for the monitoring of non-formal adult education quality so far, although there are about 1 000 institutions. As a result, their education services and results often remain of uncertain quality.
- Education Development Centre/ Adult Continuing Education Division initiated methodologists working meeting with the parties concerned - the Ministry of Education, M. Romeris University, Vytautas Magnus University, Kedainiai adult learning centre and other adult education experts. Non-formal adult education model for quality assurance and testing is an integral part of the EU-funded project "Development of adult education by providing learners with core competencies."

In June, 2012 Adult Education and teacher education centres, colleges, public libraries, 19 third age university branches, prisons and penitentiaries - a total of 225 institutions - were equipped with more than 3,000 new books for adult education.

The most interesting experiences in the field of lifelong learning:

1. 25 municipal education departments under Lithuanian Ministry of Education implement European Social Fund project "Development

of adult education system providing learners with general competencies”. Expected result of the project: adults will acquire or strengthen general competencies, continuous learning skills and motivation, expand their opportunities in the labour market and public life; it will strengthen the capacities of adult education institutions to provide innovative educational programs in the regions, create new regional development assumptions, substantially improve adult education planning and monitoring.

2. In May, 2012 Adult education voucher system pilot experiment was carried out by Vilnius Adult Education Centre in the implementation of the EU funded project "Development of adult education system by providing learners with core competencies”. Seventy selected adults were given training vouchers. They will learn through non formal adult education programs. They will be able to promote creativity participating in non-formal adult education programs according to their choice: swimming, shooting, tennis, yoga, photography, decoupage, dance, pop psychology, ceramics and fitness. One application lasts for 10 hours. The priority for selection of candidates was given to low-income earners, the unemployed, single mothers, parents and others.

Though adult education institutions, the Third Age universities are the most active promoters of lifelong learning, cultural institutions, such as libraries, museums, archives are important too.

#### Lifelong learning in libraries

In Lithuania lifelong learning principles are especially well applied in the spheres of culture and learning. For example, librarians had many possibilities to raise qualification during the implementation of the project “Libraries for innovation”. They attended computer literacy courses, participated in distant learning, had various seminars, workshops, conferences. Teachers and students also have nice possibilities to learn and improve participating in various European projects.

Libraries can be viewed as promoters of progress, where lifelong learning

principles can be applied. They foster learning, especially informal and non- formal one through cultural activities, computer training courses, library events, development of reading, club activities where people learn all their lives, strengthening their old skills and acquiring the new ones. Library is a free space where individual can choose freely what skills he wishes to develop in a friendly and joyful environment with their peers.

The project "Libraries for Innovation" directly or indirectly encouraged the population in lifelong learning. 35 Lithuanian public libraries carried out the project "On- line services for e - citizen", which enabled the Lithuanian population to use e - services in daily life. Libraries today are actually helping to overcome the social, economic, psychological isolation and serve the community as lifelong learning, cultural and creative centres.

First participants of the project "On- line services for e-citizen" in Silute town library.



## Museums in Lithuania

The museum is a non-profit public cultural institution open to the public for the development of society. The main activities of the museum are to collect, preserve, restore, study, exhibit and promote material and spiritual cultural values and natural objects.

Museums of Lithuania are divided by their subordination into national (established by the Ministry of Culture), republican (set up by the Ministry of Culture or other state institutions), municipal (established by the municipalities), departmental (set up by public legal persons, institutions, organizations), private and other (public institutions, school museums).

According to the type of museum collections Lithuania has archeology, ethnography, natural science, history, literature, art, science, technology, local lore, memorial and other museums. In addition to their main duty - to acquire artifacts and preserve for future generations the important collections of material - museums explore the collections and reveal new knowledge and disseminate it, cooperate with educational institutions and prepare educational programs for students, organize exhibitions and expositions, participate in expeditions, organize cultural and scientific events related to museum activities.

The legal basis for the functioning of museums in Lithuania is the Law on museums of The Republic of Lithuania promulgated by the Parliament on June 8 1995.

#### Digitization of Lithuanian museums

The act on digitization of cultural heritage, preservation of digital content and access strategy was passed on May 20, 2009.

Lithuanian museums caught the digitization train rather late comparing with the rest of Europe. Therefore now they try hard to come up with it and present Europe's audience with digital images of their collections.

It was the 2009-2013 strategic plan of cultural heritage digitization approved by the Government of the Republic of Lithuania that enabled the Lithuanian Art Museum to become a recognized national training centre for implementing and managing digitization projects at Lithuanian museums. For this purpose a special branch called The Lithuanian Museums' Centre for Information and Digitization and LIMIS (Lithuanian Integral Museum Information System) was established in 2009. The new centre was set up also to disseminate information by sharing it through online access to museum collection data. It will provide a crucial tool for the organization of virtual exhibitions and the presentation of previously hidden cultural treasures.

*LIMIS workshop*

All the national and republican museums participate in the digital process. The qualified specialists - photographers, digitizing and museum specialists, system administrators, editors and translators - facilitate digitization process for all museums throughout the country.



The Lithuanian Art Museum is one of the content providers of Europeana Photography EU project and will coordinate the digitization of 20 000 historic photos preserved at various Lithuanian museums. Taken between 1838 and 1939 they depict scenes from village life, Lithuanian ethnography as well as historical images of cities and architectural monuments. Having digitized the photos and negatives at the museums, The Lithuanian Museums' Centre for Information, Digitization and LIMIS will take over doing indexing and transforming metadata. It will also collaborate in the development of Europeana Photography Vocabulary and develop its Lithuanian version. A workshop for the specialists of photographic archives, museums and cultural institutions will be held in Vilnius under the project framework. 19 partners from 13 countries participate in a 3 year international project Europeana Photography. 30 Lithuanian museums are involved in the project. In 2012 Siauliai Ausra museum joined the project too. Part of the digitized old photographs can already be seen in the Lithuanian museum virtual environment.

Lifelong Learning in Lithuanian museums

Every year about 3 million people visit Lithuanian museums. The Seimas of the Lithuanian Republic announced the year 2012 the Year of Museums.

Museum - year program adopted in 2012 is designed to strengthen museum activities, increase public awareness, shape public perception of a

museum as being an open and democratic cultural institution that not only collects and stores, but also reveals historic, cultural and artistic values in beautiful form, fosters historical and cultural identity of the public.

Museums constantly develop and implement educational programs, projects, give lectures, organize survey and thematic tours, give lessons. Educational activities are oriented to different age and different social groups. History events and phenomena in the world of art, customs, traditions and everyday life of people in the past are presented in attractive and non- traditional ways.

Educational programs are developed taking into account the themes of temporary exhibitions, teachers and visitors' preferences. Theoretical and practical sessions are held in museum exhibition halls, specially equipped classrooms, workshops and collections. Museum exhibits, archaeological findings, archival documents, visual and other materials are used. Many museums organize exhibitions of school children's creation.

Lithuanian museums are in close contact with the museums of Europe. They take part in the activities of the International Council of Museums and implement various EU funded joint projects. The museums implement modern educational programs and adapt new European ideas for visitors' convenience.

The spread of the idea of lifelong learning requires to manage the museum environment so that people of all ages could discover the museum as a space for self- learning.

Chairman of Lithuanian Museums Association Council Raimundas Balza says that for a museum visitor not only the exposition itself is important, but it is an attractive experience to participate in a particular educational program. E. g. on request in Ch. Frenkel villa, which is part of Siauliai Ausra museum (Frenkel villa was announced an object of European Council international program " The path of Jewish cultural heritage in Europe" and is one of the largest centres of attraction for the world Jewish communities"), visitors who are interested in Jewish cuisine and

traditions can taste Jewish food, which is provided by a restaurant with whom the museum entered into an agreement. The program is called “Secrets of Kosher food”.

#### *Secrets of Kosher food*

Siauliai Ausra Museum organizes educational programs for adults, students, Third age university learners. They are: "Bread Baking", "Egg Painting", "Wickerwork", "Manor life-style in Ch. Frenkel villa", "Interwar primary school", etc. Twice a year „Family Weekends at the Museum" program invites three generations: grandparents, parents and grandchildren.



#### *Pottery lesson at the museum*

Widespread phenomenon in the museum activities are traveling exhibitions. Museums not only welcome visitors but also develop interactive programs in mass gathering places. Lithuanian museums are beginning to implement similar ideas



too. Exhibitions of "Ausra" museum held in the city's most popular shopping mall attracted many people. Intensive work is going on in the sphere of museum staff competence development and each time mu-

seums are looking for new exciting shapes in order to stimulate public interest. Museums carry out many EU-funded projects for the dissemination of information and implementation of new educational programs. Museum year program which is coordinated by the Ministry of Culture is to finance at least 30 museum property acquisition projects, at least 30 museum valuables restoration projects, at least 10 museum publicity and promotional projects.

The digitization of libraries, museums and archives enable them to insure the lifelong learning of the Lithuanian population and through international cooperation open the possibilities to exchange their riches with the entire European community.

References<sup>22</sup>

## Archives in Lithuania

### Short history of Lithuanian archives

The emergence of archives in Lithuania is associated with the formation of the Lithuanian state in the first half of the 13<sup>th</sup> century. The old Lithuanian chancery archives of Grand Duke and King Mindaugas did not survive: they were destroyed by numerous wars and fires. The Grand Duke's chancery archives later acquired the title of the Lithuanian Metrica. In the Middle Ages archives of towns, churches and estates were formed. When the Russian Empire occupied Lithuania in 1795, the most important Lithuanian archives were transferred to Russia.

It was in middle of the 19<sup>th</sup> century that the first archive was established as a special institution for accumulating and preserving records.

<sup>22</sup> 1. <http://www.bibliotekospazangai.lt/lt/poveikio-vertinimo-tyrimai/poveikio-vertinimo-tyrimu-pristatymas>  
 2. <http://www.archyvai.lt/lt/lvat.html>  
 3. <http://www.muziejai.lt/Index.htm>  
 4. <http://www.ausrosmuziejus.lt/Edukacija>  
 5. <http://www.europeana-photography.eu/>  
 6. [http://www.europosritmu.lt/index.php?option=com\\_content&view=article&id=67:ar-lietuvos-muziejai-patraukls-europieiams&catid=4:pramogos&Itemid=27](http://www.europosritmu.lt/index.php?option=com_content&view=article&id=67:ar-lietuvos-muziejai-patraukls-europieiams&catid=4:pramogos&Itemid=27)

The year 1852 saw the establishment of the Vilnius Central Archive of Early Register Books, the purpose of which was to preserve official files of the Grand Duchy of Lithuania. Records from the period of the Russian invasion (19th-20th cc.), belonging to Tsarist Russian institutions of the Vilnius Gubernya, were stored in the Joint Archives of Vilnius Institutions established in 1872-1876.

After the declaration of the independent of the Republic of Lithuania, the Central State Archives were established in Kaunas on 19 October, 1921. The purpose of these archives was to collect and preserve all records of former state and local government institutions, take care of archives belonging to private persons, and accommodate archival records recovered from Russia.

During the soviet occupation (from 1940), Lithuanian Archives were reorganized according to the soviet pattern and brought under subordination to the Ministry of Interior. In 1961 the Archival Board under the Council of Ministers of the LSSR was established. In 1957-1968 the basis was laid to the network of state archives consisting of central and regional archives.

When the Lithuanian independence was re-established on 11 March, 1990, changes in the political, social and economic situation created complex tasks for the archival system. It was necessary to develop a conception for the Lithuanian archives, to give archives a character of scientific, cultural and informational institutions. There was no computer-based retrieval system then, only traditional finding aids such as inventories and indexes were available for all the records.

#### Archives today

The project to create a National Register of Archives was launched and the modern system of state archives was started.

At present the state archival system consists of:

- Office of the Chief Archivist of Lithuania,
- Lithuanian State Historical Archive,

- Lithuanian Central State Archive,
- Lithuanian State Modern Archive,
- Lithuanian Special Archive,
- Lithuanian Archive of Literature and Art
- Ten county archives.

### *Lithuanian Central State Archive*

The legal basis for the functioning of archives is the Law on archives promulgated by the Parliament on December 5, 1995.



The State archives accumulate records of state and local government institutions, popular organizations and individuals; they preserve, manage, restore, research and publish these records. They provide advice for institutions and organizations regarding the organization of records management and preservation of documents; they also handle inquiries from institutions and individuals.

Lithuanian archives are open to the public. All archives have reference rooms where, observing the regulations, one can research archival records.

The Lithuanian Central State Archive is the biggest one within the state archival service. It comes under jurisdiction of the Lithuanian Archives Department at the Government of the Republic of Lithuania. The main mission of its activity is collecting and safeguarding of paper based and audio-visual documents to future generations, providing permanent public access to its collections.

The institution's audio-visual complex consists of film, sound and video recordings as well as photo documents. The division of Image and Sound

is the main repository of cinema heritage in Lithuania and holds a total of 7.612 titles: Lithuanian chronicles from 1920-1940, chronicles of the Second World years, diverse Lithuanian newsreels and sketches from the post-war period, Lithuanian feature films, documentaries of independent film studios and individual creators, starting from 1991. The oldest original film is "The funeral of Dr. Jonas Basanavicius", created in 1927, but copies of the 1919-1926 years chronicles can also be found.

There are four basic tasks that are performed by the archive's film department - acquisition, documentation, access and preservation. The films are collected from public organizations, private institutions, and private persons. Some of them are acquired from abroad. This Access-based information system contains all data about film documents on the title level. In 2003 the archive began to digitize films by using self-constructed digitization equipment. The material is transferred to computer, edited, subtitled, sounded and copied to DVD or mini DV according to the archive's technical possibilities and customers' requests. Since 2006 only digital copies are made available for users. However, the films are also being digitized for preservation purposes. By now, 155 titles of films have been digitized as safety copies on mini DV, and further 243 titles of films have been digitized as loan copies on DVD.

#### Digitization of the archives

With the advent of modern technologies and information society archives started to digitize their documents. Their greatest efforts at digitization were associated with the co-operation between museums, libraries and archives, initiated in 1998 during the implementation of the 5th EU Framework Program on Scientific Studies. The new direction of cultural policy "Digital Heritage and Cultural Content" aimed at the initiatives of culture digitization has emerged in one part of this program called "Technologies of Information Society".

The above mentioned programs have been a huge benefit to libraries, museums and archives since they promoted the co-operation between the memory institutions by preparing international projects, receiving a

financial support for their implementation and solving a number of problems concerning the management, long-term preservation and distribution of cultural heritage.

At the beginning of 2005 13, 3 million Litas (about 4 million Euros) from EU Structural Funds were received for the project "Creation of Integrated Virtual Library Information System". The project aimed at forming a solid network of libraries, museums and archives by digitizing the cultural heritage and making it available through the public and free access interfaces to all users in Lithuania and world-wide. Having implemented the project "Creation of IVLIS", the digitizing centres function in the National Library, the Lithuanian Art Museum and the Central State Archive.

Lithuanian Chief Archivist Service in October 31, 2011 completed the project "Electronic archive infrastructure" which had been launched in May 1, 2009. The main target groups of the project are public institutions transmitting the documents to the state archives and individuals seeking information from state archives. The need to create EAIS was inspired by the continuing growth of the amount of information accumulated in documents, records and information systems and the fact that the so-called "paper" document storage is increasingly becoming more expensive and the demand for the unified National Document Fund retrieval system is growing. Creation of EAIS enabled to transfer electronic documents to the state archives, organize their reliable storage, to provide access to the NDF electronic documents and information for all users.

#### Lifelong learning in the archives

Archives participate in lifelong learning as agents. They are open for the general public. Their cultural and educational activities help to revive national memory. Archives have their websites which welcome general public to their virtual exhibitions, educational programs, lectures and workshops where visitors are taught how to use archives for information retrieval.

Encouraged by the success in 2011, State History Archive invited the gen-

eral public to celebrate the Living Archive Day on June 7-8, 2012. 100 people of different age and professions from all over Lithuania visited the archive. 6 tours to the depositories of old and rare documents were organized. The visitors were acquainted with the oldest documents of the 14th century.

### The Living archive day

Archive days serve to revive national memory therefore they are especially popular among elderly people who have a chance to see films about their youth, partisans and the struggle for independence. Secondary and higher school students also visit archives where they have lectures, educational programs which often complement their teaching program.

State archives successfully implement employee training projects.

Lithuanian Chief Archivist Service in 2012 completed a two-year Project “National Archives system staff training” financed by European Union structural funds. The project’s aim was to strengthen the administrative capacity of the staff of national archives system and improve their general knowledge and skills in the use of information technology and the transfer of documents into the electronic environment. European Union



provided more than 2 million Lt for the project. During the project 384 specialists working in national archives attended various training courses. They attended not only basic skills development courses, but also special trainings dealing with management and maintenance of electronic documents, their structure, electronic signature, implementation of electronic documents management systems and other topics.

## Poland

### Polish Libraries

The history of the public libraries in Poland embraces entire last century. The first public libraries were established at the beginning of the XX century, when Polish printing word was still subject of the invaders' censorship, during the period of Poland's partitions lasting from 1772. The independence regained in the year 1918 created a chance for development of education, culture and organization of public libraries, assisting the education of the society.

Publication Public libraries of the end of the 20th century briefly recalls those beginnings, then in more details presents the reconstruction of the public libraries after the World War II. Post-war development of the libraries has been described against the background of the creation of the legal foundation and changes in the library law in Poland.

At the beginning of the year 2000 public libraries network consisted of 9076 institutions, including 2947 libraries and their 6129 branches. 67 % of institutions were situated in the villages, the rest- in towns. The organizational structure of the network is compatible to administrative structure of the country. From the year 1999 onward all the libraries have the status of the local governmental libraries and they are supervised and financed by local government of the adequate level: voievodship, district, communal. The local governments' financial hardships cause closing of some libraries (during last decade their number decreased of 1193 institutions) and different organizational changes (for instance unification of the public libraries with culture centers or even with the school libraries). In many cases such an organizational changes

are very unfavourable for the libraries.

The public libraries are depositors of the total stock of 136 mln vol., used at the end of the year 1999 by 19% of Poland's population. For the last several years the number of the libraries' users has rose up, however this phenomenon occurs chiefly in towns - in villages the reversal trend might be observed (minimal decrease).

The increase of the number of the users and transactions would be higher if the libraries had funds for new released titles. However library is usually perceived as a place where new released books are available, one should also remember of historical collections; literary and regional.

Considering the library stuff, there are 17,946 persons employed in the public libraries, 38% of which are working in the villages. Among all librarians 72% are full time employees. Only 14% of them have received higher academic library education, and half of the group - secondary library education.

Until recently, the term "library" was understood as an institution that collects mostly on paper carriers. Today, however, dynamically digital libraries are developing. The number of their users is increasing, they allow to use remote resources of many libraries, museums and archives - in electronic form. Digital libraries are now rapidly growing repositories of valuable electronic resources (digitized and those that arise in electronic form, so called "Born digital"). They have a very short history. They were planned already in the 60s of 20th century, however, were created 30 years later in the 90s.

In Poland, the first digital library was a Polish Internet Library, accessible in 2003. The main goal of its establishment was the equal opportunities of access to various publications previously issued in Polish people from small towns, villages or regions distant from the academic and cultural centers, where a computer with an Internet connection may be the only tool contact with the achievements of literature and culture. Currently there are about 65 digital libraries.

There are some government programs assisting libraries, prepared by the

Ministry of Culture and National Heritage, among others:

- Infrastructure Library
- Library+

Implemented by the Book Institute, the program aims at raising the standard of public libraries (including aesthetic standards) by upgrading or creating the necessary infrastructure to ensure favourable conditions for users to use library services, including in particular the modern computer equipment. The strategic aim is to transform libraries into modern municipal access to knowledge, culture and social life centers, and introducing a certification system for libraries.

The main beneficiaries of the program are municipal public libraries, with particular reference to libraries in rural communities, rural-urban and small urban municipalities (up to 15 thousand inhabitants).

#### Libraries with the internet access

The program aims to strengthen the information and the social role of public libraries in villages and small towns. The program provides support to all municipal public libraries by connecting them to the Internet.

However belonging to the EU regulate all kinds of inaccuracies associated with the acquisition, creation of specialized databases, issuing and promoting alternative library materials, necessary for the improvement and education of children and adolescents and the elderly. The urgent need is to subsidize programs related to the removal of architectural barriers and communication technologies in libraries by the government agencies, increase the range of alternative library materials, especially recorded on cassette tapes and electronic media, computerization and collection of equipment facilitating reading and access to the information and the Internet.

#### Digital Divide

One of the groups being at risk of digital exclusion is older people. It means that they have limited access to information technology, which is constantly used in many areas of our daily life (offices, banks, shopping,

communication). The knowledge of a computer is necessary for full participation in the society, therefore the European Union actively supports programs which enable elderly persons to acquire skills of using information technology.

According to the survey, only 7% of Polish seniors surfs the Internet. But this number is slowly but steadily growing. It is not a staggering number - comparing to 38,7% in the UK seniors, and 67,3% in the United States (who is the world leader in Internet technology), but the forecasts for the presence of our Polish seniors in the virtual world are very positive. It is estimated that over the next few years, the number of older Internet users will increase significantly, due to the fact that some group of people for whom a computer is a natural part of life, would get older and become retired.

Despite the growing knowledge of computers and the increasing numbers of possible ways of connections - most of Polish seniors are not using them. The main problem is seniors' attitude towards new technology gadgets. Many of them live in the conviction that they do not need new techniques, that they are too old to learn, and that the Internet is expensive. They fear the possible failures of a computer done by their incompetent usage. It turns out that 73% elderly people in Poland (aged 60-68 years) have never used the computer.

The type of the services offered to seniors, aiming at breaking the digital divide, should address their needs, including simplifying the implementation of various activities and their personal fulfilment. And the Internet is an effective way to do it. There are some portals directed mostly for senior internet users<sup>23</sup>, therefore it is essential to create conditions for them, boosting learning new skills and preparing them for living in the information society.

Some participants of this kind of computer workshops are the seniors that would need computer skills at work: owners of small businesses, shops, service establishments or warehouses - and they mainly learn spe-

<sup>23</sup> [www.senior.pl](http://www.senior.pl); [www.intersenior.pl](http://www.intersenior.pl); [www.klubseniora.org](http://www.klubseniora.org)

cific programs facilitating the such as the daily accounting. Seniors willing to participate in the information technology courses, acquire also the skills of surfing the Web, sending and receiving emails, and running the most popular instant messaging service.

#### Access, promotion and disadvantaged users

According to World Health Organization, the term “disadvantaged” refers to people that are impaired, disabled or handicapped. Additional specific division done in librarian literature (IFLA’s reports: Section of Libraries for the Blind and Section Libraries Serving Disadvantaged person) includes : print handicapped (people having problems with reading traditionally black print texts, with vision dysfunction, or those who cannot hold the book), disabled in reading (difficulties with reading in general or reading with understanding).

To the group of disabled and disadvantaged people using library services belong also people with visual disability, people on wheelchairs, the elderly, having difficulty in leaving houses housing (housebound people), the sick, hospital patients, deaf people with impaired hearing, with mental illness (e.g. autistic children), with specific learning difficulties (e.g. dyslexic) or persons living in penal institutions. In Poland in 1978, these people constituted 7% of the total state residents, but their number grew into up to 14.4%) in 2002. At present (data for 2010) is estimated their number at about 9%. Disadvantaged population growth results from demographic aging and the lengthening of life span without the possibility of eliminating the problems of old age or disability.

The study of the hearing impaired show that only about 15-20% of the deaf use the services of libraries and other institutions lending books, which is explained by the fact that public libraries do not yet fulfil its social role in terms of providing adequate access and services for people with disabilities. Unfortunately the growth of people with disabilities does not correspond to the actual rate of reading.

For the blind people the change of the form of communication must be done: from letters to the six punctures Braille alphabet or the graphic

form of sound (Audio books) and for the visually impaired - using the letters with larger front is recommended (Large Print). Alternative materials necessary for people with disabilities can also include: tactile picture books, books of with BLISK'S symbols and pictograms , or with a sign language on the side.

The essential equipment for the use of some of the materials is an audio player, serving on the spot or lendable or delivered to the users' residences, if this kind of lending is allowed. Another crucial instrument, serving users with disabilities, must be equipped with appropriate software and, if necessary in the peripherals, magnifying software, speech synthesis, Braille language equipment. In addition, for persons with disabilities shall be provided with a service of books delivery directly to their houses (through the book carriers) and book by phone orders services. Other attractions organized for the people with disabilities include: competitions in Braille reading and typing competitions using the black-ink-printing typing machines.

To make the classes for disabled readers successful, the proper materials, adapted to the needs of persons with reduced perception must be used: a simplified text, with a nice, realistic illustrations, accompanied by a glossary of difficult words and phrases, magnifying glass, or mobile audio texts or sound reinforcement equipment for people with hearing impairments, computer software allowing for dictating the text using voice commands.

In Poland, particularly wide and a comprehensive offer for readers with disabilities offers Centre for Reading for Sick and Disabled People in Toruń at Regional Public Library. This institution is designed in terms of architecture and communication for people with reduced mobility, sight and hearing: properly instrumented elevator, soundtrack or light signals. There is also a modest cabin for recording, where "Sound Magazine" is recorded - a monthly magazine for the visually impaired users recorded on magnetic tapes. It contains information about services, news, programs, events - in a clear, in the form of short sentences, without a foreign lan-

guage. The collection of the Centre is available on site, as well as selected items are delivered three times a month (according to a specific schedule) to the immobilized persons to their homes, through the library service system of 12 different location of libraries, including the Toruń library. In addition to lending books, the Centre organizes cultural, educational and rehabilitation activities for their users.

The quality of library and information service for people with disabilities, is, to a large extent determined by the highly knowledgeable, and competent staff of a proper personality predispositions. Unfortunately, according to a study libraries in Poland in 2003, most librarians are not interested in the issues of improving the services for readers with disabilities, due to the gaps in their education and the reluctance of some public library staff to upgrade their skills (training is not mandatory), what is visible in the lack of ability to work with people with disabilities and low level of activity in this field. However, some librarians have training centers perceive the necessity of introduction of future trends and introduce a discussion such as: "Services for disabled library users," and people working in libraries are obliged to training courses in this area.

### Lifelong Learning

The role and mission of libraries is changing now and it will continue to evolve with society. Polish libraries provide and archive collections and services for people, which number is growing (maybe due to the increased interests in obtaining higher education, skills).

But in addition to that, the library should teach information technology (ICT) and the use of new media in Polish libraries. That is why they are called the local lifelong learning institution and a place designed to familiarize its users with informational techniques. However, this mission is not yet fully operational. This is not the result of reluctance to perform this task, but libraries under-investment, and too modest supply of new technologies. Certainly, this situation will change favourably with the improvement of material conditions the libraries.

To increase the number of visitors to the library and encourage the use of the services of this institution cultural, various different collective actions for wider audiences, are held, such as:

- Meetings with authors and other interesting people of culture (illustrators, actors), of an artistic or literary
- Discussions Library: Book Discussion Club
- An organized program: The Whole Poland Reads to Kids
- Lessons Library (adoption library and information services)
- Book Fairs
- Lotteries, competitions, meetings, theatre, film projections from videocassettes, lectures about health issues
- Christmas Carol Singing, Halloween parties, competitions for the Easter egg painting, making Christmas tree decorations
- Computers workshops
- Cooperation with different organizations and companies associating or working for the disabled, ill or addicted, the social assistance homes, special schools and integration, Senior Clubs, homes pensioner, school and educational centers and pastoral care of blind.

Elderly and the disabled may have more difficult access to books and technology, but a person working in a library can reduce this distance, sometimes even a feeling of exclusion. It can be done with the book-on-the-phone-ordering service, a blog run by the library, an MP3 file, or borrowed standard book. It is crucial to remember that the best understanding of another human is based on relationship with him. And the medium through which it is achieved does not really matter. Libraries may counteract the social exclusion of elderly and disabled people by:

- facilitating access to collections and library services;
- taking steps to activate these groups;
- their integration with other members of society;

- educating and developing their interests
- preventing digital exclusion.

For example, the digitization and sharing of collections on the Internet can enable the use of them to persons with reduced mobility to see them. Introduction to the collections of audio- books and books with enlarged text - also facilitate access to the knowledge and culture of those who have problems with their eyesight. Organizing of training courses, lectures, meetings, discussion clubs and extracurricular activities allows for integration, education and skills developing.

Additionally, facilitating access to the computer and the Internet service (including preparing workstations for the blind and visually impaired and people with other disabilities, teaching them how to work with it, and encouraging for the use of these modern media ) will be used against digital exclusion, and thus to some extent, the social exclusion of these persons. Contact with the library can allow elderly and disabled people to remain active and oriented in what is happening in the world today. Certainly, librarians can help older people in identifying their development needs, learn how to use the available resources and means to learn, share their experiences and encourage older people to participate in training courses addressed to them, concerning the use of modern ICT tools ( such as training sessions with computer skills, learn search for information on the Internet, make online purchases, and also organize such courses for this age group).

#### Interesting practices:

##### *1 Senior Online*

Since October 2006, the Public Library in Warsaw regularly carries out project called "Senior Online." The project is addressed to older people, working professionals who are retired or who wish to acquire skills in computer and Internet use. The project aims to help older people to live within information society. The course includes eight meetings and is divided into four thematic blocks:

- explaining the construction of a computer and characterizing its operating system Windows,
- word processor,
- Web browser along with a discussion of basic rules of surfing the net,
- setting up an email account, and its support to the selected web-site.

After completing the basic course many participants did expressed their willingness to participate in the next, more advanced topics meetings. To meet these needs, the library proposed to continue their education in the form of e-learning, or distance learning via the Internet (course developed on the platform of Moodle).

## *2 The University of People Courious About The World*

This university is run by The Public Library of the city and municipality of Śrem. There are organized regular lectures for the young people and adults interested in various fields of knowledge, led by academic teachers, journalists, travellers, and culture celebrities. Each of the attendees has a special index, in which he can enter the date, name of the lecturer and the topic of the lecture and get a "pass" - an autograph of the invited guest. Currently, there are 180 people on the list of students. Lectures are held on the last Thursday of the month at 18.30.

Exemplary lectures, that took place in the activities of the university:

- "Where have Christianity and Islam parted their ways?"
- "Photography as a new medium"
- "How was the media harmony built in Poland?"
- "Modern Physics in everyday life"
- "Culture of Norway"

Archive of meetings and lectures<sup>24</sup>

<sup>24</sup> [http://www.biblioteka.srem.com.pl/asp/pl\\_strona.asp?typ=14&sub=6&menu=63&strona=1](http://www.biblioteka.srem.com.pl/asp/pl_strona.asp?typ=14&sub=6&menu=63&strona=1)

## Museums in Poland

The definition of “contemporary Museum” was formulated by Georges Henri Riviere, who states that “A Museum is a permanent and non-profit institution, serving society and its development, available to the public and involved in conducting studies on the testimony of human activity and man’s environment, that it amasses, conserves and protects collections, renders them accessible and features them, as well as carries out educational undertakings and entertains” .

At present, there are about 1050 museums in Poland (August 2009). Their complete list may be found via web<sup>25</sup>.

In accordance with the Act on Museums, Poland features four organizational forms of the discussed institutions:

1. subordinate to the Ministry of Culture and National Heritage, state cultural institutions (national museums, royal castles, specialist museums of national rank), museums of martyrdom and institutions subordinate to directors of central offices;
2. self-government Museum founded by local government units (including voivodeship Museum subordinate to voivodes, municipal Museum subordinate to town presidents or mayors, country museums subordinate to heads of communes);
3. co-run museums (self-government-state);
4. museums created by other entities (higher education institutions, associations, foundations, denominational associations, legal and natural persons).

According to some researchers (Dorota Folga-Januszewska) in the period of 1998-2008, the museums supervised by the Ministry of Culture were donated an average 71% of the institution budget, their own income constituted 24%, and the income from other sources - about 5% (private sponsors). In the group of museums subordinate to local governments and co-run by them, the numbers are accordingly: 81%, 15% and 5%.

<sup>25</sup> [http://www.culture.pl/pl/culture/almanach\\_muzeow](http://www.culture.pl/pl/culture/almanach_muzeow) and [www.zabytek.pl](http://www.zabytek.pl)

Januszevska's research shows Polish museums' estimated number of exhibits created in 2007 (about 21 million), and points out the need for introduction information technology on the basis of the number of text, pictures and multimedia records held by them, among which only 67 % had a documented origin. That low amount of artefacts with documented origin results from the changes connected with 20th century participation in wars and alternation of Polish borders, which caused the loss of archival documents, records and inventory books, and lack of full documentation of the former German or Jewish property, etc.

According to the institution definition, the study of the artefacts' origin and its valuation is considered to be the primary tasks of guardians of the national wealth of a high value, but on the other hand, the lack of Polish museums legal regulations, clearly defining the ownership of possessed collections create an outstanding obstacle, does not allow them to do their duty.

Since the late 90s, a significant increase is observed in the number of scientific researches, exhibitions, training, museum institutions' conferences, a gradual improvement of the collections' protection, implementation of air conditioning and conservation standards in museums, which echoed in the number and quality of publications. Additionally, a 20% increase of the number of temporary exhibitions in 2007 as compared to 2000 is the best evidence of scientific and merit development of these institutions.

The latter museum development was achieved through the implementation of a Museum Management Academy, a pilot programme, approved in march 2011 by the Polish Minister of Culture and National Heritage, Bogdan Zdrojewski.

Thanks to MMA, 29 domestic and international internship was held along with 57 following internship seminars and trainings. The number of beneficiaries of this programme is estimated at almost 2,000 with 850 of direct beneficiaries participating in the training . MMA proved that curators really do want to meet and exchange experiences. Efficient collections'

management, its proper and responsible protection, preparing attractive educational offers for groups at every age, meeting their needs, sharing of national heritage with everyone, including people with disabilities - are among the current challenges faced by the Polish curators.

Many good practices learned during those internships can be transferred to our museums, yet despite the fact that these changes require time, the first effects are already visible.

### The direction of changes

The years 1995-2000 are considered as a renaissance period for all museums in Europe, North and South America, Japan, Korea and Iran. After a period of stagnation and discussion about the future of these institutions, in the late 80s of the 20th century, a clear direction of change was outlined for them, called : New museums and the making of culture. In fact, the last decade has brought a change of a museum's image from passive institutions to creative ones, which in a given place (region) stimulates the creation of new forms of culture and learning activities by combining education and entertainment, plays a social role (supports a diverse group of disadvantaged people, people with various disabilities) and stimulates the development of tourism in those areas.

Following the modern humanistic challenges and technological progress the modern day museum has to transform itself to face the expectations of its future visitors and new ways of communication with them. Young generations educated with new media technologies and contemporary humanistic ideas demand from the visit to the museum not only admiration for the objects imprisoned in glass cases. It has been necessary to create animated displays where the visitor's attention has been shifted from previously only possible experience of material object to the virtual reality reconstructions that document a context in which such an object existed. Additionally, such displays could contain not only the rational, encyclopaedic information but also the narrative knowledge stimulating visitors' imagination and emotions. Therefore material displays must be changed by creating a wide database of physical objects as well as text,

sound, multimedia and audio-visual information, virtual simulations and past reconstructions. The museum should not be the storehouse of artefacts presented out of context (therefore with its value lost), but rather an integrated data bank which allows to learn culture from inside. This change of the museum' approach to its objects, along with their exhibits' accommodation to the standards of "context - based museum", are crucial for the creation of the image of the 21st century modern museum.

### Digitizing of Polish museums

Currently on-going electronic revolution has provided instruments for all sorts of unlimited gathering of data: images, documents, programmes, and other kinds of records. An electronic copies without the original are created (called simulacra) which introduced the concept of "non-material heritage" and led in 90s to the creation of "virtual museum". This new form of museum collects and stores objects as well as requires their conservation (that is based on different technologies) but is not as permanent as traditional and can disappear from the network on day to day basis along with their "abstract collections".

Digitization of monuments and museum exhibits are done in order to: create digital images of monuments and artefacts listed in the register; create documentation of archeological heritage; create inventories; for sharing, and storage of digital resources related to cultural heritage; creating thematic portals and publishing studies on heritage resources. The extensive digitization of museum' collections is very helpful in conducting oversight of collections, facilitate the search, is an element of its security, is useful for educational purposes, promotion and sharing of objects, especially those poorly preserved or destroyed, which can not be presented in the original.

A survey investigating the advancement of computerization in Polish Museums

The questionnaire was sent in 2001 to 683 museums but only 37 % of them completed it. Among this group only 68% declared starting the

computerization process, which represents 27 % of all museums in Poland.

Nowadays in Poland there is no standard software used for the digitization the museum's collections. No forum for the flow of information between museums about the created and functional applications and their costs exists. Additionally, no common and clear policy of information technology is set by the government and regional institutions. Such programmes are very expensive with a long period of forming, implementation and controlling of the operation, what contributes to withholding the process of creation a nationwide database of the museum's collections and makes the cultural heritage and the knowledge stored in museums unavailable to society.

However, the small budgets available to the directors of museums, do not allow them to make these long-term investments due to the fact that they could bring a revenue and a profit in a couple years. Covering other institution's expenses are more important and the computerization of the artefacts is being pushed at the end of their lists. To digitalize the whole or part of their collection, museums often cooperate with other countries from UE and their actions are only partially financed by the Regional European Development Fund.

Quite recently in our area County Museum in Rzeszow, has completed a project "Virtual Museums in Podkarpatian Region" with a cooperation with The University of Information Technology and Management. The effect of their work is visible on the web<sup>26</sup>. This unique initiative will ultimately bring together 26 museum from this region but for now only seven of these institutions can be explored virtually.

In 2004, the Ministry of Culture has implemented operational programmes for museums that might have their project granted, what they have used to digitize their collections.

In 2006 the Minister of Culture and National Heritage has established a team for digitization, which aim was to develop standards for digitiza-

---

<sup>26</sup> <http://www.wmp.podkarpackie.pl>

tion in libraries, museum and archives. In 2008 this team developed technical standards for digitalized objects of cultural heritage. They recommended a standard programme for museums called SSWIM, other for works of art : VVRA [M12] and CDWA [M22], and appropriate for photographs' cataloging called SEPIADES. The variety of standard programmes needed in museums ( as opposed to libraries and archives) indicates the complexity the museums' collection specification due to the greater diversity of collections and the issue of collections maintenance.

Up to 2006 the main task of museums in terms of their computerization was to create a database (electronic inventory). In recent years additional issues were brought up, like the intensifying of the process of visual digitization of collections, setting data security standards along with the methods of its transfer, place of storage and their backup.

#### Access, promotion and disadvantaged users

##### *Attractive presentation and the availability of cultural heritage*

In a world dominated by media, to achieve success (mass audience), museums must be presented and mentioned in it to promote their business. This can be done by frequent organizing of cultural events, what eventually would lead to making a change in the region.

Nearly 70% of museums (in 2008) had an active web sites providing information about their educational activities and organized exhibitions. Unfortunately, very small part of them have their sites in foreign languages.

Visualisation of museum collections often encourages to deepen visitors' knowledge of the area, allows those from distant places and country sides as well as people with disabilities to access cultural goods and encourages to visit these places in a traditional way.

Increasing use of digital technology allows visitors to understand and know the history related to the certain exhibit a bit better and at different dimension. Unfortunately, at present, only few of them offer a virtual tour ( spherical panoramas, digital or virtual 3D space), presents their

objects from all sides, allows internet surfers to listen to old soundtracks, and search some interesting facts.

Lack of access to certain facilities, essential for understanding the history and natural heritage of own country, resulting from functional barriers, to a large extent limits disabled persons ability for deepening the knowledge in many fields highly relevant to the personal development of every member of society.

In Poland some project of assistance to disabled people are being implemented and initiated by the Government Plenipotentiary for Disabled People. One of them is the project HERITAGE, running up to 2005. The purpose of this programme and the other similar to that one was funding the operations that tackle architectural, urban, transport and communication barriers in facilities collecting objects being the cultural heritage (art, books, etc.) and national parks infrastructure. The programme funded up to 80% from State Fund for Rehabilitation of Disabled People covered the purchase of necessary equipment, building materials and other activities necessary to implement the tasks defined in the programme, purchase of needed means of transport for disabled people for exploring national parks and nature reserves, etc.

The most commonly used solutions to disadvantaged people's of architectural and communication problems are special interior and exterior elevators, platforms, portable rails, liquidation of thresholds and stairs (if possible), providing wide entrances, driveways. In addition to that, museums adapt toilets for disabled people's needs, equip elevators with voice messaging system and buttons with the system of Braille's letters, hire translators or guides using sign language accompanying disadvantaged visitors.

Among new ideas of assistance to disabled people there is also: printing museum guides with a Braille alphabet or in large print (for people with impaired vision) or personal digital assistants (audio-guides called Palmtops).

Some museums, despite the common conviction that this kind of institu-

tion forbid touching exhibits, allow people with impaired vision to feel the art by palm of their hands. That kind of exhibition called “The Beauty of Touch” has been opened in October 2011 in Silesian Museum. Thanks to the cooperation with National Museum of Touch in Ankona, visitors of that Polish museum can feel the sculptures in alternative way. Not all Museum in Poland, unfortunately, are adjusted to all kinds of disable people needs, those that made the adjustments, often update their website with this information

### Lifelong Learning

In many regions of Poland, museums are the institution providing the education in the field of High culture, history and science, while the remaining institutions (theatres, culture centers, galleries) offer usually the entertainment of a commercial nature.

In the past two decades, after 1989, at the time of local communities revival, the need for creating small and large museums emerged. Their main aim was to serve as a cultural centers for the local community integration, and also to develop their imagination, increase creativity and sense of belonging, and help to understand symbolic meaning of art in general.

The funds for projects supporting activation of different local communities come from different sources like: local organisation’ grants, Academy of Development of Philanthropy, associations, foundations and the Ministry of Culture and National Heritage.

The Polish museums educational activities in 2007, according to CSO are reflected in following numbers: in 720 museums- there was 68 thousand museum lessons held ( 6.9 thousand proposed topics), which attracted more than 1,5 million students. Museums also issued 5.3 thousand publication with a circulation of 6 million copies. The most important dimension of the proposed education, that must be pointed out, is not their quantity, but the quality. Educational schemes are more and more often designed for all ages of participants, from young children up to the group

of people over 60 years old (called in Poland in free translation Senior University) and they vary not only in terms of content, but also forms of their implementation.

Approximately 10% of the museums runs "active" classes, during which children and adults are involved in the creative activities (including drawing, painting, sculpting, games of skill and field, science, folk traditions, playing and singing, literary contests, stimulation natural studies, science, crafts). In those kind of workshops participated around 6,000 thousand entrants.

Interesting museum practices:

*An example of museum based on the concept of "context museum" in Poland*

The museums that replace the original cult of real objects with the virtualization of data (like The Storyteller Museum in Czarnów near Konstancin - Jeziorna and Museum of Warsaw Uprising) are very successful what is visible in the number of their visitors.

The Storyteller Museum, created in this manner, gathers a unique oral traditions collection and promotes revival of storytelling practice. It is devoted to save and promote oral heritage from all over the world, as well as to find effective uses for multicultural wisdom. The contemporary world is losing its cultural diversity and any forms of oral tradition are prone to disappear in the nearest future. The Storyteller Museum has undertaken the mission to preserve and make widely available the oral heritage of as many cultures and geographical areas as possible.

Opened in 2002 the museum has been developing advanced methods for gathering and representing ethnographical information, incorporating audio-visual recordings and interactive application for the simulation or reconstruction. New display aims to reconstruct objects in their natural environment including the language as its important element. Oral performances incorporate also other drama elements like: acting out, dancing, rituals, costumes, etc.

Museum organizes Storytelling Festivals and conduct workshops called

“Stories Created with a Word” to learn this almost forgotten today ancient form of expression. Other proposed workshops are designed to teach creativity and effective presentation.

Professional storytellers are truly masters of the spoken word. Their amazing stories intertwine with singing, playing instruments, involve the audience to participate in mood and stories creation. Sometimes even three generation families participate in presentation and the atmosphere is so extraordinary, that even the smallest children willingly participate in the mystery of the created word mixed with gestures, sound and light. It is difficult to mention all the speakers but among others thereby were storytellers from Yakutia, India, Africa, the Caribbean and Canada. Charismatic storytellers from Arabic countries also gained popularity. Polish oral tradition cultivators and folklore groups are frequent museum stage visitors as well.

The museum offers its visitors traditional as well as virtual participation into the storytelling process. A virtual figure of a traditional storyteller can interactively respond to the visitors behaviour. Digital and media technologies play a crucial role here. Thanks to them the visitor, instead of being only an observer, can become a participant, which may lead to a better understanding and appreciation of the foreign cultures and developing a sense of empathy rather than curiosity.

*More and more frequently used method of providing the content and form of communication in museums and other cultural institutions, is the use of board games.*

This kind of entertainment, known to people of all ages is becoming increasingly popular and allows to merge the process of learning with fun (unconscious learning). They refer to the kind of museum or a particular exhibition.<sup>27</sup>

---

<sup>27</sup> This report was created on the basis of articles in Polish annual magazine Muzealnictwo (issues no. 46,49,50) and website information.

## Short History of Archives in Poland

### The Origin

The first archives date back to the end of the 13th century. They were kept by Church institutions (diocesan and monastic), towns, provincial rulers and magnates. Archiwum Koronne (the Crown Archive, also called the Kraków Archive) was established in the middle of the 14th century, while Archiwum Metryki Koronnej (the Archive of the Crown Register), was founded towards the end of that century. The archives of the other central authorities were gradually taking shape. Court archives (town and county), municipal archives, Church archives (diocesan and monastic) and family archives originated in the Old-Polish period.

### The Partitions Period (1772-1918)

During the Partitions, the fate of Polish archives varied somewhat, depending on the policies pursued by the partitioning powers: Tsarist Russia, Prussia and Austria. A part of the archival records was removed by Tsarist and taken to St. Petersburg, however in 1808 there was created the General National Archive and later other archives in Russian, Prussian and Austrian zone. Municipal archives also existed during the Partitions. Some family archives (e.g. of the Czartoryski, Krasiński and Zamoyski families) were transformed into public collections.

### The Independence (1918)

Following the regaining of independence in November 1918, the state archives of the Republic of Poland were established by a decree of 1919. These archives were charged with the gathering, custody, research and the provision of access to the national archival collection. In independent Poland, several archival centres were established in Warsaw: the General Archive of Historical Records, the Archive of Historical Records, the Treasury Archive, the Archive of Public Education, the Army Archive (transformed, in 1930, into the Archive of New Records). State archives were also established in some provincial capitals.

## World War II

Polish archives suffered heavy losses during World War Two. The archival collections came under the administration of the Nazi occupying authorities. The worst affected were the Warsaw archives, which were 95 per cent destroyed and numerous collections were extensively damaged. After World War Two the network of archives was reconstructed wherever possible. The archives on the territories of the former German Reich incorporated into Poland were included in the network yet valuable archives in Grodno, Lvov and Vilnius found themselves beyond Polish frontiers (in the Soviet Union).

After the World War Two other changes took place and since then an organization of Polish archives were reorganized twice. The most recent, the 1983 Act of Parliament, introduced the notion of the national archival resource comprising the entire body of archival material preserved and produced on Polish territory irrespective of the nature of ownership as well as those records which, in line with international law and customs, should have belonged to Poland even if they exist beyond the country's frontiers.

Three the most important archives all located in Warsaw . These are:

1. The Archive of Historical Records (AGAD) - stores archives produced up to 1918
2. The Archive of Recent Records (AAN) - stores archives produced after 1918
3. The National Digital Archive (NAC) - keeps audio-visual files of archives created from the beginning of the 20-th century. The aim of NAC is to create archive materials' microfilming (for long -time protection) and their digitization (to promote access to archives). National Digital Archives makes part of its collections available on the website. NAC stores approximately:
  - 14 million photos
  - 30,000 sound recordings

- 2000 movies

Additionally, there are 30 branches of state archives with over 50 divisions. The state archives and their branches collect archival materials produced by local authorities and state agencies, institutions of justice, administration and local government, educational institutions and organisations, religious and social, industrial and economic institutions, private families estates. They are mostly 19-th and 20-th century materials, only few of them dates back the Middle Ages. The most valuable items are located in archives in Gdańsk, Kraków, Lublin, Olsztyn, Poznań, Szczecin and Wrocław. All local branches are managed by the General Director of State Archives, subject to the Minister of Culture.

Of a significant value is also a collection of archival documents in various immigration centers -archives, museums, libraries and Polish institutions located outside the country. The oldest and most important of them are: operating from 1838 The Polish Library in Paris, founded in 1870 in Rapersvil (Switzerland) Polish National Museum and Library and Polish Museum in Chicago and The Józef Piłsudski Institute in New York.

Moreover there are special separate archives, subject to special supervision, with restricted access to the file. These collects files concerning the military, internal and external affairs, Senate, Parliament and the Office of the President.

Separate network of archives create archives of political parties, trade unions, associations and community organizations, churches and religious associations.

#### Polish Government Support for Archives - The implementation of the government program CULTURE+

Culture + is adopted by the Council of Ministers long-term government program for 2011-2015. It consist of Culture and Library Digitization priorities and is supported with 270 mln zł from the state budget and little bit less amount from the budget of local governments. The digitized material would be available in the public domain on institutions; web sites

or through sites designated to it - free of charge. However, the rules of this program do not impose on the institutions the obligation to present objects in the best resolution and enables them to introduce some restrictions or even make digitized material not possible for a viewer to download or process.

### Digitisation of State Records

The need to preserve sources for the history of science and culture obliges us to collect, compile and share these materials, and this can only be achieved through the cooperation of specialists in given field of knowledge, historians and archivists, research libraries or museums using archives and scientific instruments as well as specialized books.

In 2010, the Archive of Science and History of Science Committee organized a conference called: “ Archives, libraries, museums face new challenges in the era of digitalization”. In the era of rapid digitization and computerization of all forms of social life, new problems arise since archives, libraries and museums collect new form of records - documents created on modern electronic media- so called born digital. This conference put the main focus on the question: how to deal and how to use digital technologies to process and protect the resource. Other discussed issues concerned: the legal issues related to digitization and digitized materials and making the access easier for interested researchers.

Recommended by the European Commission Group of Experts proposed to create an European portal archive storing digital images of historical documents from all archives of EU. In 2006 project APENET was launched, Internet Gateway for Documents and Archives in Europe, which provides access to the European archives through one common portal.

National Digital Archives has estimated financial benefits that come from the digitization of archival heritage and the creation of digital archives. Only by providing the photographs on the NAC website, Polish users saved in 2010 about 83 million zł. This amount shows the size of the barriers that exist if the users reach the archives in a traditional way.

### Digitising of Archivers in the Years 1989-2008

Polish national archives hold more than 283 km of current archives (more than 36 million units). In 2007-2009, there has been a rapid growth in number of digital archives. Currently, 12 national archives has a modern infrastructure for digitization and digital storage media.

First attempts at digitalization archival collections were taken in 1995 with the plan of sharing this resource. The first scanning started in the Archives of Mechanical Documentation (now the National Digital Archives - NAC) in 1997, when it turned out that users interested in stored photographs order the materials in electronic form rather than in a traditional positive prints made on the photosensitive materials. After 2000, digital copies of photos intended for users have almost completely replaced other prints. This trend naturally persisted during the subsequent years since making copies of digital photography turned out to be much faster and cheaper than the traditional process of reproduction.

Specific users of digital collections are: journalists, publishers, authors of the radio and television programs, filmmakers and writers. This specific category of users requests access to the material at an unprecedented pace in the archives. For archives, it is time to meet the high demands of users and keep up with the rapid pace of implementation of the tasks for which these archival materials are used.

Between 2004 and 2005 and in 2008 a survey in the state archives was conducted aimed at understanding the existing situation and the need of digitization of archival documents. Surveys were related to the digitization of materials subjected to, the amount and resolution of scans performed, file formats, retention and sharing policies of digital content, owned technical equipment and databases created in the archives.

The results of the survey indicate that all state archives systematically develop the program of digitalization their own resources. The method of data collection, storage media, backup, data format and the equipment used to create digital copies were the result of individual solutions of archives , often dependent on their individual financial capacity. But

everywhere the most frequently digitized documents requested by the users were: valuable documents and documents being at risk of destruction.

By the end of 2005, there were over 162 000 documents digitized. TOTAL state archives have digitized resource of memory over 36 TB.

### Searching for Polish Archives - Is It Easy Task?

#### *How to find out what is available in Polish Archives ?*

How are archival holdings organized and arranged in Poland? A basic principle followed while acquiring archive materials, i. e. the principle of territorial pertinence devoted to respecting the relationship between archival fonds and the territory of their creation. Another principle is the principle of respecting historical holdings. The above observations imply that without any previous preparation users can hardly move around archival holdings searching for required documents.

A system of archival information has been developed to facilitate archival requirements. Printed search aids are an important part: guides to archive, publications of the holdings, mostly lists of fonds, archival inventories, and thematic guides. They are accompanied by some, limited in number though, archival finding aids of a higher level of specificity, such as catalogues, thematic inventories or summaries. A lot of information on archival records in Poland is to be found in monographs and source publications, scientific periodicals, notably the above-mentioned, a bi-annual publication of the Polish State Archive Head Office. (The Bibliography of Polish Archival Studies Up Till 1970) is another valuable source.

Unfortunately, while searching in Polish databases, we can observe clearly visible lack of standardization. An example of this is the use of different databases:

- Base ELA - for census
- Base PRADZIAD - to record vital records (civil status)
- Base IZA - to create inventories archival units

- Base SEZA and ZOSIA - used in the Archival Resource Records
- personal remuneration base

Each state archive possesses a list of fonds, a card-index of fonds and archival inventories for the classified part of the holdings and various lists covering selected fonds. The state archives also gather information and copies (microfilms and photocopies) of all kinds of materials relating to Poland kept in foreign archives. Almost all archives have their own web sites. Databases on the National Archival Holdings, on-line SEZAM and Inventories.

The Department of Information of the State Archives Head Office keeps a central card-index of archival fonds preserved in the state archives. It also collects the copies of archival inventories transferred from the state archives. The Centre's Library contains Polish and foreign periodicals dealing with archive science, printed archival manuals and other publications on archival holdings in Poland and abroad.

The basic information on addresses of archives, opening hours and conditions of accessibility to archival material in Polish archives as well as in institutions of Polish communities abroad is contained in our address book "Archiwa w Polsce. Informator adresowy" (Archives in Poland. The archival directory).

Polish archives sources are available online<sup>28</sup>.

Additional information on collections of the Polish state archives and the Polish communities abroad preserving archival materials can be obtained via email<sup>29</sup>.

### Lifelong Learning

Some Polish archives next to their principal activity, also carry publishing and education activities. And these include:

- Thematic exhibitions
- Educational conferences

<sup>28</sup> <http://www.szukajwarchiwach.pl>

<sup>29</sup> [ndap@archiwa.gov.pl](mailto:ndap@archiwa.gov.pl)

- On-line exhibitions
- Contests
- Projections of archive films
- Archive night tour
- Training of other institutions employees
- Historical & archival lessons and workshops

Some examples of these latest workshops are:

- Learning the history of a place you live
- The genealogical research
- Identifying and classifying of archival sources (iconography, cartography, technical documentation, written word)
- Techniques of preparation of various media (from the parchment up to floppy disk)

Other activities proposed by archives in Poland:

*1. Training of member of Polish Tourist Association (PTTK) - Feb. 2011*

The State Archive in Gdańsk cooperates with the Regional Branch of Polish Tourists Association. The result of this partnership was the meeting, during which the participants have the opportunity to learn the history of this institution and its resource, find out something more about the specific work of archivist and admire unique documents presented by them. As a continuity of this partnership other thematic training were planned - about the history of Gdańsk for city guides as well as interesting presentation of archive resource for the tourists visiting these cities.



## *2 Cultural Festival "TASTE of GDAŃSK"*

State Archive in Gdansk is the co-organizer of the fourth edition of this culinary festival, that took place on 15-22 August 2010 in a city restaurant. The main idea was to taste original dishes prepared on the basis of specific cookbooks : "Danziger Koch-Buch" dated 1806 and 1858. The festival was the occasion to familiarize with centuries-old tradition of grain trade, the development of bakery and confectionery industry in Gdansk - all information based on scans of archival material (14th to 19th century) from the National Archives resource in Gdansk.

## *3 "Archive Night Tour" at the State Archive at Kielce*

On June 29 - 2012 (18.00 - 22.00) the Archive held "Archive Night Tour" organized during "magical weekend" city celebration in Kielce. This action in archives is similar to another action in museums called "Night at the museum" . And similarly to museum, the Archive had prepared an exhibition about sport. Additionally, the visitors could see archive internal branches presentations and archivists' daily work routine including searching for data and documents, restoration and digitization.

## *4 The first Kalisz Archival Meeting - Nov. 2012*

The first in planned cycle of meetings was devoted to promote archival materials collected in Kalisz Archive. Of an academic character, meetings are open to all enthusiasts of history, genealogy and archives, enthusiast as well as adolescents. The lectures would take place once a quarter and would present various lectures. The meeting was a result of partnership between the National Archives in Kalisz and the branch of the Polish Archivists Association in Kalisz.

## *5 "An Afternoon with a Document" - at The State Archive in Poznań*

The first meeting of the "Afternoon of the document" held in the State Archive in Poznań took place on 25 October 2012. The audience came in order to see on the example of digitized Card Index and participate in the lecture "How scanner and the Internet make it easy to search for information about former residents of our city. "

Strong interest and high attendance encouraged the organizers to continue the cycle. Another "Afternoon with the archival materials" dedicated to the history of the January Uprising, due to the 150th anniversary of



the outbreak, took place in January 2013.

#### *6 "Little Friend of Archive" - Started in Oct. 2011*

The campaign "Little Friend of Archive" is dedicated to primary school students. In the program of the meeting there was a lecture about the archives and tasks that it performs. Children learned about different types of archives, and have an opportunity to read hand-written documents from the 19-th century. Another attraction is visiting the archives: see research laboratory, storage and conservation studio, watch different methods of repairing damaged documents, see and even touch the Japanese tissue paper and see the act of cleaning the bathing method. In archive storage rooms children admire the largest and thickest books and see a system of compact shelving. After the trip the children take part in an "archivists game" and in mathematical contest. At the end of the meeting, each student is officially pronounced a Little Friend of Archives and receive participation certificate. The meeting is usually accompanied by a large-scale puppet of Kalisz archivist.

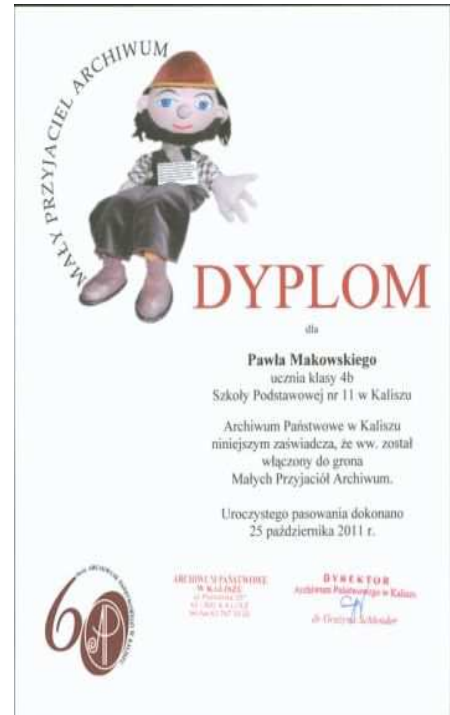
*7 For the youngest The National Digital Archives has prepared also on-line games, which bring the children into the world of archives.*

They can be found online<sup>30</sup>.

NAC proposes:

<sup>30</sup> [http://nac.gov.pl/NAC\\_dla\\_dzieci](http://nac.gov.pl/NAC_dla_dzieci) or [nac.gov.pl/kids/robot.swf](http://nac.gov.pl/kids/robot.swf)

- Having fun in dressing up statues in outfits as our great-grandparents - for different occasion (stroll in the park, beach outfit, evening dress)
- Searching for not fitting elements on old photographs
- Walking in abandon house in search for valuable documents
- Memorizing game - finding matching images of the objects that suit for the same purpose (old and new) - to show how every-day-use objects change in time.



## Portugal

### Libraries in Açores

Digital divide - this subject is related with info-exclusion and with information and digital illiteracy. The population most affected by these problems are, of course, elder people, less educated, many unemployed, persons with disabilities, the poor families. It's a cultural, educational and social big problem.

We don't know specific official reports or studies about this kind of gaps (surely, there must exist thesis or dissertations about it, because there are, in Portuguese universities, degrees of those areas), but we are acquainted with some national and regional plans and laws, such as the "Quadro de Referência Estratégico Nacional 2007-2013" (QREN), with its "Agenda para o Potencial Humano" (National Strategy Framework, Human Potential Agenda), aiming to promote school and professional qualifications, employment and social inclusion, full citizenship and gender equality; National Plan to Equality - Citizenship and Gender (2007-2010); Technological Plan (dated December 2005) - a strategy of development based on knowledge (society of knowledge), technology and innovation; National Plan of Reading (2006), developing and modernizing the services of public and school libraries. In the Azores Region, for example, the law ref. DRR nº 17/2011/A, that defines the key skills and approves the curriculum of basic education in the archipelago schools, including scientific, technological and digital skills. In the Annual Regional Plan for 2012, one of the priorities of economic policy is the development of human capital, through formal education, trainings and lifelong learning, aiming the increasing of productivity and the fight against social exclusion and

unemployment. In this last document, in the chapter “Education”, is included the Regional Plan of Reading; in the chapter of “Employment and Professional Qualification”, the Azorean government talks about employment programs and trainings for young people, after high school or university, including Leonardo da Vinci and Eurodyssee European programs.

There are several agencies, foundations and other public organizations in charge of implementing and/or evaluate the outcomes of those laws and plans, besides the ministries, like “UMIC - Agência para a Sociedade do Conhecimento”, “FCT - Fundação para a Ciência e a Tecnologia”, “FCCN - Fundação para a Computação Científica Nacional” (with the projects “Library of Knowledge Online”<sup>31</sup>, of scientific periodicals, and Open Access Scientific Repository of Portugal<sup>32</sup>), National Agency of the Program Lifelong Learning<sup>33</sup>.

Other partners in those policies are, for example, in the specific field of Libraries, the Portuguese Association of Librarians, Archivists and Documentalists - BAD<sup>34</sup> and the Portuguese Association of Documentation and Information in Health Sciences - APDIS<sup>35</sup>. Next October, in Lisbon, the 11th Congress of BAD is going to be about “Integration, access and social value”.

Then, professional associations, unions, NGO’s, private institutions (like the important Calouste Gulbenkian Foundation<sup>36</sup>) , volunteering, schools and universities, also give important contributions to those goals. In the universities, about the support to handicapped students, we can’t forget to mention “GTAEDES - Grupo de Trabalho para o Apoio a Estudantes com Deficiências no Ensino Superior”<sup>37</sup>, that is, a working group at national level, including the University of the Azores. The UMIC Agency has the “Programa Acesso”, with projects in the inclusion and accessibility issues

---

<sup>31</sup> <http://www.b-on.pt>

<sup>32</sup> <http://www.rcaap.pt>

<sup>33</sup> <http://www.proalv.pt>

<sup>34</sup> [Http://www.apbad.pt](http://www.apbad.pt)

<sup>35</sup> <http://www.apdis.pt>

<sup>36</sup> <http://www.gulbenkian.pt>

<sup>37</sup> <http://www.aminharadio.com/gtaedes>

through ICT's.

2012 is the European Year of Active Ageing and Solidarity between Generations - there's a national complete action plan, including lifelong learning and social entrepreneurship initiatives.

All the efforts in these fields, by Portuguese government, Portuguese organizations and Portuguese professionals of Librarianship and ICT's may be seriously affected with the financial crises in Europe, in spite they are essential to ensure a high level of education, citizenship, equal opportunities, human rights, freedom and democracy - the values that identify Europe in the world. In order to overcome that crises and get back to progress (both economic and social), the "Digital Agenda" and the 2020 European Strategy are very, very, important.

We must go on with all the excellent plans mentioned above, and create other good ones. We must not give up of the European dream - we owe that effort to all the generations before us that have fought so hard to reach what we have now; we owe that to our youngsters and grandchildren, to their future; we owe that to ourselves, to the present life quality. It's a big collective challenge, for which libraries have an important role to play, but their importance also depends in their own creativity, hard working capacity, and in the way they keep up with society's needs.

## Some Online Resources about Libraries and Archives

In Portugal, with a Delegation in Azores Islands, there is the Portuguese Association of Librarians, Archivists and Documentalists (BAD)<sup>38</sup>.

The Portuguese National Library<sup>39</sup> and The Portuguese National Archive<sup>40</sup> are working in important projects of digitalization, collaborating with international institutions of the field.

The National Repository "RCCAP"<sup>41</sup>, in which the Repository of the Uni-

<sup>38</sup> <http://www.apbad.pt>

<sup>39</sup> <http://www.bnportugal.pt>

<sup>40</sup> <http://antt.dgarq.gov.pt>

<sup>41</sup> <http://www.rcaap.pt>

versity of the Azores is integrated<sup>42</sup>, is the open-access, full-text and free, collective database of scientific Portuguese literature.

The Documentation Services of Minho University<sup>43</sup> are the national contact point and the coordinators for South Europe of the European “OpenAIRE” project<sup>44</sup> - Open Access Infrastructure for Research in Europe.

In libraries (university, school, specialized, public), archives, museums and all types of schools and training centers we all work in different ways, but for the same goals: our mission is to enrich human life, to give everyone the same opportunities in the access to knowledge, because knowledge is the only way to innovation and development.

### Lifelong Learning

“When planning for a year, plant corn. When planning for a decade, plant trees. When planning for life, train and educate people” (Chinese proverb)

Let us start with the Communication from the Commission of the European Communities Making a European Area of Lifelong Learning a Reality (2001), a document aimed to foster a high quality life: human rights, peace, democracy, equality, sustainable development, employment, social inclusion, citizenship, health, education, innovation, economic growth.

After this introduction to the subject, we can conclude that the keywords of LLL are:

- information literacy
- digital libraries
- inclusive libraries
- open access to knowledge
- local access to global resources

<sup>42</sup> <http://repositorio.uac.pt>

<sup>43</sup> <http://www.sdum.uminho.pt>

<sup>44</sup> <http://www.openaire.eu>

- learning in different environments
- new skills and competences
- ICT (Information and Communication Technologies)
- formal, non-formal and informal education and training
- multiculturalism
- different target groups
- memory of the world - cultural heritage
- culture as a public good
- sharing (“person-to-person cultural exchange has the power to change the world”).

In EBLIDA’s website (European Bureau of Library, Information and Documentation Associations, whose main goal is “to lobby for libraries in Europe”) we can find a document, dated June 2001, about The role of libraries in lifelong learning. Again, Education and lifelong learning is confirmed as one of EBLIDA’s main policies in Strategy 2010-2013.

The traditional mission of libraries with new words, new tools, new goals is well represented by IFLA , the International Federation of Library Associations and Institutions, the leading “international body representing the interests of library and information services and their users”, “it is the global voice of the library and information profession”.

In IFLA website we can find important documents about Lifelong Learning.:

- The role of libraries in Lifelong Learning (2004), with a definition of lifelong learning and a recommendation to IFLA to intensify co-operation with UNESCO in the field of “learning from cradle to grave”;
- The Alexandria Proclamation on Information Literacy and Lifelong Learning ;
- IFLA/UNESCO Manifesto for Digital Libraries (17 April 2012): “The digital divide is an information divide”; “The dissemination of in-

formation enables citizens to participate in life-long learning and education”; “Equal access to the cultural and scientific heritage of mankind is every person’s right and helps promote learning and understanding of the richness and diversity of the world, not only for the present generation, but also for the generations to come”; “Libraries have long been essential agents in fostering peace and human values. Libraries now operate digitally, and their digital services open up a new channel to the universe of knowledge and information, connecting cultures across geographical and social boundaries”; “IFLA encourages national governments, intergovernmental organizations and sponsors to recognise the strategic importance of digital libraries and to actively support their development”.

## Becoming Mobile: the Role of Library Staff in Lifelong Learning

### Library staff mobility at the University of the Azores

This process (outgoing and incoming) began in the Documentation Services of the University of the Azores two years ago.

We learn by sharing, not exactly because one has good or excellent practices, to teach or show others, but because they are different, somehow, from one another. We learn by sharing the solutions each one adopts according to the resources available and the needs of the communities. Then, the keyword of mobility is “sharing”, in an open-mind environment.

Before 2010, the only link with the outside world was the European Documentation Centre ([www.cde.uac.pt](http://www.cde.uac.pt)), since 2005 located in the Central Library. That Centre makes part of the European information network services of the European Commission, Representation in Portugal. During 24th - 25th May 2007, we attended the “Specific Training Seminar for European Documentation Centres - EDC’s as Centres of Excellence: Vision and Reality”, in Brussels.

From 12th to 16th April 2010, we made an ERASMUS Staff Training Mobility at the University of Oradea (Romania) in the field of Special Education. This field was chosen because in 2007 (The European Year of Equal Opportunities for All) the University began to work with the national working group to support the university student with disabilities<sup>45</sup>, and, in the Institution, a team (including the Library) was in charge to create the conditions for the inclusion of those students<sup>46</sup>. The theme was not easy, but we learned specially about social inclusion strategies, besides the reality of Oradea, its university and new library.

From 25th to 29th October 2010, the librarian assistant of the Library of Angra do Heroísmo Campus (in Terceira Island) went to the University of Szeged (Hungary) on a Staff Training Mobility. She has been in the Library of the Faculty of Agriculture, since in the Angra do Heroísmo Campus there is the Department of Agricultural Sciences of the University of the Azores, and the two institutions collaborate often.

In August 2011 we accepted the challenge of this Leonardo da Vinci partnership.

Last year, as well, by an agreement with the United States Embassy in Portugal, it was created the “American Corner”<sup>47</sup> in the Central Library. The AC coordination invited us to an “International Visitor Leadership Program”<sup>48</sup> during 10 days (from 3rd to 13th June 2012). It was a magnificent opportunity to know many professionals and institutions from three States of USA: - Washington, D.C.; Raleigh, North Carolina; Philadelphia, Pennsylvania. The group of five head librarians in Portuguese universities visited university libraries, public libraries, archives and museums, including digital services. We were also received by an American family in a “Home hospitality event” - one of our hosts was Assistant Professor at Drexel University’s iSchool in the College of Information Science and Technology.

<sup>45</sup> <http://www.aminharadio.com/gtaedes>

<sup>46</sup> <http://www.nee.uac.pt>

<sup>47</sup> <http://portugal.usembassy.gov/acorner.html>

<sup>48</sup> <http://exchanges.state.gov/ivlp>

From 9th to 13th July 2012, by Erasmus Staff Training Mobility, we received in the Central Library two colleagues from the Department of Library and Documentation of Gumushane University, Turkey<sup>49</sup>. One was librarian, the other computer technician. They visited the main touristic places of São Miguel island, public libraries and museums, the Ponta Delgada Campus of our University and the Central Library, with observation, training and work shadowing.

*“My library is your library” - mobility program in university libraries in Portugal<sup>50</sup>*

A program (launched recently) organized by the Working Group of University Libraries of the Portuguese Association of Librarians, Archivists and Documentalists.

### Conclusion

Globalization in libraries and archives is made by ICT's, open-access to cultural and scientific contents, social nets and mobility programs.

Access to all (all people, all knowledge, all places, all times, all information supports) is the mission.

Libraries are “open doors to the world”, but the world also open many doors, opportunities, to libraries. However, we have to go out...

Besides, changes begin in ourselves - if we are not able to change, to learn and “relearn” all life long, we can't change things and others, our target-groups. Without changes, there is no evolution.

Then, librarians and archivists have to learn, all life long, in order to teach and guide their publics... We are trying to do so.

<sup>49</sup> <http://www.gumushane.edu.tr>

<sup>50</sup> [http://www.apbad.pt/Seccoes/gtbes\\_programamobilidade.htm](http://www.apbad.pt/Seccoes/gtbes_programamobilidade.htm)

# Turkey

## Libraries in Turkey

The history of libraries in Turkey dates back to the fifteenth century. During the Ottoman times, the first religious college (medrese) libraries appeared at the end of sixteenth century. The first university libraries of Western type with printed books were established in the Imperial Naval Engineering College in 1793 and Imperial Military Engineering College in 1795 in Istanbul. During the Republic period, librarianship studies increased rapidly and the people trained abroad became the founders of modern libraries in Turkey. After 1954 graduate and postgraduate programs on libraries were established.

Today, public libraries functioning under the Ministry of Culture and Tourism are institutions aiming at improving the relationship between the public and libraries. They are centers from which people of different age groups, socio-economic and educational levels, political and religious beliefs could benefit free of charge and which contribute to social development of society. Within this context, the public libraries are not only the places where one can read books but the institutions where certain events such as conferences, seminars, courses, concerts, literature-poetry days, theatre activities, chess tournament, handicrafts and arts exhibits, reading hours for children, puppet shows and kids festivals are organized.

Moreover, mobile libraries serve for the disadvantaged groups who cannot benefit from the libraries. Visually disabled users can make use of speaking bookshelves located in several libraries.

According to the statistics of 2011:

- The number of public libraries functioning under the structure of General Directorate of Libraries and Publications is 1,118.
- The number of children's libraries is 45.
- The number of users (readers) is 18,826,715.
- The number of cultural activities is 3,646
- The number of mobile libraries is 43.
- The number of places where mobile libraries serve is 737.

Since information is the focus of learning, libraries are the most important institutions in this process. In this context, while libraries for children and librarians working in these institutions have an important role to play in early ages of childhood, in later ages public libraries and librarians working there are in charge of enhancing these skills for people. For this purpose, public libraries should be supported by authorities and within the scope of the same objectives; they should cooperate with educational and cultural institutions, art institutes, hospitals, prisons, etc.

It is not very possible to say that public libraries organize sufficient number of activities within the scope of lifelong learning. Public libraries need some fundamental facilities so that they can carry out studies and researches about lifelong learning. They cannot be effective in this regard because they do not have necessary conditions in terms of budget, staff and cooperation with individuals and institutions and building and support of authorities.

The Ministry of Culture and Tourism accept public libraries in Turkey as one of the most significant components of lifelong learning process and reflect this attitude to legislation with legal documents like laws, regulations and directives. Furthermore, following suggestions have been put forward: lifelong learning activities should be taken into account in allocation of funds to public libraries, public libraries and librarians should be encouraged to cooperate with formal and informal educational insti-

tutions and to prepare common projects with them in this respect and staff, especially librarians, working in public libraries should receive in-service training.

University libraries are the backbone supporting degree programs, research and teaching. An impressive collection of books, periodicals, e-books, e-journals, academic Internet resources, music scores and other printed material are available in most libraries. Extensive audio-visual and sound recording collections are also available at your disposal. Libraries offer essential and supplementary resources for students in all academic disciplines. In addition, libraries commonly offer a comprehensive range of cultural resources.

Turkey has modern university library facilities. Although all Turkish universities have libraries on their campuses with multimedia facilities, many of the books are presently only available in Turkish. There are a few university libraries such as METU (Middle East Technical University), Hacettepe University, Bilkent University in Ankara and Boğaziçi University, ITU (Istanbul Technical University) and Sabancı University in Istanbul whose books and materials are predominantly in English. All universities in Turkey have computer labs with free wireless internet connection. Some libraries (including Trakya University library) are open to users 24/7.

Some libraries provide online access to digital materials. Electronic reserves are available online to students 24 hours a day, even when the library is closed. Virtual libraries contain hundreds of thousands of electronic books, electronic journals, electronic databases and encyclopedias. Access to these resources is available over the internet, on-campus and/or off-campus.

Apart from university libraries, Turkey has a very comprehensive national library called Milli Kütüphane. This large-scale library located in Ankara hosts millions of books and different sources of media. The National Library of Turkey has just signed a protocol agreement with Europeana, the European Union Digital Library, to join the common system used by

European Union libraries. Researchers in EU countries will greatly benefit from having online access to the 2 million items held by Milli Kütüphane. References<sup>51</sup>

## Digital Divide

There are researches and reports about the digital divide problem related to the museums like every field. Both the related ministries of the government and universities conduct studies on digital divide, most of which are at academic level. Low income people are more affected by this kind of gap.

Turkish government has issued plans of action to overcome digital divide problem and the required legal amendments have been made for the EU accession period. Several actions are carried out in order to overcome the digital divide problem among different groups in our country.

Recently, it has become more common that most of the museums in Turkey have virtual tours. The developing computer supported education and increasing facilities of internet usage at schools decrease the digital divide among the students to minimum.

There are several activities planned in this field. The most important of these is Istanbul Declaration started in 2003. The declaration proposes performing studies to decrease this divide in all areas of learning. Furthermore, survey studies and conferences are conducted to overcome the digital divide problem.

The most current action undertaken by the government is the “Fatih” project started by the Ministry of National Education at schools. Information technologies equipment has been distributed to the students free of charge at some pilot regions to enable equality of opportunities in edu-

<sup>51</sup> <http://www.kygm.gov.tr/TR,131/kutuphaneler.html>  
<http://studyinturkey.com/content/sub/libraries.aspx>  
 Karasözen, B., Atılğan, D., University Libraries in Turkey, [eprints.rclis.org/.../1/Turkishunilib.pdf](http://eprints.rclis.org/.../1/Turkishunilib.pdf)  
 Ersoy, Aynur, Yaşam Boyu Öğrenme ve Türkiye’de Halk Kütüphaneleri, Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü, Ankara, 2009

cation. Each classroom in those regions has been equipped with a smart board and each student with a tablet pc. Thanks to the internet access, each student will be able to visit the virtual museums at schools and homes, and increase their knowledge of museums.

The main obstacle that must be faced to overcome the Digital divide is economic problems. Inadequate purchase power of families increases the divide. As the economic gap between regions and families decreases, this problem will be solved. The government issues economic programs for improving the general level of welfare.

#### Access, promotion and disadvantaged users

The government carries out policies related to the development of museum studies by means of the Ministry of Culture and Tourism. Not only public museums but also private museums are supported. To protect and promote cultural heritage, other ministries also support establishment of new museums besides the universities. Furthermore, the Ministry of National Education puts museum education course in the curriculum.

Those policies also include actions meant for the disadvantaged users. The disadvantaged groups such as low income students, people above 65, veterans and their families and the disabled could visit many museums free of charge. The disadvantaged students living in the poorer Eastern region of the country are brought to Western cities to see the museums within a specific programme. The infrastructure of the museums is also improved for the handicapped.

More specifically, as the Health Museum, we are trying to involve the disabled and disadvantaged people in the museum's activities like music therapy concerts, workshops and by selling their hand-made products in our souvenir shop.

#### Lifelong Learning

Lifelong learning principles are mostly developed at public education centres functioning under National Education Directorates. The disabled, the old, low income families, illiterate women etc. can benefit from this

kind of education free of charge. Moreover, General Directorate of Lifelong Learning determines the policies in this field.

Many museums organize activities related to lifelong learning among their routine events like courses and educational activities. For example, calligraphy and ney (reed flute) courses are held open to public at our museum. Free music therapy workshops are sometimes organized. Disadvantaged groups also attend these workshops. Public museums play active role in lifelong learning at a formal, private museums do it at an informal level.

The main obstacles that must be faced to foster lifelong learning are lack of public interest and awareness and inadequacy of trainers in this field, weak promotion and economic problems. The museums should promote their activities better and involve the disadvantaged groups in those activities. The government should raise awareness that the museums play an important role in lifelong learning and should provide convenience for museum visits. The people should be educated about how to effectively benefit from museums.

## A Review on Archives in Turkey

Archives are the major sources of history and culture. Thanks to archives we can understand the past, the present and the future better.

The Republic of Turkey has inherited rich archival materials from the Ottoman Empire which ruled on three continents during more than 600 years and thus shared its history with many nations. This collection is an important source, not only for Turkey, but for the identification of national and common history of many nations which established independent states of their own.

In order to provide for the practical use by the world scholars, the documents which have been classified from nearly 150 million archival documents of the Ottoman period are open to all the researchers without distinction between Turkish and foreign scholars.

General Directorate of State Archives is a member of the International Council on Archives (ICA) and as such has signed co-operation protocols with more than 25 other countries.

“Collecting, evaluating and organizing historical, judicial, executive, economic, scholarly documents and official papers belonging to the Turkish State and nation, by using advanced techniques of filming and micro-filming rescuing archival material which exists only in a sole copy; establishing an archives laboratory to prevent the deterioration of documents; keeping abreast of new developments in international archive techniques; presenting important archival material to the scholarly community in Turkey and rest of the world” are among the main functions of the general directorate of state archives.

Ever since 1990's the models of electronic publishing have been substantially reviewed at international levels and open institutional repositories were rather restructurized. The scholars have placed their works into the open repositories or the open journals as well as personal web sites.

The projects on archiving the results of scientific researches in electronic environment, access for the results and increasing visibility have been developed since 1980s at the universities and scientific research institutions in Turkey. For instance, with the electronic thesis database project started by National Thesis Centre within the structure of the Council of Higher Education in 2007, a copy of graduate thesis can be accessed in web.

Open access and institutional archives have taken part in agenda of congresses, conferences, seminars and workshops on information access, management and technologies since 2004. A pilot project, the first example in terms of structuring Institutional Open Archives at universities, was carried out by Dr.Tonta and his postgraduate students at Hacettepe University Information and Documentation Management Department in 2004. 74 articles of academicians and 94 theses were archived and registered to open access search engines.

Open archives play an important role in lifelong learning since the bene-

ficiaries from different ages, socio economic status can easily reach the needed information from electronic repositories, which increases transparency as well.

Archive services can give successful results only if the services are carried out by the well educated staff who knows record keeping techniques. Record keeping training is provided by the General Directorate of State archives and the Information and Documentation Management Departments of some universities.

References<sup>52</sup>

---

<sup>52</sup> ERTURK, Korhan Levent, KUCUK, M. Emin, The Effective Use of Institutional Open Repositories: The Scholarly e-Publishers' Opinions in Turkey, *bilgi Dünyası*, 2010, 11(1), 122-139.  
<http://www.devletarsivleri.gov.tr/Forms/pgArticle.aspx?Id=3011C8F5-F178-4CD1-9E87-F1DEC79D2D3E>  
<http://www.bunlarlazim.com/arsiv-ve-arsivcilik-nedir-turkiyede-arsivcilik-egitimi.html>  
<http://www.turkishculture.org/general/museums/ottoman-archives/general-directorate-of-632.htm>