Pinning Reading’s History
Evaluation Report

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We Are What We Do

With data and analysis from the
London Government Information Unit (LGiU)

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1.0 Executive summary

Pinning Reading’s History has put local volunteers at the heart of an ambitious project to create a collective history of the town and its people over the last 200 years. Running through the project have been three central heritage themes – sport, royalty and music – which have inspired passion and participation from multiple generations and communities across Reading.

The project has seen Shift (formerly known as We Are What We Do), via its Historypin project, come together with main partner Reading Museum and a whole host of local partners including Age Concern, Littleheath School, Whitley Wood Community Centre, the Reading Post and the Museum of English Rural Life (MERL). Through these collaborations, Pinning Reading’s History has inspired a large and diverse audience to participate in sharing over 4,000 images and stories about Reading’s history and heritage.

Curated and owned by a group of intergenerational volunteers and champions, the project has given local people a wide range of opportunities to contribute to and learn about Reading’s heritage, and to add their own images, stories and recollections to the project. These opportunities have ranged from Pinning Reading’s History coffee mornings, school sessions and heritage talks to the Pinning Reading’s History exhibition which was attended by over 16,000 visitors and acted as an interactive project-hub hosting volunteer meetings and weekly drop-in sessions for residents.

Pinning Reading’s History has led to multiple benefits both for heritage and the people who have participated in the project.

Benefits for heritage
- The creation of a communal archive of 200 years of Reading’s History and a locally curated exhibition
- An increase in participation in the collection and sharing of Reading’s heritage in particular involving diverse generations and volunteers
- The discovery of new heritage and previously untold stories, memories and experiences
- An increase in learning about Reading’s heritage including an increased understanding about three key heritage themes in Reading; sport, royalty and music
- The celebration by local people of Reading’s heritage and an increased interest in heritage as a fun and inspiring focus for participation

Benefits for people
- Increased confidence, personal skills and capabilities
- Increased participation in and ownership of local heritage
- Increased learning around Reading’s heritage including the heritage themes
- New connections with a wider range of people within the community
- Increased participation in activities within the community
- Development of meaningful intergenerational relationships
- Improved perceptions and understanding between the generations
- Enjoyment of local heritage projects
- Increased sense of making a valuable contribution

Long-term benefits
- A sustainable legacy both for heritage and people
- A sustainable legacy for Reading Museum
- Evaluation of a project model that can be disseminated to heritage and community organisations

The following evaluation report has been put together by Shift (the not-for-profit organisation behind Pinning Reading’s History) and combines evaluation evidence collected and analysed by independent evaluators the London Government Information Unit (LGiU) with feedback gathered by Pinning Reading’s History staff. The feedback has been gathered through a combination of interviews, monitoring and evaluation forms, an online survey, focus groups and case study sessions.
Planning Reading's History
2.0 What we wanted to happen

This section examines why we wanted to do Pinning Reading’s History, what we planned to do and what difference we expected it to make.

2.1 Why we wanted to do the project

Shift creates products, tools and programmes that aim to change people’s everyday behaviour in positive ways and affect major social and environmental issues. By using a non-righteous tone of voice, simple means of participation and high profile partnerships, we are able to reach large, diverse audiences with our work.

In 2010/11, Shift launched the Historypin (www.historypin.com) tool in partnership with Google, as a simple, practical way for people to come together, from across different generations and cultures, to create and explore rich local archives. With these tools successfully tested and launched, we wanted to apply this local archiving model directly in a local area and bring what we have learnt in engaging a broad, diverse audience in local heritage to a specific area around specific heritage themes, with local people defining and leading the process.

The response to Shift’s work in local heritage and the launch of Historypin was very positive, with over 150 libraries, archives, museums and local heritage groups joining the project and using the tools for local engagement within the first 6 months. The appetite for how the Historypin model could add to the role of citizen historians in uncovering, sharing and curating local heritage was very strong in a number of areas and Reading was one of these.

Through conversations with Reading Museum and representatives from across local community and heritage groups including Reading Borough Council, Reading Civic Society, Age Concern Reading and Berkshire Records Office, we established a strong demand for new approaches to local heritage, which the Historypin model offered. Specifically, Historypin offered “the means for volunteers to take ownership of a local heritage project and generate more local engagement and participation than usual and to create a profound, permanent legacy for the town.” Brendan Carr, Reading Museum Community Engagement Curator.

We also found that many people within Reading felt that the town’s proximity to larger cities such as London and Oxford have formed opinions of it as a predominantly ‘new’ commuter town, rather than a fascinating town with a rich and varied history. We also discovered that in 2012, Reading Borough Council would be bidding for City status to mark the occasion of the Queen’s Jubilee and that the Council was committed to local ownership of this bid and to creating a sense of place and identity within Reading.

It was felt by local people and organisations that Pinning Reading’s History was a project that could bring the community together to build a sense of pride in the town, its history and its residents and that Reading’s rich heritage could be shared and celebrated locally, nationally, and throughout the world. Within Reading, it also became apparent that there were local sports clubs, newspapers, schools, and individuals who had a wealth of history and heritage hidden in their attics or their basement, in old boxes or on their computers, and that through participating in our project they would be able to share and preserve this heritage and allow people in the town to learn and contextualise the history of the area they lived in.

It was also identified by local stakeholders that there was a need to bring different generations together in ways which involved meaningful contact which would help overcome intergenerational misunderstandings in Reading. In addition, it was important that the project should be engaging and sustainable so that the benefits and outcomes could be maintained over the coming years. So we set out to deliver a project which people would want to take part in and that they could continue to participate in after ‘project closure’.

Working closely with these local organisations, we set out to create a communal history of Reading that would gather and preserve the heritage of the town, provide active learning opportunities for Reading’s residents and increase participation in both the collection and dissemination of Reading’s heritage.

Through bringing people together from multiple generations to create a shared history of the town, we also aimed to address the fact that perceptions, understanding and transmission of culture, history and identity between older and younger people is at its lowest point in modern history. Via project activity, we wanted to make a substantial contribution to addressing these issues through communities and generations coming together within our volunteer programme, project activities and events.
It has been great to be able to work in partnership with an organisation that fundamentally has the same shared values that we do: a concern for responding to intergenerational misunderstandings and the need to promote conversations and mutual respect. We wanted to find ways of addressing this and our work together has been underpinned by this.

We also wanted to drive forward Reading as a place of interest on the Historypin map, so that it would be pointed to as a place of historic interest because there is a real misunderstanding about Reading as a ‘new’ or commuter town. This is far off the mark as Reading has a rich, interesting and diverse heritage. There are a lot of things to be proud of and there is a drive within the Local Authority around promoting a sense of place and identity.

That’s another reason why we were keen to be involved with Pinning Reading’s History, and what we hoped for has happened – it is now easy for us to show people our heritage through the archive and via the project legacy left by Pinning Reading’s History. We are going to sustain the project to continue to collect content and build on this sense of pride in the town.

Brendan Carr, Reading Museum Community Engagement Curator

2.2 What we planned to do

Pinning Reading’s History set out to gather and record the memories and experiences of almost 200 years of Reading’s history through involving thousands of its residents and opening up and enriching archive collections to create a communal history of the town. This communal history was to be collected in the form of images, video and audio footage, contemporary stories and recollections with a focus on the period 1867-2010 (1867 being the year that Reading become Berkshire’s county town and when the records of many local archives began). Three themes (royalty, sport and music) with important local relevance were chosen as a focus for the project and to act as a catalyst to unlock the memories and stories of local residents.

To encourage participation and learning and to achieve project aims and outcomes, a whole host of activities, workshops, talks, and outreach sessions would be run, and schools and community organisations would be supported to set up their own activities with a view to embedding sustainable opportunities for participation and learning around heritage within the community. In addition, an exhibition and project-hub would be created in Reading Museum that would act as a base for the intergenerational volunteer group. They would be at the heart of the project, and serve as a drop-in centre for residents to share their heritage, learn about Reading’s history, make social connections and learn new skills.

Specific project aims which were designed to maximize participation, foster learning and enjoyment, and collect and preserve heritage were:

• To recruit, train and empower an intergenerational group of volunteers
• To equip and support a wide range of local partner organisations
• To inspire a large and diverse audience to participate in the telling of Reading’s history, focusing on the main heritage themes of sport, royalty and music
• To create short and long-term learning opportunities for a local people to learn about Reading’s history
• To conserve in perpetuity the collective history of Reading and sustain learning opportunities and participation in the heritage themes
• To evaluate the project in order to share it as an example of best practice and scale its impact

2.3 What difference did we expect to make

We expected to make a difference to both heritage and people through creating new and engaging spaces and opportunities for local residents to participate in and learn about heritage. We expected to generate excitement and motivation to participate that would lead to mass participation in heritage as well as more focused participation through a project led by an intergenerational group of volunteers.
Benefits for heritage

We expected to:
- Create a communal archive of 200 years of Reading’s history
- Increase and diversify participation in the collection and sharing of Reading’s heritage in particular involving diverse generations and volunteers
- Enable mass participation and enjoyment in heritage
- Discover new heritage and previously untold stories
- Increase learning about Reading’s heritage
- Increase learning around key themes in Reading’s heritage, sport, music and history

Benefits for people

We expected to make a positive difference to intergenerational relationships, “bridging” social capital and volunteers:

Volunteers
In line with the different needs and skills base of the volunteers, among the outcomes we expected were increased personal skills and capabilities; increased confidence; increased learning around Reading’s heritage and a consequent feeling of being more connected to Reading; making new connections; developing meaningful intergenerational relationships and enjoyment of a heritage project. We also expected that some of these volunteers would continue to participate in the gathering and sharing of heritage once the project came to an end.

Intergenerational relationships
Intergenerational connections and relationships ran throughout the project model and were embedded in the project work. We, therefore, expected a wide range of impacts on intergenerational relationships.

These included improved confidence; improved perceptions and understanding between the generations; increased knowledge of community and heritage gained from intergenerational conversations; a sense of making a valuable contribution; and meeting new people from different generations. An important feature of the impact on intergenerational relationships was creating quality experiences, not just an increase in the amount of intergenerational contact made.

“Bridging” social capital
We expected to make a difference to levels of “bridging” social capital (between and across heterogeneous social groups) in a number of ways already mentioned, including bringing people together around heritage and learning and fostering intergenerational relationships. In addition, we expected to support people to make new connections with a wider range of people in their communities and to have a better understanding of the town in which they live. We hoped to have an impact on increased involvement in community activities around the project and in developing sustainable activities and places for people to forge new connections within the community.

Long-term benefits

Through Pinning Reading’s History we expected to create a legacy of sustainable participation and learning around heritage as well as to embed social and community outcomes within organisations in the town.

We expected to raise awareness of the communal archive created through the project within the wider community and to make it clear that there would continue to be opportunities to add to the archive in a heritage collection that would continue to evolve and expand after project closure.

We also expected to increase the capacity of Reading Museum in relation to community engagement and volunteering as well as providing wider access to their heritage images and stories.

As a further project legacy, we expected to robustly evaluate the project to serve as a model for local heritage projects and to share learnings and best practice with the heritage and voluntary sectors.
3.0 What actually happened

This section looks at what we did within the project and what difference the project made for heritage, people, our lead partner Reading Museum and our organisation.

3.1 Project activity and delivery

Our first task in creating opportunities for participation and learning through Pinning Reading’s History was to develop project plans and methods of working with our lead partner Reading Museum and to establish a network of local partners to allow us to take the project into the community.

We were able to build on the interest in the project established through the consultation process to gain the support of a wide range of local partners in a number of ways; through the contacts and relationships developed through the consultation process, through introductions and contacts shared with us by Reading Museum, through establishing relationships with the local press, through the use of social networking to promote the project and through the work of project champions. Through these initial contacts, the Pinning Reading’s History project officer (who was the local lead for the project), was able to organise talks and activities at local organisations and events to create a network of partners and to highlight talks and activities at local organisations and events to create a network of partners and to highlight local heritage ways of participating in the project.

In addition, we recruited a group of intergenerational volunteers based at the project-hub in Reading Museum who were at the heart of moving the project forward. The core volunteer group was heavily involved in the project from the outset, and attended weekly meetings where project plans and activity were discussed, including identifying priorities in relation to gathering and researching heritage and involving the community in heritage activities. Volunteers were trained and supported by the Historypin team which enabled them both to gain new skills and to take the project into the community where their enthusiasm and commitment to digging out and sharing Reading’s heritage underpinned project progress. Detailed analysis of the benefits and impact of the project on volunteers can be found in Section 3.2.

As momentum built, we moved into the second phase of the project, where the volunteers, the project officer and project partners worked with local residents, community organisations, libraries, archives and Reading Museum to set up activities and events that provided a space for mass participation and more focused social and community benefits for the volunteers and residents who engaged on a regular basis.

These activities included weekly heritage sharing drop-ins at the Pinning Reading’s History exhibition hub, one-to-one volunteer-led sessions, guided walks, workshops and events to tie in with national and local heritage initiatives such as Heritage Open Days and Nuit Blanche. The volunteers and champions also inspired and supported organisations within the community to set up and run their own heritage activities such as after-school sessions, coffee mornings and a series of library talks. In addition there were also large numbers of informal interactions around the sharing of history and heritage with residents arranging to meet volunteers in the Pinning Reading’s History exhibition space to share their history with the project, exhibition tours for visiting school groups as well as extensive volunteer activity each week to dig out hidden histories both from archives and local residents.

The Pinning Reading’s History exhibition ran from 3 September 2011 to 8 January 2012 and was attended by 16,687 visitors. The exhibition displayed content from archives and the community both in print format and as part of a film screened at the entrance to the exhibition, which highlighted the themes of sport, music and royalty. In addition, there were three interactive stations where volunteers were able to support older and younger members of the community to scan in old photographs, add their history to the archive and explore and learn about Reading’s heritage through live projections on the walls. The nature of the exhibition space as a place for active learning and participation around local heritage proved an extremely popular model:

“We have seen that visitors have been enthralled by the exhibition, but it was also a working space – there was a buzz with people doing activity, scanning, engaging. This is a quality experience, with real engagement which is what an exhibition space should be. It was about the learning and the engagement as well as the exhibits.”

Brendan Carr, Reading Museum Community Engagement Curator

Over 40 distinct events, workshop programmes and activities were held in addition to the weekly Friday afternoon drop-ins, many of these on a weekly or monthly basis directly engaging 1,964 participants in the project and resulting in over 4,000 pieces of heritage content being shared. These numbers have increased since project closure due to the success of the sustainability work which
Pinning Reading’s History was a fundamental part of the project (please see Section 3.2.v for details). Participation within the project took place across multiple generations giving the project a truly diverse profile with 27% of participants under 25, 27% of participants between 50 and 65 and 25% of participants over 65.

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<td>400</td>
<td>533</td>
<td>500</td>
</tr>
</tbody>
</table>

A full list of events and activities can be found in Appendix 1 and an analysis of the impact and difference these events and activities made for heritage, people and the community can be found in Section 3.2 below.

3.2 What difference did the project make?

Pinning Reading’s History had a significant positive impact on both the collection, preservation and sharing of heritage material and the participation in, learning about and enjoyment of heritage.

The findings in this section are drawn from:
- The results of focus groups, interviews and a survey conducted by independent evaluators the London Government Information Unit (LGiU) who measured the impact of the project on participation, learning and enjoyment of heritage, and on intergenerational relationships and the “bridging” of social capital
- Feedback gathered throughout the project via participant evaluation forms, in-depth case studies from project volunteers and champions
- Feedback gathered via project staff, volunteer and partner staff recorded observations
- Feedback gathered from the exhibition visitors’ book
- Data gathered via project and participant monitoring forms

3.2.i Benefits for heritage

The changes the project brought about in relation to heritage can be broadly divided into five areas:
- The creation of a communal archive of 200 years of Reading’s history and a locally curated exhibition
- An increase in participation in the collection and sharing of Reading’s heritage in particular involving diverse generations and volunteers
- The discovery of new heritage and previously untold stories, memories and experiences
- An increase in learning about Reading’s heritage including an increased understanding of the three key heritage themes in Reading, sport, royalty and music
- The celebration by local people of Reading’s heritage and an increased interest in heritage as a fun and inspiring focus for participation

The creation of a communal archive of 200 years of Reading’s History and a participative exhibition space

As part of Pinning Reading’s History, a new archive bringing together over 4,000 images of Reading’s heritage from the past 200 years has been created along with stories and memories which celebrate the culture, history and memories of the town. This archive can be viewed and added to on www.historypin.com/reading.

Through the creation of this archive, previously undiscovered heritage and history has been collected preserved and shared. The project has also enabled heritage that was formerly only available to a small audience, or which was sitting in boxes or archives without the motivation or mechanism to share it, to be gathered and displayed for everyone to see much to the delight of Reading residents:

“Thanks for amassing those precious memories!”

“A fascinating insight into much previously unseen Reading history is captured by cameramen/women over the years.”

Visitors’ book, Pinning Reading’s History exhibition
This has led to an increase in both the knowledge, understanding and access to Reading’s heritage and an increase in excitement about heritage in general and Reading’s heritage in particular:

“It is really nice to be involved with something that is about your area, you walk along and you see things you didn’t know about and now you do.”

Eva Matteo, Pinning Reading’s History volunteer

The creation of the archive has been truly collaborative, with thousands of contributions from local residents, local archives, libraries, museums, and schools. The archive can be accessed both in Reading, throughout the UK and internationally, creating a sense of pride for Reading’s residents in the heritage of their town.

One of the long-term benefits of this project to heritage is that the archive can continue to be accessed and added to, increasing the discovery, preservation, participation in and learning from heritage in Reading in perpetuity. There is already evidence that the sustainability that was built into the project has embedded heritage activities within Reading with new events being planned within schools and community organisations, project volunteers and champions continuing community engagement around heritage and new archive materials being added to the existing collection. Further analysis of the impact on people via the creation of the archive can be found in Section 3.2.ii and more details on embedding and sustainability can be found in Section 3.2.v.

As detailed in Section 3.1, a Pinning Reading’s History exhibition ran at Reading Museum from September 2011 – January 2012 which was attended by 16,687 people and was a lively, interactive space for both the sharing and collection of heritage, for active learning around heritage and for the volunteers to use as a base from which to lead the project. The exhibition hub has had a significant impact on learning, participation and enjoyment around heritage as evidenced by feedback from the exhibition visitors’ book:

“Marvellous exhibition. I hope it goes from strength to strength. It is great that people still have an interest in Reading’s history and keeping it alive.”

“I lived in Reading all my life and it is good to see history. I have been here twice.”

“I finally made it! Well done team. The projector is fantastic – bringing back the ghosts from long ago, giving history real depth and personality. Completely transporting!”

“Fun! Amazing stuff! Never knew before.”

“I look forward to working with you with the Jackson’s archives. Historypin – great idea!”

“Albums of Public House pictures I would like to share with you.”

“Fabulous chance for the children to explore, ask and talk. Amanda was absolutely brilliant – thank you!”

An increase in participation in the collection and sharing of Reading’s heritage in particular involving diverse generations and volunteers.

A fantastic idea that so many people can share.

I have enjoyed talking to you, I am 83 and was bombed in the war.

Great to be involved, tenants are enjoying the experience to be able to share their stories.

Great idea, can’t wait to get the pupils of Little Health involved.

Visitors’ book, Pinning Reading’s History exhibition

Pinning Reading’s History succeeded in diversifying and increasing participation in the collection and sharing of Reading’s history. It led to a wide range of opportunities for participation and learning around heritage that engaged over 18,000 people.

As detailed in Section 3.1 above, led by the intergenerational volunteer group, activities and events were run across Reading both to collect, share and learn about Reading’s heritage. These included activities run at schools, community centres, sheltered housing, local heritage organisations, fun days and fetes as well as opportunities for individual participation:
“It has been another good week, thanks to volunteers who have been coming in to meet with swimming archives, the co-op archive, Thames Historians, shop archives and to work on the Oxford Road Project. Peter met with John this morning from the Greyhound Stadium and recorded some lovely memories to add to the archive.”

Pinning Reading’s History volunteer newsletter

“I've been doing lots of things with the project. I've been doing research on old shops on Oxford Road and Broad St. I've been to the library to find out about the most important shops from the past and got their names and then I went to the road and took the pictures of shops that were there now and tried to compare how they have changed. We sourced a lot of the old photos from the community.”

Eva Matteo, Pinning Reading’s History volunteer

Participation also increased with the opening of the exhibition space at Reading Museum which acted both as a project base and as a drop-in manned by volunteers. The exhibition hub was inundated with people contributing to the project as well as acting a space for volunteers to do their own heritage research to feed into the project and increase their own knowledge and understanding around Reading’s heritage.

In addition local authors and researchers, social historians, lecturers and teachers for the University of the Third Age (U3A), local history society members and researchers, in short experts both professional and amateur were attracted to the project as it added an additional motivation, focus and outlet for existing local history projects, organisations and interested individuals.

People often commented on how brilliant it was that someone was prepared to accept their contribution to Reading’s heritage. Every image was valued, every family story had potential. Conversations in the drop-ins at the exhibition often started with I don’t suppose you would be interested but…’ and a story and image would be shared and pieces of everyone’s history would be captured and preserved.

There are a myriad of clubs and groups that involve local historians and those who are interested in researching personal history, who have been inspired by Historypin to share with us their images and expertise. They have told us that they have responded so positively because Pinning Reading’s History enables the gathering of heritage to be proactive and empowering, to actively seek the communities’ opinions, images and stories and value them.

Amanda Holland, Pinning Reading’s History Project Officer

A particularly important finding has been that the project is very good at engaging a male gender profile and in particular older males, which research has shown is a particularly hard group to engage in projects that promote social and intergenerational outcomes. Further detail can be found in Section 3.2.ii below.

The discovery of new heritage and previously untold stories, memories and experiences

 Imagery that we haven’t seen or known which exists in the community has emerged and been shared.

 It has promoted more conversation. Older people can feel that they are leaving a mark, there is a sense of permanence and sharing on the internet and passing knowledge and experience down.

Brendan Carr, Reading Museum Community Engagement Curator

As mentioned above, in creating a communal archive of Reading, previously unseen heritage images and untold stories about memories and experiences were discovered and shared as part of the project. These included both photos and memories from individuals, organisations and even archives.

The following examples gives a flavour of the discovery of new heritage and previously untold stories:
Reading Post Archive – a rare photo of Reading FC is discovered

An exciting photo discovery was made by the two volunteers who were placed at the Reading Post to share their vast archive of both digitised and non-digitised images. The story is told in an article published by the Reading Post:

1966 and the Reading FC kit that took the biscuit

“A colour picture of the Reading FC squad may be commonplace now but in 1966 you would be hard pressed to find a picture like this in any newspaper.

However, thanks to a tie-up between Reading Post/getreading and the worldwide community project Historypin, this rare colour photo, taken six months before England won the World Cup, was unearthed from our archives by Historypin researchers Michelle Charlton and Niki Mehta.”

Reading Post Article, 23 November 2011, Alan Bunce

The article went on to expand on the history of the photo and Reading FC to the delight of readers of the article, a number of whom commented on the story and image:

“Great to see this, and thanks for all the work putting the names to the faces; Dennis Allen, Pat Terry, Arthur Wilkie, Douggie Webb, Dick Spiers, Jimmy Wheeler, Maurice Evans, heroes all! Btw, interesting to see the manager’s place in the hierarchy, about the same as the asst secretary! Happy days!”

Comment Feed, Reading Post

Gardener Archive – an individual donation with information sourced by the community

The Gardener archive is a collection of photos taken during the 1970’s by Alan Richard Gardener (1938–1999). They were donated by his wife, Hillary, to the Pinning Reading’s History project in August 2011. The photos detail some of the interesting brickwork found in Reading architecture as well as other interesting architectural features. To raise awareness of the heritage captured in the archive and encourage community participation in telling Reading’s History, Giles, a project volunteer, set up an online album shared via the Reading Forum where local residents could add information to the photos to try to find out which buildings the architectural features and brickwork appeared on. Residents were able to identify many of the buildings and the information was added to the Pinning Reading’s History archive.

Whitley Wood Community Centre – collaborative detective work

Monthly Pinning Reading’s History coffee mornings were run at Whitley Wood Community centre. These were set up and supported by the Project Officer and volunteers and embedded into a sustainable programme by the Community Centre staff.

During one session, local resident Diane brought along a photo of a relative who had been in the police force but she didn’t know where the photo was taken or details about his work. Jenny, a project volunteer, did some research and found out from the insignia on his helmet that he had worked in Holborn, solving the mystery for Diane. As a result of this, Diane was inspired to look up other members of her family including a cousin she hadn’t spoken to for many years and now they are back in touch.

An increase in learning about Reading’s heritage including an increased understanding about three key heritage themes in Reading, sport, royalty and music

There was a significant increase in opportunities to actively learn about Reading’s heritage as a result of the project, including learning specifically around the three main heritage themes of sport, royalty and music. This was one of the areas which we asked the LGiU independent evaluators to focus on through their survey, focus groups and interviews, and their findings are detailed in the initial parts of this section. Interestingly, the findings also show a link between learning about heritage and an increase in residents feeling closer to and understanding more about their community with the consequent implications for “bridging” social capital.
The LGiU found that:
Pinning Reading’s History has clearly had a positive impact in helping people to understand local history and specifically in giving them an understanding of Reading’s history.

More than nine out of ten participants (94%) agreed or strongly agreed that they had learnt more about the history of Reading and seven out of ten (70%) felt that they had learnt about the history and heritage of sport, royalty and/or music in Reading.

Participants with an existing interest in local history felt that Historypin had added a useful extra dimension to their hobby:

“It’s reached the parts of history that other projects don’t reach the anecdotal stuff that you can gradually round out”

However ‘non-expert’ participants in Pinning Reading’s History felt that they had learnt a lot about Reading’s history and the people who lived there, and several focus group participants commented that getting to know Reading’s history had been a good way to get to know the town as new arrivals.

“It’s nice being able to find out about the history of the town I’ve not been to.”

“Coming from another town I’ve learnt about the history of Reading which I’m digging more into because of Pinning Reading’s History there’s a lot more for me to find out... I’m really delving only because of Pinning Reading’s History if it hadn’t been for the Historypin project in Reading I would only have covered a little area.”

Others who had lived in Reading all their lives still felt that they had got to know the town better through Pinning Reading’s History.

“Being younger, I haven’t known much about Reading’s history before and only by coming to this project have I really expanded my knowledge of Reading. I didn’t know much about Reading’s history even though I’ve lived here my whole life. Only through this project have I really discovered the historical aspects... way more about the social history than all the politics.”

“I’ve lived here all my life – I don’t know all the history but when you’ve been going to the coffee mornings and they’ve been talking about the past – they’re not everyday conversations. It has embedded stuff and I’ve learnt things I wouldn’t otherwise have learnt.”

The findings of the LGiU of the difference made to learning both in terms of a better understanding of Reading’s heritage and key themes is reflected in the feedback left by visitors to the exhibition in the visitors’ book. This also showed that the exhibition created enjoyment and fascination around the topic of Reading’s history that was directly related to the Pinning Reading’s History project and exhibition:
I finally made it! Well done team. The projector is fantastic - bringing back the ghosts from long ago, giving history real depth and personality. Completely transporting!”

“Astonishing, fascinating and inspiring thank you.”

“I’ve lived in Reading all my life and it is good to see history. I have been here [the show] twice.”

“I think it’s nice to look at history. I’ve lived in Reading for 55 years, I’ve seen a lot of change and it’s nice to see [that] in an exhibition.”

The project was also an exciting learning tool for schools both in terms of visiting the exhibition and as an inspiration for running heritage projects within their schools:

“Great idea, can’t wait to get the pupils of Little Health involved.”

“Fabulous pictures and links to the past. I will use with my class!”

“A wonderfully inspiring project crossing so many subjects - history, geography, IT, social, citizenship.”

“Thoroughly enjoyed this morning! 30 children from Whitchurch primary school had a session here lasting 2 hours. Slide show and carousel of activities arranged.”

More details about our work with schools and the difference this made can be found in Section 3.2.ii.

The celebration by local people of Reading’s heritage and an increased interest in heritage as a fun and inspiring focus for participation and a shared sense of local pride in the project and in Reading:

Seeing these photos brought tears to my eyes. This has made my day. Ian, it has been wonderful to meet you and share some memories - good luck.

We have lost so much, but now I feel we are getting it back!

Visitor’s Book, Pinning Reading’s History exhibition

As well as learning and participation, it is interesting to note the difference this project has made in terms of engaging people with the history and heritage of their area as something which can bring out strong positive emotions and fill a gap in people’s lives:

“Have always known here (Reading) as a friendly, ordered and very interesting place – with Chocolate Island and the Whitley whiff! Great to gain further insight and comfort from this exhibition. Thanks to all involved, look forward to more!”

“Marvellous exhibition. I hope it goes from strength to strength. It is great that people still have an interest in Readings history and keeping it alive.”

“Fascinating project, Age UK Berkshire, so exciting for the future.”

“I love all of it, and I’m amazed how different it is!”

“Very good, I spend lots of time here.”

“Incredible - why should it close?”

The LGiU found that this sense of developing a better sense of place was reflected in the fact that people reported not just that they got to know Reading better but that they got to know more about their community within Reading:
82% of survey respondents said they understood more about their community in Reading and its history and heritage and a further 59% felt closer to their community. One focus group participant remarked that:

"After learning so much about the place that you've grown up you feel like it's my history and I would call it my history because it's my town where I live, so it's definitely had a big impact on me."

We can see then that using Historypin tools as the underpinning and inspiration for local projects as a way of understanding local history and gaining insights into the character of a particular location is highly effective. Pinning Reading's History participants, whether pinners or browsers, feel more knowledgeable about and connected to their community.

"The ability to move effortlessly through a hundred years or so at the touch of a button is something quite new and gives quite a dramatic impact to history and the changes that it has or hasn't wrought."

"My interest for a very long time has been social history... so Historypin is a gift to me."

3.2.ii Benefits for people

There have been wide and extensive benefits for people as a result of Pinning Reading's History. As discussed above, many of these have been around participation in and learning about heritage and a sense of identifying with their community. The project has also made a huge difference to volunteers and participants in relation to gaining skills, fostering positive intergenerational relationships, increasing a sense of pride and belonging within the community and increasing the amount of engagement in the community for local residents.

The difference the project has made for people can be broadly divided into three categories:
- Difference made to volunteers
- Difference made to intergenerational relationships
- Difference made to "bridging" social capital

**Difference made to volunteers**

*There have been undoubted outcomes for volunteers. They have gained valuable work experience that could help translate into future employment. There have been benefits for socialisation, e.g. for a number of volunteers, their confidence has visibly grown. There were also positive experiences*
around the social element, relationships made, friends made. Two volunteers got jobs part way through the project, and this project helped to keep them going and gave them something to do during the job searching process. The confidence and engagement of the volunteers at the exhibition launch was particularly tangible.

It’s been brilliant. I’ve been so impressed with the volunteers and it was fantastic to see them at the opening of the exhibition in terms of the progress they have made in terms of confidence. Pinning Reading’s History has given them this opportunity which is fantastic.

Stuart Kennedy, Reading Museum Collections and Learning Assistant

As detailed in Section 3.1, the intergenerational volunteer programme has been at the centre of Pinning Reading’s History, as volunteers have been trained and supported to work within the community to enable schools, community leaders and organisations to set up Historypin clubs, coffee mornings, talks and activities to enable residents to come together to share their memories of Reading and build up a shared history of the town and the people who live there. Volunteers have also reached out to local residents to create a pool of Historypin champions who take on specific roles around particular areas of history or to support the engagement of particular groups of residents.

As a result of participating in and leading project activities, volunteers have:
- Increased their personal skills and capabilities
- Increased their confidence
- Increased their learning around Reading’s heritage
- Made new connections (“bridging” social capital)
- Felt more connected to Reading
- Developed meaningful intergenerational relationships
- Enjoyed giving time to a project with a heritage focus

We were able to evaluate the difference made to volunteers by Pinning Reading’s History through feedback from the LGiU focus groups and interviews, individual feedback from volunteers, case studies and observations from project and partner staff.

### The make-up of the volunteer group

As detailed above, participants came from a range of different age groups and this was mirrored in the demographics of the volunteer group. As the LGiU reported:

Of the 47 project volunteers there was a fairly even gender balance and people of all ages were represented.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number of volunteers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>24</td>
</tr>
<tr>
<td>Female</td>
<td>23</td>
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<table>
<thead>
<tr>
<th>Age range</th>
<th>Number of volunteers</th>
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<tbody>
<tr>
<td>18–25</td>
<td>6</td>
</tr>
<tr>
<td>25–50</td>
<td>6</td>
</tr>
<tr>
<td>50–65</td>
<td>19</td>
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<tr>
<td>65+</td>
<td>16 (of whom 13 were over 70)</td>
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</table>

One conclusion to draw from this, supported by the observations of the Project Manager, Project Officer, Museum staff and volunteers themselves, is that the project had been notably effective at engaging older men, a traditionally hard to engage group in volunteering and in projects with social outcomes.
The project also intensively engaged 31 additional residents who signed up as 'Historypin champions' committing significant time to the project through sharing their personal archives and photos to be uploaded onto the site and working with volunteers to add stories to these images. They were not formal volunteers but made major contributions to the project and fostered high levels of participation in Pinning Reading's History from local residents.

The LGiU findings are supported by the experience of a young volunteer within the group. David’s case study highlights how the activities and project has made a significant difference to the volunteers in terms of an increase in confidence, personal capabilities, skills and self-worth, as well as helping volunteers make new connections and relationships:

**Case Study 1**

**David**

David’s involvement with the project

David was one of the first volunteers recruited as part of Pinning Reading’s History. David was a key member of the volunteer group, attending the weekly volunteer meetings, manning the exhibition drop-in and attending numerous community events to engage residents with the project.

David worked with residents at Charles Clore Court (an extra-care sheltered housing scheme) during their monthly Pinning Reading’s History sessions. During these sessions, David worked directly with older residents at the home taking stories, learning about their history and sharing their photos and memories with the project.

David also attended talks and events to raise participation in the project and in gathering and sharing Reading’s heritage including manning the Pinning Reading’s History stall at Rabsons Rec Fun Day and introducing the project to SITE (Southcote IT Experience). As a result of this, one of the tutors at SITE is planning to use the online archive as a starting point for his courses introducing older and younger people who are under-confident about using IT, to computers and the internet.

The difference the project has made to David

“I made new friends through the project which is very positive. I have established new links which is so important in life. I liked doing the Charles Clore Court sheltered housing sessions. I felt like I made connections with the older residents, and I made good friends. I’m going to go and visit them at the home if I can in the future.

I learnt a lot about history and older residents’ lives. I learnt a lot from a particular resident about Huntley and Palmers where she had been a worker. I now feel I know so much more about Reading – it makes me proud to be a Reading resident. I have also developed my research skills and learnt in particular about researching history and heritage.

I felt like I was doing something valuable for the community. I think the project made a big difference to the residents of the home. If I hadn’t been there it would have been more difficult to establish links. They really enjoyed the sessions, they enjoyed the interaction and sociability. I think they were telling people stories that they wouldn’t get to tell otherwise and that way the world can know more about the history of Reading and about the people’s history.

This project has certainly increased my social skills and confidence. I really enjoyed the exhibition launch. I was so confident at the launch, I felt like I was part of team and was truly part of Pinning Reading’s History – I knew a huge amount about the project.

It has definitely helped me gain confidence and I am transferring that confidence into interviews to help me get a job. I had an interview and I felt more confident since doing the Pinning Reading’s History volunteering. I have even been able to add an article I was in from the Reading Post to my portfolio to take to interviews to show potential employers.

I am definitely going to carry on, keeping in touch with people I’ve met through the project. It has been such a great project to be involved with.”

David, Pinning Reading’s History volunteer
David feels that the project has made a significant difference to his life and continues to make a difference to him as he has joined the ‘Friends of Historypin’ group. This was set up in Reading to continue with project work after the project closed, to focus on gathering heritage and involving the community in the sharing of history.

David’s background

David graduated from Reading College with a BTEC National Diploma in software development. Since finishing his most recent work contract, David has been volunteering while looking for permanent employment. David is 26 years old and was born and raised in Reading. David has mild attaxia cerebral palsy and a hearing impairment that is associated with his condition.

David’s experiences are reflected across the volunteer group in terms of the difference taking part in project activities made. Within the group as a whole, training and project activities led to an increase in skills including personal skills and capabilities, IT skills, research skills and, in particular, an increase in knowledge and understanding of Reading’s History:

“I learnt new skills, working with photos and Photoshop, digitising photos, and being based in a newspaper office. I also learnt a lot about the history of Reading. This is definitely going to help with applications and jobs. For a lot of the jobs I have applied for, they need people who have an interest and experience in digitizing, and in arts and culture outside their degree and this has helped me with that.

It was also really fun and it felt really good to have found the ‘football’ photo that can now be shared because of our work. I really enjoyed finding all the photos and stories that I would never have seen otherwise, especially since I’m from Reading myself and have found out a lot about how it has changed.”

Niki, Pinning Reading’s History volunteer

There was also a strong social impact in relation to “bridging” social capital – new relationships were developed, confidence increased and volunteers felt more connected to their communities.

For Eva, who moved to Reading two years ago from Buenos Aires, the difference it made to increasing her involvement in the community and feeling connected to her local area was particularly important:

“I’ve been living in Reading for two years, but as someone who has come here from a different country, through the project I got a chance to meet a lot of beautiful people and have learnt a lot of things about Reading, things I never knew before. It is really nice to be involved with something that is about your area – you walk along and you see things you didn’t know about before and now you do.

Since volunteering I have found out about a lot of events in Reading both for the project but also in the community. I didn’t know about all the things I could do before volunteering. A lot of people who came to the exhibition also told me that they found out about other events in Reading by coming here.

I feel more connected to Reading and the people in Reading and now I say hello to people in the streets. In England it can be difficult to have that which is very different to Buenos Aires. I really missed that, but now I have a really nice connection with people here.”

Eva, Pinning Reading’s History volunteer

The project has also had a distinct impact on people and organisations who were already involved in heritage. For Mike, who has been involved in the sharing of history and heritage all his life, this project allowed him to find a focus for this which brought him closer to the community and gave him a mechanism to actively involve the community with his interest and passion:

“This project has given me more of a community context for the heritage activities I do. Having Pinning Reading’s History has meant that I could use my interest and participation in heritage (and giving heritage talks) not just as a personal project but to plug into a wider project and become involved with other people. It gave me a way of capturing heritage material I wouldn’t have got otherwise and has given me a focus and drive to do this. It has also given me a place to share the history I discover with a wider audience.
I feel more part of the community – to drop into a library and talk about the experiences of the project participants and capture their history has given me a sense of rootedness. It has given me a sense of contribution, it can be very easy to sit down and write and research history and not do anything with it. But being able to talk to people and hear their context and their experiences adds something special to this. And I get a kick out of doing it! It has added a new dimension to my talks because I can say, this doesn’t just stop when I stop talking, we can share your history through Pinning Reading’s History and Historypin in this amazing way so that everyone can see it.”

Mike, Pinning Reading’s History volunteer

Difference made to intergenerational relationships

Throughout the project, intergenerational contact between participants happened on a number of levels between older and younger family members, between students and older residents in the local community, within the intergenerational volunteer group itself, and at events, activities and sessions.

The Historypin volunteer group that led the project, was itself a model of intergenerational interaction:

“The make-up of volunteers led to intergenerational exchange. That happened both within the project, but also within the volunteer group. This is particularly important as within Reading, intergenerational gaps are one of the key issues within communities which needs to be addressed.”

Stuart Kennedy, Reading Museum Collections and Learning Assistant

The project gave multiple generations the opportunity to contribute to Reading’s history, by adding their own images, stories and recollections to the communal archive through intergenerational events and activities. In total, nearly 2000 members of the community from across the generations were directly engaged with the project across multiple generations giving the project a truly diverse feel with 27% of participants under 25, 27% of participants between 50 and 65 and 25% of participants over 65.

As detailed in Section 3.1 above, the Historypin volunteers reached out to members of the community to encourage them to participate in intergenerational activities and events including weekly Historypin drop-ins, one-to-one history sharing sessions, Historypin guided walks, and heritage events. The volunteers and champions also inspired and supported organisations within the community to set up and run their own Historypin intergenerational activities and sessions such as Historypin after-school sessions, Historypin coffee mornings, and a series of Historypin Library talks.

There were significant and tangible differences made for people through bringing generations together through Pinning Reading’s History project activities. It is interesting to look at these changes in relation to the impact on the younger generation and the older generation as well as the overall impact on intergenerational relationships.

Impact on younger people of intergenerational contact and relationships generated through the project

**Improved confidence**

Younger people’s confidence levels grew as a result of participating in the project. This was both in terms of feeling more confident about interacting with people from a different generation and gaining confidence in themselves in general:

“I was a little scared of the idea of the older generations, but by the end of the first day I wasn’t at all.”

“I found out about their [older generations’] stories and memories, and learned how to interact with older generations.”

“I have got more confidence with people.”

“I learned how to communicate with older generations.”

“More confidence in workshop situations and people skills.”

**Improved perceptions and understanding of older generations**

There was a distinct shift in their perception of older people from the majority of the younger participants. Younger people were surprised at how much older people knew and the stories they
had to tell. A number of younger people also found that they had a lot more in common with older people than they had expected and many were surprised that they found the interaction interesting and enjoyable. There was also an expectation that older people were not digitally savvy and although this was the case in many of the interactions, it became clear to the younger participants that this was not always the case:

“I have learnt that they [older people] shouldn’t be treated any different from any other people.”

“How much they knew surprised me.”

“The older generations had a lot of interesting information and some were surprisingly internet savvy and learned quickly. Also the sessions were very engaging.”

This is supported by the LGiU survey which found that 64% of people said they understood the lives of older people a little or much better:

This is important in light of the statistic cited earlier that 67% of the general public felt that young people and old people lived in different worlds.

“[The people I use Historypin with as part of Pinning Reading’s History are] very much older generally; there are some people you get their whole life story from and it’s actually quite fascinating once you get past the prejudice of ‘oh I’ve got to listen to this old guy’. It’s really good.”

Increased knowledge of community and heritage gained from older people

It was evident that younger people in particular felt that they learned a lot from older generations via this project. This was both learning about the lives of the individuals they met, but also about the history and heritage of the community and history in general.

“It was great meeting older generations from the community and learning about their lives and memories, as well as the history of their community.”

“I heard some interesting stories, and I learned a lot of history from their lives.”

“I learnt a lot more about Reading’s history than I knew before.”

“It was fantastic to meet the older generations and I think both younger and older generations learned a lot.”

“I found it surprising the fact we had so much history at home without even realizing it.”

“Being younger, I haven’t known much about Reading’s history before and only by coming to this project have I really expanded my knowledge of Reading. I didn’t know much about Reading’s history even though I’ve lived here my whole life. Only through this project have I really discovered the historical aspects... way more about the social history than all the politics.”
Impact on older people from intergenerational contact and relationships generated through the project

**Feeling valued**

A major effect of the project was to make older people feel valued and that they had something important to contribute, both as individuals and within their community, via the project. We saw this time and time again, both in individual workshop sessions and in the mass participation of older people in coming to the exhibition hub and project sessions in Reading. The sharing of their history put them in a position where they were giving something to the project and were making an important contribution to the creation of a communal archive both of their own community and a wider global history:

“The wonderful things about it is empowerment of the community where you think if you want to know about history you have to go to a museum or a library and this is reversing that and saying actually history is you we’re asking you to give your history to us.”

“Gives people an opportunity to feel valued in terms of what they have to say.”

“I think all the young people have learnt something.”

“Look, all the young people have moved their temperature (well-being) thermometer to a ten after working with us!”

**Gaining enjoyment from working with younger people and having something positive to do**

Both younger and older people gained obvious enjoyment from the project and the intergenerational interactions that underpinned the activities. In addition, many older people felt that the project gave them something important and worthwhile to do with their time. In Reading, the group of volunteers and champions who signed up and donated significant time to the project reached 78, well over double the number we were aiming to engage on an intensive level. Of the 2,000 residents who engaged with the project via formal and informal sessions, talks or events, over half were aged 50 and over and a quarter were aged 65 and over. This in itself was a testament both to the need for this project, but also to the commitment and motivation of the intergenerational volunteer pool at the heart of the project activity.

“Seeing these photos brought tears to my eyes. This has made my day. Ian, it has been wonderful to meet you and share some memories.”

“I have enjoyed talking to you, I am 83 and was bombed in the war.”

“It gave me something good to do and kept me out of trouble!”

“I enjoyed everything.”

Of particular interest in terms of learning around the impact of this work was the propensity of the project to engage older men. Older men are traditionally less likely to engage in volunteering or activities based on communication and social outcomes, but this was not the case with this project. This was because the subject matter (both in terms of history and photography/image) appealed to this group and the nature of the ‘invitation’ to participate was around empowering participants to ‘give’ their time, skills and knowledge to the project. This feeling of being a ‘champion’ rather than a ‘beneficiary’ appealed to this group in particular, while allowing them to reap the benefits and impact as other participants in the project. This is something that we are particularly keen to learn from and hope to take forward in addressing issues around intergenerational contact, loneliness and social isolation within the ageing population.

The effects above were underpinned by the fact that the project proved to be an extremely good vehicle for enabling people to meet new people from different generations.

Via the survey we commissioned from independent evaluators the London Government Information Unit (LGiU) we discovered that out of the survey respondents across the whole of Pinning Reading’s History, 70% of people had met new people through using Pinning Reading’s History and of those 63% had met older people older than them. Of these people, 64% said they understood the lives of older people a little or much better:

- Seven out of ten survey respondents told us that they had met new people through Pinning Reading’s History.
- The majority of these had met older people, though this implies that an equal number of older people had also met younger people but perhaps not replied to the survey.
In general, respondents reported spending more than an hour a week with older people; this suggests that Pinning Reading’s History has acted as an effective driver for cross generation contact.

“I’ve met a few of the people more than once. They come back and it’s really nice to see them more than once.”

“We ask each other not just about Pinning Reading’s History but we have got more involved and ask people more about day to day lives and what each other does and that’s been really nice getting to know people not just saying ‘what have you done for Historypin?’ but more personal things as well.”

“Good ice breaker for my generation to meet an older generation and interact with them.”

The experiences of participants in the Littleheath School workshops programme gives further insight into how the project has had a positive impact on intergenerational relationships and learning around heritage in schools:

**Case Study 2**

**Littleheath School workshop programme**

As part of our schools work, Historypin staff and volunteers worked with Littleheath School to run after-school Historypin sessions for a group of Year 8 students between the ages of 12–13. We introduced the students to the project by getting them to explore Reading’s heritage via the images and stories uploaded to the Historypin Reading section of the site and to make Collections so they could learn about Reading’s history, become familiar with the site, and be inspired to add their own families’ history to the project.

In between sessions, students talked to grandparents and other older relatives to collect photos and stories to add to the archive. In subsequent sessions, they pinned the images they had gathered and told each other about the history they had discovered.

These sessions proved extremely effective and generated interesting student feedback around the impact of the project:

“We have all learnt things we would never have known about Reading’s history and even our own families, as we would have never had the reason to ask. It has given us the chance to spend our after school time doing something fun as well as educational, rather than going home just to sit on the sofa.”

When asked what they enjoyed the most, many of them enjoyed using Historypin as the basis for the sharing, but equally enjoyed the intergenerational interaction that the project inspired:

“I enjoyed that I sat down with my grandparents / relations and found things out I wouldn’t have known if I hadn’t had this reason to ask.”

“I enjoyed talking to my grandparents as I found things out and we spent more time together.”

The students also had visits from Pinning Reading’s History champions, Susan Culver and Mr. Bannister (a retired headteacher). Mr. Bannister gave the students a presentation of photographs depicting his life in Reading from his school days to becoming a headmaster. Again, students found this to be an interesting and positive experience:

“I enjoyed having the visitor and seeing what other history other people have pinned up.”

There was even a surprise for one student:

“I knew the guy who came to talk to us! It was interesting because he kept mentioning my granddad.”

Our intergenerational schools work is designed to be sustainable and Littleheath staff are intending to integrate more intergenerational heritage work into their local history projects next year and plan to continue to use the site to engage pupils and students in gathering local and family history.
Difference made to “bridging” social capital

We have already seen a range of benefits the project has had for the community in relation to intergenerational relationships, “bridging” social capital and increasing connections with an understanding of their area. This section explores two additional areas of benefit for the community:

- Making new connections with a wider range of people and feeling more connected to their community
- An increase in the involvement of participants in their communities and community activities in general as a result of taking part in Pinning Reading’s History
- Community organisations being empowered to realise their own aims and outcomes through heritage projects

Making new connections with a wider range of people and feeling more connected to their community

Sessions and activities based around sharing history both through conversations about photos and stories and more widely through adding recollections to Historypin led to new connections being made that would have been unlikely to happen without the project. By drawing on history and heritage as the common theme, there was also a sense of connection to the community as a whole rather than just the immediate connections forged within the project. As reported by participants in the LGiU focus groups:

People did feel more connected to people in their community and in many cases had met people they would not previously have interacted with. A couple of participants also mentioned that they had learnt or improved valuable skills through their engagement with Pinning Reading’s History.

“It’s a good way to make connections. I’ve met people that you wouldn’t normally meet day to day but by coming here you get together so many people that it’s been quite useful in getting to know different types of people in Reading.”

“Think largely the thing about feeling connected with people. It’s been good for me, I’ve learnt some new stuff become technically more adapt with the computer, feel more confident communicating with people, particularly initiating discussions with people.”

“I feel as if I’ve learnt and become more connected to Reading. I’ve lived here all my life but having used Historypin I feel more connected with it and with people that I wouldn’t have met before and coming here every Friday and interacting with a broader range of people has been useful, learning a bit more about different types of software as well so I’ve benefited.”

One participant explicitly linked an enhanced sense of community to the Pinning Reading’s History methodology which portrays history not simply as series of past events but as people’s stories and which works on the principle that everyone’s story is equally interesting and valid.

“The wonderful thing about it is empowerment of the community where you think if you want to know about history you have to go to a museum or a library and this is reversing that and saying actually history is you we’re asking you to give your history to us.”

“Gives people an opportunity to feel valued in terms of what they have to say.”

“It’s the way the project has been managed in that the Pinning Reading’s History and Historypin ethos is that everything matters.”

An increase in the involvement of participants in their communities and community activities in general as a result of taking part in Pinning Reading’s History

A particularly important finding in relation to the bridging of social capital which emerged from the LGiU’s evaluation work was that after taking part in Pinning Reading’s History activities 38% of participants were more likely to take part in further activities within the community:

This appears to translate into action in the community. Nearly four out of ten (38%) survey respondents told us that since using Historypin as part of the Pinning Reading’s History project they had become more involved in activities in their community. The largest numbers of people took part in activities related to local history or heritage but there were also significant numbers taking part in community activities such as coffee mornings and in working to support older people.
Where participants discussed community activities in the focus groups they tended to concentrate on the sorts of activities in which they had used Historypin as the basis for participation in the Pinning Reading’s History project (see case study).

Again the focus groups added depth to these insights. Several participants talked about how they were planning to get involved in other activities such as church groups, others talked about how Historypin coffee mornings had connected with other activities to create more ongoing engagements.

“It’s encouraged me to go to events that people hold on local history and attend lectures. It has whetted my appetite.”

“I’ve thought of getting involved in church group as community representative and using Historypin as a tool so they can expand their community action.”

“Since running the coffee mornings I’ve started to get involved in other things.”

The LGiU findings are borne out by individual feedback:

“Since volunteering I have found out about a lot of events in Reading. Nuit Blanche. A lot of people who came to the exhibition found out about Nuit Blanche through Historypin. People told me that the exhibition helped them to find out about other events. I didn’t know about all the things to do before doing the volunteering.”

Eva, Pinning Reading’s History volunteer

Community organisations being empowered to realising their own aims and outcomes through heritage projects

As discussed in Section 3.1 above, community organisations were supported by project staff and volunteers to set up Pinning Reading’s History events and activities in their venues to support them to achieve their own outcomes and to allow the project work to be embedded in the community to maximise sustainability opportunities. The project proved to be a way of helping community organisations bring people together both increasing access and participation in heritage, and allowing organisations to deliver their own aims and outcomes in terms of reaching out and providing services to local residents. This is illustrated by the monthly sessions set up at Whitley Wood Community Centre:
Case Study 3
Whitley Wood Community Centre Pinning Readings History coffee mornings

Pinning Reading’s History staff and volunteers worked with staff at Whitley Wood Community Centre to set up monthly Pinning Reading’s History coffee mornings where local residents were encouraged to bring in photos, share memories and stories and pin them onto the Historypin map. Whitley Wood Community Centre staff were keen for Historypin to get involved with their residents, because it was a new community centre, with a new porta-cabin installed, and they were actively reaching out to try to engage the local community with activities and events and felt that Pinning Reading’s History would be an exciting and engaging fit.

A wide range of people came to the sessions, from a babe in arms to a gentlemen in his 80’s. They brought in photos, shared stories and memories and fed off each others enthusiasm for their community. Many of the people who attended didn’t know each other before, but quickly established new relationships.

At the final session, a participant asked us to look up the submarine disaster on the Affray which had sunk with massive loss of life as her uncle had been on it and she wanted to know more about it. Another participant became very interested in this topic as he had an ongoing interest in this subject. As project staff and volunteers left the meeting, the two were arranging to meet at another Historypin coffee morning which had been set up at another venue to continue researching this newly discovered common interest.

3.2.iii Benefits for lead partner: Reading Museum

The project had a wide range of benefits for lead partner Reading Museum. Feedback from Stuart Kennedy, Reading Museum Collections and Learning Assistant and Reading Museum Community Engagement Curator, Brendan Carr details benefits both to participation and learning around heritage, benefits for the museum volunteer programme, increased opportunities for community engagement and increased profile as an innovative and progressive organisation both within Reading and the wider museum world.

Brendan Carr, Reading Museum Community Engagement Curator

"Pinning Reading’s History has been a tremendous way of breaking the ice with groups that haven’t been involved with the museum before. The capacity for this has been increased and good ground has been made in the volume of community engagement.

In simple terms, the museum is faced with a very tough budget and we are enormously grateful to have partnered with Pinning Reading’s History to deliver a project like this with a really interesting, colourful exhibition and extended level of engagement with the community. In terms of next steps we have worked with Historypin to make sure there is a legacy attached to this.

The exhibition itself has been well attended and there has been good publicity and interest and support from local press. When I talk to people, they have always heard of Pinning Reading’s History and there is a buzz around the project and the museum. I was very proud when I spoke at the Social History Curators Groups Conference to be able to speak about progress with Pinning Reading’s History.

It has been great to have the energy the staff at Historypin brought to our work. The ideas that a third party brings to the table, opens avenues of thoughts and discoveries that wouldn’t have been thought about otherwise.

The project has demonstrated that there is great mileage in digital technology for engaging with communities and great mileage to be gained from museums seeking partnerships with the third sector and charities to create bigger results than they could on a stand-alone basis.

We also wanted to drive forward Reading as a place of interest on the Historypin map so that it would be pointed to as a place of historic interest because there is a real misunderstanding about Reading as a ‘new’ or commuter town. This is far off the mark as Reading has a rich, interesting and diverse heritage. There are a lot of things to be proud of and there is a drive within the Local Authority around promoting a sense of place and identity. That’s another reason why we were keen to be involved with Pinning Reading’s History and what we had hoped for has happened as it is now easy for us to share our rich heritage on the Pinning Reading’s History archive. We are going to sustain the project to continue to collect content and build on this sense of pride in the town."
Stuart Kennedy, Reading Museum Collections and Learning Assistant

“The project has had a big impact on volunteering. A lot of really good volunteers have come to the museum through this. This led to the benefit to the museum of being able to get out into the community, to encourage others to volunteer at museum.

The museum has a limited amount of volunteers that they can manage within their normal capacity. Pinning Reading’s History, with benefit of a dedicated project officer, allowed the museum to expand the number of volunteers it could accommodate.

The Historypin project has diversified the museum volunteer group bringing in older and younger volunteers and volunteers from a range of areas within Reading. This allowed the museum a greater ability to get a diverse group for consultation around volunteering. The Pinning Reading’s History volunteers helped with the museum’s consultation on developing the volunteering welcome pack, its volunteer expenses policies, and helped with their application for the Investing in Volunteers kite-mark – two volunteers were interviewed for it. In addition, some of the Historypin volunteers have helped out at other museum events, adding volunteering capacity.

Reading Voluntary Action thought it was a fantastic project and were going out of their way to send people over. This has led to an increased reputation for the museum with Reading Voluntary Action which is of benefit to the volunteer programme.

Amanda, the Historypin Reading Project Officer, has done a fantastic job with the volunteers who have loved the project. We are going to be sustaining the project through keeping on four Historypin volunteer roles which will be managed by the museum because we don’t want to lose them or the project.”

3.2.iv Benefits for Shift (formerly known as We Are What We Do)

Pinning Reading’s History has benefited Shift and the Historypin team in a number of ways. The project has allowed us to significantly increase our network of partners (community and heritage) in Reading and within the Library, Archive and Museums (LAMs) world in particular in the South East of England.

These are partnerships that we will be able to draw on both to support the sustainability of Pinning Reading’s History, and to support future projects. We will do this through consolidating current partnerships, being networked into opportunities to promote and expand our work at conferences and events, drawing on partners to support consultation processes and events and using the excellent reputation we have gained from running this project to support future funding opportunities.

The opportunity to work so closely with a museum partner has led to significant benefits for the Historypin team in terms of increased understanding of working practices, opportunities and challenges in creating and embedding projects in conjunction with LAMs. Through the close and supportive partnership that was developed with a wide range of staff from the Reading Museum team, we have benefited from:

- Better understanding of museum workflows and how to integrate our project systems and approaches into these
- A greater understanding of the concerns and priorities of LAMs in relation to their collections, and how to work together to appropriately support their aims to increase access and participation
- Valuable feedback about how our projects and work is perceived and can be embedded within LAM practices which has allowed us to better understand the information and support needed so that we can improve our projects and processes
- The expertise of Reading Museum staff in curating and interpreting collections and communicating this to the public which has increased our skill and capacity around this in relation to preserving and sharing heritage, culture and memories

Within our staff team, the project has allowed us to learn and evaluate our project work so that we can continue to improve our project ideas and delivery. This is both in terms of the impact we can have on preserving heritage, participation and learning about heritage and the opportunities for our projects to have a positive impact on people within the community in terms of skills, confidence, social connections and intergenerational interactions. We will be able to use all of this experience to develop further projects and to improve our current working practices within the heritage sector by sharing the evaluation and its outcomes. In addition the skills gained by members of the staff team can be cascaded throughout the organisation and can be used to inform future project models.
3.2.v Sustainability and Project Legacy

A particularly strong and effective element of Pinning Reading’s History has been the embedding of sustainability and project legacy across project strands. This has manifested itself in four main ways:

1. **Pinning Reading’s History volunteer positions have been embedded within Reading Museum**

As part of sustainability planning, a set of four Pinning Reading’s History volunteering opportunities were agreed and the management of these volunteers embedded into Reading Museum’s volunteer programme. Since project closure, the four positions have been filled (these were offered to current and new volunteers) and the volunteers are being supported to continue project work by Stuart Kennedy (Reading Museum Collections and Learning Assistant) and Brendan Carr (Reading Museum Community Engagement Curator).

2. **A project ‘Friends’ group has been set up by volunteers and champions to continue project work within Reading and to sustain relationships developed via the project**

Volunteers and champions who were involved with the project have been inspired to set up a ‘Friends’ group that meets on a monthly basis to continue project work. There is a core group of 18 initial members who are planning to continue to facilitate participation, learning and sharing of heritage throughout Reading. This group is going from strength to strength and activities in 2012 include:

- A project linked to the upcoming 75 Years On anniversary of World War II in 2013 to capture memories and stories to be shared and exhibited
- A project bringing together members of the community with a Year 7 group to share the history of the Caversham 100 Years On Project
- Invited guests who contributed personal archives during the project attending ‘Friends’ meetings to share stories and answer questions about their archive contribution

The group itself is a testament to the legacy of the sustained relationships developed through involvement in the project, as friendships initiated by the project are being sustained and intergenerational interaction continues.

3. **Community organisations have embedded Pinning Reading’s History project activities into their own practice**

As detailed in the Section 3.2.v, volunteers and the Project Officer worked with community groups to embed heritage sharing sessions into the work of community organisations. This provides a mechanism for sustained participation and learning around heritage and opportunities for achieving and sustaining community engagement and social outcomes. Examples of these are Whitley Wood Community Centre who have planned to continue their monthly Pinning Reading’s History photo and story sharing sessions; the Restoration Café who have set up monthly Coffee Mornings to share heritage and engage the community with their venue; and Littleheath School who plan to integrate archive work into their local history projects following on from the Pinning Reading’s History workshop programme.

4. **The Pinning Reading’s History archive can be accessed, added to and learned from in perpetuity and heritage has continued to be collected and shared via the archive since project closure**

At project closure, there were over 4,000 pieces of heritage shared via the Pinning Reading’s History archive. The archive has continued to grow since then with volunteers and champions continuing to dig out and share history. In addition, new project enthusiasts have been inspired to share their history by the project’s legacy of raised awareness and importance given to sharing Reading’s history.

4.0 Review

4.1 What do you think worked well and why?

As detailed and evidenced in Section 3.2, there have been a wide range of areas of the project that have worked well. A particularly effective element of the project has been the high levels of participation and learning around Reading’s heritage that it enabled. This participation and learning happened across a diverse range of ages and interests, ranging from people who had little previous experience or involvement in heritage to those who had made the exploring of local heritage their
life’s work but had, up until this project, done this in a niche or individual way. One of the reasons this aspect of the project worked so well was the multi-layered approach to involving the community. Opportunities for participation were available across a wide spectrum including; visiting an exhibition or looking at the archive; taking in a heritage activity at a fun day stall; attending a talk as part of an event or activity; taking part in a heritage sharing coffee morning; attending the weekly exhibition drop-in; becoming a volunteer or champion; and setting up sets of workshops or monthly events to embed in your own school or organisation. The ability of residents to access the project on so many levels meant that were multiple opportunities for entry into the project which catered to people’s needs in terms of time, location and interests.

Another reason for the high levels of participation was the exciting and engaging design and communications around the project. Creating something that people liked and wanted to do around heritage which had at its heart a shared and meaningful purpose was key. Also important was the feeling that the project was effective at a local or even one-to-one level, but that the project was also part of something bigger, exciting and high profile. This was cited time and again as a reason for engagement and a basis for participants feeling valued in terms of their contribution both to project activities and heritage.

Another element of the project that worked extremely well was having volunteers at the heart of project delivery. This allowed both a strong focus on heritage themes, but also enabled activities to spring up around personal memories and culture giving the project a true community and needs-led feel. The success of the project in increasing the skills, personal capabilities and social connections of the volunteers was in part due to the mixture of activities and events that volunteers could take part in, the training and support they received and the variety of residents and organisations they came in contact with as part of their outreach activities.

As discussed in detail in Section 3.2.ii, a particular strength of the project was the positive and meaningful intergenerational contact fostered. This applied both to the volunteer group as a whole and to participants in the project activities. The project lent itself to positive intergenerational outcomes as it appealed across the generations on a number of levels: social, heritage, community, research, digital, photography, sound and image, and making new connections. This links in with another strength of the project, namely the engagement of older men in a project which has a social and participation focus. This was because the subject matter (both in terms of history and photography/image) appealed to this group and the nature of the ‘invitation’ to participate was based on empowering participants to ‘give’ their time, skills and knowledge to the project. This created a feeling of value and pride in participation which supported the engagement of this traditionally harder to engage group.

A particularly significant impact of the project was the findings of the LGiU that taking part in Pinning Reading’s History supported participants to become more aware of other activities within their communities which translated into 38% of people going on to participate in further activities in the community. The nature of the project in terms of investigating the local area, connecting with diverse groups within the community and increasing the interest in Reading as a place with a rich and varied history led to a greater awareness of things going on within the town. The project facilitated positive collaborative experiences which encouraged people to take part in wider activities within the community.

As detailed above, one of the particular strengths of the project was leaving a wide and meaningful legacy of continuing project activity in Reading. One reason this element of the project worked so well is that sustainability was built into the project from the beginning of project planning and remained a key focus throughout project delivery and activity. This led to a variety of project delivery models being developed to support the creation of a strong project legacy through embedding activities and continued participation opportunities within the community, within local organisations and via our main partner, Reading Museum. The reason organisations such as Whitley Wood Community Centre and the Restoration Café were happy to embed project activity was that the project was fun, engaging and appealed to their audiences, but was also a mechanism to achieve meaningful social, heritage and community outcomes.

In addition, a strong communications strand was developed through local press, via printed materials and via social networking to raise awareness of the project among a range of audiences and to encourage individuals to join and sustain their interest in it. The ability for everyone to access the tools needed to contribute to the archive in perpetuity has also led to a simple and easy resource model for activities to continue after project closure. This has also allowed the project to leverage the enthusiasm and desire to participate in activities which have made participants feel valued both on an individual level and in terms of celebrating their area and community, which in turn inspired them to sustain their involvement and activity.
The partnership with Reading Museum was a particular strength of the project, both in enabling successful delivery, achieving heritage, social and community outcomes and benefitting both the museum and Shift as organisations. The success of this partnership stems from working closely together throughout the project from the initial consultation phase right through to project delivery and legacy planning. Both organisations were committed to the project and each other and were open to learning from each other and responding both to opportunities and challenges presented. There was also a mutual belief in the project and what it could bring to both organisations, heritage and the community that ran through the partnership and a positive attitude, enthusiasm, and mutual trust and respect which was fundamental to project success.

4.2 What didn’t work and why?

As the project progressed, it became clear that some elements of project delivery could be improved and adapted to meet needs and maximise project benefits and outcomes.

In the initial project plan, equipment was to be provided to venues to allow a ‘project’ area to be set up within a venue. As the project progressed, it became clear that this model could limit access for participation to a relatively small number of venues and would not create a sustainable and diverse model of long-term participation. It was agreed to create a project hub which would act as an area for mass participation and to support venues to run and embed heritage sharing sessions in their own venues with their existing equipment and resources so that these sessions and opportunities could continue in perpetuity once the project ended.

Although the volunteer group and relationships and skills developed within this group were a significant strength of the project, one of the learnings from project delivery has been that for a sub-group of volunteer recruitment there could have been a better designation and division of ‘specialist’ skills and interests. This would have allowed there to be clearer volunteer leads on, for example, the archiving processes, the community engagement processes, and project research. Although as a group these skills were developed through training and extensive participant involvement in the shaping of the project, a greater level of independence may have been possible if there were a few ‘experts’ to support volunteers within certain areas.

Finally, although there was significant impact over the lifetime of the project, it could be that the project would have benefited from being delivered over a longer time frame. Due to the interest and enthusiasm for the project, participation continued to increase and develop throughout project delivery, gaining substantial momentum near project closure. The benefit of this has been that legacy planning has allowed this enthusiasm to be channelled into ongoing sustainable project activity within Reading. However, a longer time frame for project delivery could have allowed even more participation and legacy to be built.

5.0 How much of the difference would have happened anyway, even if no project had been undertaken?

As has been seen, there has been a significant difference made both to heritage and to people as a result of the delivery of Pinning Reading’s History.

If the project hadn’t been undertaken, it is likely that there would have been small pockets of activity based on sharing Reading’s history by the raised awareness of the participation opportunities in an archive project, due to the involvement of local organisations and communities in the consultation process. However, this would have been very limited and few if any of the learning and participation outcomes for heritage, the creation of a sustainable and growing archive of over 4,000 heritage assets, or benefits to people which were the foundation of the project would have happened.

This analysis is supported by the words of a range of participants and partners in the project:

*People who had made it their life’s work to collect anecdotes, images from books and press cuttings, about their local area said that they suddenly had a focus and somewhere to share their knowledge and collections.*

Amanda Holland, Pinning Reading’s History Project Officer
“Younger volunteers spent hours working with older residents to research and dig out ‘hidden’ archives that they wanted to share – ‘we want you to record our stories, otherwise they will be lost’ was a common refrain.”
Charles Clore Court, Sheltered Living, project feedback

“Imagery that we haven’t seen or known exists in the community has emerged and been shared.”
Brendan Carr, Reading Museum Community Engagement Curator

Some of the learning based in local groups around history would have happened, but these are likely to have remained specialist, and not have become the opportunities for increased access and participation in heritage that occurred due to the project:

“Pinning Reading’s History reached the parts other history groups couldn’t reach.”
Pinning Reading’s History Champion

“This project brought so many people together around heritage – there was a buzz around Reading and its history that is continuing. I will now do community engagement work and continue to seek out their history.”
Mike Cooper, Pinning Reading’s Historypin Champion

As detailed in Section 3.2.iii, there were significant benefits for Reading Museum that wouldn’t have happened without the project as extracts from Brendan Carr’s (Reading Museum Community Engagement Curator) feedback highlights:

“It is clear that the Pinning Reading’s History exhibition and project have resulted in conversations and the sharing of heritage that wouldn’t have occurred but for the project. [Working with Pinning Reading’s History project staff] opened up avenues of thoughts and discoveries that wouldn’t have been thought about otherwise. [The project] has demonstrated that there is great mileage to be gained from museums seeking partnerships with the third sector and charities to create bigger results than they could on a stand alone basis.”

6.0 Conclusion

In conclusion, Pinning Reading’s History was able to produce significant benefits to heritage and to people through the activities and events that surrounded the gathering, sharing, preserving and exploring of Reading’s heritage. A mass communal archive was created on Historypin through providing a wide variety of opportunities for residents to participate in, learn from and feel pride in the rich and diverse heritage of their town, personal histories and culture. The project engendered extensive participation across the generations and through creating partnerships with a wide variety of archives, libraries, museums and community organisations. At the heart of the project was the intergenerational volunteer group and a strong and mutually beneficial partnership with Reading Museum.

All these factors combined to:
- provide an effective way of engaging with local history and heritage both for those who were new to the subject and to those already interested in it
- introduce people to new aspects of Reading’s history and heritage and engage them with it
- provide structured activities which became a gateway to other history and heritage activity and participation within the community
- enhance understanding of local history, giving people a sense of connection to their community and helping them to better understand the people who live there
- create opportunities for participants to meet new people and make new connections
- facilitate new intergenerational relationships that are seen to be valuable by both young and old

Overall, therefore, Pinning Reading’s History project has succeeded in its aims of getting more people involved in history and heritage activities in Reading, in discovering and sharing new heritage, and in generating positive intergenerational relationships and making people feel more connected to their communities.
### Appendix 1

<table>
<thead>
<tr>
<th>Event/Session</th>
<th>Venue</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Pinning Reading’s History (PRH) Monthly Workshops</td>
<td>Reading Girls School</td>
<td>May – July 2011</td>
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<tr>
<td>PRH White Knights Ladies Group Talk</td>
<td>Pinning Reading’s History Exhibition, Reading Museum</td>
<td>May 2011</td>
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<td>PRH Weekly Volunteer Drop-in</td>
<td>Pinning Reading’s History Exhibition, Reading Museum</td>
<td>May – December 2011</td>
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<tr>
<td>PRH South Reading Neighbourhood Steering Group Presentation</td>
<td>CAT Office, Whitley</td>
<td>July 2011</td>
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<tr>
<td>PRH Southcote Advice Centre Talk</td>
<td>Southcote Advice Centre</td>
<td>July 2011</td>
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<tr>
<td>PRH South Reading Churches Fun Day Event</td>
<td>Rabsons Recreation Ground</td>
<td>July 2011</td>
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<tr>
<td>PRH Caversham Event</td>
<td>Caversham Court Gardens</td>
<td>July 2011</td>
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<tr>
<td>PRH Monthly Whitely Wood Coffee Morning</td>
<td>Whitley Wood Community Centre</td>
<td>July – December 2011</td>
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<tr>
<td>PRH Presentation at the Alto Lounge</td>
<td>The Alto Lounge, Caversham</td>
<td>July 2011</td>
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<td>PRH Charles Clore Court Monthly Sessions</td>
<td>Charles Clore Court</td>
<td>August – November 2011</td>
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<td>PRH Southcote Network Lunch</td>
<td>St. Matthew’s Church Hall</td>
<td>July 2011</td>
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<td>PRH U3A Abbey Baptist Talk</td>
<td>St. Matthew’s Church Hall</td>
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<td>PRH Whitley Library Coffee Morning</td>
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<td>PRH Dee Park Monthly Coffee Morning</td>
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<td>PRH Whitley Wood Fun Day Stall</td>
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<td>August 2011</td>
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<td>PRH 50+ Forum Event</td>
<td>South Reading Leisure Centre</td>
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<td>PRH Southcote Fun Day Event</td>
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<td>PRH Whitley Wood Community Centre Monthly Coffee Morning</td>
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<td>PRH Heritage Open Day Two Day Event</td>
<td>Pinning Reading’s History Exhibition, Reading Museum</td>
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<td>PRH Battle Library Talk</td>
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<td>PRH The Launch – Exhibition</td>
<td>Pinning Reading’s History Exhibition, Reading Museum</td>
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<td>PRH and Jelly: Capture Reading Event</td>
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<td>PRH Southcote Monthly Drop In</td>
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<td>September – November 2011</td>
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<td>Event/Session</td>
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<td>PRH Tilehurst Library Event</td>
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<td>PRH Berkshire Historic Environment Forum</td>
<td>The Barn, Goosecroft Lane</td>
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<td>PRH Purley Project History Group</td>
<td>The Barn</td>
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<td>PRH CEB Partnership Meeting</td>
<td>Pinning Reading’s History Exhibition, Reading Museum</td>
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<td>PRH Reading Football Collectors Club Group Sharing Event</td>
<td>British Legion Club</td>
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<td>PRH Reading Girls School Workshops</td>
<td>Reading Girls School</td>
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<td>PRH Littleheath School Weekly Workshops</td>
<td>Littleheath Road, Tilehurst</td>
<td>October – December 2011</td>
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<td>PRH Walk</td>
<td>Pinning Reading’s History Exhibition, Reading Museum</td>
<td>October 2011</td>
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<td>PRH Nuit Blanche Exhibition</td>
<td>Pinning Reading’s History Exhibition, Reading Museum</td>
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<td>PRH Redlands Regular 50+ Forum</td>
<td>St Luke’s Parish Hall</td>
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<td>PRH The Big Draw Event</td>
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<td>PRH Wokingham Waterside Centre Conference</td>
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<td>PRH Charles Clore Court Open Day</td>
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<td>PRH Walk</td>
<td>Pinning Reading’s History Exhibition, Reading Museum</td>
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<td>PRH Reading Düsseldorf Association</td>
<td>Kennet Rooms, Civic Centre</td>
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<td>PRH Working Life in Reading Photo Session</td>
<td>The Warehouse</td>
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<td>PRH Caversham ‘A Century in Images’ Talk</td>
<td>Caversham Baptist Church</td>
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<td>PRH Caversham Library Talk</td>
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<td>PRH Workers Education Association (WEA) Study Day</td>
<td>Baptist Church, Caversham Hall</td>
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<td>PRH Whitchurch School Visit</td>
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<td>PRH Library Talk/ World War Two Babies</td>
<td>Palmer Park Library</td>
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<td>PRH Exhibition Session and Special visit from Brookfield School</td>
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<td>PRH Tilehurst Library Talk</td>
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<tr>
<td>PRH Volunteer Celebration</td>
<td>Reading Museum</td>
<td>December 2011</td>
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Appendix 2

Further details and data related to the Pinning Reading’s History infographic

4,100 total photos, videos and stories collected

This refers to the number of photos, videos and stories collected through the Pinning Reading’s History project and added to the archive as of December 2011. This number has since increased and will continue to rise as volunteers, individuals and groups continue to share their history as part of the project’s legacy.

9 archive and heritage partners

This refers to the main institutional archives, libraries and museums who we worked with to share material from their archival collections. These were:

Reading Museum, Museum of English Rural Life (MERL), Reading Library, Berkshire Record Office, Reading Post, Reading Festival Archive, Wessex Film and Sound Archive, Berkshire Medical Museum, English Heritage

32 community groups and organisations

This refers to the main groups and organisations which ran or hosted formal events and activities as part of Pinning Reading’s History. There were also a range of informal activities and participation as detailed in the body of this report. A list of organisations can be found in Appendix 1.

35 schools

This refers to schools in which we set up and ran workshop programmes, schools who booked special exhibition sessions and schools who attended the Pinning Reading’s History exhibition to learn about heritage.
78 volunteers and champions

This refers to:

1. 47 volunteers who signed up to do specific roles within the project

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number of volunteers</th>
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<td>25–50</td>
<td>6</td>
</tr>
<tr>
<td>50–65</td>
<td>19</td>
</tr>
<tr>
<td>65+</td>
<td>16 (of whom 13 were over 70)</td>
</tr>
</tbody>
</table>

2. 31 champions who focused on particular heritage areas, collections or groups in support of the project.

1,964 Total participants in activities

This refers to all participants logged at an event, activity or workshop. This could be a talk, monthly coffee morning, set of workshop sessions, Nuit Blanche event etc. This was a truly intergenerational group with the breakdown as follows:

<table>
<thead>
<tr>
<th>Age range</th>
<th>0–18</th>
<th>19–25</th>
<th>25–50</th>
<th>50–65</th>
<th>65+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of participants</td>
<td>269</td>
<td>262</td>
<td>400</td>
<td>533</td>
<td>500</td>
</tr>
</tbody>
</table>

16,687 Exhibition visitors

This refers to visitors to the Pinning Reading’s History exhibition which was held at Reading Museum between (September 2011 – January 2012). This includes individuals, school groups, and people attending project activities and events in the exhibition space.

125,000 Visitors to digital content

This refers to the amount of people who have viewed the archive and project materials over the project lifetime. As with the figures for the amount of content shared, this will continue to rise as the project legacy continues in Reading.