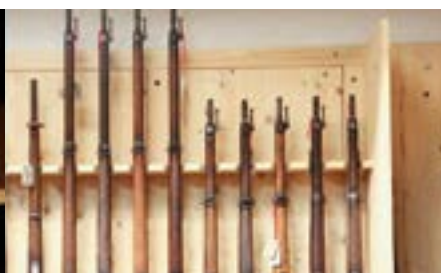


Museological seminar

24 - 26 OCTOBER 2023





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The Course of Reconstruction

on the Collection Item reg.no.: E 846, inc.no.: 1964/00072

Lt model 38

The Czechoslovak light tank, also known as Lt model 38, is one of the symbols of combat technology that were used during the Second World War and the Slovak National Uprising. At the time of its creation the tank was one of the world leaders in its category due to its technical parameters and combat characteristics. The Museum of the Slovak National Uprising (SNU) in Banská Bystrica has had a Lt model 38 tank, under the registration number: 846, in its collection since 1964. Since then, it has been a continuous part of the open-air exhibition of the Museum of the SNU. It has been exposed outdoors to the constant influence of weather conditions (rainwater, frost, direct sunlight) and the effects of solid pollutants (dust, biological material, pollen, leaves and needles from trees). For a long period of time, only the necessary conservation interventions have been carried out - it has been repainted several times. The interior of the tank has not been maintained and is in an unsuitable condition. Vandal behaviour of some visitors also contributed to the poor condition of the collection item.

To improve the condition of the item, a shelter with full walls and ventilation was constructed. The shelter prevents leakage, condensation and allows the interior of the tank to dry out gradually. Subsequently, the tank was transported to the museum's conservation workplace and the first stage of restoration could begin. It was necessary to manufacture a mobile tank handling pedestal with a load of 14 tonnes. Using a crane, the tank was placed on the pedestal and then towed to the work site.



Stage One – Research

The restoration research is aimed at gaining knowledge about the technical condition and primary condition of the collection object.

Interior: condition of the engine compartment, condition of the engine and its components, condition of the cooler and fan, condition of the clutch, condition of the gear, condition of the mechanism of belt tensioning, condition of the interior crew equipment, condition of the armament equipment, condition of the optics, condition of the turret mechanism,

Identifying the identity of the tank - finding the acquisition mark, identification numbers and armour markings, the engine number.

Identifying the primary base colour layer, the primary camouflage colour layer and figuring out the development of secondary colour layers.

Exterior: condition of the openings, hinges and hatches for the crew, condition of the openings, hinges and hatches of the engine compartments, condition of the chassis, condition of the wheels and movement mechanism, condition of the spring dampers, condition of the mudguards, condition of the belts.

Identifying the primary base colour layer, the primary camouflage colour layer, and figuring out the development of secondary colour layers.

In the past, in order to close the interior of the tank against unwanted intrusion of unauthorised persons all openings were welded (both engine and crew openings). Therefore, as a first step, the welds had to be removed as gently as possible.



This was followed by inspection, identification and cleaning of the interior.



For better mobility in the interior of the tank it was necessary to dismantle the machine guns. They were welded from the outside with thick welds in the hinges. The welds were sensitively removed and the machine guns dismantled.



In order to open the hatches of the engine part of the tank, it was necessary to turn the turret of the tank by 90°. This was preceded by: the removal of the ring armouring of the tank turret, the removal of drive components, the removal of the tank's radioaxial bullet track (pivot bearing) gear cover, the removal of corrosion from the bearing area of the radioaxial bullet track of the tank turret and gear, the removal of corrosion below the armour ring from the outside. After thoroughly cleaning the corrosion and oiling the bearing, we managed to move the tank turret.





After turning the turret of the tank by 90°, the engine compartment could be opened.

The welds were removed and then the engine hinged covers were opened and dismantled.



After removing the rear fan cover, we dismantled the exhaust pipe with the armoured exhaust elbow cover.





Work continued on removing the upper engine armouring and the horizontal armouring on the rear of the armour case above the radiator and fan.



Subsequently, the large fan cover could be released and removed, allowing access to the belt equipment.

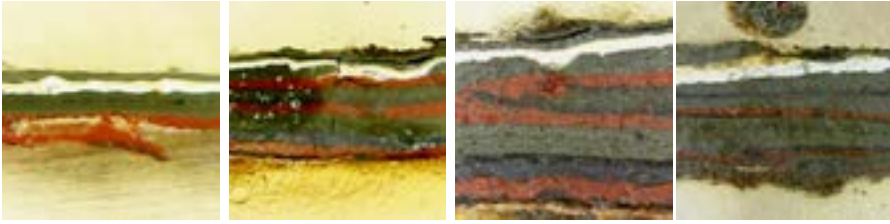


The toolbox was removed from the space above the mudguard on the right side.

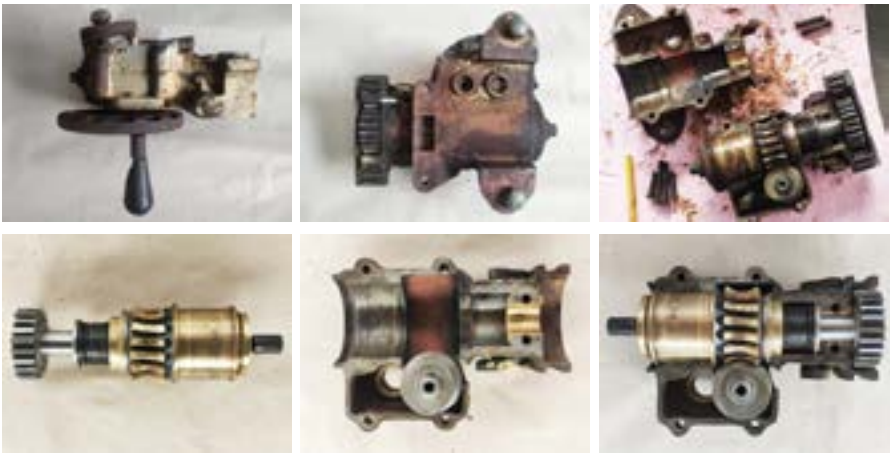


In order to determine the primary colour of the tank, more than 20 samples were taken from different locations of the tank. Micro-etchings were made for microscopic observation.





The armoured turret's manual rotating mechanism was dismantled, disassembled, the parts cleaned of corrosion and deposits and then reassembled and made functional.



Currently underway:

- 1, dismantling of the tank mudguards (the mudguard handles prevent access to the removal of the horizontal armouring)
- 2, removal of the horizontal armouring at the front of the tank above the gear and clutch section of the engine
- 3, removal of the engine cooler
- 4, removal of the tank belts (the condition of the mechanism of belt tensioning is in a state of emergency, it is not possible to use it to release the belts and we have to choose a suitable alternative for the removal)
- 5, production of different types of bolts according to the project documentation (made by us), based on our research

From the work and research carried out so far, we can conclude that the collection item Lt model 38 tank, reg. no.: E 846 is in a state of emergency. Particularly the lower part of the armour case, mechanism of belt tensioning, the fan case and the lower part of the cooler are destroyed by deep corrosion of about 30-50%.

The horizontal armour plating of the armour case and the armour plating of the turret is cracked in some places due to prolonged exposure to soaking and water in the cracks at sub-zero temperatures. Over the years, the cracks have widened and freezing has put pressure on the armour in both horizontal and vertical directions.

Detailed photo documentation and a detailed record of the parts with description and dimensions are taken during work.

Based on the findings of the restoration research, we will be able to draw up a suitable methodology of restoration and conservation procedures for the restoration of the Lt model 38 tank.

Vladimír Kachnič

Dušan Bezúch

Conservation and restoration workplace of the Museum of the Slovak National Uprising

Establishment of the workplace and its role at present

The conservation workplace was established as part of the Digital Museum project. During the duration of the project, the professional preservation of collection objects was provided in the form of treatment, conservation or restoration, and the museum's collection objects were brought to a state in which they provide maximum visual information prior to digitisation.

As part of the digitisation centre, the conservation workplace cooperated with 38 museums, for which it provided expert treatment of collection items. On average, it was able to conserve around 600 collection items per year and to restore approximately 30 items.

In 2021, the digitisation centre was transferred under the establishing authority of the Slovak National Gallery and the conservation workplace with 11 conservators and restorers remained to be part of the Museum of the Slovak National Uprising (SNU), which has since then been under the establishing authority of the Ministry of Defence of the Slovak Republic. The conservator's workplace has thus ceased to devote itself to the preparation of collection items for digitisation and is fully focused on the conservation and restoration of collection items of the Museum of the SNU.

The role of the workplace is to provide preventive protection of collection items in the collection storages, annual care of items in the exhibition and also to conserve or restore newly acquired items. An important task is to obtain information about the item, its origin, material composition, nature of damage, pollution or secondary modifications. Studying the item is essential for determining the most appropriate method of conservation. Furthermore, it also helps to obtain new information about the object, which is important for historians or curators. Emphasis is placed on preserving the aesthetic, historical and informational value of each collection item.

The newly established conservation workplace within the Open Depository project is equipped with technologies necessary for basic treatment and preventive conservation of collection items. An equally important task of the workplace will be to bring the work of conservators and restorers closer to museum visitors.

As part of the Museological Seminar, we prepared demonstrations of technological procedures for cleaning and removing corrosion in the premises of the workplace.

Demonstration of Electrolytic Cleaning of Metals

In conservation practice, we also try to use the so-called electrolytic metal rust removal when removing rust from iron objects.

We prepared a presentation on electrolytic cleaning of metals on a small assembly of objects. The principle is based on an electrochemical reaction, when using a laboratory source of direct current we can clean the rusted object immersed in a container with electrolyte from corrosion products and at the same time remove chlorides, which are the most common cause of corrosion. As an electrolyte we use a solution of sodium carbonate (crystalline soda) in demineralised water. This method can only be applied to objects with a preserved core because objects without a healthy core, consisting only of a crust of metal oxides, are at risk of disintegration.

For the presentation, we used a piece of rusted sheet metal dipped only halfway into the electrolyte as a sample of the rusted object, so that the difference before and after cleaning could be seen on the cleaned sample. For the demonstration, we prepared in advance several corroded steel plates cleaned halfway at different DC current intensities and during different cleaning times.

A piece of steel sheet having approximately the same surface area as the object to be de-rusted is immersed in the electrolyte. The steel sheet surrounds the object on all sides evenly. This sheet forms our anode and is attached by a steel wire to the positive pole of the source. The switch itself is attached by a steel wire to the negative pole and forms a cathode. The object to be de-rusted and the anode must not touch. After switching on the DC power source, an electric current start flowing through the whole assembly, which we can observe in the form of small bubbles escaping from the object we are de-rusting. During electrolysis, water molecules are broken down and, among other things, hydrogen gas and oxygen are produced, which exfoliates small particles of corrosion products from the surface of the object to be de-rusted. We have the option of varying the intensity of the electric current. With such setup, the conservator is able to precisely control the current flow into the object and maintain a predetermined electrode potential that leads to a reduction of corrosion products on the surface of the object. Mostly a current of about 2 A is used, but in practice we also encounter electrolytic de-rusting using only a few milli-amperes, however, in such cases, the time required to thoroughly clean the object is much longer and the de-rusting process should be gentler. In fact, the higher the current we use, the more we can speed up the cleaning. But in this case, a lot of escaping hydrogen and oxygen will peel off larger particles from the surface of the object.

It is desirable that the anode also runs under the object because then the escaping gases cause constant mixing of the electrolyte and thus a more uniform reaction. Also, molecular chlorides and hypochlorites do not accumulate to such an extent on the bottom and on the anode.

Corrosion products, chlorides and chlorates accumulate on the anode and in the electrolyte, therefore it is necessary to continuously clean the anode and replace the electrolyte with a new one in order to achieve the desired effect. Due to the leakage of hydrogen gas, in case of working with larger objects, it is important to work in a ventilated area - from a safety point of view.

The ideal electrolytic device consists of a single object in a single vessel, but in practice we also encounter multiple objects in a single vessel using one or more DC current sources. Such assemblies are more complicated and difficult to set up properly, but we can de-rust more objects at the same time.

After the cleaning, it is sometimes necessary to gently clean the object mechanically, flush out the remaining electrolyte with demineralised water, dry the object in a laboratory drying machine and preserve it.

Demonstration of Laser Cleaning

The concept of laser cleaning was first proposed by S. M. Beadair and Harold P. Smith, JR. of the Space Science Laboratory and the Department of Nuclear Engineering at the University of California, Berkeley, USA as early as 1969. The research and application of this innovative laser cleaning technology has gradually expanded since the 1990s. In recent years, laser cleaning technology has become the focus of research in the field of industrial production.

In addition to the industry, in which laser cleaning is used, for example, to prepare the surface before welding or to clean moulds, it also has applications in the field of heritage conservation. The advantage of laser cleaning in this field is, for example, non-contact cleaning, removing a layer of corrosion or dirt without damaging or heating the substrate.

A high-power laser beam is emitted at a nanosecond length at a specific frequency onto the surface that is to be cleaned. Impurities on the surface absorb light energy and are converted into heat energy. The temperature of these impurities rises rapidly, leading to a series of physical reactions such as melting, evaporation and thermal expansion. In the end, contaminants, oxides or coatings on the substrate surface are separated from the substrate.

The two basic types of laser cleaning equipment are the pulse laser and the continuous wave (CW) fibre laser. The continuous beam constantly (continuously) emits a laser beam, which

significantly increases the surface temperature (up to 300°C) in a short time. This can cause damage to the material. The pulsed laser interrupts the emission at a certain frequency, therefore, the surface temperature does not exceed 30 - 40°C.

The frequency, power, width of the laser can be adjusted to achieve the optimum result. The advantage is that such cleaning does not require the use of any chemical preparation or abrasives. No hazardous waste is generated that needs to be disposed of safely.

The conservators' workplace is equipped with 100W and 300W pulsed cleaning laser. For the demonstration we chose a smaller portable 100W laser in a practical carrying case. Demonstrations of this technology was conducted for the seminar attendees in smaller groups for safety reasons. When using a pulse laser, it is important to protect your eyes with special protective goggles. We presented the cleaning of the surface of metal, wood and textiles, and the advantages of using this technology, on several subjects.

The participants could observe the removal of corrosion from metal objects, parts of the Lt model 38 tank, which is currently being restored, and to see that immediately after the cleaning the object's surface is not heated to more than 40°C.

On the example of a stool, which had a seat made of metal springs, it was possible to see how easy it is to clean even complex shapes. In places where cleaning with hand tools would be complicated, the laser beam reached without problems. With the help of the pulse laser, corrosion and impurities were removed and at the same time the textile parts were not damaged. Almost all materials and surfaces can be cleaned with the right cleaning equipment.

Demonstration of Cleaning with Microorganisms

Within the programme of the Museological Seminar we also presented another simple, ecological and safe way of object cleaning. It involves mainly cleaning of metal parts from oil or grease using a compact washing table and a micro-organism-containing agent. This cleaning process ensures that employees and the environment are protected from the effects of organic volatile substances.

A compact table is a device that holds 100 litres of liquid, which is heated constantly to 40°C and oxygenated. The liquid circulates from the tank to the upper cleaning section and back. Natural microorganisms found in cleaning fluids biologically break down grease and oil impurities. The oil is split into CO₂ and water. When functioning properly, microorganisms can break down up to 0.5 litres of oils and grease per day.

The cleaning medium has a long service life. It is a long-term solution for cleaning on a natural basis, without the use of organic volatile substances, which is environmentally friendly but also harmless for the health of the employees. The simplicity of working with this equipment is very advantageous and the participants of the seminar could see it in a short demonstration.

The cleaning table is ready for use at any time. The top work surface with a spacious tub allows to clean even larger object parts. The fluid flow in two jets can be regulated as required. One of them is equipped with a practical cleaning brush. Dissolved oils and grease from the object flow into the bottom tank, where they are filtered through a filter bag and decomposed by microorganisms.

By means of demonstrations, we wanted to present to the participants of the seminar the possibilities of cleaning using three different technologies. The task of the conservator and restorer is to find out as much information as possible about the object, and thus choose the most appropriate cleaning method for each case.

Mgr.art. Barbora Figuli

Mgr. Erik Kolton

Presentation of the Activities of the Educational Centre of the Museum of the Slovak National Uprising at the Museological Seminar

(October 2023)

In the frame of the Museological Seminar, the Education Department of the Museum of the Slovak National Uprising (SNU) had the opportunity to present its educational activities. Due to the wide scope of the department we chose to combine several educational elements – the educational programme "SNU Through My Eyes", modular education using replicas, and an extract of the programme from the Night of Museums. Each of the activities was led by a different member of our department team. The presentation was attended by 9th grade pupils from Hrnčiarska Primary School in Zvolen, our Norwegian partners from the museum in Narvik and colleagues from the participating museums. Due to time constraints, all activities had to be shortened and also adjusted in order to avoid losing their educational element. Pupils had been previously acquainted with the basic issues of the Second World War and the Slovak National Uprising, which gave us the opportunity for realistic extra-curricular teaching.

The educational programme "SNU Through My Eyes" had to be shortened to 30 minutes from the original 90 minutes for presentation purposes. Despite this, Mgr. Lukáš Volentier, PhD. took the pupils through the history of the Slovak National Uprising using a 2D map with three-dimensional elements in the form of two armies of plastic soldiers representing the insurgent and Nazi armies.

After a warm welcome, the pupils sat down in the Open Depository. The blind map of the Slovak state in A0 format was blank, only showed colourfully separated parts of the country belonging to other countries during the Second World War. The pupils' task was to identify which segments belonged to which countries and also under what circumstances the former Czechoslovakia lost them. The red colour showed the territories occupied by Nazi Germany as a result of the Munich Agreement. The blue and orange colours showed the territory seized by Hungary as part of the Vienna Arbitration and the grey colour showed the Shutzzone. The continuity of historical events is very important for the understanding of history. It gives the pupil the opportunity to become aware of the contexts that preceded the events of the Second World War and the Slovak National Uprising. The map also showed the Slovak metropolises - Bratislava and Košice. Bratislava was identified as the centre of the Slovak state regime and

the seat of government. The absence of the capital city of the uprising was deliberate. The next task for the pupils was not only to find it on the map, but also to explain why this city was chosen as the centre of the uprising.

The museum educator does not present the facts in a direct, lecture-like manner; on the contrary, the students try to figure out the connections on their own, with minimal help. Particularly important are the supplementary questions that expand on the original context regarding the geographical location between the Nazi Reich and the approaching Eastern Front. After the imaginary declaration of the uprising, plastic soldiers of the insurgent army were placed on the map in the areas of the main junctions and barracks. The advance of the Nazi army was illustrated by colour-coded figures. The main, commanding, figures of Ján Golian and later Rudolf Viest were placed in Banská Bystrica. By gradually shifting the battle lines, the pupils understood the importance of the loss of the Eastern Slovak divisions, the distance of the Red Army, the action of the partisan detachments and other strategic aspects. Mgr. Lukáš Volentier, PhD. used the pupils' broader knowledge to introduce them to wider historical contexts, such as the history of economy and the material preparation of the uprising.

The education with replicas was led by Bc. Jakub Mičev. Due to the shortness of time, it was not possible to go through all the subjects that would otherwise have been available to us. The time allotment for this type of training is approximately 45 minutes; we shortened it to 15 minutes for the presentation. Pupils were thus given a choice of which subjects they would like to pay closer attention to: German helmet model 42, field telephone model TP 25, bayonet of the Insurgent Army, blouse of the uniform of the Insurgent Army and weapon replicas - machine gun PPŠ-41 ("Shpagin") and carbine Mauser 98. Given the time shortage, the pupils were given the opportunity to choose two specific objects. Their choice were the weapon replicas. Our staff team often finds considerable appeal in these generally taboo subjects, especially among the younger students. In the controlled environment of the museum, they have the opportunity to hold these replicas in their hands, try out their moving parts and test their functionality. The replicas are of course not fireable, but the mechanisms are very close to the original, as is their weight (in the absence of bullets). Before the actual passing of the replicas, the pupils were familiarised with the basic rules of holding a gun - despite the fact that they were holding replicas, they were not allowed to point them at anyone or keep their finger on the trigger while handling them. These basic rules are useful if they ever, under any circumstances, get their hands on a firearm, and also build a basic respect for an object with which they have no previous practical experience. The group formed two lines so that the

educator could attend to them while presenting both weapons. After testing, they moved to the second row and had the opportunity to try the second replica.

The educational element of learning with replicas is not just about the practical demonstration. On the contrary, it is only the beginning of the educational process. This activity was followed by a discussion with the pupils, which was mainly directed towards the use of the weapons. The exhilaration of holding the replicas was quickly replaced by the realisation of the consequences of firing real machine guns or rifles during the Second World War. A specific example of a Slovak National Uprising memorialist who survived an encounter with such weapon was used to highlight the point.

After the presentation of the education with replicas, the pupils moved to the exhibition, where Mgr. Lucia Sotáková, PhD. was waiting with the third segment- Preview of the Night of Museums programme, which covered the life story of the "Hero without a Gun- Anton Ivan Székely". His harrowing but inspiring fate was retold thanks to the creative outposts placed in the main exhibition of the Museum of the SNU. Anton Ivan Székely had a law degree, but after the establishment of the Slovak state he was placed into a concentration and labour camp in Nováky due to his Jewish origin. After the declaration of the Slovak National Uprising, the camp was disbanded. Mr Székely applied to the army command with a request to be assigned as a photographer. His journey through the insurgent battlefields was not without various difficulties, especially considering he was never armed. This segment complemented the previous activity, where mainly weapon systems were presented. The outposts placed in the exhibition offered short clues thanks to which the pupils themselves found the necessary information. Dr. Sotáková revealed not only the life story of Mr Székely, but also chronologically linked its elements to the events of the establishment of the Slovak state, the implementation of the Solution of the Jewish Question and the subsequent events of the Slovak National Uprising.

Each segment was followed by a short, but lively discussion involving the seminar participants.

Introduction of the Museum of the Slovak National Uprising and the Open Depository Project

Museum of the Slovak National Uprising (SNU) in Banská Bystrica was founded on 8 May 1955 and at that time it was located in the premises of the former town hall at the Square of the Slovak National Uprising in Banská Bystrica. In 1964 the construction of a new museum - the Memorial of the SNU - began. The construction lasted 5 years and on 29 August 1969, on the 25th anniversary of the Slovak National Uprising, the Memorial of the SNU was opened to the public with a new exhibition, specialised archive and library. In 1982, the grounds of the museum became a National Cultural Monument. Additionally, the sculpture *Victims Warn*, made by academic sculptor Jozef Jankovič, was unveiled in the commemorative hall of the Memorial.

The larger-than-life size bronze sculpture weighing 14 tons, over 7 metres high and over 30 metres wide was placed in the centre of the commemorative hall of the just completed Memorial, which was built according to the architectural project of architect Dušan Kuzma. However, the sculpture did not stay here for long as the author fell into disfavour of the political authorities for his attitudes in the normalisation period. The authorities decided to remove his work from the Memorial. They explained the reason for removing it was that the statue had a depressing influence on visitors. In 1974, the sculpture was placed on a memorial site in the village of Kalište, which was burnt down by the fascists in March 1945. For 30 years the sculpture *Victims Warn* stayed in the beautiful natural environment of Kalište until 2004, when it was decided to return it to its original place. Thus, after more than 30 years, in 2004, during the celebration of the 60th anniversary of the SNU, the sculpture *Victims Warn* found itself again in the commemorative hall of the Memorial of the SNU in Banská Bystrica, where it is still located today.

The Museum of the SNU has undergone several changes to its permanent exhibitions between 1955 and 2004. The most radical change was the brand-new permanent exhibition of the museum placed in the Memorial of the SNU in 2004, under the title *Slovakia in the Anti-Fascist Resistance Movement of Europe in 1939-1945*. Compared to the previous exhibitions, it was the most thematically, content-wise and material-wise comprehensive exhibition in the history of the museum, presenting decisive political, military and social events in the history of Slovaks and Slovakia in the context of the history of Europe between 1918 and 1948.

The second most important presentation activity of the museum since 1990 has been the museum's exhibition activity. In recent years, however, educational activities together with marketing have come to the fore, joining exhibition and presentation projects. These joined efforts have an impact on the presentation of the open-air exhibition of heavy combat equipment, the National Cultural Monument at Kalište, the exhibition in Nemecká, as well as other exhibitions and educational-presentation projects. In the years 2007 and 2008 we carried out the Wagon project with Jewish themes, from 2009 to 2015 we carried out the We revived the Armoured Train Štefánik project. These projects received an overwhelmingly positive response from the general public and they were also praised as very specific educational programmes for primary, secondary and high school pupils.

Another interesting nation project, co-financed by the European Union under the Operational Programme Informatisation of Society, was the Digital Museum project. In 2013, the Digitisation Centre was established at the Museum of the SNU, which treated, conserved and digitised collection objects not only from the Museum of the SNU, but also from other museums in Slovakia. In the course of 39 months, 173,410 museum collection objects from the collections of the Museum of the SNU and other museums were digitised (digitally visualised).

In 2020, the Museum of the SNU began applying for a project through the European Economic Area grants. After a successful evaluation in December 2020, the Museum of the SNU signed a contract and started to implement the project called Open Depository. The project provider has been the Ministry of Investment, Regional Development and Informatisation of the Slovak Republic under the Culture programme. The partner of the project is the organisation - The Narvik War and Peace Centre in Norway. The Open Depository project has received a grant from Iceland, Liechtenstein and Norway in the amount of EUR 999,357 through the EEA Grants. In addition to these funds, the construction of the Open Depository and the reconstruction of a part of the administration area required additional funding. This was co-financed from the budget of the Ministry of Defence of the Slovak Republic, in the amount of EUR 1,560,977. The aim of the project is to make the collections of the Museum of the SNU accessible to the public in a unique, more attractive form with a new construction and technological design.

The location of the collection storages (depositories) in the basement of the building seemed to be a modern and good solution in 1969. Unfortunately, the technological equipment was not sufficiently designed and over time it became clear that the environmental conditions as well as the location of utilities and engineering networks in the area of the collection storages

was a poor solution. During the entire period of the museum's existence, the modernisation of the storage facilities for collections has unfortunately not been addressed, so the decision to build an open collection storage is not accidental. It is a targeted modernisation of the museum with individual implementation steps. The Open Depository is meant to document the quality and quantity of the collection, our knowledge about it, as well as our care for the cultural heritage entrusted to us.

The space in which the Open Depository will stand was originally designated for the archive of the Museum of the SNU, the library and office and administrative purposes. The original intention of the architect of the building, Dušan Kuzma, was based on the philosophy that the space of the Memorial to the SNU should be dedicated only to presentation, exhibition and educational activities and to the storage of art and archive collections. Therefore, thanks to the Open Depository project, the Museum of the SNU will regain the face that was originally designed by its architect.

In addition to the space itself, the first step was the repair of the roof, followed by the construction of new engineering networks, technical and technological equipment. Construction work as one part of the project was completed in August 2023. These and many other activities are part of the museum's long-term plan to carry out a complete reconstruction of the Museum of the Slovak National Uprising, so that the organisation meets the requirements of a modern museum institution.

The intention is that the Open Depository will be a place for professionals in the study depository, students during their education, as well as visitors who can observe the work of a conservator or obtain qualified information through modern technology. The project has so far included the construction part - the reconstruction of the premises, and also the exchange of experience with the Norwegian partner, the purchase of weapon replicas, helmets and other auxiliary material, which are already conveniently incorporated into the educational programmes. Demonstrations of the work of conservators and restorers have already started to be carried out in the new space, which will also be a part of the newly opened museum depository.

The vision of the Open Depository project is that its space will be divided into material groups of the collection objects. This means that the first part of the depository will be devoted to the presentation of textiles, the next part to conservation and restoration demonstrations, then the presentation of art collections, and in the last part armament and equipment. Educational

programmes linked to the collection objects in the individual sections will be carried out in the space for visitors. The overall intention of the presentation of collection objects is not limited to classical collection objects. The Museum of the SNU also has an open-air exhibition of heavy combat equipment. These exhibits are deteriorating from long-term outdoor display - they have been outdoors for 50 years or more.

In addition to the Open Depository project, our goal is also to create proper conditions for the storage and presentation of heavy combat equipment. Our proposal is to create an underground exhibition with suitable conditions for these rare exhibits. Of course, everything depends on financial security.

Thank you very much for your attention.

The Story of the Collection Item E 00846 – Light Tank Model 38

PhDr. Marian Uhrin, PhD.

Museum of the Slovak National Uprising, B. Bystrica

Light tank model 38 is undoubtedly one of the most interesting collection items of the Museum of the Slovak National Uprising (SNU). The tank has become kind of a symbol of the insurgent tankers. Coincidentally, in the collections of the Museum of the SNU in Banská Bystrica, parts from two such tanks have been preserved - one complete tank and one torso. Both items have great value, not only in the context of European history, but especially in the context of the Slovak insurgent history. These tanks belonged to the 1st Czechoslovak Army in Slovakia.

The Story of the Tank

To this day, Czechoslovak Praga light tanks are considered to be the best tanks in their category from the 1930s and 1940s. In addition to export to countries such as Peru, Switzerland or Persia, they were to be introduced to the Czechoslovak army as model 38. The development of events in Europe caused that the produced tanks were finally taken over by the German army after March 1939. Due to the quality of the vehicle, the production continued under the name Panzerkampfwagen 38(t) until 1942 not only for the Wehrmacht, but also for the allies of Nazi Germany. Hungary, Romania and Bulgaria also received Pz.38(t) tanks. Slovakia was no exception as in 1940-1943 the country received 37 Lt model 38 tanks and 21 slightly smaller Lt model 40 tanks, which were originally Praga LLT tanks produced for Lithuania. From 1943 Slovakia was to receive gradually another 58 used model 38 tanks from the Wehrmacht. By the outbreak of the Uprising, 37 of them had been delivered. At the outbreak of the Uprising, the Slovak Army had most of its combat-ready tanks concentrated in a field unit of the Armoured Car Regiment in eastern Slovakia. Only a smaller part was located in the regiment's main garrison in Martin. From the first days of the uprising, the insurgent tanks from Martin were deployed in the battles for Strečno. Due to the resistance attitude, the 2nd Tank Company from eastern Slovakia also reached the insurgent territory. In total, the insurgents used 28 Lt model 38 tanks. Of course, in addition to these, other available tanks were also used, both older Lt model 34, model 35, and newer Lt model 40 and German light Pz.II Ausf. C and medium Pz.III Ausf. N. A pair of Marder III self-propelled guns on a model 38 tank chassis played an

indispensable role in the insurgent battles. The combat and morale support of the insurgent tanks to the infantry units was invaluable. Despite the relatively small deployment of armoured vehicles in the uprising, there were a few tank battles. Lieutenant Alexander Oppl's Lt model 38 tank destroyed a German armoured vehicle, and corporal aspirant Matej Buca's Marder III self-propelled gun hit three German tanks and two anti-tank guns. Some of the insurgent tanks were lost in the battles. The insurgent tankers fought vigorously, willing to give their lives. Lieutenant A. Oppl was wounded, corporal aspirant M. Buc was killed. They were not the only ones; five officers of the regiment and about 40 of its enlisted men and women were killed during the tank deployment in 1944. Another hundred or so members of the Armoured Car Regiment were seriously and slightly wounded or remained missing. Material losses were much more numerous. During the disarmament of the Armoured Car Regiment field unit in eastern Slovakia, the German army captured or destroyed 69 Slovak armoured vehicles and during the uprising another 104 armoured vehicles and three armoured trains. The losses they inflicted on the enemy can only be estimated. In close combat, Slovak tanks and anti-tank guns of the Armoured Car Regiment hit at least 16 armoured vehicles, of which probably six were destroyed and the rest more or less damaged. Of course, other units of the 1st Czechoslovak Army in Slovakia also successfully destroyed several enemy armoured vehicles.

Story of the Collection Item

After the establishment of the Museum of the Slovak National Uprising, the acquisition of collection items was rather spontaneous. The museum workers lacked experience and methodologies, and they were also limited by the regime that ruled at the time, or were limited by the regime's preferred interpretation of our history. Despite the unfavourable circumstances, in 1963 the Museum of the SNU managed to acquire several interesting exhibits from the Czechoslovak army. One of them was a Lt model 38 tank, which was to present the importance of the insurgent tankers in the museum. The tank was moved from the 2nd tank base in Žilina to the then premises of the Museum of the SNU. According to the record, the vehicle was mobile after a general overhaul. Unfortunately, no military documentation for the vehicle was preserved from that time, so there has been a lack of knowledge about the story of this collection item for years.

After the construction of the new building of the Museum of the SNU and the creation of the so-called open-air exhibition of heavy combat equipment, the Lt model 38 tank was

moved to a new location. Despite the effectiveness of displaying the exhibit outdoors, it has not been the best solution. The effects of the climate, especially the humidity, together with the negative effects of the object's direct contact with visitors caused damage to the exposed technology. The Lt model 38 tank is no exception. The smaller parts of the equipment have disappeared and the armour has been damaged by the climate and has gradually corroded. Despite the fact that the tank has changed its place in the so-called open-air exhibition several times and its paint has been restored several times, no serious research has been undertaken on this subject, nor has its increasingly deteriorating condition been addressed.

Almost at the proverbial "5 minutes to twelve", we proceeded to cover the object and thus protect it against the ingress of moisture. This was preceded by a first attempt at research on the object, combined with many years of archival research. As a result of this effort, a really remarkable discovery has been made; the collection item was matched with a specific tank from the World War II era. The discovery of the serial number SL-25 and archival research have revealed interesting findings. The collection item in the so-called open-air exhibition is indeed the tank of the insurgent army with the number V-3.023. Light tank Lt model 38 V-3.023 was delivered to Slovakia in 1942. Within the Slovak Army, the tank was also deployed on the territory of the Soviet Union, particularly in Ukraine and Belarus, where it was part of a tank platoon assigned to the Security Division. After returning to Slovakia, it was overhauled and used for training. In the summer of 1944, it belonged to the 2nd Tank Company of the Armoured Car Regiment and was sent to eastern Slovakia, where Army Headquarters units operated alongside the German Wehrmacht. After the outbreak of the Slovak National Uprising, almost the entire 2nd Tank Company moved to the insurgent territory, where it joined the fighting against the German occupation. Tank V-3.023 fought at Telgárt, Žiar nad Hronom and Dobrá Niva. At the end of October 1944, it fell prey to the German army. In 1945 it was located in Prague, and so after the war it became part of the Czechoslovak army. Since 1964 it has been exhibited in the Museum of the Slovak National Uprising and is currently undergoing a demanding restoration to its original insurgent form.

Educational Activities of the Museum of the Slovak National Uprising

Lucia Sotáková

Education in the museum environment is a type of non-formal education. It is a supplementary gaining of knowledge that should build on the knowledge already acquired in the school environment. Still, the potential for such education is undoubtedly vast. Museum educator¹ can contribute to young people's creative thinking, self-presentation and the expression of their own opinions and attitudes, cultivating in them a positive relationship to their own history (but also reinforcing a sense of responsibility to their own community), cultural heritage, or the formation of their identity.

Compared to the education in the school environment, museum provides non-traditional ways of presentation, complemented by the authenticity and originality of the environment, and related stimuli for the development of personal competences of pupils and students. Through the museum's material and technical equipment - collection objects, multimedia presentations or exhibition activities, we are able to interactively link the pupils' already acquired information with reality and to reconstruct the past in an illustrative way. Therefore, the benefits of museum education are enhanced by the added value of experiential learning, which fosters empathy, stimulates imagination and critical thinking.

Museum of the Slovak National Uprising maps the history of the largest armed uprising of Slovaks against fascism in Europe. It also reflects Slovak society in the years of the Second World War, which was persecuted as a result of the totalitarian regime and the violation of basic human rights and freedoms of individual groups of its population. By pointing out these facts and purposefully educating in this area, it seeks not only to build a collective memory, but also to create a kind of prevention against the return of undemocratic manifestations in the present-day society.

The biggest challenge for museum education is to spark the public's interest in learning about their own history. Contact with the time period, which is the subject of our interest, is becoming more and more difficult to mediate. This is mainly due to young people's belief in a kind of closed history that no longer concerns them, and thus the futility of educating themselves about something they do not feel connected to. Moreover, the generation of those

¹ The terms "museum educator" and "lecturer" refer to a qualified employee working in a museum environment who, by selecting appropriate methods and didactic procedures, is able to participate in the education of pupils (as well as adults) and the development of their personal competences and skills.

who lived through these events is slowly fading away and soon will disappear altogether. The memory of individuals will thus have to be replaced by a collective memory, the dissemination of which is the responsible task of social science disciplines, educators, students, and society as a whole. Last but not least, it is also a task that museum educators face while working in institutions dealing with the history of the Second World War. The qualification of the museum educator as a professional worker is extended by the knowledge of school teaching practices. The educator understands the target requirements and the educational content of each discipline, the subjects that the school teaches, in order to adapt their activities accordingly. To this they adapt their methods of work. The educator should be able to design educational projects that contribute to reaching the established educational objectives. At the same time, they take care of the principle of illustration, age appropriateness and knowledge keeping.²

The Department of Education of the Museum of the Slovak National Uprising provides opportunities for educating a wider range of target groups, from pre-primary, primary, secondary pupils to high school students and university students, as well as educators and seniors. For each of the groups, the educator then creates and adapts their activities, which are aimed at educating not only about the specific, crisis periods of the Second World War, but also about the formation of attitudes and education for a tolerant society.

Pupils of the last year of pre-primary education in kindergartens and primary school pupils are offered the educational programme "Getting to Know the Museum". In its content and form, this programme cooperates with the State Educational Programme in the framework of pre-primary education, especially in the thematic areas of Culture and People. The aim of this education is to get acquainted in a fun way with the environment of the Museum itself, the ways of its functioning, to get acquainted with the individual work professions of employees (simulation of the work of a conservator, etc.) who work here. By explaining the overall role and place of the museum in society as a very important cultural and memory institution, it is possible to educate about cultural values, ethical principles, freedom as well as human rights from an early age.

For secondary and high school pupils, the educational activities of the Museum of the SNU are carried out mainly through the educational programmes - "The Slovak National Uprising through my eyes" and "Suitcase Number...", depicting the issues of the resistance and

² Úlohy múzejného pedagóga ("Tasks of a Museum Educator"). In: JŮVA, Vladimír. Dětské muzeum, edukační fenomén pro 21. Století ("The Children's Museum, an Educational Phenomenon for the 21st Century"). Brno: Paido, 2004; Škola múzejní pedagogiky I. Olomouc: Pedagogická fakulta Univerzity Palackého, 2007.

the Final Solution to the Jewish question in Slovakia in the years 1938-1945. The educational programmes are a combination of experiential learning in the Museum of the SNU's exhibition, the use of "contact" collection objects set aside to illustrate the theme, lecturer's guided tour and pupils' group work. By using the space of the museum as an authentic facilitator of education with elements of experiential learning "outside the classroom", the educator is able to create historical awareness of the Slovak National Uprising as an important part of our national history among young people and adolescents. In addition, by purposefully educating young people about the Holocaust, they can also address the moral issues of genocide itself. By working with testimonies, visual material, photographs, the educator helps to understand the dangers of stereotyping, which can seamlessly flow into prejudices associated with different minority communities, and to identify and avoid these manifestations in time. It is for this purpose that the museum educator is given the space to supplement their educational activities outside the classroom, especially with activities where the predominance of facts is replaced by powerful stories of individuals, moral dilemmas, the crisis of humanity and the development of empathy. Moreover, the outlined fates of Jews used in the educational programme are a source of historical instruction and a suitable motive for the educational content of informal education in the Museum of the SNU. This need is particularly pressing in the current climate of the rise of various kinds of phobias and racial intolerance, which also benefit from historical ignorance or distorted interpretations, or even various attempts to deny the Holocaust on the scale on which it took place.

In 2021, the Museum of the SNU was granted the opportunity to create the Open Depository project through EEA Grants (Grants from Iceland, Liechtenstein and Norway in the amount of EUR 849 452, 45 EUR). The project has been co-financed in the amount of 149 903,55 EUR from the state budget of the Slovak Republic. The aim of this project is to make the collections of the Museum of the SNU accessible in a unique, more attractive form with a new construction and technological design. Alongside this new modern presentation of the collections, another type of education was also created. Collections will thus not only be exhibited in showcases, but their story will be told through new technologies. In addition to the opportunity to see previously hidden objects, visitors will also be able to observe the work of conservators through glass walls.

Prior to the completion of work on the Open Depository, teaching started to complement this project. From the beginning of the school year 2022/2023, at regular intervals (once a month), 6 participating primary, secondary and high schools would visit the Museum of the SNU and the Education Centre. The time allotment for the visits was set at 1.5 hours. From the

beginning, the thematic focus of education followed the chronological development of the international and social situation in Europe and Slovakia since the end of the First World War, the emergence of the Czechoslovak Republic to the period of Slovak autonomy, the independent Slovak state, and the history of the Slovak National Uprising. During the meetings, educators worked with students both in the cinema auditorium, as well as in the Museum of the SNU's main exhibition, using collection objects and replicas purchased for the Open Depository project. This project also includes the creation of educational programmes for schools, methodological material for teachers and the creation of a newspaper *Insurgent News* ("Povstalecké zvesti"). In this case, the use of weapon replicas in the education process is a novelty that can sometimes present contradictory reactions. It is necessary to be careful when working with this kind of equipment. In general, the public perceives guns as something negative that is associated with the idea of war, violence or threat to life. In practice, however, we observe an undeniable interest of young people, mainly related to the weapons exhibited in the museum's exhibition itself, to which they gain knowledge from their personal initiation. We have also noticed a kind of admiration of people for these "taboo" objects. If this interest is properly used for education under the guidance of professional staff and carefully chosen methodology, it is also possible to appeal through weapons to certain moral values, consequences and impacts that their use entails. The aim of such education is in no way to glorify these weapons, but through direct contact with them, to contribute to an awareness of their real danger and to avoid situations in which they are used. If pupils have the opportunity to actually hold such weapons in their hands, they will feel their full weight, and by understanding the technique they will be able to better imagine how such weapons works, and they will be able to better understand the level of responsibility that comes with the choice to use them. It is better for them to have their initial experience with weapons in the environment of a museum, as an educational institution, under the guidance of professionals, than to have to obtain this information from other unreliable sources. Moreover, pupils' reactions and emotions during contact can complement theoretical knowledge and serve to discuss the issue of the resistance in more depth and in the necessary context.

We are pleased these educational activities, especially in recent years, have gone beyond the boundaries of the museum and the region itself and are becoming part of education and training with a national scope. In the school year 2022/2023 alone, travelling exhibitions of the Museum of the SNU, focusing on the history of the SNU and the Second World War, were installed in 12 primary, secondary and high schools. For one month, these exhibitions were accompanied by pupils and students themselves as lecturers, trained by the educators from the

Education Department. To date, the educators have guided approximately 4,500 visitors through these exhibitions.

As far as other methods and means of education in the environment of the museum are concerned, perhaps nothing surpasses the personal experience of meeting a veteran of the time period itself. Therefore, at the end of last year, discussion sessions with an active participant of the Uprising - Mr. Vladimír Strmeň - began to be held in individual Slovak schools. Pupils and students from 14 primary, secondary and high schools have had the opportunity to hear the life story directly from the veteran who was 17 years old at the time of the Uprising, and to ask him questions they were interested in. Learning about the history of the Slovak National Uprising in such an engaging and unconventional way increases the interest and popularity of these discussions, which are very popular especially among the students themselves.

Educational activities of the Museum of the SNU must respond flexibly not only to the needs of school groups, but also to the needs of the teachers themselves. As part of their education, we try to provide professional-pedagogical and advisory assistance, follow new trends and apply them to the process of education and training by organising and co-organising various events. Most often we respond to the demand for trainings, lectures and workshops aimed at improving teachers' competences in the prevention of racism, xenophobia and extremism in the school environment.

A very positive trend nowadays is the fact that families with children in particular are increasingly choosing the museum for active recreation. That is why we participate in the presentation of history or its "revival" also in the form of cultural events, such as programmes on anniversaries and commemorative events, Night of Museums and Galleries, guided tours with elements of performance, summer children's camp, Children's Day, and many others.

Museums, of which cultural and educational activities are an important part, can now be regarded as a comprehensive form of education for various groups of society. They strive to respond adequately to the needs of the present time, in particular by modernising their material and technical equipment, but also by their presentation and approach towards the public, thus contributing to the lifelong learning. That is why museum educators are constantly challenged to improve the quality, efficiency and attractiveness of the level of activities offered, so that the museum becomes a popular and sought-after institution with a stable place in society.

An Introduction to the Narvik Centre of War and Peace and Narvik War Museum

Ann Kristin Kristensen

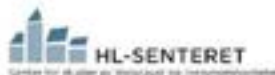
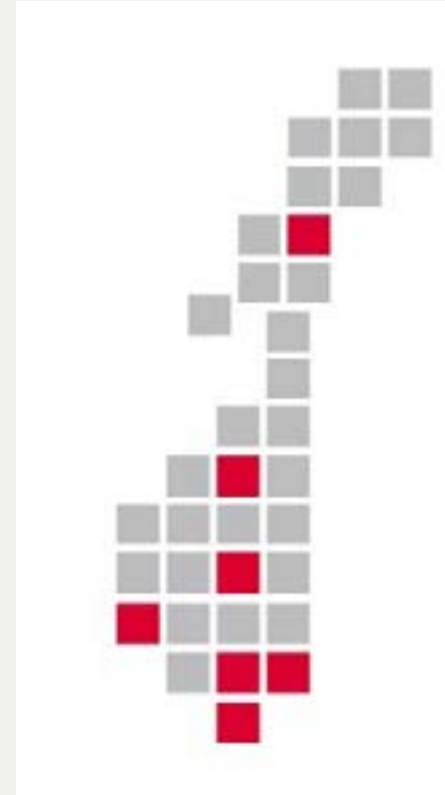
Head of the Educational Department



The Narvik War and Peace Centre

The northernmost peace and human rights centre in Norway

- Own and operate Narvik War Museum

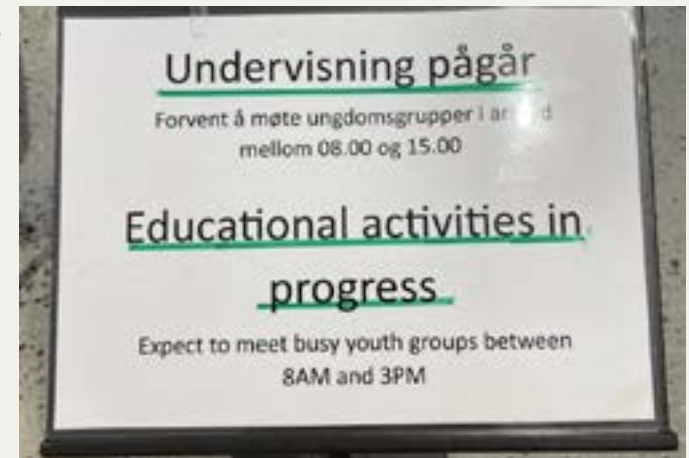


Intention

- The Narvik War and Peace Centre shall work to promote knowledge about and understanding for peace, democracy, the rules of war, international conventions and human rights, through research, documentation and education with a particular geographic focus on the high North
- Mainly funded by the Ministry of Education and Research
- Founders, 2007: County Nordland Red Cross Memorial Museum (1964), North Norwegian Peace Centre (1990), Ministry of Education and Research, and Narvik Municipality

16 full time positions, 4 part time positions and time-based guides and hosts

- 5 pedagogues
- 5,4 researchers
- Museum manager, conservators and archivist
- Director, economy, and market and communications



Scope

- Research, documentation and education/guiding
- Northern Norway
- Close to 50.000 visitors so far this year
- Close to 7000 students so far this year
- Norwegian Defence
- Red Cross
- International cooperation



Research

Led by Stian Bones

- Prisoners of War (Michael Stokke)
- Soldater.no (Gunnar Hatlehol)
- Peace work and non-formal education (Joakim Arnøy)
- Propaganda during WW2 (Lovisa Bergmann)
- Intelligence and espionage during WW 2 (Kristoffer Østnes)



Education and cooperation projects

Led by Ann Kristin Kristensen

- Education of children, youngsters and students, by the whole department
- Guided tours in North Norway with lectures about WW2, to all ages, by Alf Jensen
- DEMBRA, democracy, anti-racism, minorities, hate speech etc, by Camilla Davidsen
- International youth projects, cooperation within EU/EØS, by Joakim Evjen and Siggie Stecher Jensen
- Events at the house with storytellers, authors, historians, often in cooperation with the library



Narvik War Museum

Led by Museum Manager Ulf Eirik Torgersen

- Kristoffer Østnes, conservator/historical archives
- Elena Badanina, conservator
- Long history as memorial museum
- Based on World War 2 in Narvik and Northern Norway
- New exhibition in 2016, from artefacts to storytelling and reflection

"To build
peace, one
must
understand
war"



18.10.2023

Caring for Collections at Narvik War Museum

Elena Badanina, Curator



Sted for presentation



Narvik War Museum

- Established in commemoration of the Battle of Narvik in 1940 and WWII
- Opened May 28th, 1964
- July 7th, 2016: opened in new building



Narvik War Museum

3 employees

- **Daily drift of the museum**
- **Work with collections:**
 - Collecting objects (items, photos, documents)
 - Objects registration
 - Photo scanning
 - Preparing objects for temporary exhibitions
 - Preventive conservation
 - Education offline and online
- **Communication and documentation (audience, donors, researchers)**
- **Participation in work on temporary exhibitions**



Collections of Narvik War Museum

	Exhibition square, m²	Depository square, m² (archive)	Depository square, m² (items)	Open depository, (depository + exhibition), m²
«Old» museum (1964/1982-2016)	100/950	20	700	
«New» museum (2016)	1,450	45	200	250

24,000 objects, 11,000 photographs

- 95 %: donations, presents, loan from other museums and private persons
- 5 %: bought objects

Objects from WWII: 93 % (weapon, equipment, uniforms, vehicles, civilian society, medals, POWs etc.)

Pre- and post- WWII objects: uniforms, clothes, furniture, items from Norwegian Civil Defence, etc.

Different materials: metals, wood, glass, ceramics, textile, leather, paper etc.

Objects of different sizes



Current depository facilities

- Inner depository
- Weapon depository
- «Big depository»
- Medal depository
- Archive and photo depository
- Uniforms depository
- Civilian clothes depository
- Container (outside building)



Inner depository



Medals, photos and archive

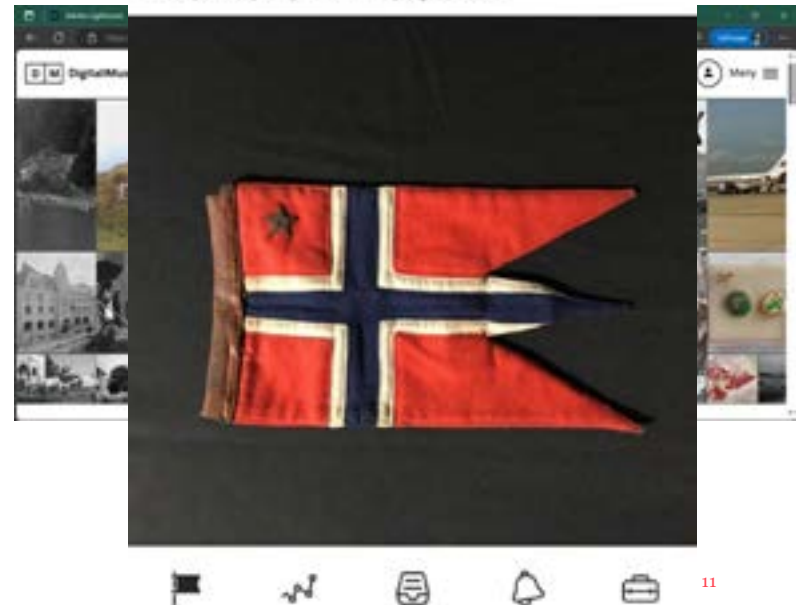
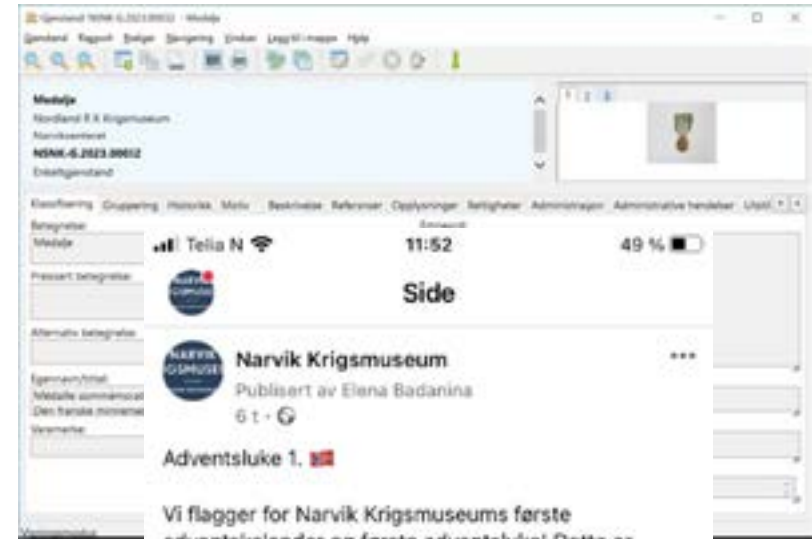


Container



Digitalization of collections

- **Goal:** make parts of collections available for audience and researchers
- **Registration of items in database «Primus»,** started in 2021
 - Challenges:
 - Lack of documentation
 - Limited capacity
- **Photo scanning:**
 - 72 % of photo collection is digitalized
 - No free admission for audience
- **«Digital Museum»-** Nordic cooperation project: <https://digitaltmuseum.no/>
- **Archive:**
 - Planned start of digitalization in January 2024



Konzervovanie a starostlivosť

- Žiadne konzervátorské oddelenie
- Učenie sa praxou
 - Preventívne konzervovanie
 - Vlastné skúsenosti
 - samovzdelávanie (čítanie, googlenie)
- Spolupráca s inými múzeami
- **«Collection Management in County of Nordland»:**
 - project on cooperation and sharing of experience between five museum/associations in County of Nordland
 - Adaptation of Spectrum-procedures (the UK museum collections management standard) to own needs





18.10.2023

Open Depository at Narvik War Museum

Elena Badanina, Curator



Sted for presentation



Why Open Depository?

	Exhibition square, m ²	Depository square, m ² (archive)	Depository square, m ² (items)	Open depository, (depository + exhibition), m ²
«Old» museum (1964/1982-2016)	100/950	20	700	
«New» museum (2016)	1,450	45	200	250



Open Depository : Key information

Square: 250 m²

Start of the project: 2021

Start of work in the location: January 2023

Official opening:

- Planned: pre-summer 2023
- Current plan: December 2023

Costs:

- Building/location renovation: € 407,000
- Exhibition: € 147,000
- Rent: € 11,500/year

Financing:

- Own funds: sail of the “old” museum + profit



Location: Technical renovation

Floor:

- 80 cm difference of height level
- Building up
- Reinforcement
- Heating cables

Walls and ceiling: isolation + colouring

The garage door

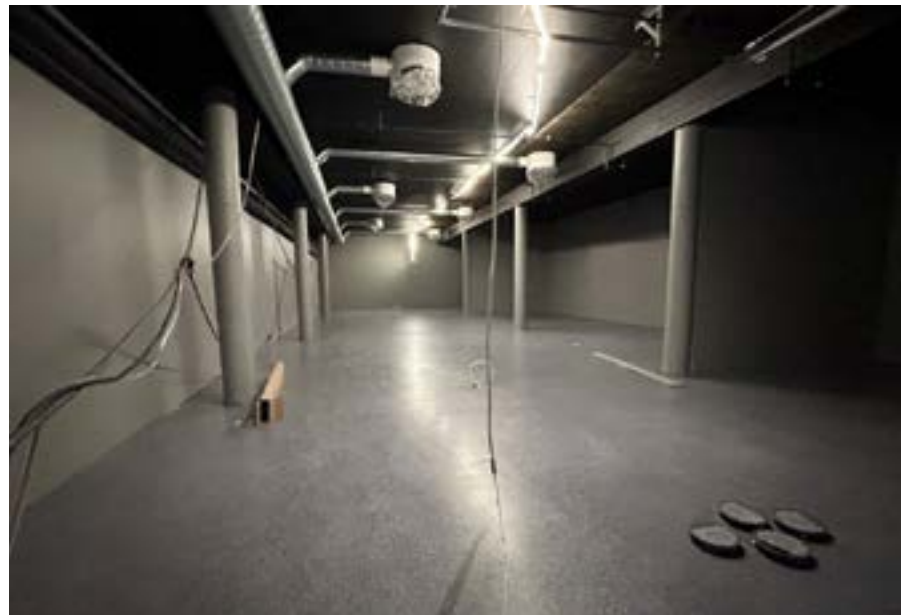
Access for handicapped persons by ramp

Museum lights

Exhibition showcase

Alarm







Uniforms depository

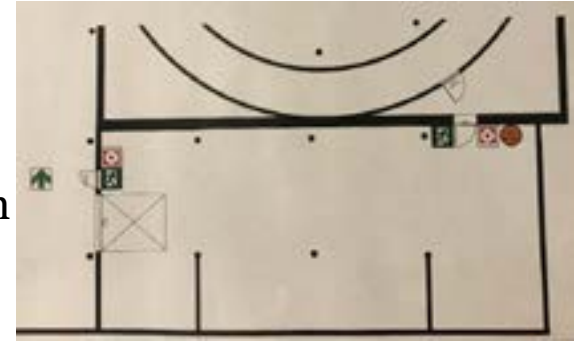
- An introduction to the Open Depository
- Replacement of installations in the permanent exhibition



Before



After



Moving objects to the Open Depository: German Military Spotlight





Moving objects to the Open Depository: BMW motorcycle



Education at the Open Depository

- Visitors can get information about the exhibited objects on touchscreens
- Temporary exhibitions: different topics, main focus on objects







Education at the Narvik Centre of War and Peace

Ann Kristin Kristensen

Head of the Educational Department



Mandate

From the joined strategy for the Peace and Human Rights Centres, 2017:

- Seven independent foundations that in their unique ways are to promote democratic values and attitudes, especially aimed to reach children and youths
- Together, we meet over 100.000 children and youth per year



Themes we work with at the Narvik Centre of War and Peace

Holocaust

Racism

Antisemitism

Radicalisation

Refugees

War

Minorities

Extremism

Democracy

Conspiracy theories

Genocide

Human Rights

Conflict





How many do we reach, who are they, and where are they from?

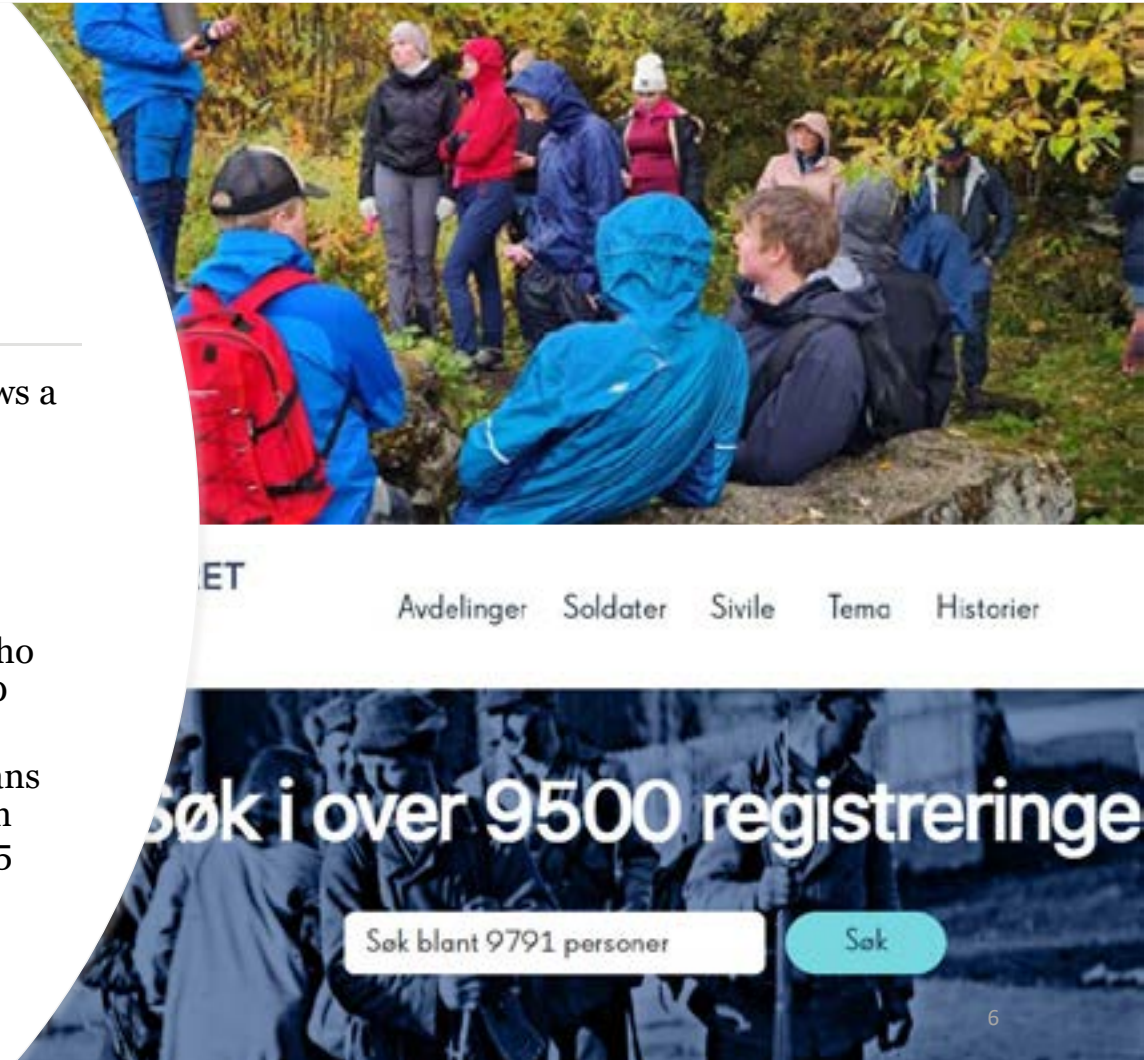
- We hope to meet over 10.000 students and teachers in 2023 (from 8000 in 2022)
 - Workshops and visits to schools, with a focus on non-formal education
- Dembra - Democratic Preparedness Against Racism and Antisemitism
- We also offer learning exercises for other youth groups, especially international youth groups
- We meet them at the Narvik Centre, at school and in other arenas, and digitally
 - [Beisfjord Prison Camp – YouTube](#)
- We cover North Norway (1/3 of Norway's total area), which is a challenge in terms of large distances



- Democratic Preparedness Against Racism and Antisemitism
- Offers development programs for schools and teacher training institutions to prevent prejudice and exclusion
- Covers various challenges to democracy, such as racism, islamophobia, antisemitism, hate speech and extremism
- Work with schools over a timespan of 12-18 months
- The work is tailored to the specific needs of the individual school
- Offering both competence and training: seminars and hands-on workshops

Narvik War Museum

- Preserves the local war history, and draws a lot of visitors to the Narvik region
 - Many teachers and students seek information about the Battles of Narvik
- Develops Soldater.no (the Soldiers registry), a database to show all those who fought for Norway from 9th of April 1940 till 10th of June 1940.
 - With time, it will also include civilians who challenged the occupation from 10th of June 1940 to 8th of May 1945
- Open D
 - New perspectives on WWII history locally





Narvik – Hitler's first defeat
An example that includes a lot of what the Narvik Centre work with

- The temporary exhibition “The Battle of Narvik – Facts vs. Fiction”
- Web-based learning exercises
 - Historical facts and documents from our archives
- Dilemma based tasks for students who have seen the movie
 - Actualising the themes, drawing lines from the movie to why this is relevant today
- History awareness through movies

Our work is
always up-to-
date



Unge fra hele Nord-Norge går sammen mot samehets

«Det er en kamp som er alle må ta, som alle må bidra i. Ellers blir vi like tvilt samehets, som fører for samisk ungdomsorganisasjon»



Arvid Stenroos
18 år
Sami
Kjøkkensveier
1101
0110 Oslo, Norge

Ny undersøkelse: Ytringsfrihet viktigst for unge menn

Herrens halvparten av unge menn opplever at de ikke kan si det de mener fordi det er politisk ukorrekt



Ungdomsundersøkelser
Ungdomsundersøkelser
Ungdomsundersøkelser
Ungdomsundersøkelser
Ungdomsundersøkelser

Oslo-rector langet ut mot elever på vitnemålsutdeling: – Vi bor i Norge

Etting gikk ut på vitnemålsutdelingen i et uttalelse som ble kritisert av elever og foreldre. Rektor har blitt oppført som en skoleleder.



– Vil fortsette kampen selv om jeg må tilbringe resten av livet i fengsel

Mens det er viktig å kunne si seg, er det viktigere å kunne si seg i en kamp for rettferdighet og rett. Vi er som alle andre mennesker. Derfor – Hvor går jeg utrykkelig og tilfreds, det blir en del.



Ungdomsundersøkelser
Ungdomsundersøkelser
Ungdomsundersøkelser
Ungdomsundersøkelser
Ungdomsundersøkelser



Goal: To reach everybody!

- Give all children and youngsters in North Norway an opportunity to meet the Narvik Centre of War and Peace
 - ✓ Research
 - ✓ Relevant and contemporary questions
 - ✓ Quality
 - ✓ Engaging and well thought through exercises
 - ✓ Involvement
 - ✓ Facing dilemmas and multi-perspectives
 - ✓ Experience
 - ✓ Safe space for discussions and critical thinking



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