

CULTUUR&CAMPUS PUTSELAAN
Action Plan for participatory research
DELIVERABLE D2.2



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Acronyms and definitions

Acronym	Meaning
AWC	Afrikaanderwijk Coöperatie
BUZ	Stichting Buzinezzclub Foundation
C&CP	Cultuur&Campus Putselaan
CA	Consortium Agreement
COD	Stichting Codarts voor de Kunsten
EC	European Commission
ELIA	European League of Institutes in the Arts
ESHCC	Erasmus School of History, Culture and Communication
EUR	Erasmus University Rotterdam
HR	Stichting Hogeschool Rotterdam
ICLEI	ICLEI - Local Governments for Sustainability
RDAM	Gemeente Rotterdam
WDKA	Willem de Kooning Academy Rotterdam
WP(s)	Work Package(s)

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1 Summary

As described in the Grant Agreement, the action plan deliverable (D2.2) provides a report outlining the central research themes, target groups, timelines, and methodologies for conducting the action-based research on the surrounding area of the Cultuur&Campus Putselaan site in Rotterdam South. The action plan is based on the needs assessment (D2.1) and on additional consultations and exchanges with local stakeholders and partners. Building on the previously undertaken scoping activity, and critical assessment of existing data sources, it identifies, in conversation with local stakeholders, areas requiring further research (e.g., identifying intersectional needs, project outcomes, and opportunities), to be followed up via co-designed participatory research in the coming years.

2 About the Cultuur&Campus Putselaan

Cultuur&Campus Putselaan (C&CP)¹ pilots a new approach to city making through education, research, policy, and culture at the heart of Rotterdam South. It facilitates the coming together of different types of knowledge - theoretical, practical, from the arts and sciences - with the lived experiences of citizens. It does 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 architecture and built environment, with the wishes and needs of local stakeholders, in a part of town where higher 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.

Second, we will facilitate 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 and visions shaped and implemented through multi-stakeholder and multi-level collaborations. Research outcomes and lessons learned will be reported on in the context of WP2, 'Needs assessment, monitoring and research' and WP7 'Future Plans, replicability', which prepares for the transition and upscaling of C&CP to the larger CultuurCampus 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 learnings. In collaboration with local stakeholders, we will foster research outcomes that respond to local needs, for instance by sustainably supporting the existing creative ecosystem in Rotterdam South.

¹ While the official acronym is CultuurCampus, we are using C&CP here to differentiate the NEB project on the Putselaan location from the larger CultuurCampus on the Doklaan which will be an upscaled initiative realised several years later.

Consortium

- Erasmus University Rotterdam, Erasmus School of History, Culture and Communication
- Willem de Kooning Academy Rotterdam
- Hogeschool Rotterdam (Affiliate of WDKA)
- Codarts University for the Arts
- Afrikaanderwijk Coöperatie
- Municipality of Rotterdam
- Buzinezzclub
- European League of Institutes of the Arts
- ICLEI – Local Governments for Sustainability

3 Introduction to the research plan

This document presents an action plan for the participatory and action-based research on area needs, and on the desired and experienced impact of the Cultuur & Campus Putselaan (C&CP). To account for the flexible, experimental, and co-creative nature of C&CP, it may be subject to change and modification.

The C&CP team has started the research process with the Cultuur&Campus Putselaan Needs Assessment (Brandellero et al., 2023) published in summer 2023. The Needs Assessment offers a critical overview of existing research on Rotterdam South's socio-cultural and economic context including recent spatial developments. It further identifies several working principles for the research- and place-making practice within C&CP, connecting to the NEB Compass, other NEB Lighthouse projects, and identified international best practices.

As the C&CP emerging within Rotterdam South, new ways of collaboration between residents, local businesses and higher education institutions (Erasmus University Rotterdam, Hogeschool Rotterdam, Willem de Koning Academy, and Codarts University of the Arts) are enabling not only to move part of their education and learning activities to South, but also to explore ways of learning that may better connect neighbourhood residents and higher-educations students, supporting the co-design of place-making and territorial transformation. The described endeavour is challenging in a context with widely spread distrust towards institutions, participation- and research fatigue within the area (Oostveen, 2023). This requires us to be particularly sensitive, reflexive, and conscious in our activities and the relations we are building and the way we are engaging.

This document outlines the research plans of C&CP for the coming two years, until the end of 2025; but it also helps to inform the research practice of our educational institutions, beyond this specific project. It is composed of the results of meetings with our Stakeholder Group (advising C&CP), the existing Needs Assessment (Brandellero et al., 2023), during which we gathered input for research questions, the C&CP project team and additional literature. Further, it is grounded in the New European Bauhaus (NEB) values 'beautiful, sustainable, together', and their elucidation in the NEB Compass. The NEB initiative 'connects the European Green Deal to our daily lives and living spaces. It calls on all Europeans to imagine and build together a sustainable and inclusive future that is beautiful for our eyes, minds, and souls' (European Union, 2024). In this document we are addressing how we are planning to support these goals within with research in Rotterdam South. The methods indicated will be elaborated in more detail in the publications to come.

Our research aims are twofold: that is on the one hand *formative* and will help the project team to improve its activities, and on the other hand *summative* evaluating the project's outcomes and impacts, while making its learnings available for future projects. A substantial part of the research will be based on participatory research

or citizen-science which implies the active engagement of members of the public in research tasks (Vohland et al., 2021, p.13). Adopting a methodology which centres participants' voices (Cornish et al., 2023; Kimura & Kinchy, 2016; Pedersen et al., 2022; Rydenstam et al., 2020), we draw on the experiences of the project-team and residents. This way, we aim to co-create and test learnings about sustainability and creativity in the everyday life of Rotterdam South's inhabitants.

4 Research practice principles

Considering the participatory ambitions of C&CP at large, the research builds on participatory methodologies, while being guided by specific research practice principles. As introduced above and highlighted in the Needs Assessment, the surrounding area of the C&CP is characterised by low trust in institutions and low participation in formal democratic representations and has been subjected to many top-down policy interventions (for instance Panel at C&CP Kick off, June 2023). As our Stakeholder Group indicated, terms like ‘working together’ and ‘participation’ need further definition. Considering the perceived distance between institutions and people within the neighbourhood, we need to act in a conscious and accountable way to build sustainable, productive relations and trust. This is necessary from an ethical perspective and also, to not further diminish trust in institutions. Further, cooperative, participatory research is especially suited for building trust and addressing social issues and affect social transformation (Bogacz-Wojtanowska et al., 2022). Part of our process are several working principles that guide our own engagement as researchers and the engagement with local stakeholders. They help us reflect on our practices as we aim to ground the research in the lived experiences and needs within the neighbourhood. As our learning and reflection progresses, we are going to revise and refine these working principles.

The following research practice working principles are derived from the New European Bauhaus Compass (2022), are emerging from the empirical Needs Assessment (Brandellero et al., 2023), the project proposal, and learnings thus far.

Participatory Processes and citizen science: The project addresses the full scope of how citizens can *co-develop* research questions, gather data, use and understand data (see Te Brinke et al. (2022) for comparisons between traditional research cycles and citizen science cycle) about sustainability and everyday creativity, proposing suitable solutions about the development of their city, and the engagement of researchers in democratic processes. Residents of the surrounding area will be engaged as co-researchers to investigate everyday creativity and (un)sustainable practices, as well as proposals for change or action. Indeed, our project partners at the Afrikaanderwijk Coöperatie are testing ways of engaging citizens in participatory research, in a way that accounts for reciprocity and power relations, with their Coöperatie Consultancy Buro². This participatory research will support and facilitate local inhabitants in the definition of research problems, gather data and develop insights in, for instance, the quality of life of their living environment.

In a process which can be described as *self-governing* (New European Bauhaus Compass, 2022, p. 16), the output and further steps will be determined by the co-

² For more details, see:

https://wijkcooperatie.org/nl/diensten/cooperatief_consultancy_buro/

researchers from the neighbourhood ensuring a redistribution of power (Arnstein, 1969). Apart from the research, participatory processes are relevant for other work packages as well. As Horgan and Dimitrijević (2019) point out, it is crucial to involve communities early on in design and urban planning processes.

A Stakeholder Group (made up of residents of the area) is regularly coming together and offers a *sounding board* about current developments of the project at large and the research. We will, for instance, develop our evaluation intentions with the Stakeholder Group. The Stakeholder Group consisting of neighbourhood residents who vary in age, occupation, expertise and cultural backgrounds. The Stakeholder Group articulates the communities' needs and interests, provides ideas and input, and steers the project activities and plans. They can provide unsolicited advice on the research agenda and its implementation, as well as feedback.

Important learnings from the Needs Assessment for participatory processes and citizen science are:

- 1) Building sustainable relationships. This involves a vision for the long-term commitment to the (research) project as well as working towards a sustainable form of organisation if that is desired among the participants in the process.
- 2) Accepting and committing to taking time to form relationships and trust within a diversity of communities within the neighbourhood of C&CP.
- 3) True neighbourhood involvement requires a serious and as equitable as possible partnership between institutions and neighbourhoods. We strive for reciprocity and collaboration, in alignment with the ethics of community-based participatory research (Eikeland, 2006). Moreover, we will explore how the research can serve as a source of skill and capacity development, for instance through training opportunities (see Hacker, 2013).
- 4) Compensation and recognition. People participating in co-creation need to be recognized and compensated for their contribution.

Multi-level engagement: The research surrounding C&CP works with *local networks and individuals*. Hereby, we are engaging with a variety of stakeholders in the area and in addition, our partner the Afrikaanderwijk Coöperatie is helping us with identifying relevant partners. Through them, we are also inspired to '*in-source*', the idea to invest as much as possible within the neighbourhood as opposed to out-sourcing where money is spent on external goods and services.

While we adopt a local focus, we are ensuring exchange about our research process and findings on a city-level through our partner the municipality of Rotterdam in working groups/sounding boards and the research networks we are involved in, ranging from a Rotterdam-focussed 'Community Research Hub' (WijkOnderzoeksCollectief Rotterdam), the Resilient City Learning Community,

and to international exchange within Europe, including other NEB projects and networks, ensuring that we *work across levels*.

Transdisciplinary approach and situated knowledge: A multiplicity of disciplines is contributing to the research within C&CP. Working within the existing research team, we have multiple disciplinary backgrounds drawing on Economic Geography, Urban Planning, Sociology, and Artistic Research. We, the researchers within C&CP, work interdisciplinary on the research surrounding C&CP and beyond disciplinary together with non-academics on citizen science. The education and cultural programme will be co-developed by transdisciplinary teams and local participants - this means that knowledge is situated and emerges in a way that is as non-hierarchical as possible, through togetherness and interactions in an ecosystem of participants. In a holistic and collaborative approach, academic knowledge is but one ingredient in a wider 'societal learning process' (Wittmayer et al., 2021, p. 4). More than ever, understanding the urban experience and the challenges and opportunities facing a particular neighbourhood and its residents, requires honest and horizontal exchanges of knowledge in informal settings (Dobson, 2006). We will co-design activities with people who have been historically underrepresented (such as practically educated people and people with a bi- and multicultural background) in policy development, urban development and other processes that affect the built environment in which these communities live. In addition, we are striving to create access to our research and placemaking programme. Removing barriers and increasing the capacity to participate in these groups empowers diverse community participation while increasing environmental justice.

Diverse, inclusive, equitable: Special attention will be paid to making our (research) practice as diverse, inclusive, and equitable as possible acknowledging and accommodating various dimensions of diversity including gender, ethnicity, class, disability, sexuality, and religion (inspired by the Centre for BOLD Cities (2024)). This also involves new institutional approaches (Brandellero et al., 2023, pp. 55–58) being truly accessible for residents. Identified are the following aspects 1), making it possible for residents to self-identify with the organisation, 2) informality and attuning to the different cultures of Rotterdam South and 3), flexibility towards unexpected, organic developments and changing needs. Important is further an ongoing reflection of our self-positioning and standpoint as researchers (e.g. Eikeland, 2006; Smith, 1997). Further, we are striving to create access to our research and placemaking programming for people from traditionally underrepresented groups within our institutions, such as people with practical education and people with a bi- and multicultural identity.

5 Research themes and questions

The research themes and questions presented here stem from the input from the Stakeholder Group consisting of local inhabitants advising C&CP, conversations with the project team consisting of all work package leaders and the initial Needs Assessment (Brandellero et al., 2023) which builds on the NEB Compass (2022). These questions are structured according to some general aims, and aligned with the NEB themes: beautiful, sustainable, together.

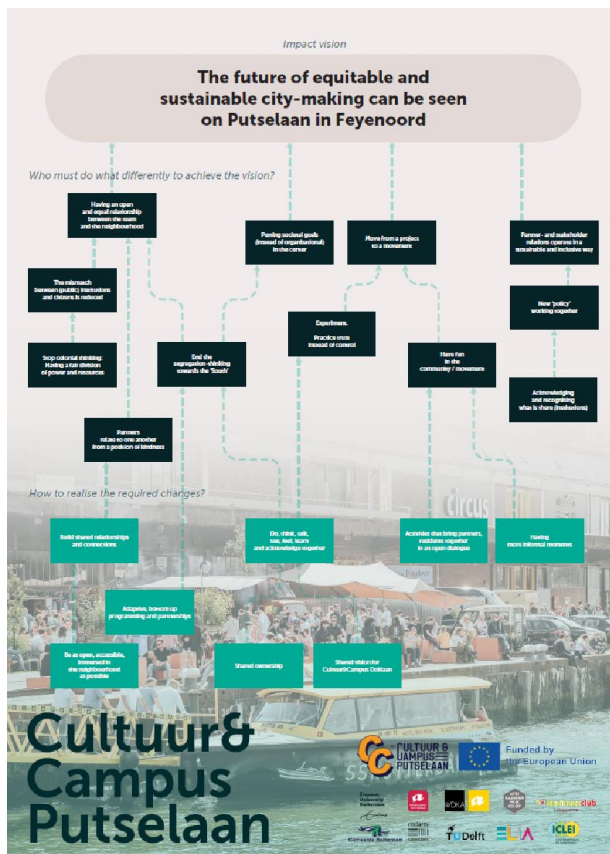


Figure 1 - Initial Theory of Change C&CP project

Corresponding to C&CP's aims to create a positive impact in the neighbourhood regarding beauty, sustainability, and inclusion (inspired by the NEB Compass (2022)), to contribute to strengthening the cultural ecosystem, and explore new types of arts education, the research investigates multiple project outcomes.

To capture the diversity of expected outcomes, the C&CP project team is currently working on refinement of a Theory of Change (ToC). A first ToC was developed during two workshops (21 September 2023 and 12 December 2023), under the guidance of colleagues from the Evaluating Societal Impact Team at Erasmus University Rotterdam. In the following step, this ToC will be discussed and refined together with a larger group of stakeholders, such as members of the

Stakeholder Group. The ToC will serve as the foundation for the analysis of outcomes.

5.1 Proposed research questions

Importantly, we may take the liberty to alter the research questions as outcomes of participatory research or the further development of the project.

5.1.1 Overarching research questions

Our overarching research questions reflect our twofold approach described above: summative and formative:

- Which challenges regarding sustainability, inclusion and beauty can C&CP address fruitfully within its surrounding area?

- To what extent have desired outcomes³ and impact occurred from C&CP?
- Which lessons can be learned for the CultuurCampus Doklaan or other, future initiatives, regarding participatory working methods, beauty, sustainability and togetherness?

The result is an innovative research portfolio with a collaborative and participatory approach at the intersection of the arts, science and urban change. We now turn to the proposed research questions, guided by the NEB principles and our reflections to date.

5.1.2 Beautiful

Beautiful as a NEB value refers to “quality of experience and style, beyond functionality” (New European Bauhaus Compass, 2022, p. 13), notably relating to the creative process, and the role of the arts and culture in activating, connecting, and integrating (ibid, p.6). It includes the ambitions to activate, connect, and to integrate (p. 8). We align as far as possible with the NEB ambitions set out in the Compass (see New European Bauhaus, 2022; Brandellero et al., 2023, p. 73) and base a range of research questions on it (for example questions 1, 2, and 6 hereunder).

Proposed research questions:

- How does C&CP reflect local particularities and call upon local materials and skills?
- How is the C&CP (building, organisation, activities) experienced by locals and other stakeholders?
- How do different stakeholders (activity-organisers, visitors and participants) experience artistic and cultural activities organised or facilitated by C&CP (e.g. regarding accessibility, meaningfulness, inclusion, aesthetics)?
- What role do different stakeholders (e.g. local creatives, city developers, residents) see for creativity, and the arts in local urban development and transformation, and who would they like to implement it?
- How do different stakeholders envision an aesthetically pleasant regeneration?
- To what extent do activities within C&CP correspond to the needs and wishes formulated by different stakeholders?
- In what ways does C&CP foster a sense of community and belonging to people with different backgrounds and perspectives?

5.1.3 Sustainable

³ Outcomes as we have defined them in the Grant Agreement and in conversation with relevant stakeholders.

Sustainable refers to “climate goals, to circularity, to zero pollution, and biodiversity”, (NEB Compass, 2022, p.3) thus mindful of not exceeding planetary boundaries and respectful of the needs of human and non-human lifeforms and the planet (see *ibid*, p.9). It includes the ambitions to repurpose, to close the loop, and to regenerate (p. 10).

Proposed research questions:

- What meaning do sustainable or regenerative transitions have for local inhabitants?
- What are the needs, opportunities, and barriers for sustainable, inclusive transitions in the area?
- In what ways does C&CP relate to denizens (human, non-human) of the surrounding area and affect the existing (environmental) ecosystem in and around the building?
- In what ways is C&CP engaging in- and impacting sustainable transitions such as the stimulation of repurposing (preservation; repairing, reusing, reducing, upgrading, and renewal within the neighbourhood?
- How can C&CP develop a positive environmental impact in the area?

5.1.4 Together

Together ranges “from valuing diversity and equality for all, to securing accessibility and affordability” (NEB Compass 2022, p.3). It involves the ambitions to include, consolidate, and to transform (*ibid*, p. 12).

- What kind of participation and co-ownership is desired by the different stakeholders (local inhabitants, institutions) and being facilitated within C&CP?
 - How do the institutions involved (EUR, WdKa, Codarts, RDAM) navigate the desires for co-ownership and equitable participation?
 - How is co-ownership and participation organised and experienced by the stakeholders involved?
- To what extent are C&CP's activities experienced as accessible by different stakeholders (local inhabitants, students, creative entrepreneurs) and what barriers to accessibility and participation are experienced?
- Is C&CP as an organisation, building and its portfolio of activities experienced as inclusive towards a diversity of identities (such as gender, cultural identity, age, educational background)?
- How does C&CP ensure it is not an agent of gentrification and displacement in the surrounding area?

- What support base does C&CP have within the neighbourhood and beyond?
- In what ways does C&CP contribute to overcoming segregations between different communities?
- What are guiding principles of the interior- and exterior design of the building so that a diversity of people can feel at home and welcome there?

5.1.5 Learning for sustainability and inclusion

Our project brings together educational institutions in Rotterdam, pilots new ways of learning, and explores possibilities of integrating existing, informal ways of learning within formal educational programmes and beyond. We will also explore learning that address sustainable and inclusive urban transitions and that account for the complexity of experiences and the richness of knowledge and expertise from all stakeholders.

Proposed research questions:

- What new or informal educational formats, aims, and contents are suitable for C&CP (i.e. focussing on the three domains of purpose qualification, socialization, and subjectification (Biesta, 2020) or 'Bildung'⁴)
- How can the piloted courses with and for the neighbourhood be in support of an inclusive, sustainable, and aesthetically enriching urban transition?
- In what ways does C&CP involve 'lay people'⁵ in professional arts education in a meaningful way?
- In what ways can C&CP include local and informal expertise in its education?
- How does the involvement of local and informal expertise affect the knowledge and skills of the arts-students and professionals involved?
- How can C&CP use micro-credentials to acknowledge skills and knowledge acquired outside of formal education or validate be validated by means of micro-credentials?
- What meaning do micro-credentials have for different stakeholders involved?

5.1.6 Other transitions

In our preparatory exchanges with stakeholders and partners, we have touched upon other fundamental transitions in the area, which are not directly captured by

⁴Bildung can be broadly translated as 'self-education and culture as edifying' (Løvlie & Standish, 2002, p. 318).

⁵Persons not professionally trained, qualified, or experienced in the arts.

the NEB values described above. For this reason, we will reflect on the following emerging questions:

- How does C&CP affect the wellbeing of residents and the social infrastructure in the surrounding area, without further exacerbating processes of gentrification?
- In what ways does C&CP contribute to (mutual) capacity building and cultural and environmental literacy among the residents of the surrounding area, the students and professionals involved?
- In what ways is C&CP supporting and sustainably strengthening the local creative ecosystem?
- With what functionalities can a digital neighbourhood dashboard support local transitions?
- How does C&CP affect employment and business opportunities in the area?
- In what way can the C&CP building keep its function for place-making, encounters, learning and research for all stakeholders in the longer term?

6. Methodology

A multi-method study design is being adopted in which different data-collection methods feed a *Contribution Analysis* (Mayne, 2012), connected to our ToC.

During two Stakeholder Group sessions, we co-designed and discussed relevant research questions and approaches. In the following steps of the research, we are also going to consult the Stakeholder Group to identify the best ways to capture the lived experiences of residents, associations, and businesses in the area. Further, we will invite members of the Stakeholder Group to join the citizen science projects surrounding C&CP and invite others via means of snowball sampling.

While much of the research relating to C&CP and its impact will be carried out by the EUR project team, RDAM and the Afrikaanderwijk Coöperatie have also been allocated reach hours as well and will contribute with their respective expertise. In addition, we have been forging relationships with researchers at our partner institutions (e.g., other departments at EUR and Municipality of Rotterdam) but also external partners to explore possibilities for collaborations.

Participatory methods and citizen science will support the building of a neighbourhood dashboard and the impact assessment tool. We will detail the different methods below. An overview of which methods will generate answers to which research questions can be found in Appendix A.

6.1 Participatory exploration of neighbourhood transitions

Drawing on citizen-science, we explore and contribute to neighbourhood transitions with a focus on everyday creativity and sustainability. Initially, we will generate knowledge about (un)sustainable-practices and creativity in their neighbourhoods together with residents. We will do so by drawing on a variety of approaches, tailored to what is best suited to particular forms of connecting, interacting and sharing, exploring options such as photovoice, focus groups, and (walking) conversations. Specifically, we want to focus on identifying the most pressing needs that are felt locally and explore the most promising opportunities for addressing shared challenges. From there, we work collaboratively on ideas for change and activities that can be hosted or supported by C&CP. Because these ideas come from community-members themselves, they are likely to be more relevant and suitable for the lived experience of locals than traditional methodologies, which might be experienced as too directive, top-down, and power imbalanced.

The participatory research within this project has the aims a) to create awareness for barriers and solutions for sustainability within the area from the perspective of locals, b) enhance the visibility of creativity in everyday life in Rotterdam-South, c) derive input for the programming of the C&CP (WP4, Creative placemaking through artistic, cultural and social programming), feeding into the needs and wishes of local communities, d) provide input for the neighbourhood dashboard,

e) capture learnings that occur within the implementation process of C&CP (WP7, Future plans, replicability). In addition, the results from this research will inspire the education taking place within the C&CP, which will be a new type of education, research, and cultural space, centred on sustainability and inclusive principles. Based on the project's outcomes, we will explore connection points between creative practices of locals and course-content.

6.2 Theory of Change, Contribution Analysis and Impact evaluation

To answer our questions regarding the outcomes, we are drawing on our ToC. Based on the postulated ToC, the project outcomes will be evaluated by means of a Contribution Analysis (Mayne, 2012). Contribution analysis is a theory-based approach to evaluation which tests the ToC against logic and evidence available. It

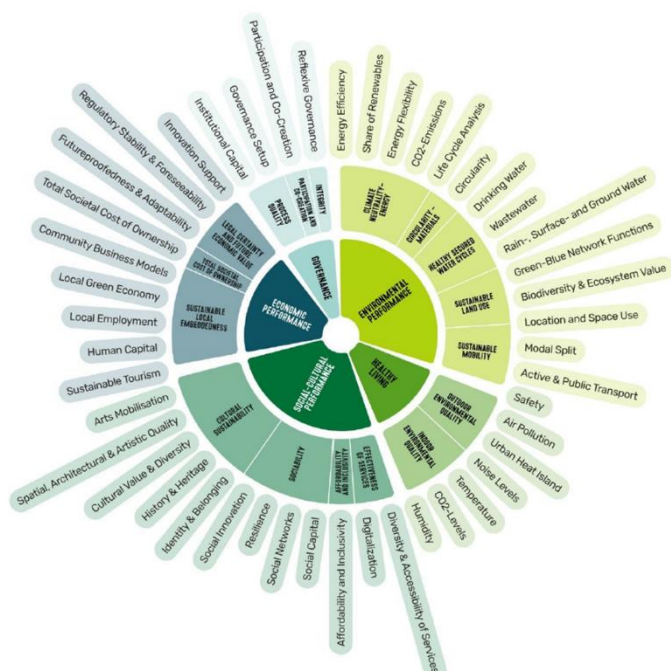


Figure 2 - CrAft Impact Model

is very suitable to interrogate causal mechanisms and consider multiple factors influencing results of a project. Further, we are exploring the applicability of the NEB Impact Model (see Figure 2) developed to support the implementation and follow-up of the NEB principles on the ground by the CrAft (Creating Actionable Futures) project (Vandevyvere & Wyckmans, 2023). Specifically, we will draw on the NEB Impact model in the further refinement of the ToC as a conversation starter.

Importantly, we are also using a participatory approach (Guijt, 2014) to evaluation, which means that

we involve relevant stakeholders and intended beneficiaries in different steps of the evaluation. A participatory approach is likely to generate a better evaluation regarding the understanding of data, appropriate recommendations and ethics considering the involvement of various stakeholders in C&CP that should be involved in decision-making (Guijt, 2014).

Apart from consulting the Stakeholder Group on the ToC, we will also organise additional sounding board sessions with policymakers, professionals in the fields of sustainable city development, arts and culture, and diversity and inclusion to test our existing ideas and calibrate our aims with existing initiatives.

While it is not possible to disentangle the distinct, causal impacts of various developments taking place in Rotterdam South, our project will add to existing knowledge and understanding of the experiences of change. The participatory

research will also support the qualitative monitoring of C&CP impacts. Over the past years, there has further been great progress in developing social impact metrics and models (see for example, Continuum of Impact 2020; Erasmus Research Services 2024; Vandevyvere & Wyckmans, 2023; Verwayen et al. 2017;). These hands-on approaches guide step by step to impact assessment. While their stakeholders and desired impact may differ, the process overlaps greatly, with the aim of helping organisations assess how their activities impact the environment in which they operate. What unites these reports further is the understanding that impact assessments should not be a one-off exercise but a continuous cycle (Verwayen et al. 2017), guiding organisations through four phases. These involve: 1) design phase, 2) data collection phase, 3) narration phase, and 4) evaluation phase which we have elaborated in the Needs Assessment (Brandellero et al., 2023, pp 69-72). Putting these four phases into practice, we aim to use a Theory of Change (ToC). The Theory of Change (ToC) is a comprehensive approach to map and capture the process of social change a project, practice or organisation aims to achieve. It provides a clear, step-by-step model that outlines how inputs, activities, outputs, and outcomes combine to create an impact (Jackson, 2013). The co-creation of the ToC is ongoing and guided by Stefan de Jong from the 'Evaluating Societal Impact team' at the Erasmus University Rotterdam.

The subsequent Contribution Analysis (Mayne, 2012) will be fed by qualitative and quantitative research data to capture in-depth insights into the lived experience of stakeholders living and working in Rotterdam South. Specifically, we are planning to draw on interviews, Stakeholder Group meetings/living labs, ethnographic observations, (brief) questionnaires capturing the experience of participants and secondary data about the neighbourhood.

6.3 Activity evaluation and monitoring

To feed the Contribution Analysis and create a formative evaluation of activities, we are setting-up monitoring and evaluation tools that enable activity organisers and participants to monitor participation and collect feedback about the experiences of participants. The tools include a digital questionnaire which participants and activity-organisers can fill in at the end of an activity capturing their experience, for example on a smartphone. Further, it includes questions to the organiser about the number of participants to monitor the activity-attendance and their experience of the collaboration and activity.

6.4 Institutional Ethnography

To address the research questions surrounding the NEB values beautiful, sustainable and together, we draw on Institutional Ethnography (Smith, 2006). Institutional Ethnography is a critical, feminist approach which has been described as 'sociology for people' and explores 'people's activities as they coordinate in those forms we call institutions' (Smith, 2006, p. 13). It allows us to study how institutions operate in the everyday life of people, which is very relevant given the complex institutional environment of C&CP. Institutional Ethnography includes a diversity

of methods such as interviews, document-analysis and observations and has, according to Smith, as its 'natural next step' the proposals for change (ibid, p.10). The possibility to include active engagement in social change makes Institutional Ethnography very compatible with participatory research or citizen science. Consulting participants about the interpretation and research results also reduces the authority of the researcher which is still an issue in Institutional Ethnography (Walby, 2007).

6.5 Target groups

Just as C&CP aims to engage a broad demographic of locals, students and staff, the research will involve these stakeholders. Through our partner the Afrikaanderwijk Coöperatie we are inviting a broad representation of inhabitants to participate in citizen-science. We thus aim for a maximum variation sampling. Important is however specifically the participation of young people as they have been pointed to as important future-beneficiaries of C&CP by the Stakeholder Group. Given our goal to evaluate the impact of our own activities on site at the Putselaan and in various pop-up locations, our research will more generally target people who engage and connect with our programming and activities. We will monitor participation at our events to inform our understanding of the C&CP's demographic and societal reach.

We will disseminate the results of the participatory research among relevant target audiences, for instance if wishes and ideas regard activities within C&CP, the responsible person for cultural programming within C&CP will be informed. If there are policy-relevant wishes emerging from the research, we will share the results with our project-partners within the municipality. An exhibition is also possible for the communities surrounding C&CP but again we will determine this together with the participants in the research.

7 Intended outputs

Below, we detail several intended outputs. We will alter the existing plans with the input of the research participants/co-researchers.

7.1 Needs assessment plan and implementation (D2.1)

Completed

7.2 Theory of Change

The Theory of Change will serve as an internal guide for decision-making. The subsequent Contribution Analysis will be used as input for the impact assessment.

7.3 Scientific outputs and dissemination

While the exact focus of this research will be determined together with the residents who are functioning as co-researchers, we plan to write two academic papers about the process and outcomes. One will focus on sustainable transitions within the neighbourhood, one on the visibility of everyday creativity. In addition, we will share the results in other forms with local communities. The exact form of this output will be determined in co-creation with the participants in the research.

An additional academic paper will capture the learnings regarding stakeholder engagement. One academic paper about our learnings, participatory research practices and stakeholder engagement within the research process. We will present the papers at sociological conferences in coming years. Together with the people involved in the participatory research, we will also explore if and how they wish to be involved in the creation of these scientific outputs.

7.4 Policy plans and inspiration

Findings from the citizen-science research and piloted courses within C&CP will be captured through WP7 in the 'Periodic Lessons Learned' reports (D7.4 and D7.5) to generate inspiration for policymaking. Specifically, we aim at the Rotterdam municipality and possibly broader educational policy.

7.5 Online neighbourhood dashboard (D2.3)

The online dashboard will map the landscape of social and cultural stakeholders in Rotterdam South active in supporting the transition towards a sustainable, inclusive and creative Rotterdam South, offering a space for interaction, networking and co-creation. We are currently managing a website and map called [Rotterdam Saus](#) which we took over from 'Stichting Uit op Zuid' and already provides some insight into cultural hubs in South. We may use this existing tool to develop it further in line with the input we receive from local stakeholders.

We envision that it also provides an easily understandable snapshot of the area's profile and situation according to socio-economic and demographic indicators. At the C&CP, and during pop up events and locations in the neighbourhood, access

to the dashboard will also be facilitated for those who would need support in doing so.

7.6 Impact assessment tool (D2.4)

The impact assessment tool will evaluate how the project's various strands of activities have impacted the neighbourhood. One of the high-level goals underpinning C&CP is to pilot territorial development initiatives that employ the arts, culture and science without resulting in undesired gentrification and displacement. The tool will connect evidence and policy alternatives to support informed decision-making. It will define and quantify the various parameters of impact (economic, environmental, social, financial) in Rotterdam South and motivate specific choices.

7.7 Impact Report

The impact report will apply the results of the application of the impact assessment tool and reflect upon the process, outcomes and learnings from C&CP.

8. Timeline

	2024												2025											
Month	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12
(D2.2) Action Plan	X																							
Theory of Change																								
Online Neighbourhood dashboard (D2.3)												X												
Participatory research																								
Outputs of participatory research																								X
Impact assessment tool (D2.4)																								X
Impact assessment (report)																								X
Contribution to final conference																								X

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Appendix A: Overview of research questions and associated methods

Please note that the methods and approaches in the table below may include several data collection methods and will be refined soon in further consultation with Stakeholder Group and co-researchers.

Contribution Analysis (CA): analyses the contributions of C&CP based on a variety of sources such as secondary sources, citizen science, the sounding board sessions, the Institutional ethnography, and surveys.

Citizen science: within C&CP, we are using several citizen science or participatory sub-projects. For instance, we will explore everyday creativity, learning and (un)sustainability by using focus-group sessions and photo-voice. Here, participants are participating in the entire research cycle. In other instances, we are using participatory methods as consultation with the Stakeholder Group, for instance to refine the ToC together with them.

Sounding board sessions: will be comparable to focus-group sessions or Living-Labs in which we will collect input from specialists active in the area or with relevant expertise.

Institutional ethnography- (IE): involves a variety of methods such as interviews, participant observations, document analysis.

Surveys: will be used to evaluate activities and collect additional input form the neighbourhood.

Secondary data: we are drawing on existing neighbourhood data monitoring for instance population composition and, satisfaction with the living conditions in the area.

	CA	Citizen science	Sound. board	IE	Surveys	Secun. data
Overarching questions						
To what extent have desired outcomes and impact occurred from C&CP?	X	(X)		X	X	X
Which challenges regarding sustainability, inclusion and beauty can C&CP address fruitfully within its surrounding area?		X		X		
What lessons can be learned for other, future initiatives, regarding participatory working methods, beauty, sustainability and togetherness?	X	X		X	X	
Beautiful						
How does C&CP reflect local particularities and call upon local materials and skills?		X		X		

How is the C&CP (building, organisation, activities) experienced by locals and other stakeholders?		X		X	X	
How do different stakeholders (activity-organisers, visitors and participants) experience artistic and cultural activities organised or facilitated by C&CP?				X	X	
What role do different stakeholders see for creativity, and the arts in local urban development and transformation and who would they like to implement it?		(X)	(X)	X		
How do different stakeholders envision an aesthetically pleasant regeneration?		X		X		
To what extent do activities within C&CP correspond to the needs and wishes formulated by different stakeholders?		X		X	X	
In what ways does C&CP foster a sense of community and belonging to people with different backgrounds and perspectives?				X	X	
Sustainable						
What meaning do sustainable or regenerative transitions have for local inhabitants?		X				
What are the needs, opportunities, and barriers for sustainable, inclusive transitions in the area?		X	X	X		
In what ways does C&CP relate to denizens (human, non-human) of the surrounding area and affect the existing (environmental) ecosystem in and around the building?			X	X		
In what ways is C&CP engaging in- and impacting sustainable transitions within the neighbourhood?			X			
How can C&CP develop a positive environmental impact in the area?		X	X			
Together						
What kind of participation and co-ownership is desired by the different stakeholders (local inhabitants, institutions) and being facilitated within C&CP? - How do the institutions involved navigate the desires for co-ownership and equitable participation? - How is co-ownership and participation organised and experienced by the stakeholders involved?			X	X		
To what extent are C&CP's activities experienced as accessible by different stakeholders (local inhabitants, students, creative entrepreneurs) and what barriers to accessibility and participation are experienced?				X	X	
Is C&CP as an organisation, building and its portfolio of activities experienced as inclusive towards a diversity of identities?		(X)		X		
How does C&CP ensure it is not an agent of gentrification and displacement in the surrounding area?			X	X		
What support base does C&CP have within the neighbourhood and beyond?				X	X	
In what ways does C&CP contribute to overcoming segregations between different communities?				X		

What are guiding principles of the interior- and exterior design of the building so that a diversity of people can feel at home and welcome there?		X	X			
Learning for sustainability and inclusion						
What new or informal educational formats and contents are suitable for C&CP?			X	X		
How can the piloted courses with and for the neighbourhood be in support of an inclusive, sustainable, and aesthetically enriching urban transition?		X		X		
In what ways does C&CP involve 'lay people' in professional arts education in a meaningful way?				X	X	
In what ways can C&CP include local and informal expertise in its education?		X		X		
How does the involvement of local and informal expertise affect the knowledge and skills of the arts-students and professionals involved?				X	X	
How can C&CP use Micro-credentials to acknowledge skills and knowledge acquired outside of formal education or validate be validated by means of micro-credentials?			X	X		
What meaning do micro-credentials have for different stakeholders involved?				X		
Other transitions						
How does C&CP affect the wellbeing of residents and the social infrastructure in the surrounding area, without further exacerbating processes of gentrification?		X			X	X
In what ways does C&CP contribute to (mutual) capacity building and cultural and environmental literacy among the residents of the surrounding area, the students and professionals involved?		X		X		
In what ways is C&CP supporting and sustainably strengthening the local creative ecosystem?		X		X	X	
With what functionalities can a digital neighbourhood dashboard support local transitions?		X		X		
How does C&CP affect employment and business opportunities in the area?				X		X
In what way can the C&CP building keep its function for place-making, encounters, learning and research for all stakeholders in the longer term?				X		