

## House of art and culture, freedom and friendship

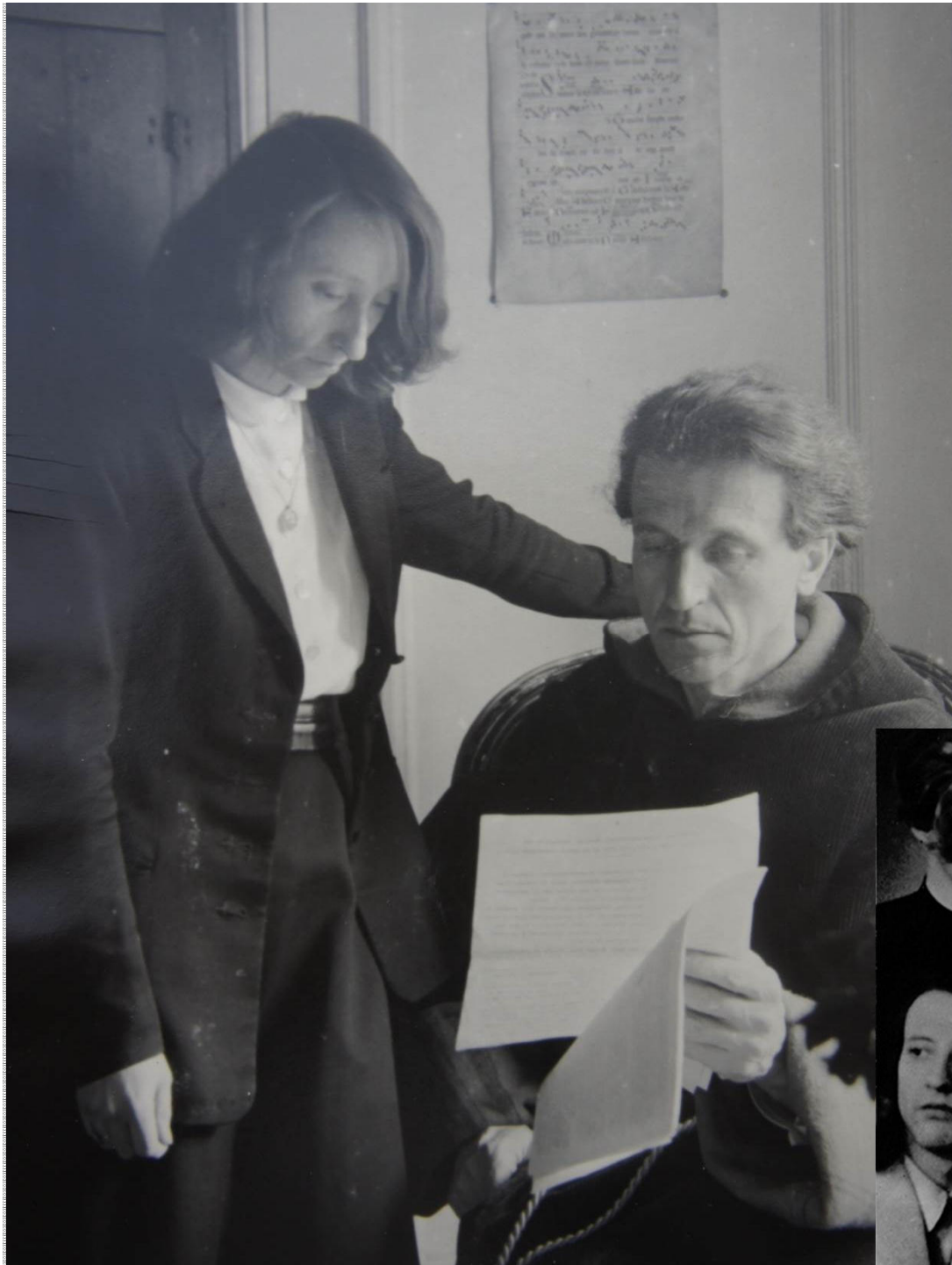
## House of art and culture, freedom and friendship





Castrum Peregrini was a WWII safehouse





Driven by her believe in art and friendship artist **Gisèle van Waterschoot van der Gracht (1912 – 2013)** helped young intellectuals and artists survive the war by offering them refuge in her house.







**Many parts of this canal house remain unchanged, making its history tangible.** An old pianola that served as a hiding space, shelves full of poetry books, the original furniture and Gisèle's countless collections tell a rich story of the entire twentieth century.

On this historic background, Castrum Peregrini has developed into a lively place that offers **debates, publications, exhibitions and European projects.**







This DNA makes Castrum Peregrini, the House of Gisèle, a unique place, combining an inspiring past with pressing social issues.

**Castrum Peregrini has an unequivocal belief in a society where nobody is excluded and that embraces diversity and equality as conditions for progress.**

TOGETHERNESS  
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# European School of Difference (ESD)

Merging theory and practice-based learning towards a more inclusive society


## Background

Over three years, a group of 20 leading European intellectuals and activists have been engaged in profound discussions about how to (re)create the missing sense of “togetherness” among Europe’s citizens and their manifold communities.

How to foster a new and open context in which humanistic, universal and progressive values could be strengthened to address and confront the dangers of our time?





A photograph of three people sitting at a table in a restaurant. On the left, a woman with dark hair is seen from the side. In the center, a man with a shaved head and a dark shirt is looking towards the right. On the right, an older man with a bald head and a grey jacket is looking towards the center. They are seated at a table with a white tablecloth. A glass of beer is visible on the table. The background shows a wall with a patterned border.

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**1 September first year – 31 August third year**

## Partners

1. Castrum Peregrini, Amsterdam, NL
2. Bruno Kreisky Forum, Vienna, AT
3. Centre for Liberal Strategies, Sofia, BG
4. Aalto University, Helsinki, FI
5. Central European University, HU
6. Ecole pratique des Hautes Etudes, Paris-Sorbonne, FR
7. The University of Calabria, IT
8. Three Cultures Foundation, Seville, ES
9. Runnymede Trust, London, UK
10. Synnecta, Cologne, DE



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## Main objectives

**Bottom-up AND top-down**

**Theory AND Practice**

**Academia AND civil society**

**To develop, test and implement a cross-disciplinary, intensive higher education course** about togetherness and belonging with modules blending online with face-to-face learning, combined with a placement in a local NGO or third sector organisation.

To contribute to a **Europe-wide debate about togetherness and belonging, bringing together academia and third sector organisations in 3 Peer Exchange Platform (PEP) conferences in Sofia (first year), London (second year) and Budapest (third year).**



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## ESD partners

- strongly believe in the potential of diverse and inclusive European societies that **embrace a positive vision of migration and multiculturalism**
- are alarmed and **worried by the recent developments in Europe** of euro-scepticism, populism and polarisation.
- **from all regions of Europe, as well as from different domains such as higher education, research, civil society, culture and enterprise**, are convinced that new types of action are urgently required to address the missing sense of belonging and togetherness in Europe.
- have jointly developed a project whose **ambition is to contribute to an effective process of change towards** a more inclusive society through an innovative educational initiative.
- Want to merge theory and practice about togetherness and belonging **into a unique learning, teaching and exchange platform** with the great potential of multiplying the initiative across Europe.





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These objectives will be pursued in three project phases

## **1. Building Internal Capacity/Tapping into European Resources**

Mapping existing research, publications and resources about togetherness and belonging as well as initiatives and examples of inspiring practice on a community level. Developing the intensive course programme built on a set of ESD Competences of Living with the Other. The course syllabus Book of Difference will feature originally authored essays and will be published online.

## **2. Testing and Optimizing Means and Impact**

The ESD course modules will be piloted with 30 students in Paris in April and May second year. The evaluation of the pilot by an external evaluator, including recommendations for the final programme.

## **3. Accelerating Transnational Implementation/Investing in Multiplying Results across Europe**

The final ESD programme will be implemented as a joint programme of the 4 universities in partnership with the other project partners. In this phase 130 students are expected to graduate from the course. A sustainability plan will ensure the broad implementation of the course in other European countries. A roadmap document will target policymakers with feasible steps leading towards a stronger sense of belonging and togetherness in Europe.



The background of the slide is a textured, light-colored wall. Several red strings are hanging from the top, each with a key attached. One key is visible on the left, and another is visible in the center, partially obscured by the text. The overall aesthetic is rustic and artistic.

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## Project Target groups

**Students, researchers, teachers, activists, community workers and other professionals from the third sector as well as opinion leaders and policymakers form the key targeted groups.**

Through the practice-oriented placement module of the course, mandatory for all ESD students, the project also reaches out to marginalised communities in Europe.

## Advisory board

Will engage in key project activities adding the quality aspect of independent peer-review to the educational materials and publications.

**These experts act as ambassadors for the project and enhance the impact of the project activities and outcomes in education, civil society, public opinion and national and European policy.**



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Impact: empowerment of organisations and individuals

**ESD graduates will acquire competences enabling them to become effective change makers for more inclusive societies and to qualify for employment in challenging multicultural contexts.**

Through the partnerships with third sector organisations, universities will make their curricula more relevant to current societal challenges.

Opinion leaders and policy-makers will be able to tap into a pool of knowledge and expertise.

All partners will benefit from sustained transnational exchange in real partnerships that will enhance their services and accelerate their success.



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