

Project Design

Project structure

The overall project will consist of seven research subprojects, that each cover a specific (set of) famine(s), or a particular dimension of famines included in the projects' research questions.

- **Subproject 1** will be carried out by postdoc Ingrid de Zwarte, who is fluent in Russian and German, and analyses discourses of victim/perpetrator and solidarity in three heritage traditions in curricula, commemorations and museum exhibitions centred on conflict between two nations: 1) Ukraine and Russia (Holodomor); 2) Russia and Germany (Leningrad Blockade); 3) the Netherlands and Germany (Hunger Winter).
- **Subproject 2** will be conducted by Lotte Jensen and will focus on the potato famine in Flanders and the Netherlands in the 1840s. This subproject will examine how media in the past engaged with and politicised these Dutch and Flemish famine legacies as a form of 'informal education', against the wider background of famine on continental Europe during this period. She will also investigate the role played by these famines in curricula and museums today.
- **Subproject 3** will be carried out by Margu rite Corporaal and researches the role of Ireland's Great Famine (1845–50) in curricula, educational activities in museums and surrounding commemorative practices in the Northern-American Irish diaspora.
- **Subproject 4** will be conducted by PhD student Charley Boerman (M4-52), who has a background in (art) history, cultural, literary or museum studies. He/She will be appointed to investigate the musealisation of famines in Finland, Ukraine, Greece and their North-American diasporas.
- **Subproject 5** will be researched by PhD student 2 (M4-52), who trained as a historian, cultural or literary scholar, and has a proficiency in German. He/She will examine the role of war-related and postwar German famines in curricula, commemorative practices and museums.
- **Subproject 6** will be conducted by postdoc 2 (M4-52) who is a historian, cultural or literary scholar. He/She will investigate the Irish Famine in curricula and heritage practices in Ireland, the United Kingdom, and elsewhere in Europe.
- **Subproject 7** will be conducted by postdoc 3 (M4-52), a historian or famine scholar fluent in Spanish, who will investigate the past and present



mediations of the *años del hambre* (1940–41) in Spain in curricula, museums, commemorations and the media.

Workplan

The 7 subprojects are integrated into the following Work Packages (**WPs**):

- **WP1** concerns **Famines and Emigration**. It researches the role of famine diasporas in educational practices in formal and informal education, as well as ways in which diaspora communities give shape to European famine pasts in educational practices in the past and today (related to **RQ 1, 2, 3**). **Subprojects 3, 4, 6** contribute to this WP1.
- **WP2** is entitled **Famines, War and Conflict** and investigates past and present educational practices surrounding European famines caused by war, oppression and conflict (**RQ 1, 2**). **Subprojects 1, 4, 5, 7** will contribute research results to this WP.
- **WP3**, called **Famines and Disaster**, explores the educational practices in schools, museums and surrounding commemorations in relation to European famines caused by ecological crisis (**RQ 1, 2**). **Subprojects 2, 4, 6** will deliver research results to and collaborate in this WP.

The fact that the project researchers will work closely together in the WPs 1-3 and that these WPs are each monitored by one of the project's applicants, guarantees the project's **internal cohesion** and successful collaboration.

- **WP4** researches **RQ 4 and 5** and will be led by project leader Marguérite Corporaal. It further consists of the two co-applicants (leaders of WP2-3), plus postdoc 2 and 3. Its aim is to synthesise the research results of WP1-3, and thus create a knowledge basis that results in a scientific report. This report will form the basis of scientific articles. More importantly, it will also form the foundation of the educational resources and MOOC, as well as the set of recommendations targeted at educators and policy makers that **WP 5**, led by De Zwarte and further consisting of Corporaal and Jensen, will develop.
- **WP5** is carried out in cooperation with the co-financing and collaboration partners and focuses on **RQ 4 and 5**. During **M36-48**, the **two other postdocs** will also be involved in WP5. The MOOC and educational resources will be available in various languages: the original language of the source material, English, Dutch, German, Spanish, Finnish, Greek, Ukrainian, Russian. The linguistic diversity of the three applicants (Dutch, Danish, English, German, Spanish, Russian) will be helpful in realising this, as will be

aid given by co-financing and collaboration partners in Finland, Spain, Greece, Ukraine, Canada. Furthermore, the budget has reserved a sum for translation costs.

- **WP6**, led by Jensen, will then logically follow up on the activities of WP5 by coordinating the process of implementation and dissemination of the output developed in WP5. This **WP6** will also coordinate and assess the pilot implementation and develop communication strategies for recruiting end-users beyond the duration of the project.

The activities of the WPs will logically flow into one another. The tasks that these WPs carry out can be divided over 5 work stages as follows:

- **Stage 1 (M0–6): From theoretical framework to tools**

The consortium will establish a set of **interdisciplinary methodologies**, derived from memory, identity, famine, education, heritage, and gender studies, that forms the basis of comparative research to be conducted in stage 2.

- **Stage 2 (M6–52): From tools to findings**

The consortium will conduct comparative, transnational **research of educational practices** in formal education, the heritage sector and surrounding commemorations. This research consists of archival research and fieldwork, analyses of classroom, commemorations, and museum practices, and interviews with educators and curators, in line with European privacy data laws. The consortium will **exchange research data and theoretical frameworks** during one expert meeting per WP1-3 (three in total), with members of the Steering Committee and Advisory Board, to result in: one joint article by the participants of each WP (1-3) and a peer-reviewed, open access journal issue of eight to ten articles.

- **Stage 3 (M24–48): From research results to knowledge base**

The consortium develops a **knowledge base** on the interactions between memory, (re)interpretations of the past, educational and heritage practices and community formation, to result in **seven articles (three scientific, two professional, two popular)**. It will also host an international conference with scientists and educators as participants. The knowledge base forms the basis of the **educational resources and recommendations**, in stage 4 and 5.

- **Stage 4 (M36–60): From knowledge base to application**

The consortium will work with museum staff, using the communication fora of, among others, HREC Toronto and EuroClio, and pilot events hosted by, among others, Resistance Museum, Nerve, IHT, and HREC Kyiv. The project's ideas will be tested through dialogues with teachers; this is done in the process of developing concrete output

– the **MOOC and the repository**. Based on results from the knowledge base and results of piloting the MOOC and repository, the project develops policy recommendations for educating famine pasts.

- **Stage 5 (M48-60): From implementation to impact**

The consortium will pilot the MOOC and repository and participate in public events to **disseminate** its research results. Strategies for further dissemination beyond the duration of the project will be developed. The consortium will host an international event in Toronto to demonstrate its project output to potential stakeholders: policy makers, teachers, staff in the heritage industry, and organisations concerned with education, social inequality and migration.

The activities of the WPs will logically flow into one another, as the PERT chart on the next pages shows:

Timeline, Milestones and Output (PERT Chart)

The below chart provides a timeline of the project. Milestones have been marked in red as **M**.

Year	2019-20	2020-21	2021-22	2022-23	2023-24
WP1					
Task 1.1: Management					
Task 1.2: Appointment of team members (M1)	M				
Task 1.3: Package meetings, AB meetings 1 & 2					
Task 1.4: Material collection for MOOC/repository					
Task 1.5: Dissertation, papers, articles					
Task 1.6: Organisation of expert meeting					
Task 1.7: Public events					
WP2					
Task 2.1: Organisation project kick-off meeting (M2)	M				
Task 2.2: Management					
Task 2.3: Package meetings, SC meetings 1 & 3					
Task 2.4: Material collection for MOOC/repository					
Task 2.5: Dissertation, papers, articles					
Task 2.6: Organisation of expert meeting					
Task 2.7: Public events					
WP3					
Task 3.1: Management					
Task 3.2: Package meetings, SC meetings 2 & 4					
Task 3.3: Material collection for MOOC/repository					
Task 3.4: Dissertation, papers, articles					
Task 3.5: Organisation of expert meeting					
Task 3.6: Public events					
WP4					
Task 4.1: Management					
Task 4.2: Package meeting					
Task 4.3: Knowledge base + report (M3)				M	
Task 4.4: Demonstration base +conference (M4)					M
Task 4.5: Producing 7 articles					
WP5					
Task 5.1: Management					
Task 5.2: Package meetings					
Task 5.3: Development of repository (M5)				M	
Task 5.4: Creation of MOOC (M6)				M	
Task 5.5: Creation of recommendations (M7)					M
Task 5.6: Revision of the repository + MOOC					
WP6					
Task 6.1: Management, package +AB/SC meeting					
Task 6.2: Coordination of pilot implementation					
Task 6.3: Planning public events and workshops					
Task 6.4. Evaluating pilot implementation (M8)					M
Task 6.5: Writing dissemination plan					
Task 6.6: Organisation of final conference (M9)					M

		Number	Expected year of publication
Academic output			
✓	Articles in refereed journals	22	M12-50 (2020-23)
x	Articles in non-refereed journals	0	-
x	Books	0	-
x	Book chapters	0	-
✓	Dissertation	2	M48 (2023)
✓	Conference papers	21	M10-50 (2020-23)
✓	Data (see also section 5) (knowledge base)	1	M40 (2022)
✓	Other scientific output (specify): conferences and expert meetings	5	M12-56 (2020-24)
Output related to knowledge exchange, impact and utilisation			
✓	Professional publications	9	M24-48 (2021-23)
✓	Publications aimed at general public	22	M12-60 (2020-24)
✓	Demonstration, knowledge base	1	M48 (2023)
x	Protectable Intellectual Property	0	-
✓	Open source technologies: Educational, open access resources and a MOOC, targeted at educators, in formal and informal education	2	M48 (2023)
✓	Other output: Set of open access recommendations, aimed at policymakers and educators	1	M60 (2024)
✓	Other output: public debates, workshops lectures on the site of museums, commemorations, heritage institutes, platforms for educators (e.g. EUROCLIO)	25	M4-60 (2019-24)