

CULTUUR&CAMPUS PUTSELAAN
Six redesigned courses for on-site delivery
DELIVERABLE D3.1



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Acronyms and definitions

Acronym	Meaning
<i>AWC</i>	<i>Afrikaanderwijk Coöperatie</i>
<i>BUZ</i>	<i>Stichting Buzinezzclub Foundation</i>
<i>C&CP</i>	<i>Cultuur&Campus Putselaan</i>
<i>CA</i>	<i>Consortium Agreement</i>
<i>COD</i>	<i>Stichting Codarts voor de Kunsten</i>
<i>EC</i>	<i>European Commission</i>
<i>ELIA</i>	<i>European League of Institutes in the Arts</i>
<i>ESHCC</i>	<i>Erasmus School of History, Culture and Communication</i>
<i>EUR</i>	<i>Erasmus University Rotterdam</i>
<i>HR</i>	<i>Stichting Hogeschool Rotterdam</i>
<i>ICLEI</i>	<i>ICLEI - Local Governments for Sustainability</i>
<i>RDAM</i>	<i>Gemeente Rotterdam</i>
<i>TU Delft</i>	<i>Technische Universiteit Delft</i>
<i>WDKA</i>	<i>Willem de Kooning Academy Rotterdam</i>
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Table 1: Revisions

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2 Abstract

Deliverable 3.1 provides an overview of how the educational institutes within the Cultuur&Campus Putselaan consortium are changing and adapting existing educational programmes and courses to connect to the New European Bauhaus mission and vision and introduce and engage students in the cultural movement towards a more beautiful, sustainable, and inclusive way of living. In this document, we provide details of the courses that have been transformed and in what way, offering insights into the possibilities for NEB-inspired Bachelor and Masters' education that is transformative and impactful. The transformed courses range in disciplines from social science research methods workshops, creative and artistic practices, to architecture and planning, reflecting the range of expertise and fields in the C&CP Consortium.

3 About the Cultuur&Campus Putselaan Project

Cultuur&Campus Putselaan (C&CP) pilots a new approach to city making through education, research, policy and culture at the heart of Rotterdam South. The C&CP will be located on the Putselaan. In our approach, we facilitate the coming together of different types of knowledge - theoretical, practical, from the arts and sciences - with the lived experiences of citizens. We do so in three ways.

First, by co-creating a vibrant site of encounter, dialogue and shared learning. The C&CP will be housed in a historical building, the refurbishment of which unites a sustainable re-design vision of students of bachelor of architectural engineering and built environment, with the wishes and needs of local stakeholders, in a part of town where education and cultural institutions are scarce. This will be a hub for students, residents, social enterprise start-ups, lecturers and researchers – a place for learning, studying, community, art and culture. C&CP will connect to existing initiatives and spaces, while also providing a unique hub for higher education in the area.

Second, we will facilitate empowering the co-design of impact-oriented learning curricula that can make the area more sustainable, inclusive, and enriching. From sustainable crafts and repair workshops open to all, to lifelong learning formats and Master level courses, we will test innovative didactic approaches geared towards activating and inspiring citizens, students, and lecturers in shaping a better future for Rotterdam South.

Third, we will ground our approach to research in participatory research and citizen science, that empowers residents to take part in the processes that shape their city and delivers a sound understanding of the area, its challenges and opportunities, based on shared ownership.

Evaluating our experience, we will identify the most effective strategies for delivering territorial transformations that build on situated knowledge of an area and where the vision is shaped and implemented through multi-stakeholder and multi-level collaborations. The evaluation and lessons learned will be reported on in context of work package 7 on Future Plans and Replicability, which prepares for the transition and upscaling of the C&CP project to the Cultuur&Campus Doklaan and the replication of this project elsewhere in Europe, including replication of its learning and programming formats, and provides policy recommendations on the project learning.

Consortium

- Erasmus University Rotterdam (EUR), Erasmus School of History, Culture and Communication (ESHCC)
- Willem de Kooning Academy Rotterdam (WDKA)
- Hogeschool Rotterdam (HR, Affiliate of WDKA)
- Codarts University for the Arts (COD)
- Hogeschool Rotterdam (HR)

- Afrikaanderwijk Coöperatie (AWC)
- Municipality of Rotterdam (RDAM)
- Buzinezzclub
- European League of Institutes of the Arts (ELIA)
- ICLEI – Local Governments for Sustainability (ICLEI)

4 Introduction

The goal of this deliverable is to redesign existing courses in city making and sustainability transitions according to the values and principles of the New European Bauhaus and prepare for delivery on site at the Putselaan. In redesigning education in alignment with the NEB and the project, it is also the intention of the partners to engage students at all participating educational institutions in the co-design, development and implementation of the project.

5 NEBifying education at Cultuur&Campus Putselaan

5.1 Introduction

The New European Bauhaus is an initiative that connects diverse domains of science and practice to imagine a more sustainable, beautiful and inclusive future for all. At its heart lies the idea that the transformations our societies need to undergo in order to turn such imagination into reality require a cultural movement in which the barriers between the arts, culture, science and technology are broken down, allowing for synergies and cross-pollination.

Education, skills development and learning activities have an important role to play in these processes, on a number of levels. First, learning that is anchored in and helps diffuse the three interrelated goals of sustainability, aesthetics, and inclusion can strengthen mindset and thinking shifts, challenging persisting systems and paradigms. Second, learning can stimulate critical thinking and collaborative practices, navigating complexity with a solution-oriented approach. Thirdly, hands-on, experiential forms of learning engage reflective observation and active experimentation in ways that can strengthen the ties between educational trajectories and societal transformations.

At the heart of the C&CP are four educational institutions: the Erasmus University Rotterdam (EUR), the Willem de Kooning Academie (WDKA), Codarts (COD), and Hogeschool Rotterdam (HR). Unified by their co-location in the city of Rotterdam and their ambitions to be civic educational institutions, where addressing key societal challenges has become central to their missions and visions. This translates into curricular changes that integrate civic engagement and the Sustainable Development Goals and responds to the changing needs of the city. As a result, our activities in the field of Education and Learning consider both formal education as it is embedded in the curricula of the different schools, as well as informal learning that happens outside of the classroom in collaborative practice and interaction and engages with the changing role of education institutes in the city.

5.2 Overview of “NEBified” education

The C&CP seeks to transform at least six existing courses, adapting them to the New European Bauhaus values and seeking connections with the site on the Putselaan more specifically. At the start of the project, all education institutes sought to inventorize existing courses that would lend themselves to an active engagement with the C&CP pilot, and also benefit from a closer alignment with the values of sustainability, aesthetics, and inclusion. As a result, all educational institutes in the consortium have explored opportunities to integrate the New European Bauhaus principles and the C&CP project in a number of courses at Bachelor (BA) and Master's (MA) level. The process of course redesign and transformation occurred within individual courses (in conversations with lecturers

and educational programme directors) and also collaboratively, as a consortium endeavour.

The following courses and programmes addressed in this report have been delivered at least once, partly on site at our temporary office at the Pretoriaal and subsequently Hillevliet. Once the Putselaan building is ready, we anticipate these and other courses and educational formats to be delivered partly or fully on site:

- Student Internships and Bachelor/Master thesis projects (all institutes)
- Sustainable and Creative Cities (EUR)
- Introduction to Cultural Policy (EUR)
- IBACS Honours Class (EUR)
- Advertisement and Beyond (WDKA)
- Scenario writing for audiovisual productions (WDKA)
- Podcasting production, recording, and publishing (WDKA)
- Visual identity and audio design for broadcasting (WDKA)
- Minor Renovatie en Transformatie voor Bauhaus (HR)
- Practical Integration Challenge - Integral Cities (HR)
- Multi-Disciplinary Challenge 2024 (MDC) (HR)

For all these courses we have worked with local stakeholders and focused an active engagement with city making and societal transitions linking to the NEB values Sustainable, Beautiful, and Together in various ways. For some courses, Cultuur&Campus Putselaan served as a case study, for others it functioned as a context to develop students' own ideas in relation to the surrounding neighbourhoods and the NEB ambitions.

The transformed education has been an opportunity to engage students in the co-design of the project, as their coursework is taken on board in the development and refinement of C&C. We asked the students who have participated in transformed education to share their experiences with us, and to explain in what ways the New European Bauhaus values add value to our educational programmes.

In the following section, we provide an overview of transformed courses thus far and further reflect on the engagement of students with NEB and C&CP in the context of internships and theses. The transformed courses include student internships, Bachelor and Master's course, Honours classes, and Bachelor and Master's thesis trajectories. Additionally, C&CP has been connected to the institutes' outreach and public engagement activities, above and beyond the project's planned deliverables. We conclude this report by providing a brief outlook of the additional educational transformation we are planning, including the development of learning formats for a broader public, including non-registered students, and our planned inter-institutional Minor on beautiful, sustainable and inclusive city making.

5.3 Cultuur&Campus Putselaan Student internships

Possibly the most hands-on connection between the institutes' learning curricula and the C&CP project has taken shape within the Bachelor student internship programme. While BA internships are a standard element of the degree programmes at the partner institutions, since the academic year 2022-23, the EUR (International Bachelor Arts and Culture Studies and International Bachelor Communication and Media), WDKA (Leisure and Events Management), and Hogeschool Rotterdam have included opportunities for stages with the consortium team, allowing students to play an active role in the co-design of the project and implementation of its activities.

Student internships are part of the BA curriculum at all our institutions. We have embedded C&CP in our internship programmes, actively engaging students in the co-design and implementation of C&CP. Here, we hear from Lucas van Veen, a student of the International Bachelor Arts and Culture Studies at the EUR.

Insert 1 - Student testimonial relating the experience with the C&CP internship

Student testimonial 1 - Lucas van der Ven, International Bachelor Arts and Culture Studies, Erasmus School of History, Culture and Communication

When the vacancy for a C&CP internship appeared I was immediately excited about the prospect of working for such a rich and exciting project that not only encompasses Rotterdam but is connected to the European Union. Given all these great qualities and my own eagerness to work on research in Rotterdam, I submitted my application. The South of Rotterdam is an interesting area to research because of the vast amount of people with vastly different backgrounds all coming together to live in this area. Given the chance to research this area during an internship was also one of the reasons C&CP attracted me.

C&CP added a great amount of value to my education, as I study the International Bachelor of Arts and Culture Studies (IBACS) at the Erasmus University Rotterdam (EUR). My own programme is also focused on research surrounding cultural institutions and their economy and value to the places they are located in. Thus, getting the opportunity to do research at a cultural institution such as C&CP on second-hand clothing in South Rotterdam was a great opportunity to put the knowledge I had amassed during my study into practical use.

Because C&CP is led by the NEB values and my own studies are also focused on sustainability and inclusion it was a near perfect combination. Getting to learn about the New European Bauhaus first hand and now after finishing my internship getting to apply this newfound knowledge to courses such as "Cultural Policy" gives me a new perspective on the subjects I am following during my studies. There should be more of a bottom-up approach to cultural institutions that also focus on the neighbourhoods they are located in to include local citizens and show the rich cultural diversity that exists in the world.

For future students wanting to work with C&CP and with the NEB values, I would say go for it! This experience gave me new perspectives, taught me to listen to many more people than before and gave me a passion to work towards a future that, in the words of the NEB, is sustainable, inclusive and beautiful! All students working or having the

aspiration of working in such cultural institutions such as C&CP should be able to get this experience and gain more knowledge about the NEB's goals and the future they want for our cities.

During my internship I conducted research in the South of Rotterdam on the effects of second-hand clothing and why people are attracted to second-hand clothing. I conducted multiple interviews with people in the area and with an owner of a second-hand clothing store. Also conducting field research at a clothing swap event at the Bloemhof Festival in the Bloemhof neighbourhood in Rotterdam. In my opinion my research contributed to the project as I showed that there is a demand by the citizens of these neighbourhoods for second-hand clothing and to get more alternatives and opportunities for low-income households to obtain new clothing. And second-hand clothing is a sustainable way of purchasing clothing as nothing new is being produced and it helps towards a more sustainable fashion industry. But it is important to keep the second-hand clothing industry inclusive to everyone as it becomes more popular.

Students earn study credits (15EC at EUR and WDKA for example) for practical work experience as members of the C&CP team. To date, we have worked with two interns from WDKA, one from HR, and three from EUR. The interns have contributed to our social media campaigns, research activities, and placemaking events (e.g., two editions of the Bloemhof Festival). All completed internships have been positively assessed by external evaluators, with excellent grades.

Insert 2 - Student testimonial relating the experience with the C&CP internship

Student testimonial 2 - Astrid van Leer, Dual Degree Erasmus University College - Liberal Arts and Science and Willem de Kooning Academie Spatial Design.

During my internship at Cultuur&Campus Putselaan (hereinafter C&CP), the focus was on the interaction between culture, education and communication. I worked in the communication team, where I participated in various activities but was mainly given the space for the individual assignment to write a series of relevant articles.

The constructive contact with colleagues from different areas of work was very valuable, not only for finding content or contacts, but also to talk about developments around us or to reflect on the working method as a professional or institute. I spoke a lot with colleagues about issues of principle and convictions underlying our work and how to connect these two (practise what you preach).

In this way, I learned a lot about design and intervention from the professional class in relation to the local context on the one hand, and a theoretical background and developments in a broader context on the other.

I learned to reflect critically on my working method as a professional and the approach as a larger unit (institute).

Participating students have supported our project by shaping and contributing to research, education, communication, and creative placemaking activities. For example, our interns have helped with research observations for our needs assessment report (D2.1), in the form of photographs and empirical research and personal reflections on artistic and cultural infrastructure and activities, and (use

of) public space around the Putselaan building. They have also supported the collaboration with the Bloemhof festival in 2023 and 2024, contributing to setting up workshops, engaging students and younger residents, working on our social media campaigns, and organising a podcast on the experiences of young people from Rotterdam South and their trajectory to higher education institutes in the city. Tyasha Clementina did her BA internship with the C&CP team in 2023 and contributed to the Needs Assessment and the collaboration with the Bloemhof Festival 2023. She here shares with us a testimonial on her time as C&CP intern, and how it added value to her degree studies.

Insert 3 - Student testimonial relating the experience with the C&CP internship

Student testimonial 3 - Tyasha Clementina, International Bachelors Communication and Media, Erasmus School of History, Culture and Communication.

a) What attracted you to the project and in what way did add value to your studies?

What attracted me to the project was mainly the cultural aspect. Having always been interested in arts and cultures and growing up in an environment where there were not a bunch of easily accessible opportunities to engage in this, the idea of working on a project that will promote these opportunities sounded like a perfect internship to take on for me. Doing the internship taught me great skills that I was able to apply to the remaining of my bachelors. As a communications student, being able to apply skills taught during my studies to real life situations has enhanced these skills even more. During the internship I have also been able to make great personal developments when it comes to stepping out of my comfort zone, learning what my strong skills are or where improvements can still be made. Getting to know myself like this is of great value to further self-improvements in the future.

B) In what way did the core NEB values (sustainability, inclusion, aesthetics) enrich your bachelor programme?

Being engaged with the core NEB values enriched my bachelor program as they have shifted my overall mindset and therefore approach to projects I had to work on during the rest of my studies. For example, inclusion opened my eyes more in terms of the importance of embracing different perspectives and taking broader perspectives into consideration when going about problem solving or development of innovative ideas.

C) Do you have any words of encouragement or suggestions for other students wanting to engage with C&CP and with the NEB values of sustainability, inclusion, aesthetics?

I would say approach every task with an open mind and do not be afraid to step out of your comfort zone as this is how you will get the most out of the experience. Also try to engage and involve yourself with the NEB values as much as possible as I feel these will have great value for future projects or tasks you take on whether that be during your studies or career, having these values in mind will contribute to your way of thinking. Lastly, try to talk to as many people around you during the project as possible. Observing how professionals and other interns go about their work and sharing knowledge with them will greatly contribute to your personal development as well as the expansion of your network.

D) Provide a short overview of what you did during your internship and in what ways you contributed to the project through your own experiences.

The internship was truly diverse for me as I contributed to different tasks. These tasks included working with the communications team on social media exposure, providing research for the needs assessment, and helping with the organization of Bloemhof festival as well as hosting a podcast session. Considering my background in communication, media, and research skills these tasks were perfect for me to contribute to. Being involved in all these various aspects allowed me to share my knowledge and creative ideas to the overall development of the project.

5.4 Student Bachelor and Master's thesis projects

Several students have chosen to engage with C&CP in their BA or MA thesis projects, choosing to focus on the project as part of the concluding chapter of their study trajectory. C&CP project team members have supported these students by giving interviews and background information, sometimes brainstorming sessions and sometimes contact-information from our network. Student Romy Rahimbaks at the Breda University of Applied Sciences for instance, wrote a thesis about effective communication and stakeholder engagement in Rotterdam-South engaging with C&CP as a case-study.

Sadaf Ahmad, BA student Leisure and Events Management at WDKA/Hogeschool Rotterdam took C&CP as a starting point in exploring cultural needs of youth in the neighbourhoods surrounding C&CP and based on her insights, developed programming for a local festival within the context of her thesis. Moreover, during her thesis trajectory (*afstudeeropdracht*), Sadaf Ahmad played a crucial role in the preparations, production and evaluation of the Bloemhof Festival 2023 collaboration, liaising with creative entrepreneurs and community initiatives in the areas surrounding the Putselaan building. The insert below provides a summary of Sadaf Ahmad's project.



Sadaf Ahmad – Summary of Bachelor Graduation Project - Leisure and Events Management, WKDA. Project title: Cultuur&Campus Putselaan participates in the Bloemhof Festival

Summary: In this research document I describe how I developed the issue that arose from my client Cultuur&Campus Putselaan (hereinafter abbreviated as C&CP) and how I arrived at the final event 'Cultuur&Campus Putselaan participates in the Bloemhof Festival' using the Design Thinking Method.

Client: The C&CP is a pilot for the large Cultuur & Campus project that will open its doors at the Charloisse Hoofd in 2030 (Cultuur Campus Rotterdam, n.d.). C&CP serves as an experiment to investigate which strategies work best in the area (Feijenoord) and how it will position itself. The C&CP pilot will open its doors at the end of 2024 at Putselaan 178, where the first physical location for this experiment will be formed. C&CP is funded by the New European Bauhaus, an initiative of the European Union that supports projects that work from the core values of accessibility, sustainability and aesthetics to create a more liveable Europe (New European Bauhaus, n.d.).

Research: I have conducted research into the cultural needs, wishes and thresholds of young people (13-18 years) in Feijenoord and how I can connect them with the cultural organisations in the area and what role Cultuur&Campus Putselaan can play in this. The aim of this is to ultimately form a network of sustainable relationships where cultural organisations, initiatives, residents, students and C&CP work together to create an accessible, innovative and more liveable Rotterdam South. These collaborations can take various forms; from organising workshops and activities to developing a new form of education. In recent months I have made contact with the active cultural organisations and initiatives in Feijenoord and invited them to meetings to map out their needs and wishes together and in what way they want to contribute to a more liveable Rotterdam South and how C&CP can help with this. Furthermore, I tested the collaborations between these groups on a small scale with the prototype 'Rooftop Days project Bovenop Zuid'. In doing so, I examined whether a sustainable, inclusive and accessible result in the form of a co-created project is ultimately possible to achieve in this environment and in which aspects this can be improved to achieve this.

Bloemhof Festival: With the results of my research and the design requirements, I organised a programme component for C&CP at the Bloemhof Festival. The Bloemhof Festival is a neighbourhood event where entrepreneurs, creatives, organisations and residents of the neighbourhood come together to show what they do and celebrate this. On behalf of the C&CP, I have entered into a partnership with the Bloemhof Festival and have agreed that I will produce a programme component in which the themes of sustainability, nature, art and culture are reflected in the form of workshops, activities and pop-up performances on the festival grounds, aimed at the children in the neighbourhood. Thanks to the input and proposals from the cultural organisations and initiatives in Feijenoord, which were obtained during the organised meetings, I was able to lead, complete and execute a wonderful programme. This programme varied from a spoken word workshop to a taekwondo demonstration at the festival. This event component led to the first steps of a sustainable network with the cultural sector and residents in Feijenoord.

Formal Kick-Off event: An aftermovie was made of the Bloemhof Festival that was presented during an official meeting for the partners of C&CP and the financier New European Bauhaus, called 'the formal Kick Off Event'. During this event, the progress of the C&CP project is presented and what the project team of C&CP has achieved in recent months to work on its objective together with the organisations, initiatives and residents

in Feijenoord by participating in the Bloemhof Festival. Practical experiences, visions and findings of various panel members are also shared and discussed about the future of Zuid and the role of C&CP in this. I was also allowed to produce this event by inviting partners, designing the program and preparing and executing the day itself as a producer.

Similarly, student Annerieke Sante wrote her BA thesis of the International Bachelor Arts and Culture Studies about Cultuur&Campus (see abstract below)

For the forthcoming 2024-25 MA thesis cohort of the MA Arts, Culture and Society, C&CP pitched two research ideas to its students. One of these ideas came forth from conversations of C&CP with a local street-culture foundation, the other regards a policy-question relevant to C&CP and the Rotterdam municipality regarding creative placemaking.

Insert 5 - Example of Bachelor thesis focusing on the Cultuur&Campus project

Annerieke Sante, International Bachelor Arts and Culture Studies, Erasmus University Rotterdam. Bachelor Graduation summary. Project title: "Rotterdam don't make it happen! Navigating gentrification: collaborative governance and the creative class in Charlois' urban development"

Abstract

Identical to many Western metropolises, the creative city of Rotterdam is susceptible to fast-paced gentrification developments. The aim to create economic growth and strengthen the neoliberal market in certain areas has social implications like inequality and identity fragmentation. How collaborative governance, meaning policy planning in cooperation with residents, can mitigate the negative effects of gentrification such as eviction and displacement is central to this study. A case study explores the dynamics between urban development strategies and the vibrant creative hub in the Charlois neighbourhood, focusing on the contributions of the creative class. It emphasizes how unadapted revitalization projects prioritize profit over cultural preservation and thereby threaten the community.

Interviews with stakeholders from the municipality, local artists, and cultural representatives were conducted to create informed qualitative research, guided by a thematic analysis, used to identify key themes, and understand the complex interactions between the creative class and urban development strategies.

Key findings reveal gentrification patterns that replace long-term residents with affluent individuals and students who thrive in the neighbourhood and its new amenities tailored to their demographic. These developments originate in the municipality's focus on economic growth in the form of flagship projects, that are not in touch with local creatives. The additional limitation of the cultural budget available decreases the local community resilience drastically, leading to the displacement of those who do not create alternative autonomous models of living. The municipality uses educational investment as a tool to drive revitalization, embodied in the planned Cultuur & Campus, a campus that strives to rebrand the area, generate knowledge exchange, attract investors, and bettering infrastructure, and bring economic shifts into

the neighbourhood. While many of these changes initially appear beneficial, planners must always consider whom they benefit and who might be excluded. The value increase of the neighbourhood is catered to those who can afford the higher prices and enjoy (upper-) middle-class consumption tastes. The lack of planning approaches that include local needs systematically leads to the underrepresentation of the creative class which has developed negative attitudes towards the municipality. Insufficient community spaces, crumbling social cohesion, and the lack of organizational force to create activism against disadvantageous developments present the distance between the municipality and the creative community in Charlois.

The need for structural changes driven by local interests and focused on developing the neighbourhood for its current residents, rather than for outsiders, must be central to socially sustainable developments that mitigate the negative effects of gentrification. While the municipality currently implements top-down neoliberal strategies, it disregards the cultural vitality and essence of the neighbourhood which attracts gentrifiers in the first place. This research presents five recommendations pleading for the strengthening of local resilience to prevent such replacement of the authentic Charloisian culture. Accessible housing offers, diverse funding, community space preservation, adjusted revitalization processes, and collaborative governance approaches must be addressed to create socially sustainable urban development that tackles gentrification and supports the local cultural ecosystem. This thesis argued for democratic, community-driven approaches to urban development that prioritize cultural identity and prevent displacement.

Key words: Charlois, gentrification, creative class displacement, neoliberal urban development, collaborative planning

5.5 Nebified courses at Erasmus University Rotterdam

The C&CP project is embedded within the Erasmus School of History, Culture and Communication, at EUR, and more specifically in its Arts and Culture Studies Department. The Department runs a number of Bachelor and Master programmes, centering on the study of the arts and culture from sociological, economic and media perspectives. Over the course of the years, the Department has taken steps to integrate the Sustainable Development Goals in its teaching programmes through specialised courses (e.g. courses on sustainability in fashion, and in the visual arts and crafts), but also by mainstreaming sustainability throughout the learning process.

The C&CP project has given these developments an additional boost, by creating opportunities for practical engagement with a real case of urban transformation, in which sustainability, aesthetics and inclusion are not just theoretical concepts but also translate into actions and initiatives on the ground. Over the last two years, the C&CP project has been integrated in several BA and MA courses, as a case study on which to build and develop theoretical insights, critical thinking, and constructive inputs. Students in these courses are invited to visit the Putselaan building (currently in renovation), meet the consortium team, provide feedback on its activities and suggest future directions. This means that they engage with current challenges of C&CP which they aim to explain and interrogate from a theoretical perspective. Further, they often co-create possible practical solutions to these challenges which serve as advice to the C&CP consortium.

Course title: Sustainable and Creative Cities

Educational Programme: Elective course open to students of the MA Arts, Culture and Society, Research MA Sociology of Media, Culture and the Arts, Erasmus Mundus GLOCAL programme

Student numbers and EC: 20-30 students, 10EC (2022-23 and 2023-24) and 5 EC (from 2024-25)

Academic year: Since 2022-23

Course description: What makes a city creative and sustainable? And what role do the arts and culture play in this? In this research workshop, we will delve into these questions by reviewing and critically assessing relevant theoretical contributions and policy debates, and by carrying out original empirical research on the topic.

Over the past decades, the concept of creative city has encapsulated the anticipation of the economic and social benefits of the arts and the creative industries and their embeddedness in cities, resulting in a number of urban cultural policy interventions. More recently, cities are called upon to be creative in tackling societal challenges, from rising inequalities to the climate crisis. We will start the course by reviewing a number of central writings on creative and sustainable urban development; we will then zoom into the cultural and artistic sectors, to see the opportunities and challenges they face towards sustainability transitions. In parallel to these content-focused discussions, we will learn about and train research methods of qualitative data collection and analysis.

Students then work in groups and individually to develop their own original research on an empirical case relating to creative and sustainable cities. Students will train the qualitative research skills gained in this course. Possible topics for research projects include: sustainable practices in the art institutions; greening and inclusive business models in the creative industries; arts, the creative industries and urban gentrification.

Description of NEB transformation of course: Prior to the start of the C&CP project, this course was called 'Creative Cities'. With the start of C&CP, we developed an emphasis on sustainability and NEB-values. This Research Workshop centres on creative placemaking and sustainable urban development and social innovations, covering key theoretical concepts. In addition, this course prepares students at MA level to undertake independent research on the topic of the contribution of the arts and culture to sustainable urban development. Since the academic year 2022-23 the has been redesigned to focus on the NEB values of beauty, sustainability and inclusion, and to include the C&CP pilot as a case study.

Consortium members were also interviewed and invited to a critical dialogue on creative placemaking and inclusive and sustainable urban development, applying insights from theory to the implementation of the pilot. Students visited the Putselaan building and visited other cultural and artistic initiatives in the area, gaining multi-actor perspectives on the development of the Putselaan. For their coursework, students worked on their own research projects on creative placemaking, carrying out data collection among local residents in Rotterdam South, but also in comparable settings in the Netherlands. The results of the research projects served to inform the Needs Assessment (D2.1) and Action Plan (D2.2), as well as provide inputs for the Creative Placemaking programme of activities (D4.1). The 2023-24 cohort presented the results of their research projects were presented at a public symposium at the C&CP location at the Hillevliet, in January 2024 (see picture below).

The symposium was attended by representatives of the Afrikaanderwijk Coöperatie, the municipality of Rotterdam and other educational initiatives based in Rotterdam South. Connecting to the neighbourhood is not without its challenges in this course: indeed, while one of the aims is for students to practise research skills, we must ensure that any research carried out in the course meets a local need or demand. It is not just about research fatigue, but also about guaranteeing that any research outputs are useful, accessible, and usable and can have a positive impact locally.



The engagement of residents in providing local insights and reflections for students on the course, including a planned guided tour of the neighbourhood, must be recognized and rewarded financially. In the coming editions of this course, we will further address this aspect and improve on the implementation of an equitable and rewarding citizen participation in the learning journey.

Course title: Introduction to Cultural Policy

Educational Programme: *International Bachelor Arts and Culture Studies*

Student numbers and EC: 5 ECs; on average 120 students

Academic year: 2022-23

Course description: Cultural policy is the intervention of governments in cultural matters. This course will delve into the foundations of cultural policy, which encompass the definition of culture, the moral justifications of public action, and the evolution of governments' approaches to cultural policy.

In this fast-paced introductory course, students will be acquainted with the major economic and sociological theories of cultural policy and with the contribution of cultural policy to sustainable development. In addition, students will learn about the organisation of cultural policy in European and non-European countries. Moreover, students will engage in a consultancy project with a societal partner, mostly during the tutorials. This course will introduce students to scientific literature (articles), that constitute a great part of the syllabus.

Learning goals: Understand the foundations and development of cultural policy; Apply different theories to a variety of cases such as the European cultural policy, financing the arts, urban cultural policy, sustainability, and more; Formulate an informed recommendation on how to implement a more sustainable cultural policy for a specific cultural institution; Engage in a debate about the formulated recommendations with different actors and stakeholders.

Description of NEB transformation of course: This course has already been adapted in the academic year 2022-23. One of the key assignments for the course was based around an assignment set by Ruben Cieremans, relating to CCP. The student assignments were presented in front of a panel of representatives from the Culture department of the Gemeente Rotterdam and the EUR's CC&P team. The course was transformed in two ways. During the academic year 2022-23, the Dutch language "Cultuurbeleid" (Cultural policy) course was structured around a collaboration with the Municipality of Rotterdam, which invited the participating students to develop a set of policy recommendations for C&CP. These recommendations were centred around community engagement, inclusion, and sustainable urban development. The recommendations were shared in a public symposium, which took place on 20 March 2023 at the EUR campus (Cultuurbeleid x Cultuurcampus) and included a panel of municipality representatives from the Cultural Department and EUR researchers. In 2023-24 the English language Cultural Policy course was further transformed, extending its focus on sustainable urban development, and the contribution of cultural policy and the arts to sustainability transition goals more generally.

Course title: *BA Honours Class*

Educational Programme: *International Bachelor's of Arts and Culture Studies*

Student numbers and EC: *15 students of which four worked on the Cultuur&Campus theme, 15 EC*

Academic year: *since 2023-24*

Course description: *The International Bachelor's of Arts and Culture Studies redesigned a theme within its Honors Programme (International Bachelor Arts and Culture Studies, BA2, 15 students, 15 EC) which caters to exceptional students and guides them for an empirical research project and the organisation of a public symposium. During the academic year 2024-25, the connection to C&CP will be done by focusing on inclusive and sustainable cultural organisations. Over the course of three meetings, students will engage in a critical and theoretically guided reflection on how to set up an inclusive and sustainable cultural organisation. These hands-on sessions will first explore theoretical concepts relating to creative placemaking, the commons, and sustainability in cultural organisations. Students will then zoom in on the case of the Cultuur&Campus Putselaan initiative, a hub for community, research and learning currently under development in Rotterdam South, and collaborate with local stakeholders and policy makers to co-design and implement practical recommendations that can support the initiative in its inclusivity and sustainability ambitions.*

Description of NEB transformation of course: *The NEB theme was entirely novel to the course and we facilitated valuable learning for students both through the C&CP project team on co-creation, community involvement and also from neighbourhood stakeholders sharing their lived experiences and visions for communal cultural organisations.*



IBACS Honours Symposium 2024, with reflection on C&CP

In 2023-24, changes to the course resulted in a collaboration between a group of Honors students and the C&CP team, in particular WDKA, EUR and RDAM representatives, who were interviewed by the students. The Honors students got introduced to the NEB values sustainable, together and beautiful, and explored C&CP as a cultural commons. They did this in collaboration with C&CP consortium members and local stakeholders, creating a nuanced understanding of local challenges and the NEB values in practice.

Through their research, the Honors students contributed to the development of the C&CP Lexicon and captured their findings in a report.

Further, together with the lecturers involved in the programme, they organised a symposium in Rotterdam with academics, practitioners and communities in Rotterdam in which they discussed C&CP in relation to the commons (3

April 2024). their presentation explored how C&CP could become a commons by expanding co-ownership in its governance model and further investing in trust building.



The focus on the C&CP will continue in the next academic year, 2024-25. Here, we will adjust the topic in line with current themes C&CP is engaging in. Part of the Honours Class will focus on Inclusive and sustainable cultural organisations. Students will engage in a critical and theoretically guided reflection on how to set up an inclusive and

sustainable cultural organisation. These hands-on sessions will first explore theoretical concepts relating to creative placemaking, the commons, and sustainability in cultural organisations. We will then zoom in on the case of the Cultuur&Campus Putselaan initiative, a hub for community, research and learning currently under development in Rotterdam South, and collaborate with local stakeholders and policy makers to co-design and implement practical recommendations that can support the initiative in its inclusivity and sustainability ambitions.

5.6 Nebified courses at the Willem de Kooning Academie

Course title: Advertisement and beyond

Educational Programme: Bachelor major 2.1 (2nd year term 1)

Academic year: 2024-25

Course description: From the first flicker of a campfire, humanity found its first home. The fire provided light and warmth, prepared our food, repelled insects and predators, entertained as we stared into the flames. It fostered a sense of community, as it invited us to sit around it, to share stories, and connect with our neighbours. Once a warm and simple shelter, the home has now fragmented into isolated elements. We cook on our electric stoves under lights that are cold to touch and eat our meals surrounded by walls that separate us from our neighbours. Rigid gender roles and the nuclear family model have long shaped our dwellings. Elements inside the house have their measurements derived from the European male as a standard, as problematic as it is. Houses and neighborhoods were built with an outdated perspective on family as a goal. However, today, our homes slowly seem to evolve with technological advancements and as we embed more technology into our homes, we must scrutinize the implications. Smart homes promise convenience and efficiency but also raise critical questions about autonomy, security, and identity. They are spaces where data is harvested, analyzed, and utilized, often without our explicit consent. For this term you will be diving into the home as a construct.

Requirements: In this term you will work individually. During this term you will maintain a visual logbook to collect relevant data concerning your research. You will ensure that your final product/ service is innovative and addresses a specific need or opportunity while focusing on your target audience specifically. The brand identity will be coherent, convincing and professional. The final presentation should be comprehensive and

professional, reflecting a well-tested and market-ready concept that will fit well into your personal portfolio.

Deliverables

- Visual logbook of progress
- Final specific and functional smart home product/service and many prototypes leading to this final version!
- Strong campaign
- Convincing brand identity
- Creative rationale

Description of NEB transformation of course: the Major course Advertising and beyond (BA, 40 students, 8EC), open to Design students, was redesigned as a collaboration with creative stakeholders in Rotterdam South, in particular the artistic residency Angora Now, and located in the sport hall at Putsebocht 3, close to the Putselaan pilot building. This is a collaboration between the social practices and major art education and spatial design. While the course has been redesigned, it has not been delivered yet due to illness of the main teacher. We anticipate that it will be delivered in the next academic year. (text responding to academic year 23-24).

For the academic year 24-25 the program has been altered to the theme Smart Home (see course description). The program offers students the possibility to explore the concept of home and the relations with technology. For the academic year 24-25 the program has been altered to the theme Smart Home (see course description). The program offers students the possibility to explore the concept of home and the relations with technology. Within the program students can opt to comply with the NEB-goals in this project by making it context specific. The alternation will be that the research question is framed within the surrounding communities of the Putselaan Building. This location will also be the 'homebase' for Meet & Greet with representatives of local communities, co-creative design processes, guest lectures and presentations. Specifically, the notion of technology, ownership and beauty will be explored in e.g public space (around Putselaan) as a 'home' under surveillance, tea houses & Beauty Parlours and sense of belonging and inclusion, the automobile and notion of beauty and home (pimp-your-car).

The program connects to Boijmans South (connected to the city's Boijmans van Beuningen art museum) initiated research and art project that seeks new connections between art, heritage and local communities through collective learning, participation and social practices by Metincan Güzel: "Too Close to Home". The project was presented at Boijmans South in December 2023.

5.7 Opening up education to non-registered students at the WDKA

In addition to the Advertising and Beyond course, the WDKA is collaborating with Makers op Zuid for the delivery of electives that combine registered students and external learners, paving the way for our C&CP educational formats targeting a wider public. Makers op Zuid is a foundation that organizes quarterly events at various locations in Rotterdam. These events serve as a platform for media and

creative professionals to showcase their work, collaborate, and engage with the local community.

In addition, the foundation organizes the Makersweek project a few times a year at various locations in Rotterdam. The week offers a unique opportunity for participants to gain knowledge from courses and workshops they might not typically have access to. It is designed to provide diverse learning experiences, allowing residents of Rotterdam to explore new skills and subjects. During the week, various workshops and lessons are organized by and for the residents of Rotterdam, celebrating everyone's unique talents and skills, regardless of educational background or age. This inclusive approach has proven successful, with previous editions attracting around 20 workshop providers and 300 visitors. While the workshops themselves focus on learning and skill development, the events surrounding them also offer valuable networking opportunities.

A crucial objective of the organization is to foster skills development and recognition for both students and non-students, including Rotterdam citizens. Makers op Zuid aligns with the New European Bauhaus values of sustainability, inclusion, and beauty by fostering an inclusive environment where all individuals, regardless of educational background, can participate and contribute meaningfully. The Makersweken initiative embodies this by bringing together diverse groups to engage in creative and sustainable practices, promoting a sense of community and shared purpose. This inclusive approach not only enhances social cohesion but also encourages the development of innovative solutions that are both environmentally responsible and aesthetically enriching, thus fully embodying the NEB's commitment to creating spaces and experiences that are sustainable, inclusive, and beautiful.

For the January 2025 edition, Makers op Zuid will collaborate with the Willem de Kooning Academy to have this event take place at the academy itself. In the development process, workshop instructors from WdKA and workshop providers from the Makers op Zuid network will be linked to develop an elective. During this event, three electives will be offered to students and the Makers op Zuid audience. In this collaboration, the program will be offered to students in the form of electives and will therefore yield credits, for external participants participation will yield an edubadge.

The theme that the Electives share is a series of talk shows that are produced in concert and conference centre De Doelen in Rotterdam. The electives aim to contribute to the realisation of the event. In this way, there is also an inspiring stage for the work that will be made. For this, we have defined the following electives where we know that the expertise of both the WdKA staff and participants from Makers op Zuid can strengthen each other.

- Scenario writing for audiovisual productions
- Podcasting production, recording, and publishing
- Visual identity and audio design for broadcasting

During Makersweek, various workshops from the Makers op Zuid network will also take place. Because the 3 electives are part of Makersweek and take place at the same time, these activities will also take place at WdKA. January is an ideal, education-free period when it comes to occupying regular classrooms.

The objective for WdKA is threefold. Firstly, we hope to contribute to education in the region on the basis of reciprocity, we offer residents of Rotterdam the opportunity to develop creative skills and our students develop through collaboration and deepening in a social context. In addition, we want to increase our visibility in the city and thus lower the threshold to the programme. Finally, we hope to use this case to investigate whether we can offer a programme for participants within and outside the programme to which edubadges are linked and whether micro-credentials can potentially be linked in the future. The pilot will be repeated in June and then evaluated.

Course title: Scenario writing for Audiovisual productions

Educational Programme: *elective bachelor Fine Arts, design and Art education*

Student numbers and EC: *25 students (of which half spots open to non-registered students), 2 EC*

Academic year: *2024-2025*

Course description: *In this course you will teach the art of scenario writing for a fiction scene. What is the difference between a synopsis – treatment and scenario? Is writing putting words on paper? Or is it more erasing the words on paper that you have written? In this course you will develop and write a character. We will work with characters' life objectives, and a character's scene objective. Great attention is being paid to the background story of the character: where does the character come from and where does he want to go to? We will translate this into actions and dialog in relation to another character. We also dive into the arena of where the scene is taking place. How does changing an arena change the scene? And we pay attention to the attributes as a meaningful addition to a scene. We will work with the method 'the power of the actor' (Ivannah Chubbuck) as a reference.*

Course title: Visual & audio design for broadcasting

Educational Programme: *elective bachelor Fine Arts, design and Art education*

Student numbers and EC: *25 students (of which half spots open to non-registered students), 2 EC*

Academic year: *2024-2025*

Course description: *In the context of a talk show, you and your teammates develop the visual identity and audio design of this program. The visual identity is visible in the logo, decor, lighting, set dressing, typography in images, leaders, musical intermezzos and the opening and closing tunes of the program. These different elements form an inseparable whole in which they fit the underlying principles, objective and target group of the program. The underlying ideas, purpose and target audience will be explained at the start of the talk show. A group of 4 people will form an interdisciplinary team that consists of students from the WdKA and participants from the Makers op Zuid initiative. The group will divide roles that suit the talent and expertise of each member. Possible roles can be art director, concept artist, graphic designer, stylist, sound designer, composer, sculptor, interior designer, etc. The final product is a presentation where different prototypes such as 2D design, a 3D model of the decor and 4D moving images come together!*

Course title: *Scenario writing for audiovisual production*

Educational Programme: *elective bachelor Fine Arts, design and Art education*

Student numbers and EC: *25 students (of which half spots open to non-registered students), 2 EC*

Academic year: *2024-2025*

Course description: *Students create a podcast on a topic of their choosing. Creating a podcast is a creative process that intersects with the principles of individual and community storytelling, audio communication, and artistic expression.*

Students who participate in this elective will develop skills in both creative communication and technical work in the following areas:

- *Storytelling*
- *The immersive and intimate nature of audio*
- *Basics of Editing and Layering sound*
- *Collaborating on a project*
- *Artistic Interpretation*

"Just give us a trillion years and everything will be dark." - Isaac Asimov

Your assignment as a participant in this elective will be to create one complete podcast episode. To inform your work, you will learn about the history and cultural connotations of podcasting. Your topic will be based on personal preference. Group work is highly encouraged but not required.

Overview of learning activities:

- *Research and Planning*
- *Field recording*
- *Voice recording*
- *Working in Reaper DAW*
- *Making your work public*

Description of NEB transformation of courses:

Opening up courses to non-students is an essential part of fostering skills development and recognizing talent beyond student cohorts. This inclusive approach not only enhances social cohesion but also encourages the development of innovative solutions that are both environmentally responsible and aesthetically enriching, thus fully embodying the NEB's commitment to creating spaces and experiences that are sustainable, inclusive, and beautiful.

5.8 Nebified education at Hogeschool Rotterdam

The Hogeschool Rotterdam Institute for the Built Environment has also adapted some of its courses to align them with the NEB values and core ambitions of C&CP. Moreover, the pilot has been utilised as a hands-on case study for students in HR's various programmes, from urban planning to interior design.

Course title: Minor Renovatie en Transformatie voor Bauhaus

Educational Programme: Minor program, bachelor, elective, Students from various study programmes from different Universities of Applied Sciences in the Netherlands and Belgium, including Planning, Civil Engineering, Facility Management, Spatial Development, Real Estate and Business Development.

Student numbers and EC: 93 students 4th year, 8 ECTS

Academic year: 2022-2023

Course description:

Students of the Minor in Renovation & Transformation are asked to develop a realistic and feasible (design) plan for Putselaan 178. This plan will provide input for the development of the concept for Culture Campus.



Student assignment visualizing proposed transformation of Putselaan garden

For this assignment, the project teams are expected to deliver the following:

- An analysis of the technical, functional, and economic quality of the complex
 - An analysis of the program for Culture Campus
 - A program of requirements that the (design) plan must meet
 - Various design options for the complex and a proposal for the best option (which will be further developed)
- A detailed design with drawings and justification for the renovation and transformation of the complex (preliminary design level)
 - A feasibility study of the detailed design

Description of NEB transformation of course: Students created a proposal for the transformation of Putselaan (2022-23). This was their project, a case study for the CCP building, laying the groundwork for the student competition for the redesign of the Putselaan building.

For this course the CCP team organised lectures about the idea of CCP and how to create a cultural hub. The CCP team was the jury during the final presentations of the students.

Course title: Minor Renovatie & Transformatie

Educational Programme: Minor program, bachelor, elective, Students from various study programmes from different Universities of Applied Sciences in the Netherlands and Belgium, including Planning, Civil Engineering, Facility Management, Spatial Development, Real Estate and Business Development.

Student numbers and EC: 20 fourth year students, 15

Academic year: 2024-2025

Course description:

The students will work further on the outcomes of the MDC project. The goal of this project is to transform Putselaan 178, the starting location of the Culture Campus in Rotterdam South, into a vibrant and multifunctional centre for higher education, culture, and tourism. This campus will serve as a catalyst for the broader development of Rotterdam South by providing high-quality educational and cultural facilities that contribute to the social, economic, and cultural growth of the area. The transformation will encompass both the interior and exterior spaces, contributing to the vision of making the Culture Campus an iconic, international, and tourist attraction.

Assignment Description:1. Transformation of Interior Spaces:

- *Flexible Educational Spaces:* Develop multifunctional educational spaces that can be flexibly used for various activities, such as lecture halls, dance and music rooms, theatre studios, and collaboration areas. These spaces should provide an inspiring environment aligned with the artistic and cultural focus of Codarts and the academic missions of Erasmus University and Rotterdam University of Applied Sciences.
- *Cultural and Creative Workspaces:* Create spaces for cultural and creative productions, such as workshops, rehearsal rooms, multimedia studios, and exhibition spaces. These spaces should allow for public events, exhibitions, and performances that engage students, faculty, and the broader community.
- *Digital and Hybrid Learning Environments:* Implement digital infrastructure to support hybrid learning environments, including smart classrooms, audiovisual equipment, and virtual reality for both local and international students and collaborations.
- *Facilities for Students and Staff:* Provide modern and accessible facilities, such as meeting areas, study spaces, a library, a café, and relaxation areas, to foster a social and inclusive atmosphere.

2. Transformation of Exterior Spaces:

- *Public Meeting Spaces:* Design an accessible and welcoming outdoor area that serves as a gathering place for students, faculty, visitors, and the community of Rotterdam South. Consider features like a plaza, green gardens, seating areas, and open-air stages for performances and events.
- *Sustainable Landscape Architecture:* Integrate sustainable elements into the design, such as green roofs, rainwater harvesting systems, solar energy installations, and native planting that contributes to biodiversity and climate adaptation.

- *Enhanced Accessibility and Mobility:* Improve the campus's connection to public transport and surrounding neighbourhoods with clear signage, safe cycling and walking routes, and sufficient parking facilities.

Core Aspects of the Transformation Proposal:

1. *Iconic Character:* The design must reflect the ambition to become an international, iconic, and tourist attraction. This requires an architectural and landscape vision that puts Rotterdam South on the map as a centre for culture and education.
2. *Multifunctionality and Flexibility:* Both the interior and exterior spaces must be flexible enough to accommodate various functions and adapt to changing needs in the future.
3. *Sustainability:* The design must contribute to Rotterdam's sustainability goals with energy-efficient and environmentally friendly solutions.
4. *Community Focus:* The campus should promote community engagement by providing space for participation, collaboration, and cultural exchange.

Constraints and Challenges:

- *Structural Renovation:* The ongoing renovation of the building's shell limits the possibility for structural changes to the exterior. Therefore, the transformation must focus on creative solutions within the existing structure.
- *Growth Model and Area Development:* The project must align with the broader development of Rotterdam South and future plans for a permanent location of the Culture Campus.
- *Multidisciplinary Collaboration:* The project requires close cooperation between various partners, including educational institutions, cultural organizations, the municipality, local businesses, and the community.

Potential Partners/Tenants/Stakeholders:

- *Educational Institutions:* Codarts Rotterdam, Erasmus University Rotterdam, Rotterdam University of Applied Sciences, Willem de Kooning Academy
- *Cultural Organizations:* Local theatres, museums, art galleries, music ensembles
- *City of Rotterdam:* Cultural creators and policymakers
- *Event Organizations:* Partners contributing to the promotion and organization of cultural events
- *Local Communities:* Neighbourhood associations, residents, and entrepreneurs from Rotterdam South
- *Expectations and Outcomes:*
 - An inspiring, multifunctional starting location for the Culture Campus that contributes to the growth of higher education, culture, and tourism in Rotterdam South.
 - A sustainable and flexible design that can be expanded in the future to an iconic campus location.
 - Strengthened collaboration and engagement between educational institutions, the cultural sector, the municipality, and the community.
 - A vibrant hub recognized both locally and internationally as a centre of education and culture.

The transformation of the Culture Campus Putselaan offers a unique opportunity to create a new urban destination that connects higher education, culture, and community. By focusing on multifunctionality, sustainability, and an iconic appearance, the campus can serve as a significant catalyst for the development of Rotterdam South and as a meeting place for people from both home and abroad.

Description of NEB transformation of course:

The students will work on the entire project in the same project group. This group will be formed during the Kick-off meeting. A requirement for the composition of the group is that it must be multidisciplinary. The students will observe the building again and will ask the CCP team for input for designing the interior of the building. They will present their work in November 2024.

Course title: *Praktijk Integratie Vraagstuk - Integrale Steden* (English translation: *Practical Integration Challenge - Integral Cities*)

Educational Programme: Bachelor program: Students from various study programmes within the Institute for the Built Environment (IGO), including Planning, Civil Engineering, Facility Management, Spatial Development, Real Estate, Water management

Student numbers and EC: 20 third year students

Academic year: 2022-2023, 2024-2025

Course description and NEB transformation: In 2022-23, the students received the following instructions, among others: "Help us to further develop the Culture Campus Rotterdam. The Culture Campus Rotterdam will be a practice in which ideas about innovative arts education, the public potential of education and the contribution that this can make to community building, are tested on a small scale. For the development of the CC Putselaan we are looking for students who can create a critical perspective for the Culture Campus development and when it starts operating."



ST LOUIS TRANSFORMATIE



Course title: *Multi-Disciplinary Challenge 2024* (MDC)

Educational Programme: Students from various study programmes within the Institute for the Built Environment (IGO), including Planning, Civil Engineering, Facility Management, Spatial Development, Real Estate, Water management.

Student numbers and EC: 20 third year students

Academic year: 2023-2024

Course description: Students from various courses within the Institute for the Built Environment work full-time on a social issue for a real client in a two-week pressure cooker. By bringing together your different views on an issue, they come up with new and innovative

solutions for a client. The students work on a challenge set by an external party, in this case the Academic Lead of the C&CP Project, Dr. Amanda Brandellero, and Ruben Cieremans from the Municipality of Rotterdam, who gave an introductory lecture about synergy of C&CP with the neighbourhood, ownership and involvement.

Description of NEB transformation of course: The HR organised a pressure cooker-style challenge for undergraduate students from architecture, planning, civil engineering, facility management, water management. This assignment was set up as a design issue in which different disciplines work on a project from different perspectives. The project is a collaboration between different parties. The goal is to develop a vision and concept for the building with the requirements that have been set. The design must take into account the concepts: community forming, collaborative design and communication between stakeholders. The building follows the design principles of The New European Bauhaus. During the two weeks, different guest speakers were invited to provide more insight into these concepts.

The guest speakers included C&CP consortium members who presented C&CP, NEB and community engagement with the students. From 15 to 26 April 2024, 22 students worked together on an assignment relating to the circular and inclusive redesign and renovation of the Putselaan building. For this, they visited the Putselaan building, engaged in conversation with consortium members and did their own background research in multi-disciplinary teams. The results were presented at a public event at the Hillevliet, on 26 April 2024.



HR students presenting their visions for C&CP on 24 April 2024

5.9 Nebifying education at Codarts

At Codarts, there are plans to connect the Dance Teacher Training programme to the NEB values of sustainability, inclusion and aesthetics. This already occurs in the sense that trainee teachers are invited to connect their practice to societal challenges and embed their performances and productions therein. There is scope to integrate a connection with societal themes and stakeholders within the programme, as well as exploring inter-disciplinary work, as in the cross-over projects and programmes.

6 Outlook and next steps

The above examples show how NEB is finding its way into our educational curricular and students practise their engagement with the NEB values in various ways. Apart from the courses described above, C&CP is providing teaching activities that happen outside of the classroom. Important examples of this are our participation in EUR's Lifelong-learning festival in May 2024 which catered to a broad public, linking WdKA's and Codarts' programmes with the Bloemhof festival as part of our Creative Placemaking programme; the involvement in Makersweek which fosters informal learning, and a workshop during the Creative Skills week 2024 hosted by EUR consortium partners and supported by a staff member from Codarts. While these activities partially fall under the Creative Placemaking programme, they certainly speak to transformed education and the importance C&CP ascribes to collaborative learning in-and outside the classroom.

In the meantime, C&CP is also working on the further development of the inter-institutional Minor. For this, we have assembled a committed team from the various educational institutions involved and started to consult with neighbourhood representatives to make sure the Minor will respond to local needs. In many ways, the Minor will build on our learnings from the already transformed courses, our experience with the development process of C&CP and the community-based research. We are also exploring the possibility of adding educational badges as a form of recognition for participants outside of the educational institutions.