

EVENT DESCRIPTION SHEET

PROJECT	
Participant:	1 - MEDIEL (MEDIEL)
PIC number:	938770463
Project name and acronym:	LIVING MEMORIALS: {Re}vitalize digital history! — LMDH

EVENT DESCRIPTION	
Event number:	1
Event name:	Project management and coordination
Type:	Management and coordination activities and Kick-off meeting
In situ/online:	in-situ
Location:	Project management and coordination activities in Belgium, France and Germany, Kick-off meeting in Villeneuve d'Ascq (France)
Date(s):	Kick-off meeting : 23/03/2024, Project management and coordination throughout the project duration
Website(s) (if any):	https://www.mediel.app/blog-2/c/0/i/80382071/living-memorials-re-vitalize-digital-history https://www.shva.fr/index.php/living-memorials https://ogv-leverkusen.de/projekte/internationale-historische-projekte-geschichte-im-europaeischen-kontext-1/living-memorials-cerv-europaeische-erinnerungskultur
Participants	
Female:	42
Male:	45
Non-binary:	0
From country 1 [FRANCE]:	58
From country 2 [BELGIUM]:	25
From country 3 [GERMANY]:	4
...	
Total number of participants:	87
From total number of countries:	3
Description	
<i>Provide a short description of the event and its activities.</i>	
<input type="checkbox"/> Organization of the kick-off meeting in Villeneuve-d'Ascq (23/03/2024), held in the context of the	

80th anniversary commemoration of the Ascq massacre (1944), bringing together key local institutional and memorial stakeholders: the Municipality (City Council), the Mémorial Ascq 1944, the Youth Council, pupils and teachers from local schools of Villeneuve-d'Ascq and from the Belgian school IATA (Namur), a survivor's testimony, historians, teacher trainers from the teacher training institute INSPE, and representatives of the project partners.

Beyond its symbolic and commemorative significance, this founding event had a decisive structuring impact: it served as a catalyst for launching the project within local schools, generating strong commitment among school leadership, teachers, and pupils—particularly within the Belgian partner school. The encounter created momentum and enthusiasm that transformed initial participation into sustained engagement, leading teaching teams and successive cohorts of students to commit actively to the project throughout its full duration, with renewed involvement at each new academic year.

□ Other activities: Regular management operations between the partners and continuous operational monitoring throughout the project lifecycle, including budget management, planning, risk and quality management, stakeholder management and engagement, gender monitoring, evaluation, communication, and dissemination of results.

HISTORY OF CHANGES		
VERSION	PUBLICATION DATE	CHANGE
1.0	01.04.2022	Initial version (new MFF).
2.0	11.03.2026	Updated data: Work Package name and participant informations.

EVENT DESCRIPTION SHEET

PROJECT	
Participant:	3 – Société Historique de Villeneuve d'Ascq (SHVA)
PIC number:	881820502
Project name and acronym:	LIVING MEMORIALS: {Re}vitalize digital history! — LMDH

EVENT DESCRIPTION	
Event number:	2
Event name:	ACTIVITIES in VILLENEUVE ASCQ
Type:	Interdisciplinary artistic workshops held at the Memorial Ascq 1944 site, along with debates conducted in lower and upper secondary schools and at the teacher training institute INSPE; local history research activities; film production and post-production followed by public screenings including television broadcasting; and development of content for the French version of the application.
In situ/online:	in-situ
Location:	France, Villeneuve d'Ascq
Date(s):	13-14-18/03/2024 ; 02/04/2024 ; 09/04/2024 ; 30/09/2025 ; 21-22-23/01/2026
Website(s) (if any):	https://www.mediel.app/blog-2/c/0/i/80382071/living-memorials-revitalize-digital-history https://www.shva.fr/index.php/living-memorials https://ogy-leverkusen.de/projekte/internationale-historische-projekte-geschichte-im-europaeischen-kontext-1/living-memorials-cerv-europaeische-erinnerungskultur
Participants	
Female:	298
Male:	247
Non-binary:	1
From country 1 [FRANCE]:	524
From country 2 [BELGIUM]:	1
From country 3 [GERMANY]:	21
...	
Total number of participants:	546
From total number of countries:	3
Description	

Provide a short description of the event and its activities.

The activities were structured around a coherent pedagogical and artistic framework combining historical transmission, civic engagement and creative expression.

Content of the activities.

The programme included lecture-debates in lower and upper secondary schools, fostering critical reflection on the historical events of 1944 and their contemporary relevance. Interdisciplinary workshops in art and history were organised at the Mémorial Ascq 1944, bringing French and German pupils in a process of remembrance and dialogue. Local history research activities complemented these exchanges, enabling students to work with archival sources and testimonies.

Objectives.

- Development of the pedagogical application (youth co-created content)
- Production of the documentary film (with student “citizen reporters”)
- Classroom deployment and pedagogical testing of the app
- Promotion and public dissemination of the app and film
- Strengthen historical knowledge, promote intercultural dialogue, encourage critical thinking, and foster active citizenship among young people.

Artistic methodology.

The workshops were grounded in the unique **MATRIX – Metaphor X** methodology, exclusively developed by Roman Kroke, who served as the project’s pedagogical and artistic director. This original conceptual framework constitutes a central and irreplaceable pillar of the project’s methodology.

MATRIX – Metaphor X provides a structured process articulating documentary research, metaphorical thinking, performative experimentation and creation. Through this distinctive methodology, participants were guided to engage both emotionally and intellectually with historical material, transforming archival research and testimonies into embodied artistic expression. Following an initial phase of direct implementation and training led by Kroke, participating teachers were progressively initiated into the methodological principles and practical tools of MATRIX – Metaphor X. They were subsequently invited to independently reproduce and adapt the methodology in subsequent workshops, ensuring both pedagogical transferability and the sustainable dissemination of this unique artistic framework within their own educational contexts.

Film production, distribution and “citizen reporter” involvement

Students were actively involved in the filming process as “citizen reporters,” conducting interviews, preparing questions, participating in the shooting process and contributing to the narrative development of the documentary. The entire cinematographic dimension of the project was conceived and led by André Bossuroy, whose pioneering work on the “citizen reporter” concept in his European projects constitutes a foundational pillar of the project itself. As a Belgian filmmaker internationally recognised for implementing this participatory methodology in his productions, he did not merely oversee the filming and interviews but ensured the conceptual coherence, pedagogical depth and artistic integrity of the documentary process. His unique expertise was instrumental in translating the educational objectives into a structured audiovisual narrative framework, making his contribution indispensable to both the design and realisation of the film. Result of the production: The television channel LMTV Sarthe broadcast the film 10 times in January 2026 for the International Holocaust Remembrance Day. The website *Toute l'Europe*, a French reference platform dedicated to explaining European Union policies, issues, and initiatives to the general public, is broadcasting the film. The local newspaper *La Voix du Nord*, named after the group of resistance fighters involved in the military convoy attack that triggered the Ascq massacre, contributed to the project’s dissemination by publishing an article on its results. This coverage helped raise public awareness of the project’s educational and artistic outcomes and reinforced the connection between local history, memory work, and community engagement.

Digital application and teacher training.

A particularly significant outcome of the project was the organisation of structured training workshops for approximately 70 future teachers at the INSPE (Institut National Supérieur du Professorat et de l’Éducation). These sessions went beyond a simple technical presentation of the application. They provided in-depth pedagogical training on how to integrate the digital tool into classroom practice, particularly in history and civic education, while linking it to inquiry-based learning, critical source analysis and memory studies.

Stakeholders mobilised

Sustained pedagogical collaboration was established with the team of the *Mémorial Ascq 1944* in Villeneuve-d'Ascq, working closely with the project partners during the facilitation of interdisciplinary historical and artistic workshops on site. Managed by the city, the memorial serves as a key platform for the project's long-term sustainability, having implemented the methodology on site and now offering both the educational app and the documentary film as new tools for visitors. This integration ensures that the project's pedagogical and artistic approaches continue to reach a wider audience beyond the immediate classroom setting.

Results and impact

- Creation of a mobile application (App Store, Play Store, PWA) for a remembrance project using an artistic methodology
- Media broadcasting via thematic French television (LMTV Sarthe)
- Strengthening of historical knowledge and critical source analysis
- Promotion of intercultural dialogue and European consciousness
- Reinforcement of active citizenship and youth empowerment
- Transformation of students into authors and transmitters of memory

Over 2 years, the project established a replicable model of participatory remembrance education. Students developed strengthened historical understanding, media literacy, intercultural awareness, and civic engagement skills. The transnational co-construction of artistic works further consolidated the European dimension of remembrance.

HISTORY OF CHANGES		
VERSION	PUBLICATION DATE	CHANGE
1.0	01.04.2022	Initial version (new MFF).
2.0	11.03.2026	Updated data: Work Package name and participant informations.

EVENT DESCRIPTION SHEET

PROJECT	
Participant:	2 – Opladener Geschichtsverein von 1979 e.V. Leverkusen (OGV)
PIC number:	920903354
Project name and acronym:	LIVING MEMORIALS: {Re}vitalize digital history! — LMDH

EVENT DESCRIPTION	
Event number:	3
Event name:	ACTIVITIES in LEVERKUSEN
Type:	Interdisciplinary artistic workshops held at the Mémorial BAYER site, along with debates conducted in lower and upper secondary schools; local history research activities; film production and post-production, followed by public screenings including television broadcasting; and development of content for the German version of the application.
In situ/online:	in-situ
Location:	Germany, Leverkusen
Date(s):	11-12/03/2024 ; 4/12/2024 ; 29-30/01/2025 ; 09-10-11/05/2025 ; 15/12/2025 ; 20/02/2026
Website(s) (if any):	https://www.mediel.app/blog-2/c/0/i/80382071/living-memorials-revitalize-digital-history https://www.shva.fr/index.php/living-memorials https://ogv-leverkusen.de/projekte/internationale-historische-projekte-geschichte-im-europaeischen-kontext-1/living-memorials-cerv-europaeische-erinnerungskultur
Participants	
Female:	105
Male:	108
Non-binary:	0
From country 1 [FRANCE]:	21
From country 2 [BELGIUM]:	54
From country 3 [GERMANY]:	135
From country 5 [POLAND]:	2
From country 5 [FINLAND]:	1
Total number of participants:	213
From total number of countries:	5

Description

Provide a short description of the event and its activities.

The activities in Germany were structured around a coherent pedagogical and artistic framework, combining historical transmission, civic engagement, and creative expression.

Content of the activities.

Interdisciplinary workshops in art and history were organised at the Bayer Memorial, inaugurated in 2023, bringing together German, Belgian, and French pupils in a process of transnational remembrance and dialogue. Additional sessions took place at the Manfort Cemetery, a memorial site historically connected to the Bayer Memorial, reinforcing the local anchoring of historical research and commemorative practices. Local and national history research activities conducted at the *Haus der Geschichte der Bundesrepublik Deutschland* (House of the History of the Federal Republic of Germany) in Bonn complemented these exchanges, enabling students to work directly with archival sources, historical collections, and testimonies in a major museum of contemporary German history.

Objectives.

- Development of the pedagogical application (youth co-created content)
- Production of the documentary film (with student “citizen reporters”)
- Classroom deployment and pedagogical testing of the app
- Promotion and public dissemination of the app and film
- Strengthen historical knowledge, promote intercultural dialogue, encourage critical thinking, and foster active citizenship among young people.

Artistic methodology.

The workshops were grounded in the unique MATRIX – Metaphor X methodology, exclusively developed by Roman Kroke, who served as the project’s pedagogical and artistic director. This original conceptual framework constitutes a central and irreplaceable pillar of the project’s methodology.

Far from being a generic artistic approach, MATRIX – Metaphor X provides a structured process articulating documentary research, metaphorical thinking, performative experimentation, and creation. Through this distinctive methodology, participants were guided to engage both emotionally and intellectually with historical material, transforming archival research and testimonies into embodied artistic expression. Following an initial phase of direct implementation and training led by Kroke, participating teachers were progressively initiated into the methodological principles and practical tools of MATRIX – Metaphor X. They were subsequently invited to independently reproduce and adapt the methodology in subsequent workshops, ensuring both pedagogical transferability and the sustainable dissemination of this unique artistic framework within their own educational contexts.

Film production, distribution and “citizen reporter” involvement

Pupils were actively involved in the filming process as “citizen reporters,” conducting interviews, preparing questions, participating in the shooting process, and contributing to the narrative development of the documentary. The entire cinematographic dimension of the project was conceived and led by André Bossuroy, whose pioneering work on the “citizen reporter” concept in his European projects constitutes a foundational pillar of the project itself. As a filmmaker recognised for implementing this participatory methodology, he ensured the conceptual coherence, pedagogical depth, and artistic integrity of the documentary process. His unique expertise was instrumental in translating the educational objectives into a structured audiovisual narrative framework. The completed documentary was disseminated with broadcasting rights granted free of charge to the thematic television channel Bibel TV, ensuring broad public accessibility and reinforcing the project’s European dimension.

Digital application and teacher training.

In parallel, content for the German-language version of the educational application was developed. Structured training workshops on the pedagogical use of the app were delivered to teachers of the Lise-Meitner-Gymnasium and members of OGV. These sessions went beyond technical guidance, providing in-depth pedagogical training on integrating the digital tool into classroom practice, particularly in history and civic education, and linking it to inquiry-based learning, critical source analysis, and memory studies. By equipping them with both methodological frameworks and practical digital competencies, the project laid the foundation for long-term dissemination of the app and its

associated pedagogical principles within German schools, demonstrating structured integration into teacher training pathways and consolidating its lasting educational impact.

Stakeholders mobilised

A close collaboration was established with the *Hans and Berthold Finkelstein Foundation (Hans-und-Berthold-Finkelstein-Stiftung)*, and its director Annemarie Hühbe-Ramm, in preparing historical source materials for students. Through this partnership, members of Mediel and OGV were granted access to the historical archives of **Bayer** (successor of *I.G. Farben*) and to the expertise of archivist **Rüdiger Borstel**, who dedicated his life to preserving these invaluable records for memory work.

The German educational resource magazine *LaG (Landesarbeitsgemeinschaft der Lehrerfortbildung)* is engaged as a key dissemination partner, highlighting the project’s pedagogical and artistic methodology. This publication allowed the project to reach a professional audience of teachers, educators, artists, and researchers across Germany, with over 5,000 regular subscribers. By presenting the methodology, classroom implementation, and benefits of the app, the article positioned the project as a reference model for memory work, supporting other educators in adopting innovative, youth-centered, and interdisciplinary approaches.

Results and impact

- Creation of a mobile application (App Store, Play Store, PWA) for a remembrance project using an artistic methodology
- Media broadcasting via thematic German television (BibelTV)
- Strengthening of historical knowledge and critical source analysis
- Promotion of intercultural dialogue and European consciousness
- Reinforcement of active citizenship and youth empowerment
- Transformation of students into authors and transmitters of memory

Over 2 years, the project established a replicable model of participatory remembrance education. Students developed strengthened historical understanding, media literacy, intercultural awareness, and civic engagement skills. The transnational co-construction of artistic works further consolidated the European dimension of remembrance.

HISTORY OF CHANGES		
VERSION	PUBLICATION DATE	CHANGE
1.0	01.04.2022	Initial version (new MFF).
2.0	11.03.2026	Updated data: Work Package name and participant informations.

EVENT DESCRIPTION SHEET

PROJECT	
Participant:	1 – MEDIEL (MEDIEL)
PIC number:	9387700463
Project name and acronym:	LIVING MEMORIALS: {Re}vitalize digital history! — LMDH

EVENT DESCRIPTION	
Event number:	4
Event name:	ACTIVITIES in BELGIUM
Type:	Interdisciplinary artistic workshops and exhibition-debates; research activities on local and family history; film production and post-production, including students' participation in the recording of radio and television programmes, as well as the production of podcasts, press articles and creation of a poetry collection; radio and television broadcasting on RTBF; development of content for the English-language version of the educational application; awareness-raising and involvement of educational institutional structures.
In situ/online:	in-situ
Location:	Belgium : Namur, Orp-Jauche, Charleroi, Wavre, Molenbeek
Date(s):	09/04/2024 ; 26/04/2024 ; 13 au 17/05/2024 ; 25-26/05/2024 ; 01/04/2025 ; 12 au 16/05/2025 ; 29/05/2025 ; 15/01/2026
Website(s) (if any):	https://www.mediell.app/blog-2/c/0/i/80382071/living-memorials-revitalize-digital-history https://www.shva.fr/index.php/living-memorials https://ogv-leverkusen.de/projekte/internationale-historische-projekte-geschichte-im-europaeischen-kontext-1/living-memorials-cerv-europaeische-erinnerungskultur
Participants	
Female:	187
Male:	162
Non-binary:	0
From country 1 [FRANCE]:	5
From country 2 [BELGIUM]:	319
From country 3 [GERMANY]:	25
Total number of participants:	349
From total number of countries:	3
Description	

Provide a short description of the event and its activities.

The activities implemented in Belgium were structured within a coherent pedagogical, artistic, and civic framework. Over three successive academic years, the project mobilised pupils and teachers, ensuring both continuity and progressive deepening of the educational impact.

Content of the activities

Interdisciplinary artistic and historical workshops were organised directly within classrooms, based on a transversal approach involving in school IATA (Namur) teachers from six different subjects: art, history, French, religion, English, and mathematics. This transversal cooperation ensured that remembrance education was not confined to a single discipline but embedded across the curriculum.

The activities were implemented in accordance with the principles of the *Parcours d'Éducation Culturelle et Artistique (PECA)* in the Fédération Wallonie-Bruxelles, guaranteeing institutional alignment with regional educational priorities and reinforcing the structural integration of the project into school programmes.

Students engaged in archival research, analysis of testimonies, artistic creation, and collective reflection. Pedagogical materials gathered by pupils from memorial sites in France and Germany were exchanged between Belgian, French and German schools. This transnational circulation of sources enabled pupils to co-construct artistic works that later became the core content of the project's digital educational application. The collaborative dimension strengthened the European scope of remembrance while fostering shared ownership of historical narratives.

Objectives

- Development of the pedagogical application (youth co-created content)
- Production of the documentary film (with student "citizen reporters")
- Classroom deployment and pedagogical testing of the app
- Promotion and public dissemination of the app and film

A key ambition was to shift young participants from passive recipients of historical knowledge to active transmitters of memory.

Artistic and pedagogical methodology

The workshops were grounded in an interdisciplinary and participatory methodology combining documentary research, artistic experimentation, and media production. The transversal structure of the teaching teams ensured that each stage of the creative process—research, conceptualisation, production, and dissemination—was analysed through multiple disciplinary lenses. Particular attention was paid to reflexivity: students documented their own creative processes and reflected on how historical material was transformed into artistic expression. This meta-pedagogical dimension became a central component of the digital application, where pupils themselves explain their démarche to other young users. The result is an innovative digital tool in which young people address their peers directly—an exceptional pedagogical strength, as it complements teachers' guidance with youth-to-youth transmission.

Film production, distribution and "citizen reporter" involvement

Pupils actively contributed to the audiovisual dimension of the project by assuming the role of "citizen reporters," directly engaging in interviews, research preparation, and contributions to the documentary's narrative structure. This participatory approach was conceived and structured under the leadership of Belgian filmmaker André Bossuroy, whose development of the "citizen reporter" concept in his European projects constitutes a foundational pillar of the project. His unique expertise ensured the methodological coherence, narrative depth, and pedagogical integrity of the audiovisual process, transforming pupils participation into a structured and meaningful framework for civic and historical engagement.

They engaged directly with mainstream media dissemination: pupils and teachers participated in the recording of a 30-minute radio programme and two 30-minute television programmes (the first at the

beginning of the project and the second at its conclusion), broadcast on La Une RTBF, the leading French-speaking public broadcaster in Belgium.

In addition, they produced podcasts, wrote press articles and created a poetry book, thereby expanding the outreach of the project beyond the school environment to peers, parents and the wider public. This strong media visibility significantly reinforced the civic dimension of the initiative, positioning students not only as learners but as public actors contributing to democratic dialogue on memory.

The documentary achieved significant European broadcast visibility through thematic television channels and streaming platforms, including the production of adapted language versions in Italian and Czech to enhance accessibility and outreach.

- **Italy:** Broadcast on Play2000, the streaming platform of TV2000, dedicated to value-based documentary content. An Italian-language version of the film was produced for this dissemination.
- **Czech Republic:** Broadcast by Telepace, accompanied by the production of a Czech-language version.

Digital application and youth-generated content

A distinctive feature of the activities lies in the co-creation of the educational application, developed in coherence with the unique **MATRIX – Metaphor X** methodology conceived and exclusively developed by the project's pedagogical and artistic director, Roman Kroke. This original conceptual framework—articulating documentary research, metaphorical thinking, performative experimentation, and collective creation—structured the entire creative process. Within this methodological approach, students developed part of the application's content themselves, explaining the research steps, artistic choices, and interpretative processes underlying their works. The artistic productions resulting from transnational exchanges form the backbone of the application's pedagogical resources. This participatory digital architecture constitutes a major innovative outcome: rather than relying exclusively on adult-designed educational content, the application integrates youth-generated narratives grounded in the MATRIX – Metaphor X process, making it particularly engaging and relatable for future student users. For teachers, it represents a powerful complementary tool that strengthens peer identification, supports methodological transferability, and enhances classroom impact.

Stakeholders mobilised

- The PECA Department of the Secrétariat Général de l'Enseignement Catholique (SeGEC), an education network in the Fédération Wallonie-Bruxelles. Representatives of this department visited the project on site and contributed an interview to the documentary film, highlighting the pedagogical relevance of the artistic methodology for teachers and its alignment with the objectives of the *Parcours d'Éducation Culturelle et Artistique (PECA)*.
- Workshop with 60 secondary school principals from the SeGEC network, led by Roman Kroke and André Bossuroy, on the project's artistic and filmic methodology, for the Pastoral Service of Catholic Education (SeGEC) in the Diocese of Province Hainaut —another initiative demonstrating the project's structural impact at the institutional level, in continuity with its engagement with SeGEC.
- Partner schools in France and Germany participating in pedagogical material exchanges;
- Media professionals from RTBF;
- Families were actively involved in the project through an intergenerational research process in which students collected personal and family narratives related to the Second World War and integrated these testimonies into their historical and artistic work. Pupils were invited to gather and transmit stories from relatives who had experienced or inherited memories of the period, thereby anchoring the educational process in lived family histories. At the conclusion of the activities, parents were invited to attend classroom presentations of the final results and to engage in discussions and debates about their children's work, reinforcing dialogue between school, family, and collective memory.

Results and impact

- Integration within the PECA framework – Fédération Wallonie-Bruxelles
- Multidisciplinary implementation (art, history, French, religion, English, mathematics)

- Creation of a mobile application (App Store, Play Store, PWA) for a remembrance project using an artistic methodology
- Media broadcasting via RTBF (radio, TV programmes)
- Production of podcasts, press articles, poetry book and public presentations
- Strengthening of historical knowledge and critical source analysis
- Promotion of intercultural dialogue and European consciousness
- Development of transversal competencies
- Reinforcement of active citizenship and youth empowerment
- Transformation of students into authors and transmitters of memory

Over 2 years, the project reinforced teachers' interdisciplinary collaboration, and established a replicable model of participatory remembrance education.

Students developed strengthened historical understanding, media literacy, intercultural awareness, and civic engagement skills. By addressing their peers and the public directly, they experienced concrete forms of democratic participation. The transnational co-construction of artistic works further consolidated the European dimension of remembrance.

The Belgian strand thus demonstrates how remembrance education, when embedded in transversal pedagogy, artistic co-creation, and youth-led dissemination, can generate lasting educational, civic, and societal impact in line with the priorities of the CERV Remembrance programme.

HISTORY OF CHANGES

VERSION	PUBLICATION DATE	CHANGE
1.0	01.04.2022	Initial version (new MFF).
2.0	11.03.2026	Updated data: Work Package name and participant informations.