

Inclusive public space

Improving inclusivity through spatial design in Tarwewijk

Graduation thesis | Esma Karadag | January 2021





Title	Inclusive Public Space: Improving inclusivity through spatial design in Tarwewijk
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Date	January, 2021
Image cover by author	Design proposal Mijnsheerenplein

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Acknowledgements

First of all I would like to thank my first mentor Maurice Harteveld for guiding and supporting me with his knowledge and enthusiasm for the topic of this graduation project. Even though we have hardly been able to meet in person this year, you have been a great help for the succesful completion of my graduation project.

Secondly, I would also like to thank Otto Trienekens and Andrea Fitskie from the Veld Academie for their help during this thesis. Despite the current circumstances regarding COVID-19 you really have tried and helped me linking my research to the project location and gave me a practice-based perspective on the research topic.

Lastly, I would like to thank my family and friends for their endless support and kind words which have helped me through this graduation year and made working from home more durable.

Preface

Personal motivation

The motivation for choosing this research topic is because of a personal interest in psychology. My interest has always been on the relationship between humans and their environment and especially in how the spatial structure and spatial implementations of a design could have an influence on human behaviour. So, how people perceive their environment and the reasons behind specific behaviour in the public space are topics that fascinate me. This is also the reason have tried to expand my knowledge in the field of environmental psychology during my academic career. Within this graduation project I am looking forward to propose a public space design that will have an effect on people and their behaviour in order to create more inclusive public spaces.

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1 | Problem Definition

1.1 | Introduction

1.2 | Historical development

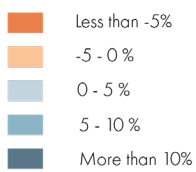
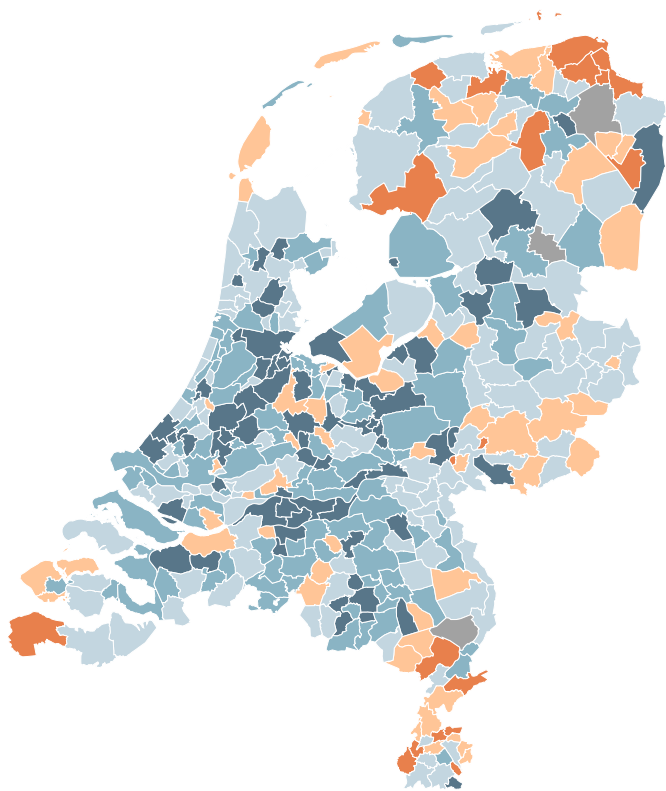
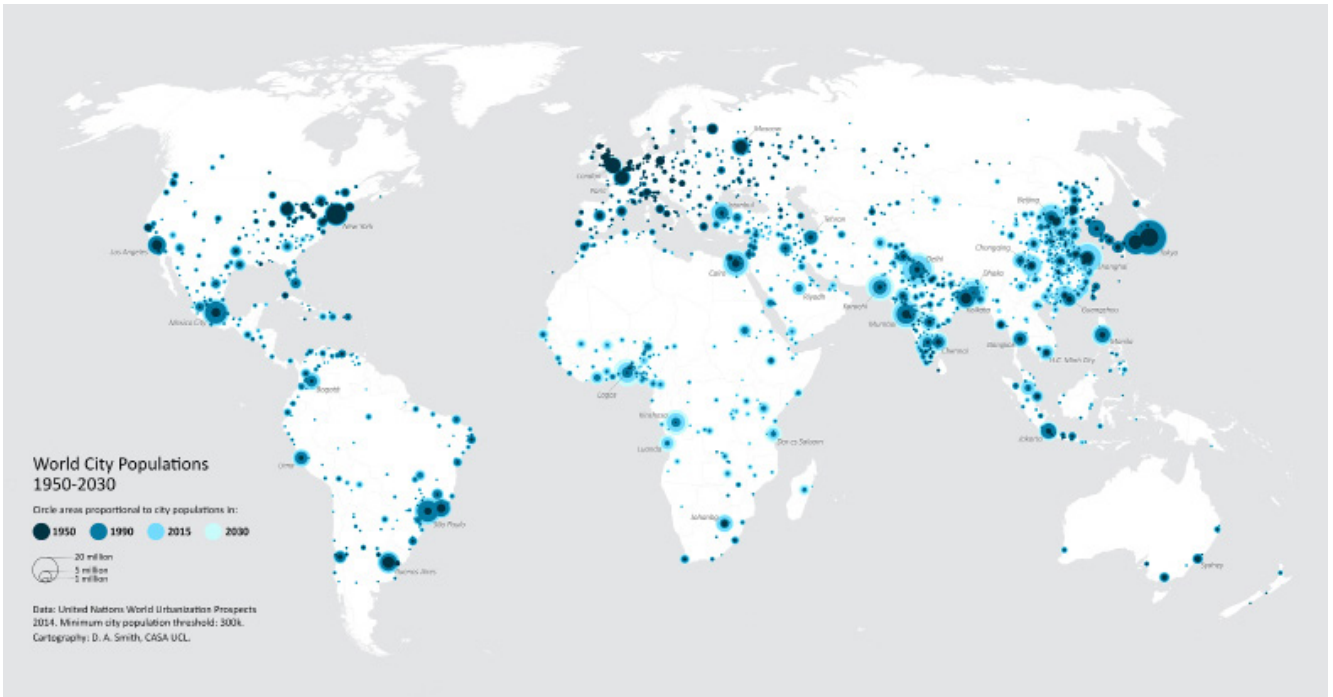


Figure 1: Urbanizing world (United Nations, 2014).

Figure 2: Growth and shrinkage in The Netherlands (CBS, 2018).

Figure 3: Randstad and G4 (image by author).

1.1 | Introduction

The contemporary world we are living in is more urbanized than ever. The increase of the migration flows due to globalization in the twentieth and twenty-first century has led towards a concentration of people within urban areas all over the world. Thousands of migrants arrived each day in cities looking for opportunities for a better life (Zhang, 2016). In 1800 only 2 percent of the world's population lived in urban areas, whereas in 1900 this increased towards 15 percent. In 1950 this amount doubled to 30 percent and 2007 was the first time in history that the world became more urban than rural. Currently over 55 percent of the world's population is living in urban areas and the expectations are that in 2050 this will increase to 68 percent (UNDESA, 2018).

Also within The Netherlands patterns of urbanization are visible. The Netherlands experiences a decrease of the amount of inhabitants at the borders of the country in the Northern, Eastern and Southern part (CBS, 2019), while the four largest cities within the 'Randstad', namely Amsterdam, Utrecht, The Hague and Rotterdam, continue to pull people towards their cities (CBS, 2018). Rotterdam is currently the second largest city of The Netherlands and has grown and expanded enormously during the past centuries. Nowadays the city contains a concentration of a more diverse population than ever and is still looking for ways to densify to meet the growing housing demand of the population.

These rapid urbanization patterns have an enormous social and environmental impact on the cities such as Rotterdam, cause a change in how people use the public spaces and brings along challenges regarding the inclusivity within the city. Urbanization has already resulted in sharing the public spaces in the city. Since densification of cities causes people to live even closer to each other, this means that fulfilling the housing need for the future will lead towards even more pressure on sharing the limited available public spaces in cities.

The way of sharing the public spaces in a good way, however, is the base for a pleasant living environment and should therefore be executed in an inclusive way. Drowning in the massiveness of the city can have major negative consequences for the wellbeing of people, which means that living well together with other citizens is of extra importance in order to be able to share the public spaces with each other. That is why in urban design attention should be paid to (social) inclusiveness by stimulating encounters between people for creating a larger mutual understanding, which will make them be more able and willing to share the public spaces with each other.

1.2 | Historical development

For a better understanding of how Rotterdam has been developed over the past centuries, this section will give an historic overview of how Rotterdam has been developed throughout the years from being a small mercantile town into a large, densely populated, diverse and international city that it is nowadays.

17th, 18th & 19th century

Starting off from the seventeenth and eighteenth century, Rotterdam was spatially characterized by a strong relationship between town and harbour. However, this urban ideal of the mercantile town got gradually altered by the industrial revolution of the nineteenth century. Major technological innovations in transportation and infrastructure technologies have led towards an enormous growth and expansion of the city of Rotterdam and its port, growing into one of the largest of Europe. Since traveling became faster and cheaper, an increase in long-distance migration and international travel became visible attracting newcomers to the city. Rotterdam became an important destination for unskilled labourers, as there were no specific skill or education requirements for the labour needed to be delivered for the port (Puschmann, 2015).

These labourers settled down mostly in the southern part of Rotterdam near to the port and within a short period of time lots of cheap dwellings were generalized for them (Nationaal Programma Rotterdam Zuid, 2019). Due to the fact that the river the 'Maas' crossed right through the city separating the city in a northern and southern part, these two parts of the city were longly considered as two individually functioning parts. Spatially for Rotterdam south this meant a concentration of diversity, due to the newcomers, and a concentration of different functions of working and living closely next to each other (Thissen, 2013).

20th century

Later on, after the second world war, an urgent need for dwellings occurred leading towards the building of garden cities in the southern part of Rotterdam. This urge was because of the moving in of cheap labour migrants from southern Europe looking for employment opportunities at the port. These were the jobs that the native inhabitants of Rotterdam did not want anymore (Nationaal Programma Rotterdam Zuid, 2019).

21st century

While the urbanization accompanied the industrialization (Gollin, Jedwab & Vollrath, 2016), the transportation technologies, as well as the innovations in communication and information technologies from later on, not only facilitated the process of urban concentration but also facilitated a process of urban decentralization. Rotterdam encountered patterns of spatial dispersal and urban sprawl (Madanipour, 2013). While the port



activities moved gradually more in western direction towards the sea, with that the job opportunities for the southern part of Rotterdam diminished. Rotterdam south became therefore more a residential focused area.

Figure 4: Spatial growth map of Rotterdam (Topotijdreis, 2020).

At the same time the wealthy upper class started to move out of the city towards more attractive neighbourhoods on the outskirts of Rotterdam leaving the poor part of the population, who did not have these opportunities, behind. They had no other choice than to continue living within these neighbourhoods (Thissen, 2013). This process has widened the gap between the rich and poor causing far reaching challenges to the social fabric of the city which are still visible nowadays (Madanipour, 2013).

1.3 | Problem analysis

Nowadays, Rotterdam south is still dealing with challenges regarding the small, cheap housing and concentrations of people with low incomes and other excluded social groups. The previous section explained that this newly developed characteristic of urban life is quite different compared to the intimate sociability of earlier small-scale village and town life of the centuries before. Previously these mechanisms fostered individuals to be properly socialized. Nowadays, however, the lack of this socialization mechanism make cities like Rotterdam become home to variety of individuals, some of whom tend to engage in anti-social behaviour, such as violent crime, causing a threat for a great part of the community (Katznelson, 1992, Brain, 1997, as cited in Fincher & Iveson, 2008).

Especially the southern part of Rotterdam is an area which deals with these anti-social consequences and stigmatization. This part of the city has longly been considered as the part with the most problematized neighbourhoods of the city. The concentration of socially disadvantaged groups of people has resulted in patterns of socio-spatial segregation of which the negative impacts are reflected in the use (or disuse) of public space and in the decrease of the livability of the area. The municipality called out a few neighbourhoods, among others Tarwewijk, to be the most problematized neighbourhoods of Rotterdam and has set up a program called Nationaal Programma Rotterdam Zuid (NPRZ) in order to act upon the negative status of the neighbourhoods. Within this program the government, municipality, multiple corporations, healthcare institutions, schools, companies, police and public prosecutor service work together to enhance the level of education, employment rate and quality of living to the standards of the four largest cities of The Netherlands (G4). Despite the improvements that are accomplished throughout the past years, the threats and challenges are still enormous and present (NPRZ, 2020). The characteristics of a problemized neighbourhood are still reflected in the poor performance of the physical, social and safety index of this part of the city (Wijkprofiel Rotterdam, 2020).

Baangarantie moet jongeren Rotterdam-Zuid uit criminaliteit houden



▲ De Tarwewijk in Rotterdam-Zuid. © anp

Geldplan voor grootschalige opknopbeurt Rotterdam-Zuid

Figure 5: Newspaper article about job opportunities to keep youth away from crime in Rotterdam south (NOS, 2018).

Figure 6: Newspaper article about makeover plans for Rotterdam south (AD, 2015).

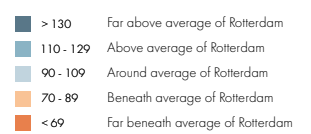
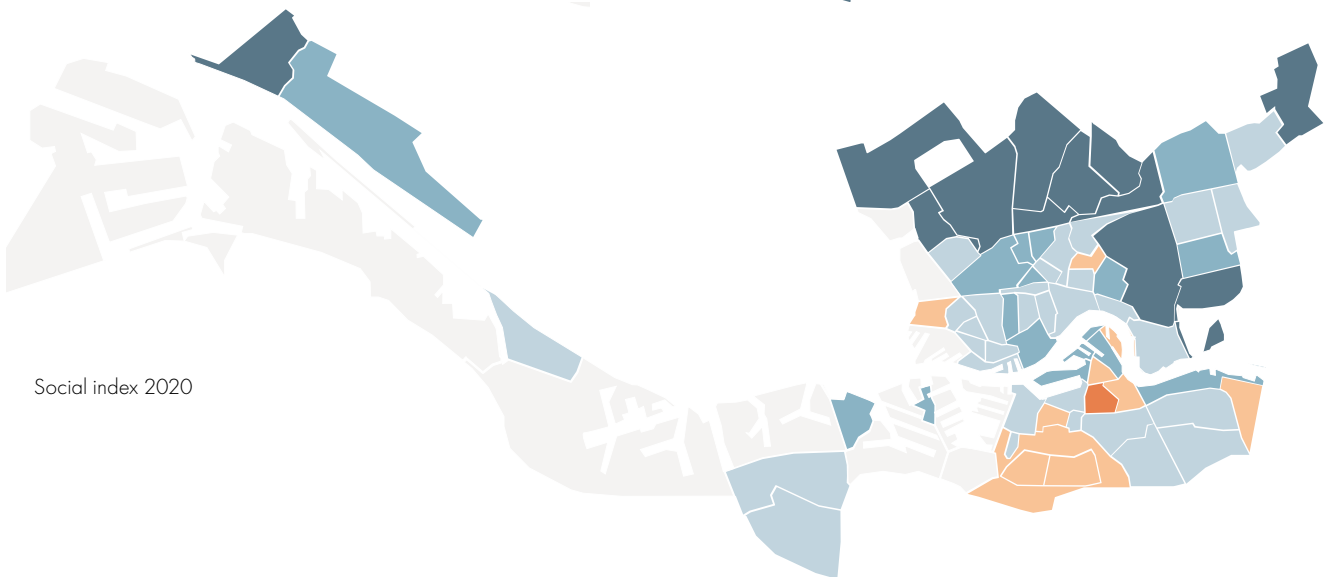
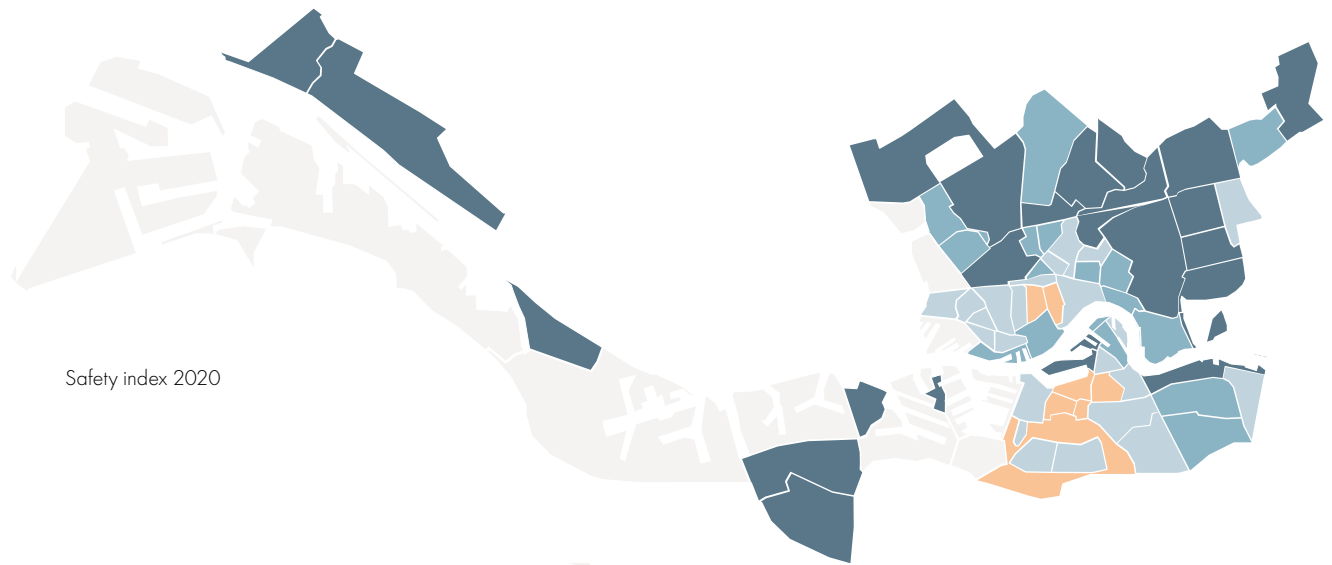
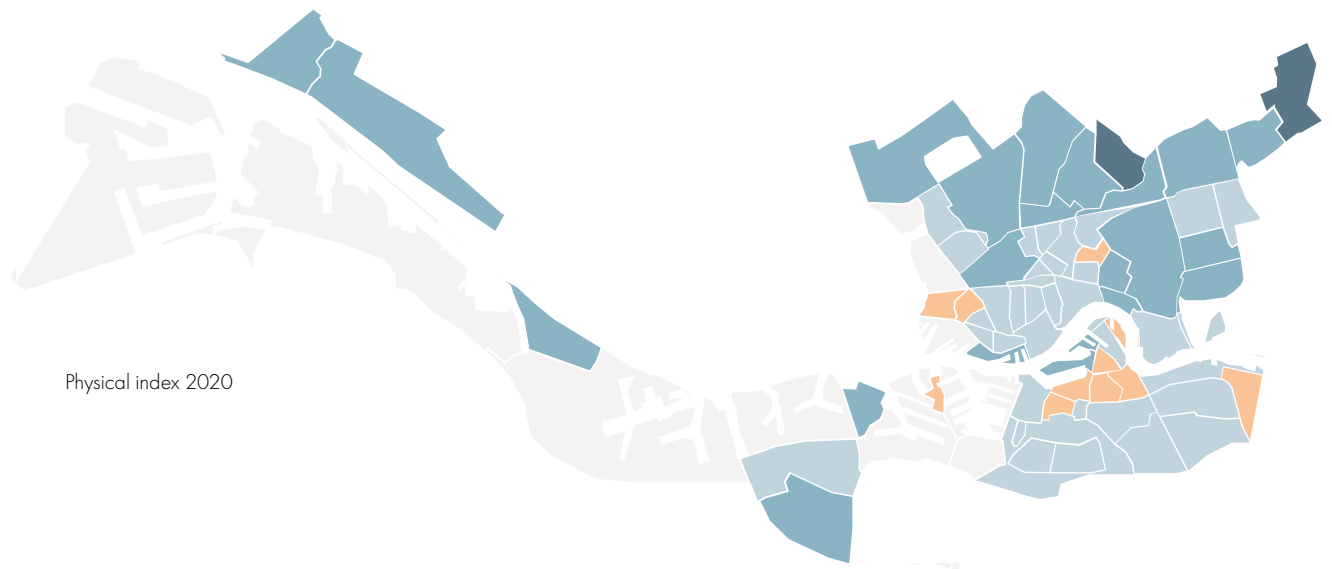


Figure 7: Physical, safety and social index Rotterdam (Wijkprofiel, 2020).

Tarwewijk

Tarwewijk is thus one of the 'problematized' neighbourhoods of Rotterdam south. It is located in Rotterdam south along the river the 'Maas'. Tarwewijk has been founded between 1900 and 1930 due to the housing need for the (migrant) labourers of the incredibly fast growing port of Rotterdam and can since then be still considered as a highly diverse, but also problematized, neighbourhood. It is a dense urban area containing in total more than 12.000 inhabitants.

Figure 8: Project location (image by author).

Figure 9: Density per neighbourhood Rotterdam (Onderzoek010, 2020).

Figure 7: Tarwewijk (NPRZ, 2020).



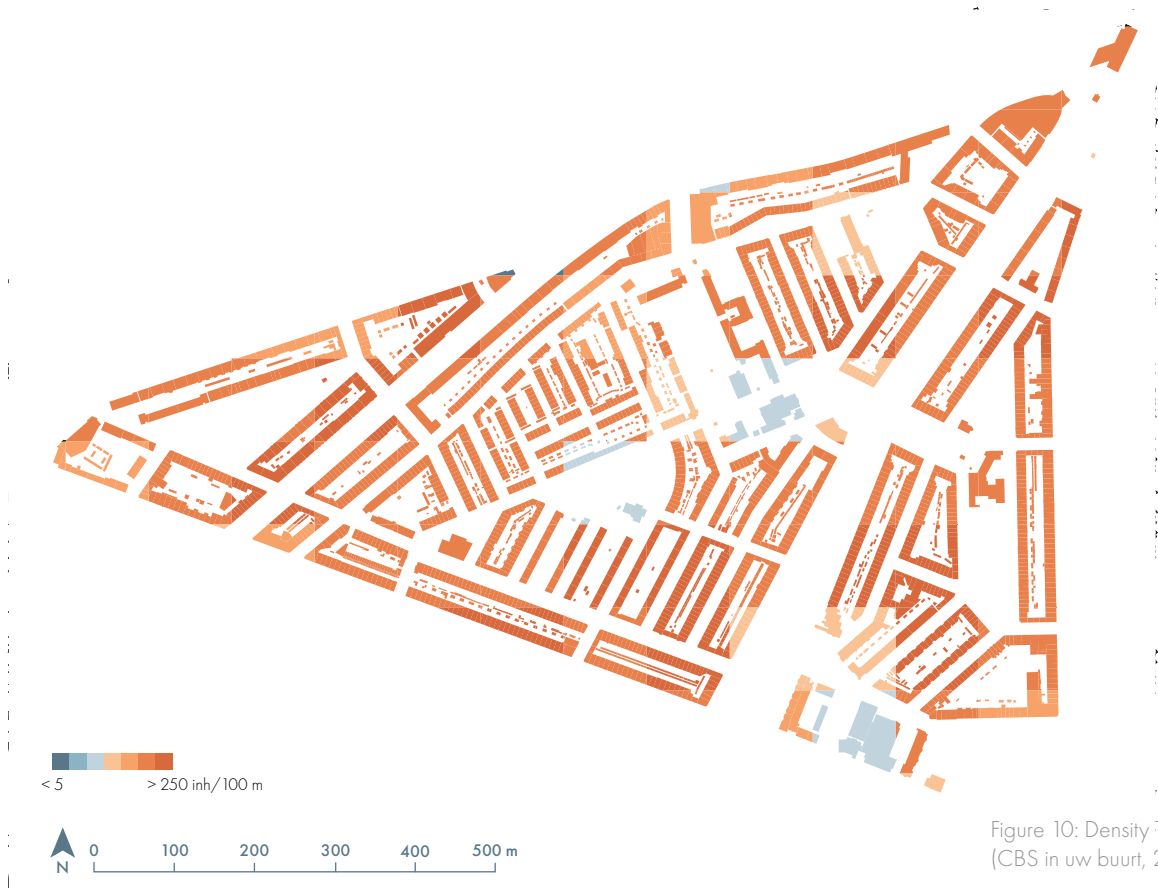
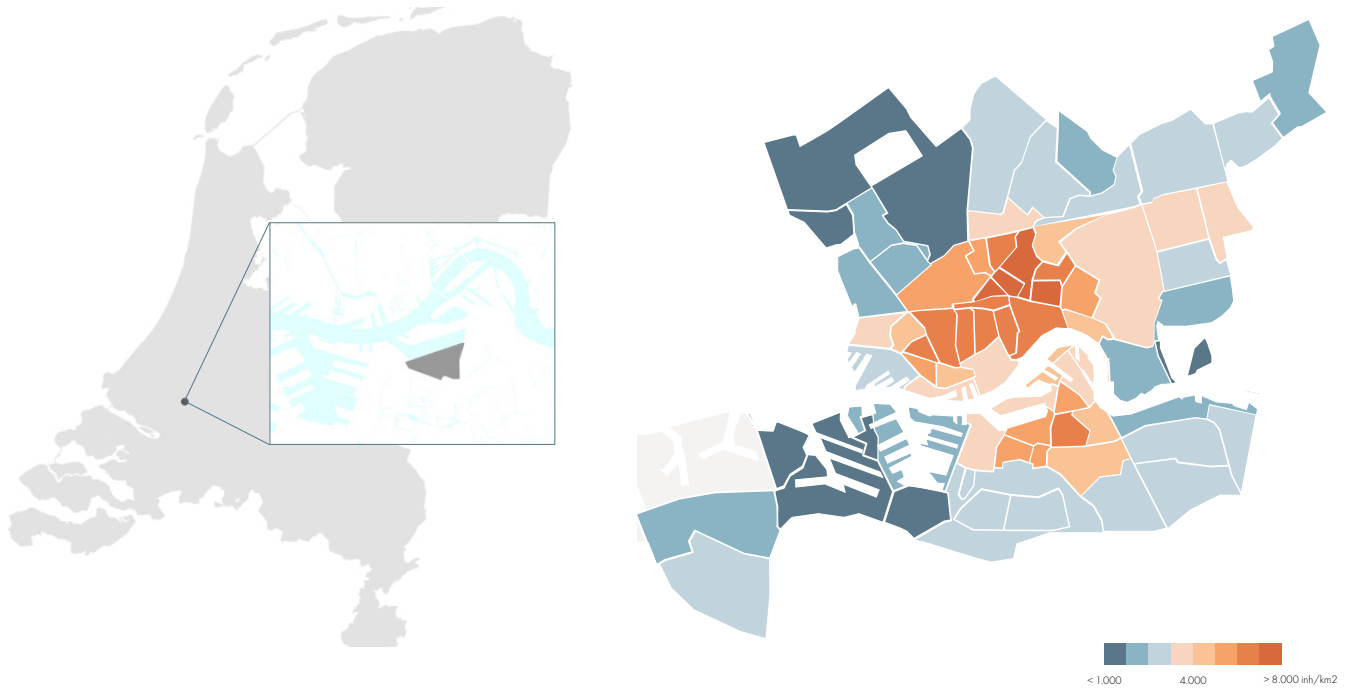


Figure 10: Density Tarwewijk (CBS in uw buurt, 2020).



Figure 11: Mijnsheerenplein (Veld Academie, 2021).

Figure 12: Age categories (Onderzoek010, 2020).

Figure 13: Migration background (Onderzoek010, 2020).

Figure 14: Salary level (Onderzoek010, 2020).

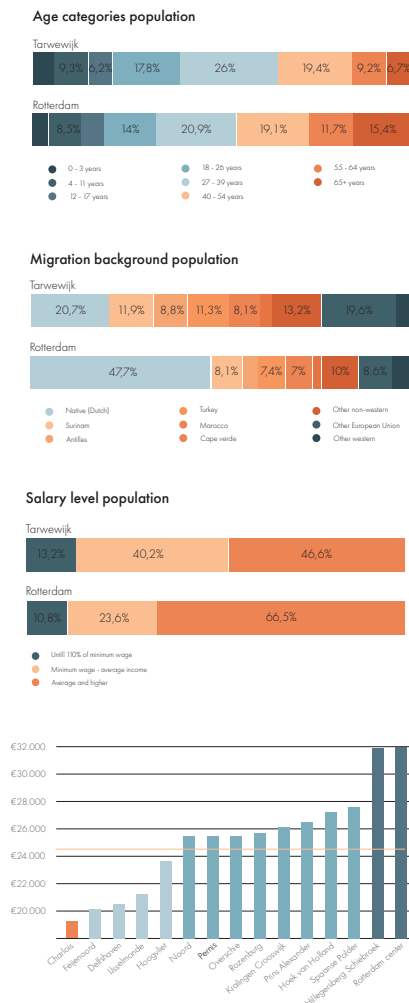


Figure 15: Average income neighbourhoods Rotterdam (Alle cijfers, 2020).

When taking a look at the concentration of diversity regarding the age of people it is noticeable that the population living in this neighbourhood is relatively young. Twenty percent is younger than the age of 15 years (Gemeente Rotterdam, 2020) and even a quarter of the population is younger than the age of 25 years (Gemeente Rotterdam, 2016). Besides, a lot of families are living within this neighbourhood. On the contrary, there are relatively few elderly living here. Only 6 percent is older than the age of 65 years (Gemeente Rotterdam, 2020).

Since this neighbourhood attracted lots of labour migrants from outside The Netherlands, nowadays the Tarwewijk still contains many social groups with different ethnic and cultural backgrounds (Gemeente Rotterdam, 2020). Only a small part of the population, 20 percent, is native and a great share of the population has a non-western migration background (Gemeente Rotterdam, 2018).

Furthermore, another notable characteristic of the Tarwewijk is that a large part of the population is lowly educated, namely 41 percent. Also a great share has a low income (Onderzoek010, 2020). When taking a look at the average incomes of different neighbourhoods in Rotterdam, it is clearly to see that Charlois (of which Tarwewijk is part of) has the lowest average income of all and also scores much lower than national's average.

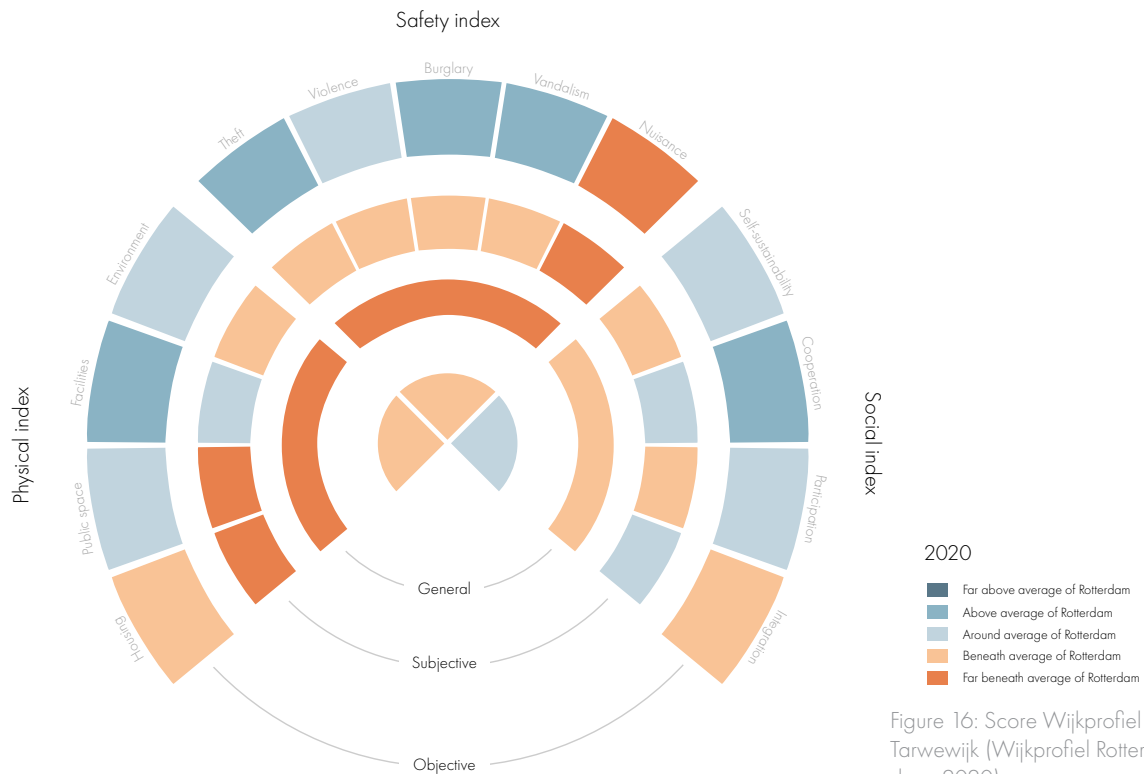


Figure 16: Score Wijkprofiel Tarwewijk (Wijkprofiel Rotterdam, 2020).

Tarwewijk scores relatively low on the neighbourhood profile. This 'wijkprofiel' is a measurement tool that shows how neighbourhoods in Rotterdam are performing physically, socially and regarding the safety and are based on facts and numbers and on the perception of the inhabitants themselves.

For the safety index we see that Tarwewijk has a lower score on perceived safety when compared to the city of Rotterdam as a whole. Less people are satisfied with their neighbourhood and people feel they have a higher chance of victimization in Tarwewijk which makes people avoid situations and locations in their own neighbourhood (Wijkprofiel Rotterdam, 2020).

For the social index people from Tarwewijk score lower when estimating the quality of their lives compared to the average citizen of the city of Rotterdam. People feel less reliant on themselves and experience difficulties in speaking, writing or reading the Dutch language for example. Also people in the Tarwewijk feel that they participate less in society and are accepted less by society than an average citizen in Rotterdam (Wijkprofiel Rotterdam, 2020).

Furthermore, responsibility for the neighbourhood, sense of connection with the neighbourhood and the share of people who do not experience problems in the neighbourhood are significantly lower when compared to the city of Rotterdam (Onderzoek010, 2020). These are clear signs that social cohesion is lacking in Tarwewijk. The high in- and outflux of people does certainly not help in forming meaningful relationships among inhabitants and the neighbourhood. Every year one-third of the inhabitants moves in and out of Tarwewijk (Gemeente Rotterdam, 2018).

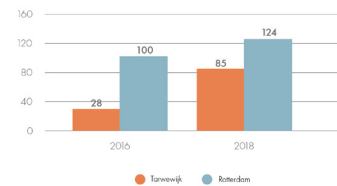


Figure 17: Sense of responsibility for neighbourhood (index) (Onderzoek010, 2020).

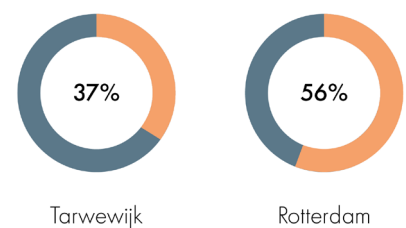


Figure 18: Share of people that feel connected to the neighbourhood (Onderzoek010, 2020).

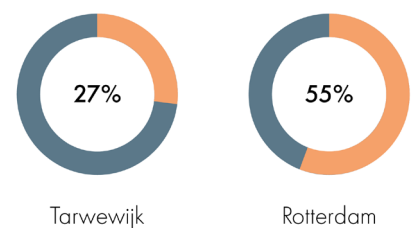


Figure 19: Share of people that does not experience problems in neighbourhood (Onderzoek010, 2020).

2 | Methodology

- 2.1 | Problem statement
- 2.2 | Research questions
- 2.3 | Research aim
- 2.4 | Research methods
- 2.5 | Methodological summary
- 2.6 | Theoretical framework
- 2.7 | Design values

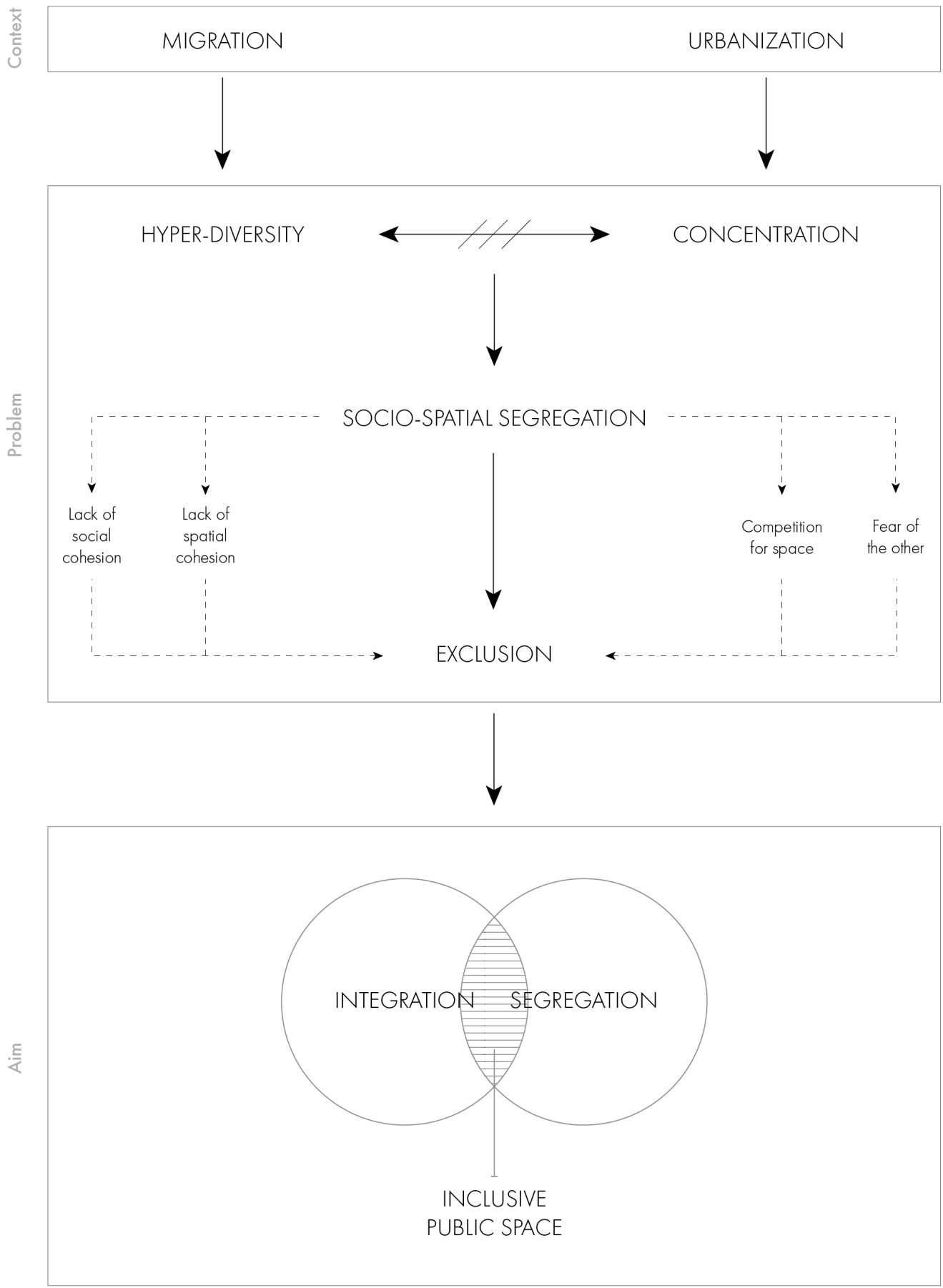


Figure 20: Conceptual Framework (image by author).

2.1 | Problem statement

This condition of neighbourhoods in Rotterdam south, as Tarwewijk, raises questions about inclusiveness, about the right to the city and what need to be done by urban designers to make the city more inclusive. It is clear that within this city there is no equal ability for all inhabitants to live in a decent living environment, maintain personal security and take part in the public space and life. People living in this area are being disadvantaged, socially and physically excluded, and lack the necessary resources to equally participate in public life and to enjoy an equal standard of living as other inhabitants. Moreover, next to this exclusion on a city scale, diversity and exclusionary practices can also be identified on the scale of a neighbourhood. These manifest due to a lack of resources in forms of competition and appropriation of the limited amount of public space available by some groups leading towards exclusion and self-exclusion from the public space by others as a result of intimidation or fear, affecting the livability again in a negative way.

So how to approach the hyper-diversity and inclusivity in a neighbourhood such as Tarwewijk with the appreciation that everybody has a place and a right to a public space in a city in an equal way as for other residents? This is a paradox on how to keep everybody together as well as give everybody their own place. The hyper-diversity of the population shows that not everybody is the same, but has its own characteristics as a gender, age, income and education level, lifestyle and so on, which echo into the use of public space. People incorporate and appropriate public spaces in cities and neighbourhoods in ways that are in accordance with their personal characteristics. However, the creation of division in cities and neighbourhoods should be avoided where people would live in their own separated bubbles. This demands for a balance. That is why in this graduation project the design assignment to achieve inclusivity is by revising the urban fabric in such a way that integration between different social groups can be facilitated as well as the needed segregation to provide them their own spaces.

The migration and urbanization trends of the past centuries have had a growing impact on the shape of the city and the composition of its population. Many contemporary western cities contain a concentration of a more hyper-diversified population than ever. The current design of public space does not support the changed demands of this newly composed population resulting in patterns of socio-spatial segregation and exclusion. The design of the public space should be an inclusive one, offering an equal ability for all city's inhabitants to live in a decent living environment and to enjoy a standard of living that is equal to all.

2.2 | Research questions

Main research question

How can public space design enhance inclusivity in a hyper-diverse and socio-spatial segregated neighbourhood of Tarwewijk?

- SRQ 1** What are the socio-economic and spatial conditions that reflect the hyper-diverse and socio-spatial segregated character of Tarwewijk?
- SRQ 2** What design values contribute to inclusivity and respond to the hyper-diverse and socio-spatial segregated context of Tarwewijk?
- SRQ 3** How can public space design facilitate a balance of integration and segregation between people from different social groups?
- SRQ 4** What needs of the residents from Tarwewijk are recognizable regarding the use of the public space?
- SRQ 5** Which spatial interventions enhance inclusivity by facilitating a balance between integration and segregation between different social groups and can be implemented in a design proposal for the public space in Tarwewijk?

2.3 | Research aim

The objective of this graduation project is to explore possible spatial interventions that contribute to and enhance the inclusiveness of disadvantaged neighbourhoods in cities and aims to show the implementation of it in the project location of Tarwewijk in Rotterdam. By doing this, this graduation project hopes not only to provide insight and a way to deal with exclusionary practices in Tarwewijk in Rotterdam, but aims to provide these also for other disadvantaged neighbourhoods in other similar Western cities as Rotterdam.

2.4 | Research methods

During this graduation project, different types of methods will be used to answer the previously mentioned research questions. In this part each of the research methods will be explained and linked to the research questions. The analytical framework will show the relationship between different research questions but also between the different methods of the research questions, since one could be an input for the other.

To achieve this aim, the research will look into theories for design values which can contribute to inclusivity by stimulating integration between different social groups (encounter) as well as a slight segregation provide each group its own space, and which will form the base for the development of design strategies and design principles to make the theoretical framework spatial and operational, in order to implement it in Tarwewijk.

Literature review

Literature studies will form the basis of this graduation project and will help to get a grip on key concepts used within the scope of this thesis. Literature review will therefore be conducted on the concepts of hyper-diversity, socio-spatial segregation and inclusiveness in order to recognize these patterns and assess them within the public space to optimize the analysis of the Tarwewijk. Also, already existing theory on design principles and/or guidelines that facilitates inclusiveness and enhance social and spatial cohesion will be used within the design proposal of this graduation project.

Documentary research

This method includes governmental institution documents, statistics and publications about the area and other initiatives in the area to help to obtain demographic data, get an insight in the current situation and challenges in Rotterdam and in the Tarwewijk, in order to have a better understanding of composition of this hyper-diverse population and their opinion, needs and wishes regarding the public space.

Fieldwork

The research method fieldwork consists of surveys, interviews and observational research to get familiar with the project location by directly being in contact with the inhabitants.

Surveys and interviews

Surveys and interviews will be used to gather knowledge directly from the inhabitants about their demands and the needs and their behaviour

and use in the public space. This will be done in order to have a better understanding of certain human behaviour and will give more insight into exclusionary practices within the neighbourhood of which some of them would otherwise be hard to trace by alternative research methods. It is a way of collecting information by getting a feeling of the neighbourhood.

Observational research

Another research method to get familiar with the research location is by observational research. This will be done by observing human behaviour and public life on the location itself in order to gather information about the use and exclusion patterns within the neighbourhood.

Mapping

The research method mapping in this graduation project used will provide an overview of the online available and gathered data in order to draw conclusions from them as an input for the design proposal for the public space.

GIS data, demographic and city data will be mainly used in mapping demographic and geographic information. Based on this data the spatial structure of the neighbourhood will be analysed by including a morphological analysis, analysis of various typologies and mapping out demographic data in order to determine socio-spatial segregation patterns within the neighbourhood.

Data from Google Maps and Google Streetview will be used to research and map out human behaviour within the public space to determine the intensively used locations within the neighbourhood in order to get an insight in the socio-spatial segregation patterns within the Tarwewijk.

Gathered data through fieldwork, by surveys, interviews and observational research, will be mapped out as well in order to have an overview of human behaviour within the public space.

Comparative case study

The comparative case study research method will be used to learn from the successes and failures of related projects as an input for the design proposal within this graduation project. Other cases that relate to this graduation project will be compared to obtain possible design principles and criteria to facilitate inclusiveness and enhance social and spatial cohesion in order to apply them in the design proposal for the Tarwewijk.

Sketching and designing

All the above mentioned research methods will serve as input for the this last research method. By sketching and designing, spatial design inter-

ventions will be proposed through using the gathered information of the previously used research methods. Sketching and designing also includes considering multiple options, reflection and change until coming up with an urban public space design proposal that fits this project location the best.

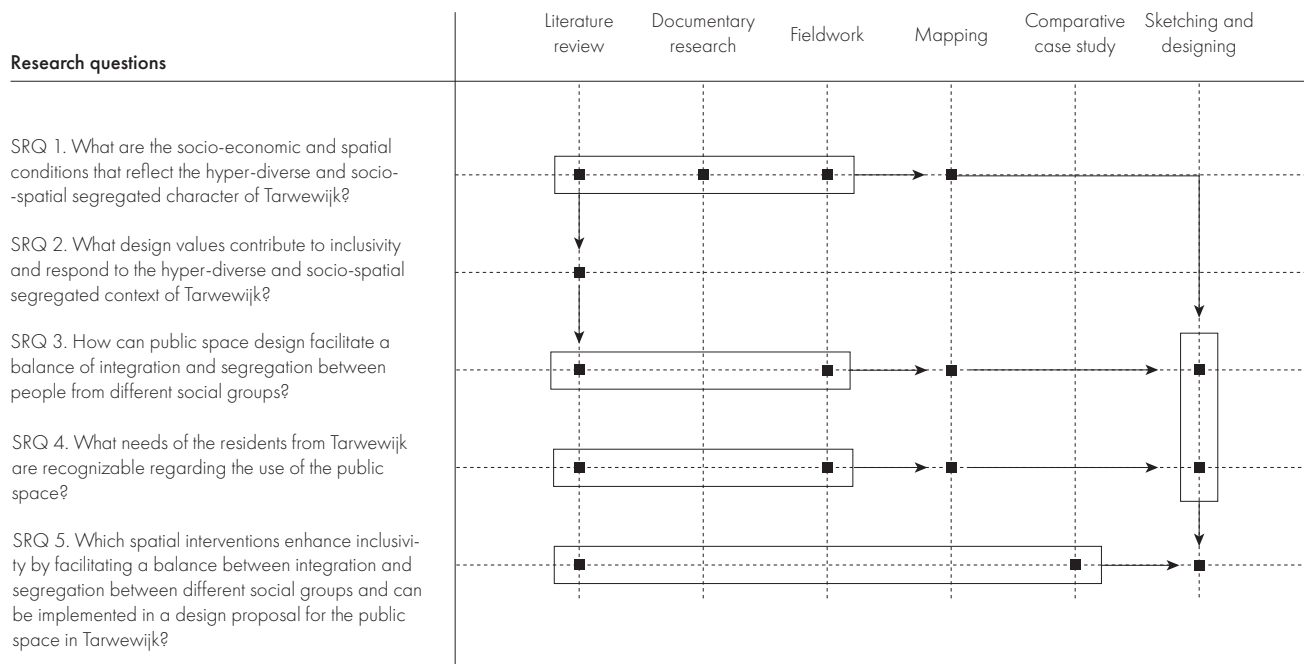


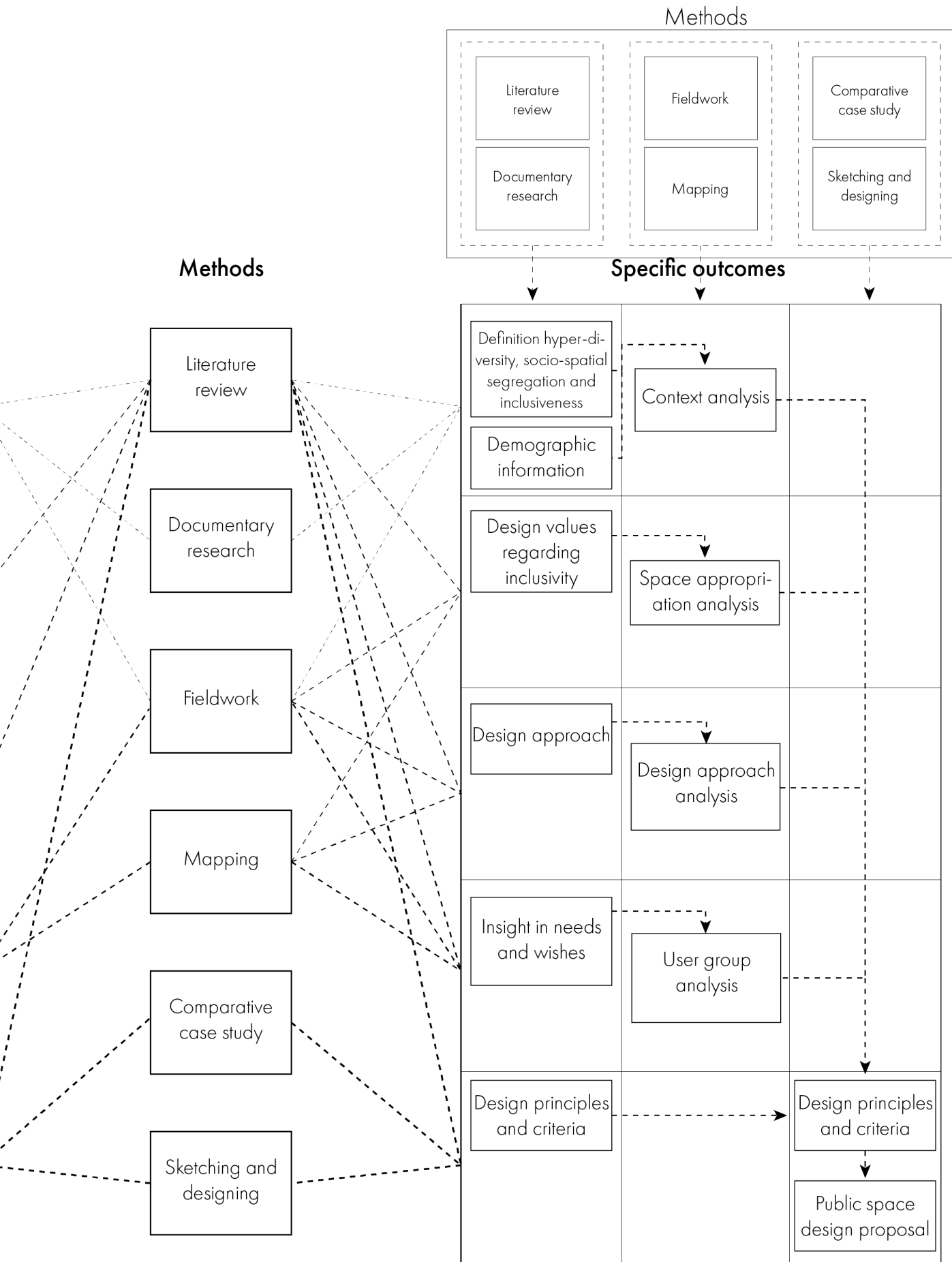
Figure 21: Analytical framework (image by author).

2.5 | Methodological summary

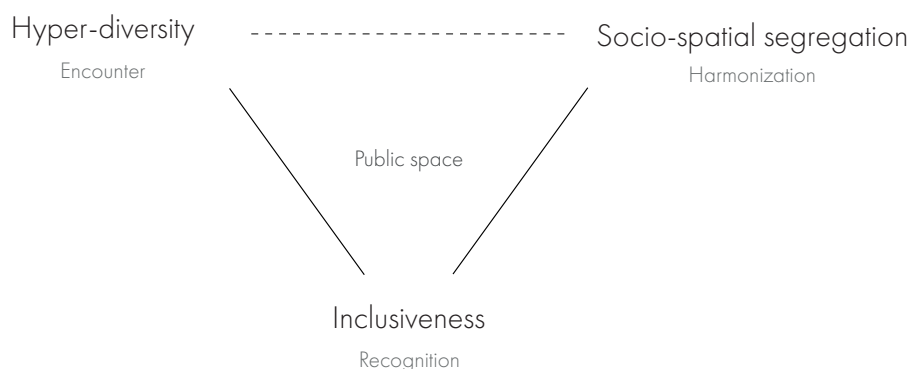
Main research question

How can public space design enhance inclusivity in a hyper-diverse and socio-spatial segregated neighbourhood of Tarwewijk?

Subquestions	Aims
<p>SRQ 1. What are the socio-economic and spatial conditions that reflect the hyper-diverse and socio-spatial segregated character of Tarwewijk?</p>	<p>To have an insight in the current context of Tarwewijk and the composition of the population.</p>
<p>SRQ 2. What design values contribute to inclusivity and respond to the hyper-diverse and socio-spatial segregated context of Tarwewijk?</p>	<p>To determine how to approach the issue of exclusion in Tarwewijk.</p>
<p>SRQ 3. How can public space design facilitate a balance of integration and segregation between people from different social groups?</p>	<p>To determine how to approach the issue of exclusion in Tarwewijk.</p>
<p>SRQ 4. What needs of the residents from Tarwewijk are recognizable regarding the use of the public space?</p>	<p>To determine the specific needs and wishes of residents regarding the use of the public space.</p>
<p>SRQ 5. Which spatial interventions enhance inclusivity by facilitating a balance between integration and segregation between different social groups and can be implemented in a design proposal for the public space in Tarwewijk?</p>	<p>To gather design principles and criteria for inclusive public space design in order to apply them in a public space design proposal for the project location.</p>



2.6 | Theoretical framework



Hyper-diversity

The term 'hyper-diversity' got more into attention since current Western populations might not only be considered as 'diverse' referring to the diversity in socio-economic, social and ethnic terms but are rather be seen as an intense diversification of the population with respect to lifestyles, attitudes and activities (Tasan-Kok, Van Kempen, Mike & Bolt, 2014). Thus within this view, not only a distinction can be made between different social groups, but also within different social groups differences are visible. People who belong to the same social group may show different attitudes towards their daily routines and towards other social groups.

Encounter

This way, the term 'hyper-diversity' might also be seen as in line with the fluid interpretation of identity that Beck (2002) and Touraine (2000, as cited in Fincher & Iveson, 2008) are proposing. They feel like the boundaries between people are being over-emphasized and are critical about the static nature of group identities. Living within these globalized cities it is according to them both ludicrous and dangerous to attempt to defend a timeless identity. Therefore, they suggest a move towards policies and design which recognize and encourage individual distinctiveness produced through everyday encounters with others by assigning a positive value to these fusions and encounters (Fincher & Iveson, 2008). These exploratory encounters with strangers will not only ensure people to be themselves, but this way they will also have the opportunity to become someone else (Deutsche, 1999, Amin and Thrift, 2002, as cited in Fincher & Iveson, 2008).

These regular encounters do not assure or always lead to enhanced intercultural understanding, but the absence of this contact can exacerbate disengagement, prejudice (Ahmadi, 2018) and the fear of other, diminishing the opportunity as a society to achieve a sense of community which is key for social cohesion. Without social cohesion the population will be socially segregated and fragmented (Peters, Elands & Buijs, 2010).

Socio-spatial segregation

Madanipour (2004) states that segregation is the spatial expression of social polarization. According to Maffini and Maraschin (2018) segregation is an inherent characteristic of cities which can be based on different aspects such as ethnicity, economy, religion or gender for instance. The sociological approach towards segregation is defined as the absence of interaction between individuals of different social groups. While the geographical approach towards segregation is defined as the unequal distribution of social groups in the urban space (Maffini & Maraschin, 2018). These two approaches are closely linked to each other. A population that shows patterns of spatial segregation, will most likely also show patterns of social segregation. Therefore, the spatial structure of the city that facilitates the awareness and ability to tolerate each other in society, is essential for preserving the social fabric in a city (Madanipour, 2013).

Thus the perception as well as the use of the public spaces by inhabitants is largely influenced by spatial elements, such as location, layout, accessibility but also by social elements such as inadequate maintenance, presence of gangs, crime, vi-

olence and loitering. These factors are especially relevant for urban areas which are becoming very diverse and contain problems and challenges regarding coexistence of diversity (Ahmadi, 2018).

Harmonization

Next to the common and widely discussed negative consequences of socio-spatial segregation, the positive side should also be acknowledged. As Jacobs (1961) argues that people living in a city need a balance between having essential privacy and their needs and wishes for contact with others, we can argue that a certain amount of segregation is needed and necessary for people to prevent them to withdraw from the use of the public space. This could be perceived as in line with Carmona (2019) who argues that a one-size-fits-all design of the public space should be avoided. He compares public spaces with rooms in a house or building and explains that it would be foolish to try and design all public spaces in a cloned way, making them equally appealing to all inhabitants. A population that contains a diversity of lifestyles, preferences and needs, demands that each space should have its own focus to offer something for everyone in the right locations although not necessarily everything for all everywhere. As Hartevelde (2017) states that people gather in many spaces, yet no space gathers in all.

Inclusiveness

Segregation is regularly associated with the term exclusion and according to Maffini and Maraschin (2018) urban segregation involves any form of spatial exclusion in the city. Exclusionary practices manifest in different forms and scales from being not able to equally participate in urban life, towards being directly excluded from public spaces by others or even by people themselves (self-exclusion). Potential conflict is not uncommon when different groups compete for public space in disadvantaged neighbourhoods where spatial resources are limited (Madanipour, 2004). Moreover, public spaces as a place for encounter can become a potential ground of hostility, when fear of violence or fear of the other results in self-exclusion from the public spaces (Ahmadi, 2018).

Furthermore, inclusiveness is part of number eleven of the Sustainable Development Goals produced by the

United Nations (2015). The complete goal stands for making cities and human settlements inclusive, safe, resilient and sustainable. Social inclusion is defined as the process of improving the terms of participation in society for people who are disadvantaged on the basis of age, sex, disability, race, ethnicity, origin, religion, or economic or other status, through enhanced opportunities, access to resources, voice and respect for rights (United Nations, 2016). Thus, social inclusion ensures that those at risk of poverty and social exclusion gain the opportunities and resources necessary to participate fully in economic, social, political and cultural life and to enjoy a standard of living that is considered normal in the society in which they live (Commission of the European Communities, 2003, p. 9, as cited in United Nations, 2016).

Recognition

One way of working towards justice in diverse urban areas is to gather knowledge about and recognize how public space is used and perceived by different local residents (Ahmadi, 2018). This recognition is essential for defining the characteristics of social groups in order to meet their needs and demands (Fincher & Iveson, 2008). Creating encounters in public spaces requires the tuning and adjusting of public spaces and facilities to accommodate the needs and preferences of the users that it is destined for (Ahmadi, 2018).

Public space

The term public space often refers to formal spaces of planned cities, for example squares and parks (Carr et al, 1992, Carmona et al, 2003, as cited in Ahmadi, 2018). However, public spaces go beyond this physical definition in terms of that they also have a social significance in terms of that they provide a site for interaction and cohesion (Brown, 2005, Carr et al, 1992, as cited in Ahmadi, 2018). So from this we can derive that public spaces do not only enclose objects, but also people, events and relationships (Madanipour, 1996, as cited in Ahmadi, 2018). Moreover, according to Ahmadi (2018) public spaces are the ultimate spaces for the creation of social cohesion since it lays out opportunities for people for meeting others and interact freely as opposed to extremely organized and controlled spaces.

2.7 | Design values

The way this graduation project will contribute to inclusivity and respond to the hyper-diverse and socio-spatial segregated context of Tarwewijk is by approaching the proposed problem based on three design values, which are aligned to the theoretical framework as discussed in previous section. These design values are a harmonization (of segregation), encounter (between people) and the recognition (of needs).

Harmonization

How can a public space design can facilitate a place in the city for everyone while at the same time preventing them to be completely segregated from each other? So how to design for a balance of integration and segregation between people from different social groups? The approach towards allowing people to appropriate public places in the neighbourhood in accordance to their personal characteristics, but preventing them to segregate themselves completely from other social groups will in this graduation project be on the basis of the one-size-does-not-fit-all theory from Carmona (2019) as explained in previous section.

With this approach the different public spaces in a city and neighbourhood could be compared to rooms in a house. Since rooms in a house differ in the degree of publicity and users it contains, think of private rooms and shared or common rooms, the public spaces in a neighbourhood could be perceived this way as well serving different types and amount of users.

The ideal situation would then be to provide public spaces that serve multiple groups simultaneously as well as provide public spaces that serve specific groups. But it should be kept in mind that these 'rooms' in the city are not closed boxes and that interaction and encounter between people should be stimulated at all times. Clear demarcations of different types of 'rooms' or spheres in public spaces should be recognizable in order for people to appropriate these spaces, but they should contain a soft border in order for people to be able to interact with each other across these borders.

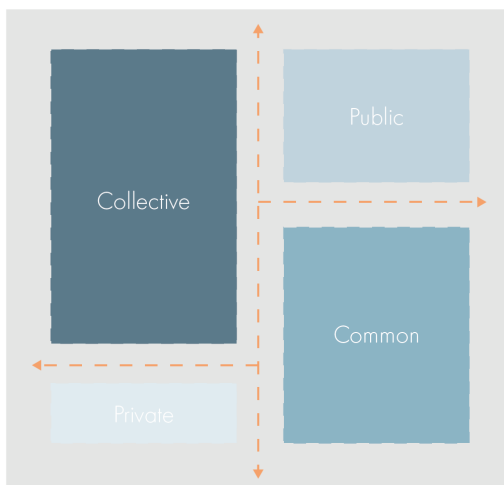


Figure 22: Different rooms in a city (image by author).



Figure 23 : Multi-layer approach (image by author).

Encounter

But in the context of a hyper-diverse population in Tarwewijk, with people containing a diverse range of characteristics, the question still remains on how to bring all these people together?

The approach towards generating encounter between people will be based on the multi-layering approach regarding the hyper-diverse population. Despite all the differences within the population of the Tarwewijk, as explained in previous section, we could also say that there are a lot of relationships recognizable. This will be explained with an example: Lets say that one person, named person A, has several characteristics such as gender, age, lifestyle, education level, income level and so on. This person's age makes him or her equal to person B who is from the same age category, thus this way creating a relationship between them. However, at the same time person A may have a higher education level than person B, making them in terms of education levels not relatable to each other. Person A might be in terms of education levels related to someone else, say person C, who may not have the same age as him or her but does have the same education level, thus creating in terms of education level a relationship between them.

So, hyper-diversity does not only mean a diversity of

people, but this diversity also means people relating to each other in multiple different ways, or you could say on different levels. And since people are related to each other on different levels, consequently this would then also mean that this layering would be the key or the way to bring them together, thus facilitating integration between them. Therefore, this graduation project will proceed by choosing one of these layers, namely the level of age, for the enhancement of encounter between people in order to facilitate integration between inhabitants to decrease patterns of socio-spatial segregation and exclusion in Tarwewijk in Rotterdam.

Recognition

In order to let people appropriate public space in the neighbourhood, the approach in this graduation project throughout the next chapters will be recognizing people's needs firstly by proposing design strategies either for people in general to appropriate public space as well as age specific design strategies.

These design strategies will form the base for the analysis and the proposed design principles from later on in this graduation report and will show in the project location of Tarwewijk in their combination an example of implementation in the public space in order for more inclusiveness.

3 | Design Strategies

3.1 | Design strategies

3.1 | Design strategies

This chapter will lay out design strategies that will add to the inclusion of different age groups in society by offering guidelines that will create the right conditions for enticing people in general to appropriate public space, as well as entice specific age groups to appropriate public space based on their user profiles and characteristics.

General appropriation



Walkability

Walking is one of the informal and uncomplicated possibilities for people to appropriate public space and to enhance the chance of social interaction with others by being just present in the public environment. Improving opportunities for walking will contribute to inclusivity by making inhabitants able to take part in the public space as well as by enhancing possibilities for social interaction and encounter with others for more social cohesion. Walking however demands for certain physically and physiological aspects in the public space to make it convenient and attractive for people to make easily use of this way of transportation as well as using this possibility to appropriate public space (Gehl, 2011).

One of the physical aspects of walking is that walking demands space. It is necessary for pedestrians to have enough room to be able to walk freely, without being forced, disrupted or steered too much (Gehl, 2011). Also Carmona (2019) argues for enough space for pedestrians for movement and socialization and says that pedestrians should be trusted to move and navigate freely. Wide sidewalks, streets, squares and parks provide space for people to walk freely, stimulate interaction between people and the environment, generate a positive use of the space and increase urban vitality.

The next physical aspect of walkability is about providing enough trust for the pedestrians to move through the space without a need to worry about their safety in

traffic regarding other vehicles. Carmona (2019) provides a way to enable this by slowing down traffic on roads towards and crossing through public spaces.

Furthermore, pedestrians are very responsive to surface conditions. So sidewalks, streets, squares and parks should be safely accessible and usable for pedestrians. Unsafe crossings, uneven ground surfaces, dangerous materials and other obstacles should be avoided since it can result in excluding specific social groups who could experience walking difficulties such as children, elderly, disabled people or wheeled traffic. Especially differences in surface level are an actual problem for pedestrians since it creates an interruption in the walking rhythm. If the situation has to deal with a height or surface level difference then relatively flat ramps are preferred over stairs (Gehl, 2011).

The next aspect concerns the physical and experienced distance for pedestrians. People have certain limits in how far they can or are willing to walk. Most people find a distance of approximately 400 by 500 meters an acceptable walking distance. But it should be kept in mind that this distance is probably lower for children and elderly. However, next to this physical distance, the perceived or experienced distance is also important. A dull short street can be experienced by pedestrians as a long street while an interesting long street can be perceived as a short one. It is therefore important design for interesting streets by means of diversity in façade design or the shape of the street for instance. The street design should be adapted to the speed and pace of pedestrians, a 5 km/h street design (Gehl, 2011).

The last aspect is about walking routes. People prefer to walk direct routes and to take shortcuts. So busy roads with cars, barriers and unsafe and difficult street crossings disturb and irritate pedestrians enormously causing them often to take a detour. Providing pedestrians priority at crossings for example could reduce the amount of irritation (Gehl, 2011).



Places for staying

Improving the quality of places for staying in the public space will enhance the quality of the living environment for inhabitants in general and will thus also pro-

vide a higher standard of living for them. In addition, the provision of suitable conditions for inhabitants to appropriate public spaces will result in people to appropriate the public space for a longer period of time enhancing possibilities for encounter and the creation of social cohesion. Especially staying in a place for a longer duration asks for several physical and social aspects of comfort in the public space (Gehl, 2011).

There is a trend visible in behaviour of people when looking for a place to stay in the public space known as the edge effect (De Jonge, 1967, as cited in Gehl, 2011). People have a strong preference to stay along facades in a space or in a transition zone between two spaces from where it is possible to have an overview over the space. People staying at the edges of public spaces feel less exposed than when they would be staying in the centre of a space. People can see others, but can not be seen themselves too much. Moreover, when people have their back covered people feel more at comfort since others would be able to approach them only frontally. So, especially the space along the facades are popular for people and functions that are living or situated in the surrounding buildings since it is easy for them to appropriate this space (Gehl, 2011). According to Alexander (1977, as cited in Gehl, 2011) a public space can never become lively if the edge fails in this performance.

Another important aspect for staying concerns social comfort in the sense of creating opportunities and choice for sitting. If there is a lack of different options for sitting, people will just walk on by. This will make their presence and public space appropriation very brief, thus reducing opportunities for the residents to perform activities such as eating, reading, playing, watching others, talking and so forth which are important for urban vitality (Gehl, 2011). This choice for seating is also argued by Whyte (1980, as cited in Mumcu & Yilmaz, 2016) which refers to possibilities such as sitting in front, back, at the side, in the sun or shade, alone or in groups.

Lastly, an important aspect that adds to physical comfort is about designing a comfortable microclimate for the users of the public space regarding conditions such as being exposed and shielded from (sun) light, shade, noise, wind and rain. These conditions will contribute to the environmental comfort of an

area and could result in more outdoor activities and people to stay longer in an outdoor space (Gehl, 2010, Mehta, 2014, as cited in Mumcu & Yilmaz, 2016). Important to keep in mind is not to design only for daytime environmental comfort, but also for in the evenings and nights. Bright street lights, for example, in combination with having eyes on the street, will make these eyes count for more because of the greater range they will have (Jacobs, 1961).



Edges private and public

The design of the transition zone between private and public spaces, and between different types of public spaces, has a great influence on how people perceive their living environment and affect their behaviour in public spaces as well. A soft edge will contribute to inclusivity by providing people more safety and comfort to appropriate a public space for a longer period of time, thus enhancing the possibilities for encounter and social cohesion among inhabitants.

The first important aspect is that there must be a clear demarcation between public and private spaces and between different types of public spaces. The existence of a no man's land should be avoided in order to enhance safety (Jacobs, 1961). According to Carmona (2019) there must be no question whether the public space is public or not. Public spaces should be inviting to which every one should feel welcome to. On the contrary, private spaces should be clearly private. This clear demarcation should not be considered as segregation according to him. Furthermore, a clear demarcation between different types of public spaces should be provided in order to assign a space to a certain user group or activity. However, a soft transition between these spaces should be provided to stimulate interaction between people across these borders, either visually or physically, or both.

The next aspect is that there must be open and active facades to avoid non-active ground floors and create a direct connection between inside and outside of buildings to contribute to the amount of eyes on the street, making it thus more safe. Buildings should not turn their backs or blind sides towards the street (Jacobs, 1961).

Moreover, suitable places for staying should be

at places where it is quite simple and natural to enter and exit. By placing seating options at entrances for example interaction and encounter with other people will be enhanced (Gehl, 2011).

Lastly, there should be an opportunity for people to appropriate space in front of their home to make it semi-private in order to have enhance safety and to create opportunities for interaction. The presence of people on balconies, terraces or front and façade gardens will contribute to the actual safety by the increase of the effective eyes on the street and to the perceived safety by making other people who use the public space feel safe because of their presence. Their presence will also enhance possibilities for encounter between them and the people who pass by. Thus Gehl (1986) concludes that when the physical layout for creating this soft edge is too poor, the majority of the people will simply not leave their homes. Streets that for example have front gardens are more lively during the day containing more activity than streets who have hard edges. This liveliness in turn attracts even more people to come and use the outdoor space since people will go to places where other people are (Gehl, 1986).

ferent enterprises along the sidewalks such as stores, bars and restaurants (Jacobs, 1961). This is in line with two of the four virtues of urban life of Iris Marion Young (1990, as cited in Fincher & Iveson, 2008). She states that public spaces should contain a variety of activities and that neighbourhoods should not be destined for just a single purpose as for example only residential. According to her, neighbourhoods should contain a multipurpose usage. This diversity in usage will people entice to use the outdoor space and will result in more encounter between people on the streets leading towards more engagement and a feeling of commitment to others and to the area. The enterprises thus provide specific reasons for people for using the sidewalks and the public spaces. A level of excitement will come along by discovering the novel and the surprising and meeting unfamiliar people. Moreover, frequent and different kinds of enterprises results in people for crisscrossing paths, drawing people also along places which are not attractive to public use in themselves but this way get travelled as well (Jacobs, 1961).



Variety of land use

Variety in land use can contribute to inclusivity in several ways. Firstly, it contributes to inclusivity by enhancing the quality of the living environment for the inhabitants. It overcomes locational disadvantages for the inhabitants by changing the virtue of the facilities that the area contains. Secondly, the diversity of land use will also diminish exclusionary behaviour since people will have less public space to compete for. Thirdly, the variety of land use will contribute to inclusivity by enhancing the possibility for encounter since it will attract more and a wider range of people to the public space resulting in having users on the sidewalks quite continuously. Moreover, this liveliness will enhance safety because of the extra eyes on the street by the pedestrians themselves, but also by the eyes of the people watching the street activity from the surrounding buildings. Jacobs (1961) states that people like to watch activities on streets rather than sitting on the sidewalk or looking out of a window at an empty street.

Thus, one way for a variety of land use is having dif-



Walkability

1. It is necessary for pedestrians to have enough room to be able to walk freely, without being forced, disrupted or steered too much.
2. Enough trust should be provided for the pedestrians to move through the space without a need to worry about their safety in traffic.
3. Sidewalks, streets, squares and parks should be safely accessible and usable for pedestrians.
4. Physical distance people can and are willing to walk should be kept in mind.
5. The street design should be adapted to the speed and pace of pedestrians, a 5 km/h street design.
6. Diminish barriers and prevent waiting in order to prevent people to retreat from the street.



Edges private and public

1. There must be a clear demarcation between public and private spaces and between different types of public spaces. Public spaces should be inviting to which everyone should feel welcome to.
2. There must be open and active facades for active ground floors and a direct connection between inside and outside of buildings to contribute to the amount of eyes on the street.
3. Suitable places for staying should be at places where it is quite simple and natural to enter and exit such as entrances.
4. There should be an opportunity for people to appropriate space in front of their home to make it semi-private.



Places for staying

1. Provide places for staying along the edges or in the transition zone between spaces (edge effect).
2. Offer choices for sitting such as in front, back, at the side, in the sun or shade, alone or in groups.
3. Provide a comfortable microclimate for the users of the public space regarding conditions such as being exposed and shielded from (sun)light, shade, noise, wind and rain.



Variety of land use

1. Neighbourhoods should have a multifunctional purpose. There must be enterprises located along sidewalks such as stores, bars and restaurants.
2. Frequent enterprises and different kinds should be provided.
3. Public spaces should contain a variety of activities.

Age group specific appropriation

Different users have different characteristics, thus also different needs towards the use of the public space. This part will discuss the characteristics of four age groups, children (0-12 years), youth (13-18 years), adults (18-65 years) and elderly (65+ years), and will explain their needs regarding the public space.



Children

According to Jacobs (1961), children need a variety of places to play and to learn. Also they should have enough opportunities for sport and exercise. Another important need for children in their personal growth and conception of the world is to provide them an un-specialized outdoor home base from where they can play and hang around under the supervision of adults. Playing on sidewalks and the variety of uses and people on the sidewalks therefore should be encouraged. The presence of a high ratio of adults is important for children's safety, because of the eyes watching over them, and because children learn about public responsibility from them since only people rear children, not objects. This play from an outdoor home base gets repressed when sidewalks are too narrow and the buildings along them do not contain little niches for example which are out of the movement line of pedestrians (Jacobs, 1961). Gehl (2011) shares this idea by saying that children firstly gather around the front door some time, until the moment that they form a group with others and start appropriating more space. Furthermore, Gehl (2010, as cited in Mumcu & Yilmaz, 2016) states that places for sitting and the environmental comfort that accompanies that is less relevant for children because they will sit anywhere and on anything.

According to Fincher and Iveson (2008) children in cities are being treated as citizens in waiting because of panics about the vulnerability of children, resulting in child specific facilities such as fenced playgrounds. They argue that the recognition of children's needs should not always take the form of providing child specific amenities, because this will assign children to safe spaces in a sea of adult centric space, thus excluding them in a way to fully participate in urban life. They rather argue for a design that recognizes the things that children can do, rather the things they can not do.



Youth

Standler (2014) has written about open spaces for young people defining that public spaces are important for young people in the process of growing up towards being an adult, since public spaces require a form of social interaction and thus are essential for the development of their social identity. According to her young people in general have three needs regarding the use of the public space, namely communication and interaction, exercise and retreat. So the design of the public space should be based on these basic needs but must also contain a chance to provide social distance, out of sight and not being observed to gain experiences in their own social structure. These basic needs contain a side note that there could be a distinction made between the younger part of young people (aged 13 - 15 years) and the older part (16 - 18 years) because of their difference in priorities thus also different needs regarding the public space, and the same counts for a distinction between boys and girls. Gehl (2010, as cited in Mumcu & Yilmaz, 2016) agrees on this by saying that edges of spaces are often the best place for young people to test their social identity due to the fact that engaging with strangers becomes less tricky this way.



Adults

Adults in general demand for more comfort in the public space when compared to children and young people. So the amount of time that they spend in the public space is largely dependent on how the possibilities are that the public space offer in terms of comfort regarding staying. Since they are more careful about choosing where to sit, comfortable seating is therefore important (Gehl, 2010, as cited in Mumcu & Yilmaz, 2016). Regarding the place for sitting, this age group shows also a preference to begin at their front doors along the facades, from which they have the possibility to go out more in the public space or retreat back in their houses when desired (Gehl, 2011).

For adults with children it is important that they accompany their children, especially in the first years of their children's lives, in playing outside. Therefore adults should have the possibility to access their children when playing to teach them and provide them with good advice serving as an example for them.

Adults preferably should be stimulated to undertake physical activities with their children instead of sitting around them while playing (Kostrzewska, 2017).



Elderly

For elderly especially physical activities are important for their physical, mental and intellectual health and to continue living independently for as long as possible. Also relaxing has a significant importance. Elderly like to walk, jog, cycle, observe others and take part in community life, preferably in a green area. Furthermore, social interaction is important for older people to maintain old friendships and make new ones, and to have a sense of community, the design of the facilities for elderly should enable social interaction and contact by seeing others and have opportunities to talk with them. The design should also take into account the possible less ability of elderly for physical activity and should be designed in accordance to the use of wheelchairs or mobilized scooters (Kostrzewska, 2017). Also should the design of the public space contain frequent opportunities for elderly for sitting or leaning against a supportive item. When the design of the public space lacks in providing these options, older people will perceive this as hindering them to go out at all, thus limiting them in the use of the public space (Thompson, 2013, as cited in Mumcu & Yilmaz, 2016).



Children

1. Children should have a variety of places to play and to learn.
2. Children should have enough opportunities for sport and exercise.
3. An unspecialized outdoor home base should be provided from where they can play and hang around.
4. Children should play under the supervision of adults.
5. The design should recognize things that children can do, rather the things they can not do.



Youth

1. The public space should provide options for communication and interaction.
2. There should be exercise possibilities offered for young people.
3. Young people should have the option to retreat from the public space for social distance, a place out of sight to gain experiences in their own social structure.
4. The design should offer them a place to stay at the edges of public spaces.



Adults

1. The public space should offer comfortable opportunities for staying.
2. Seating possibilities should be offered at edges of public spaces such as along facades.
3. Physical activities to do with their children and accessibility to them while playing should be provided for them.



Elderly

1. Possibilities for physical activities should be provided for them.
2. There should be relaxation options in the public space.
3. The design of facilities for elderly should enable social interaction.
4. The design should take the reduced mobility of elderly into account to prevent them from withdrawing from the public space.

4 | Spatial Analysis

- 4.1 | Walkability
- 4.2 | Places for staying
- 4.3 | Edge public - private
- 4.4 | Variety of land use

Campus Tarwewijk project

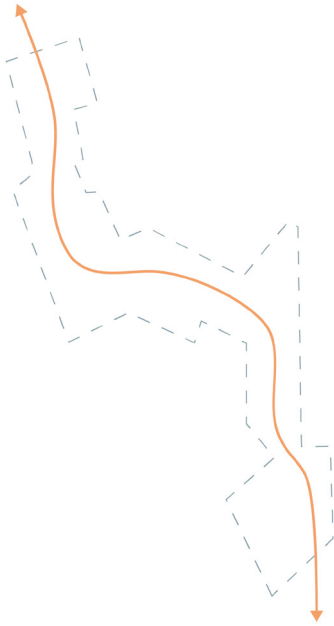
The municipality of Rotterdam has already initiated a project called "Campus Tarwewijk" in this neighbourhood to stimulate social activities and encounters between neighbourhood residents by increasing the amount of greenery in the public space. The project will connect various public spaces within Tarwewijk by adding a green walking route for an attractive, accessible and child-friendly pedestrian area.

This Campus Tarwewijk project is still at an early stage, so this graduation project is aiming by providing an integral design proposal for this route as an inspiration for the municipality to consider when proceeding with the project.





4.1 | Walkability



1. *It is necessary for pedestrians to have enough room to be able to walk freely, without being forced, disrupted or steered too much.*

When analyzing the amount of space that is destined for pedestrians to move freely in, it is clearly to see that the Campus Tarwewijk route lacks in providing sufficient space for pedestrians for movement and socialization. The sidewalks in most of the locations along the route are very narrow and are, instead of serving for the pedestrians, destined for vehicles such as the parking of bicycles or cars. The map on the next page shows highlighted in the colour orange which sidewalks can be considered as too narrow.



Figure 24: Streetview images (Google Maps, 2020).

Figure 25: Map Campus Tarwewijk (image by author).

1. Hellevoetstraat
2. Mijnsherenplein
3. Millinpark
4. Wevershoek

1.



2.

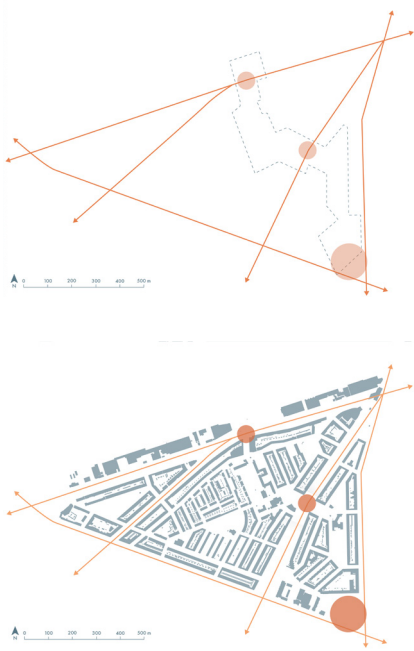


3.



4.





2. *Enough trust should be provided for the pedestrians to move through the space without worrying about their safety in traffic.*
3. *Sidewalks, streets, squares and parks should be safely accessible and usable for pedestrians.*
6. *Diminish barriers and prevent waiting in order to prevent people to retreat from the street.*

There are a few locations in Tarwewijk which could affect the confident and trust of the pedestrians for moving and navigating freely through the space because of the presence of unsafe crossings at busy roads. There are a few main roads surrounding the Tarwewijk of which two of them are crossing through the neighbourhood, and also through the Campus Tarwewijk route (see maps below). The first possible unsafe crossing is located at the border of Tarwewijk when crossing the road

Figure 26: Tarwewijk main roads (image by author).

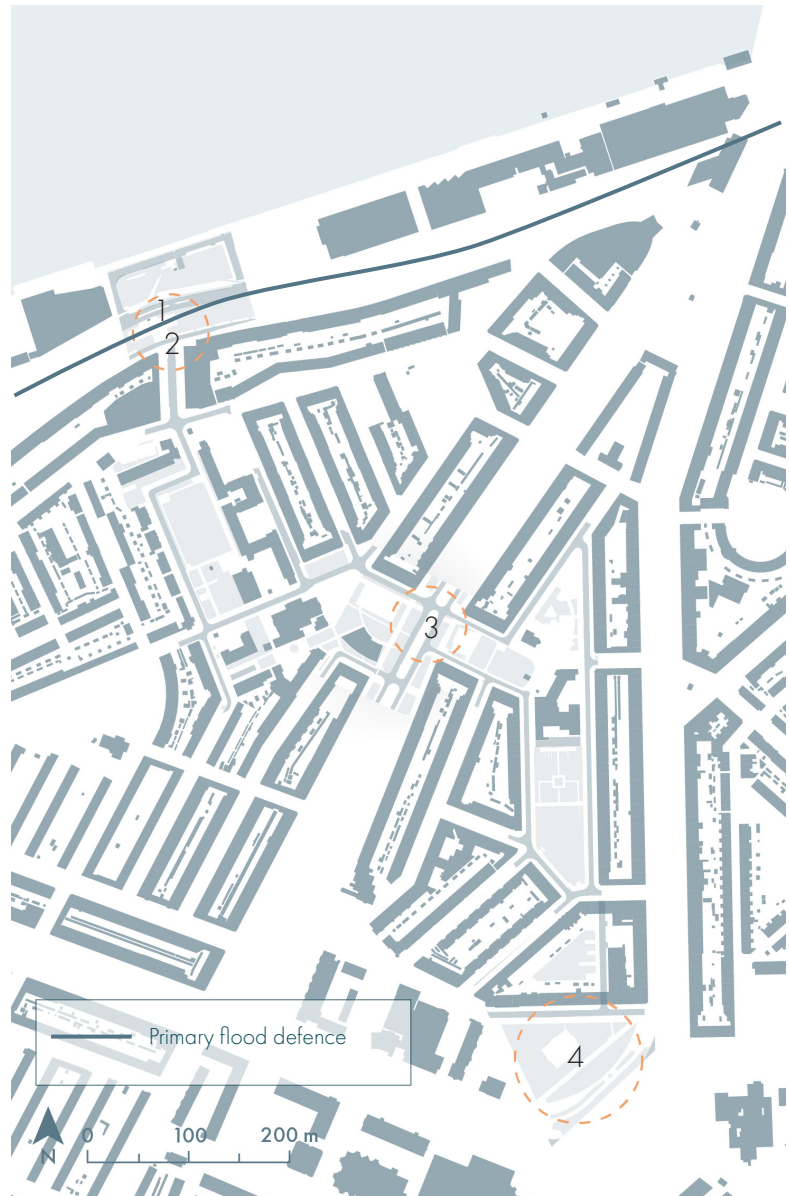


Figure 27: Map Campus Tarwewijk (image by author).

1. Brielselaan
2. Brielselaan
3. Mijnsherenplein
4. Wevershoek

towards the river at Balkon aan de Maashaven. The crossing also shows a height difference of the surface of the ground because of the dike. There is no ramp available for people who are not able to use the stairs resulting in a possible exclusion of certain social groups such as elderly. This crossing does also not provide priority for the pedestrian, which could enhance the possibility for pedestrians to perceive this crossing even more as a barrier. The second unsafe crossing is located in the center of Tarwewijk below the metro line. The pedestrians are given priority here on a part of the crossing, but on the other part it is communicated poorly if pedestrians or cars have a right of way. And the last one is on the edge of Tarwewijk along a busy traffic point near Zuidplein.

Figure 28: Streetview images (Google Maps, 2020).



1.



2.

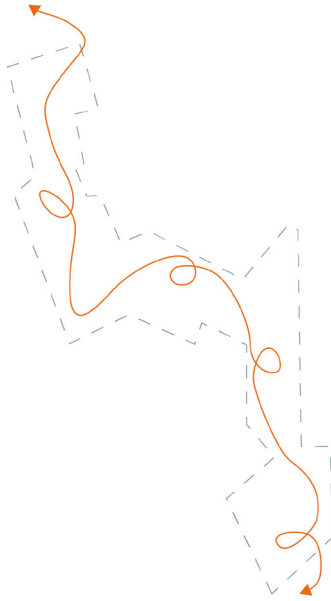


3.



4.

5. The street design should be adapted to the speed and pace of pedestrians, a 5 km/h street design.



When analyzing the level of interestingness and attractiveness of the streets it can be stated that streets, especially along the facades, are not very diverse. This lack of complexity will make the streets less interesting for pedestrians to use and to linger in. And even if they choose to use these streets, it will probably cause them to walk much quicker than when streets would be more complex and interesting. This all results in less possibilities for social interaction and encounter within the neighbourhood.

Numbers one till four show facades in the neighbourhood that show less diversity. Number five and six however show examples from Tarwewijk which contain more complexity. Small interventions like decorations along the facade or small front gardens make the streets look immediately more interesting.



Figure 29: Campus Tarwewijk (image by author).

1. Zwartewaalstraat
2. Zwartewaalstraat
3. Millinpark
4. Millinpark
5. Millinpark
6. Zwartewaalstraat



1.



2.



3.



4.



5.

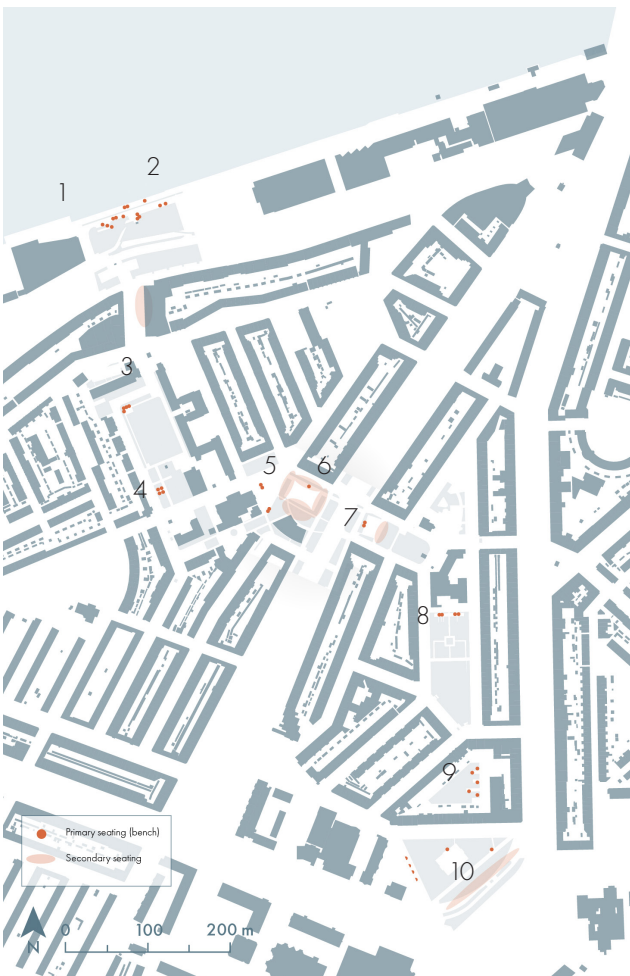


6.

Figure 30: Streetview images (Google Maps, 2020).

4.2 | Places for staying

1. Provide places for staying along the edges or in the transition zone between spaces (edge effect).
2. Offer choices for sitting such as in front, back, at the side, in the sun or shade, alone or in groups.



For a highly dense neighbourhood such as the Tarwewijk, relatively little benches are available along the Campus Tarwewijk route. People therefore do not have many choices for sitting. This means that the already often used public spaces along this route do not offer people a place for staying, thus also not for social interaction and encounter. The public space in front of the supermarket (see image below) which all social groups use does for example not even provide primary seating such as benches. This public space might contain a possibility for secondary seating, because of the small wall in front of the supermarket (although not convenient because of people who enter and exit the supermarket). Beside this possible secondary seating option, the Campus Tarwewijk does not provide many other secondary seating possibilities. Only some stairs surrounding the square in location number 6 could be perceived as a secondary sitting option.

Despite the lack of possibilities for staying, the benches which are available in the neighbourhood are usually placed correctly, at the edge oriented with their view towards the activities.

Figure 31: Campus Tarwewijk (image by author).

1. Balkon aan de Maashaven
2. Balkon aan de Maashaven
3. Zwartewaalstraat
4. Zwartewaalstraat
5. Mijnsherenplein
6. Mijnsherenplein
7. Mijnsherenplein
8. Millinpark
9. Rijkroodpad
10. Wevershoek

Figure 32: Streetview images (Google Maps, 2020).



1.



2.



3.



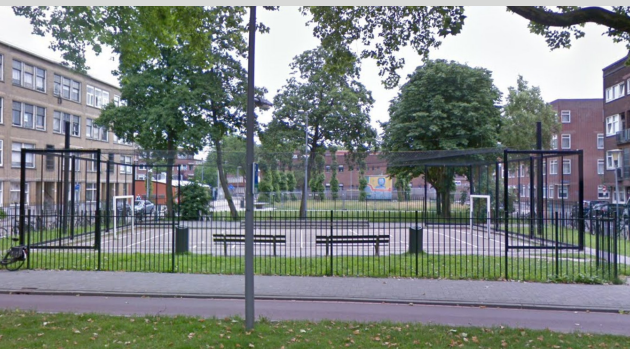
4.



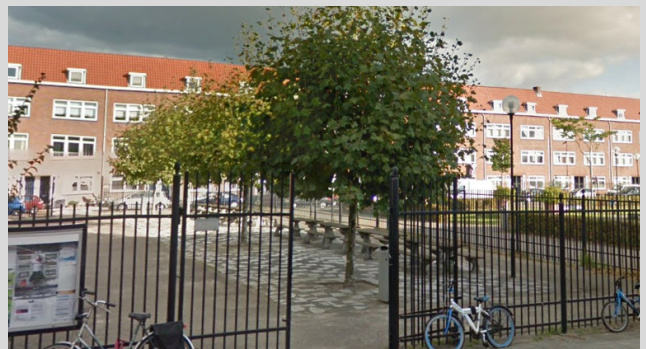
5.



6.



7.



8.



9.



10.

3. Provide a comfortable microclimate for the users of the public space regarding conditions such as being exposed and shielded from (sun) light, shade, noise, wind and rain.



There are a few locations along the Campus Tarwewijk route which could create less physical comfort for for staying. Location 1 shows a lack of green which could affect the physical comfort of people in a negative way. Location 3 contains a busy road and a metro line which both of them cause noise that could be perceived negatively by the users of the space. This also applies to location 5 which is located near a busy crossing. Another aspect that might affect the environmental comfort in a negative way on this location is the lack of human scale due to the enormous amount of space between the buildings destined for traffic. On the contrary, location 2 and 4 show an environmental comfort because of the amount of green that is provided and because they are situated at a remote distance from busy roads. All locations contain few options for staying during certain weather circumstances such as sun, wind and rain.

Since the amount of light provided in the evenings and in the night also influence the physical comfort of people who are using the public space, it is important to analyse the street lights in Tarwewijk. With the assumption that street lights in the neighbourhood has an average height of 6 meters, the provided range of street light would be approximately 18 to 20 meters. The ranges of street light and their overlap are layed out in the map on the next page and show some gaps of unlit dark areas in the neighbourhood which could affect peoples perception of safety in a negative way resulting in less use of the public space.

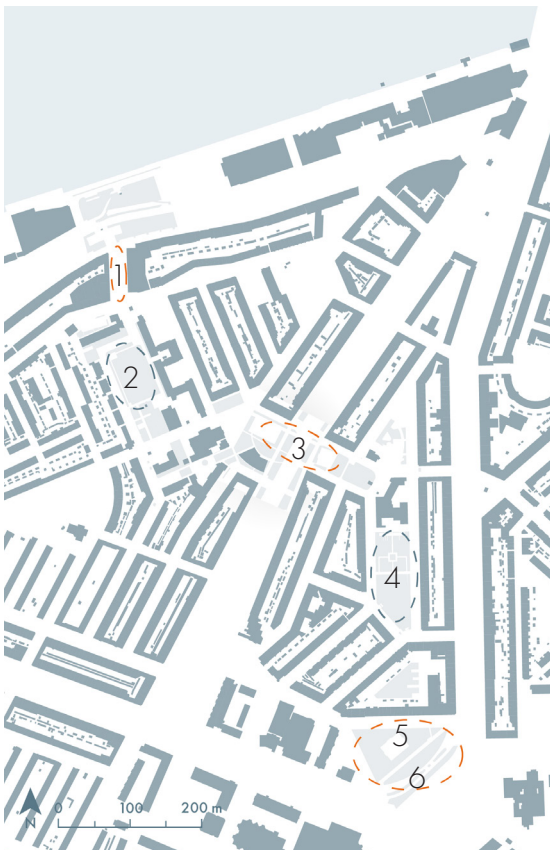


Figure 33: Campus Tarwewijk
(image by author).
1. Hellevoetstraat
2. Zwartewaalstraat
3. Mijnsherenplein
4. Millinpark
5. Wevershoek
6. Wevershoek



1.



2.



3.



4.



5.



6.

Figure 34: Streetview images (Google Maps, 2020).



4.3 | Edge public - private

For analyzing the edge between public and private, firstly an overview of the main building typologies in Tarwewijk will be given. One building typology is mainly recognizable in Tarwewijk, namely long closed building blocks. Next to this one, there are two exceptions, namely fragmented building blocks in the center of the neighbourhood and separate buildings along the Maas and at the boundaries of the neighbourhood which belong to either industry or retail, or are apartment building blocks. These three typologies are also visible along the Campus Tarwewijk route.



3. Separate building blocks

1. Fragmented building blocks

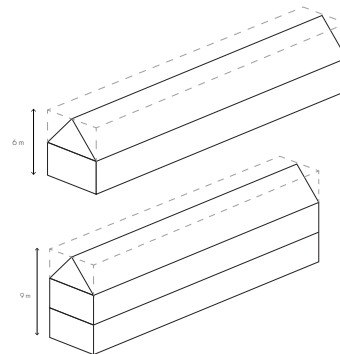
3. Separate building blocks



1. *There must be a clear demarcation between public and private spaces and between different types of public spaces. Public spaces should be inviting to which everyone should feel welcome to.*

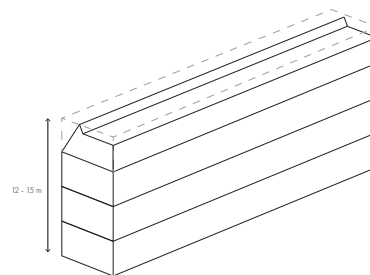
1. Fragmented building blocks

The short fragmented building blocks are the traditional working-class dwellings and have a parallel configuration of building blocks towards each other. They contain two or three storeys and have an average height between 6 and 9 meters. These dwellings have a private front and back garden.



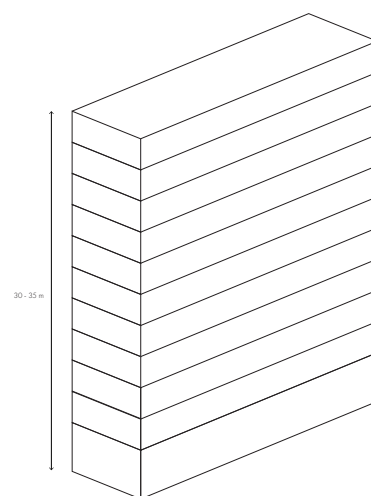
2. Long closed building blocks

The long closed building blocks with private space inside them are the main typology of the buildings in Tarwewijk. These buildings exist of four to five storeys and have an average height between 12 and 15 meters. Only the dwellings located at the ground floor of most of these dwellings have access to a private garden inside the closed building blocks. A majority of the inhabitants in Tarwewijk thus has not access to a private garden making the available public spaces in the neighbourhood of extra importance for them.



3. Separate buildings

Separate building blocks can be found at the borders of the neighbourhood. Within the Campus Tarwewijk route these buildings are for residential use in the form of apartment building blocks and contain up to 12 storeys with an average height of 30 to 35 meters. Most of these building blocks do not contain a shared outdoor space.



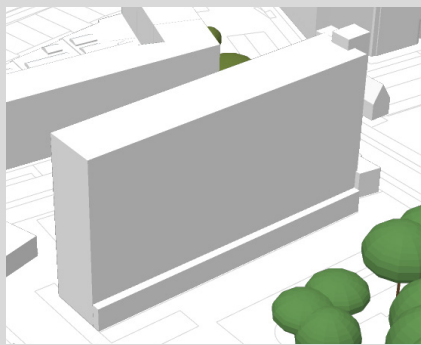
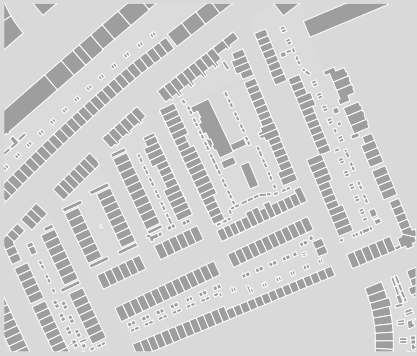


Figure 35: Cut outs Tarwewijk (image by author).

Figure 36: Streetview images (Google Maps, 2020).

This section analyzes the demarcation of different types of public spaces on a smaller scale to see if public spaces are clearly defined and assigned to recognize different atmospheres of public spaces, but looks at the same time if soft borders between these spaces are generated. While location 1 is destined as a location for staying along the Maas, this location lacks in communicating this properly towards the outside. A clear demarcation lacks that indicates that this public space is destined for staying. The current design misses out in enticing passengers to stay longer and appropriate this public space for a longer period of time. Location 3 and 6 are good examples of a subtle demarcation between different atmospheres in public spaces while at the same time stimulating people to cross these borders by offering a soft transition that visually and physically stimulates people to enter and appropriate it for a longer period of time. Locations 2, 4 and 5 offer this visual interaction but lack physically in stimulating people to enter these spaces.

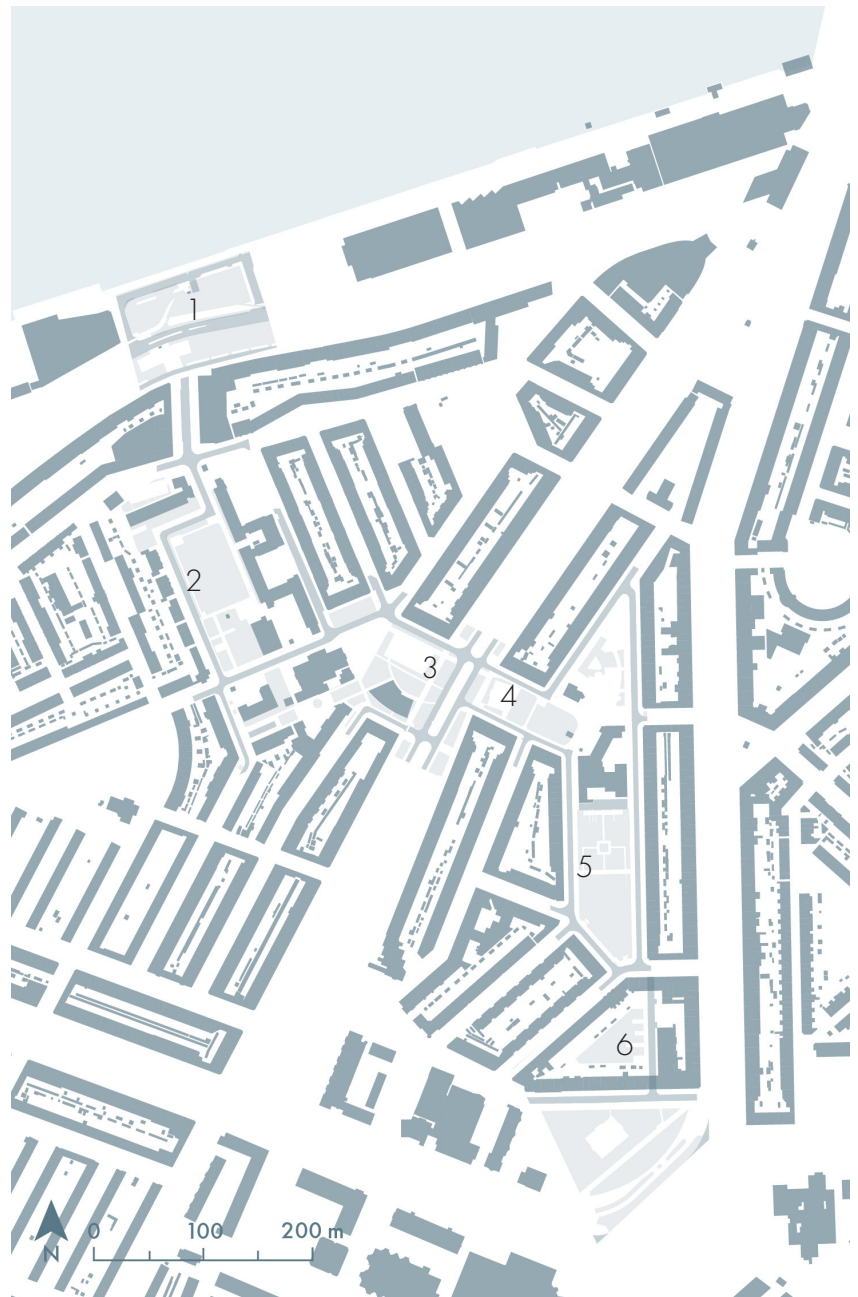


Figure 37: Campus Tarwewijk
(image by author).
1. Balkon aan de Maashaven
2. Zwartewaalstraat
3. Mijnsherenplein
4. Mijnsherenplein
5. Millinpark
6. Rijkordpad



1.



2.



3.



4.



5.



6.

Figure 38: Streetview images (Google Maps, 2020).

2. *There must be open and active facades for active ground floors and a direct connection between inside and outside of buildings to contribute to the amount of eyes on the street.*

The locations that are shown in the images and map are places along the Campus Tarwewijk route that lack a sufficient amount of eyes due to either non-active ground floors (blanc walls) or because of the great amount of public space created by large distance between buildings.

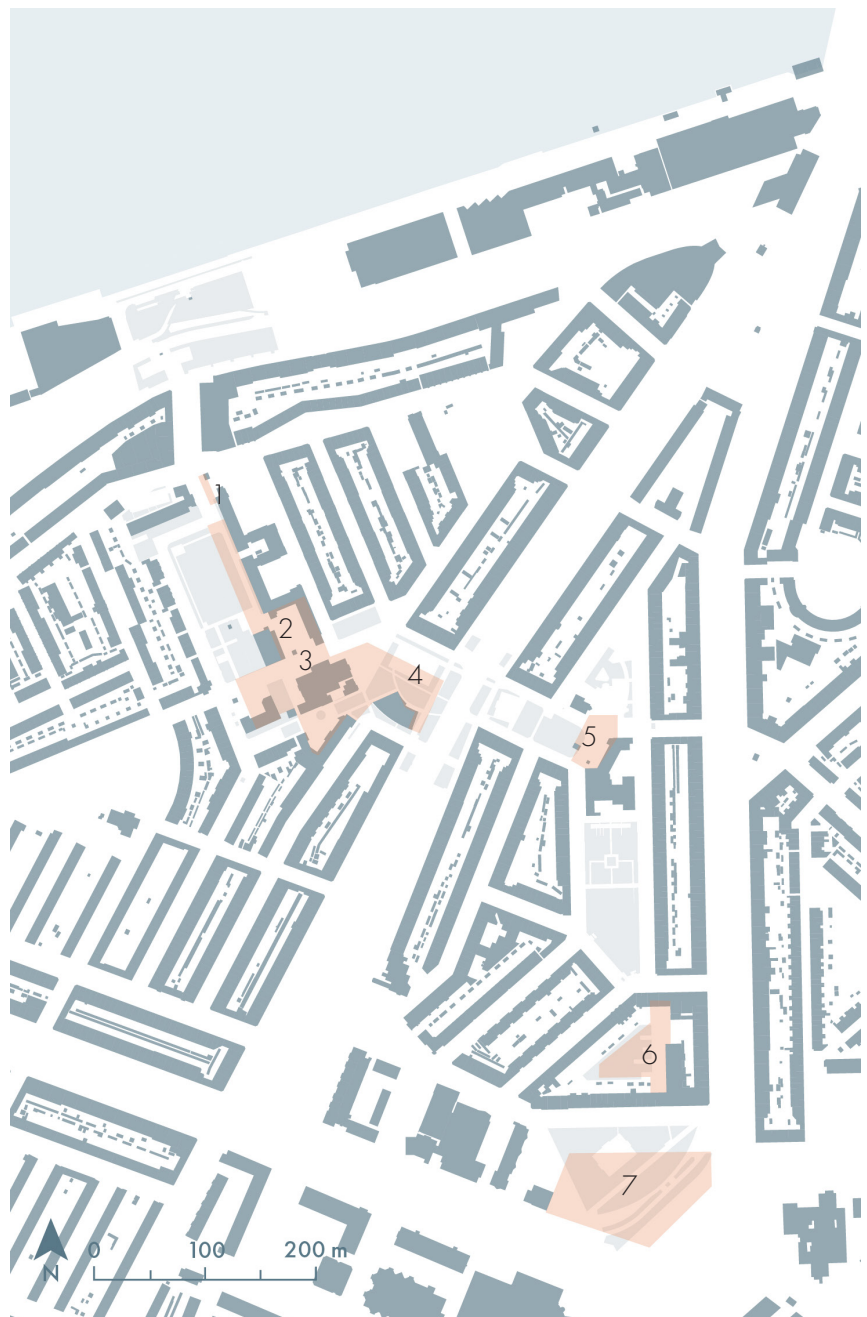


Figure 39: Campus Tarwewijk
(image by author).
1. Zwartewaalstraat
2. Zwartewaalstraat
3. Zwartewaalstraat
4. Mijnsherenplein
5. Mijnsherenplein
6. Rijkroodpad
7. Wevershoek



1.



2.



3.



4.



5.



6.



7.

Figure 40: Streetview images (Google Maps, 2020).

3. Suitable places for staying should be at places where it is quite simple and natural to enter and exit such as entrances.

When analyzing seating options at entrances of either buildings or public space along the Campus Tarwewijk route, it is visible that places for sitting are lacking at entrances of important public facilities such as the supermarket (location 1), local shops (location 4), the school (location 3) and playgrounds (location 5). Sitting possibilities near the entrance of the dog free area (location 2) and near the entrance of the park (location 6) show examples along the Campus Tarwewijk route that do provide opportunities for enhanced social interaction and encounter.



Figure 41: Campus Tarwewijk (image by author).

1. Hellevoetstraat
2. Zwartewaalstraat
3. Zwartewaalstraat
4. Mijnsherenplein
5. Mijnsherenplein
6. Milinpark



1.



2.



3.



4.



5.



6.

Figure 42: Streetview images (Google Maps, 2020).

4. *There should be an opportunity for people to appropriate space in front of their home to make it semi-private.*



Figure 43: Campus Tarwewijk
(image by author).

Space appropriation in front of dwellings is not very common along the Campus Tarwewijk route. The overall small sidewalks hinder people in appropriating the space in front of their home. In streets deviated from this route (as visible in location 4, 5 and 6) where the sidewalks are more wide, space appropriation by the inhabitants immediately is visible. Also the facade garden as in location 3 show that there is interest from the people for making use of the space in front of their home.

Most of the closed building blocks themselves contain a niche at the front doors offering an easy, low cost possibility for the residents to appropriate this space. While observing in the neighborhood it was visible that people already occupied these places, but could not do this sufficient enough due to the lack of space on the sidewalks.

The space around separate building blocks, such as the apartment building in location 1, does not offer residents a possibility to appropriate the space is not designed for staying.



1.



2.



3.



4.



5.



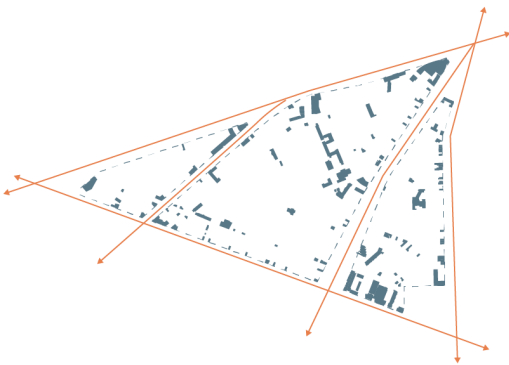
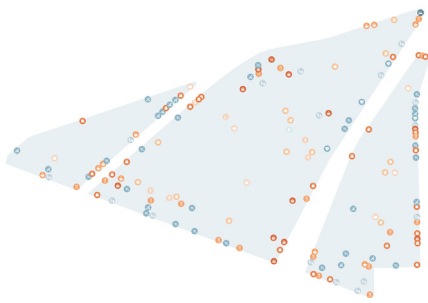
6.

Figure 44: Streetview images (Google Maps, 2020).



4.4 | Variety of land use

1. Neighbourhoods should have a multifunctional purpose. There must be enterprises located along sidewalks such as stores, bars and restaurants.
2. Frequent enterprises and different kinds should be provided.



The neighbourhood Tarwewijk is characterized by having the most of its public amenities located at the edges along the main roads. This also means that the busy, more crowded and more public spaces are located at the borders of the neighbourhood. The inner areas, which lay further away from these busy axes, can be characterized as more quiet and less public.

The Campus Tarwewijk route however, contains relatively many public amenities such as a supermarket, church, pharmacy, local shops, two elementary schools, gym and a community centre, attracting people from across the neighbourhood towards this route.

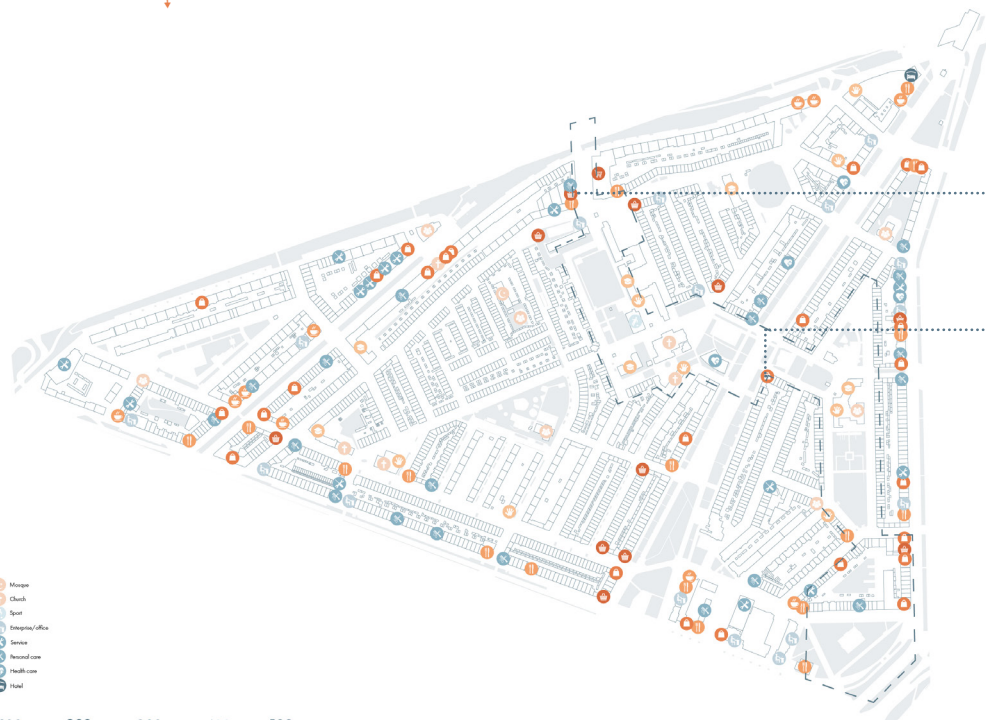
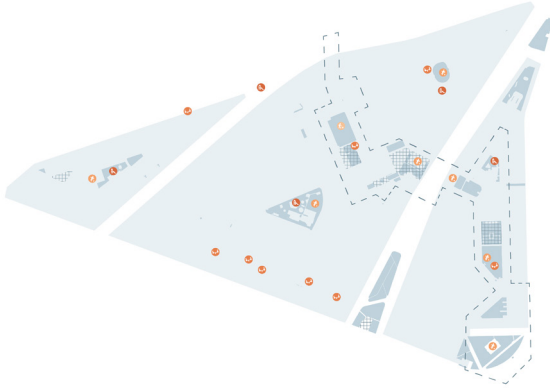


Figure 45: Public amenities (image by author).

Figure 46: Streetview images (Google Maps, 2020).



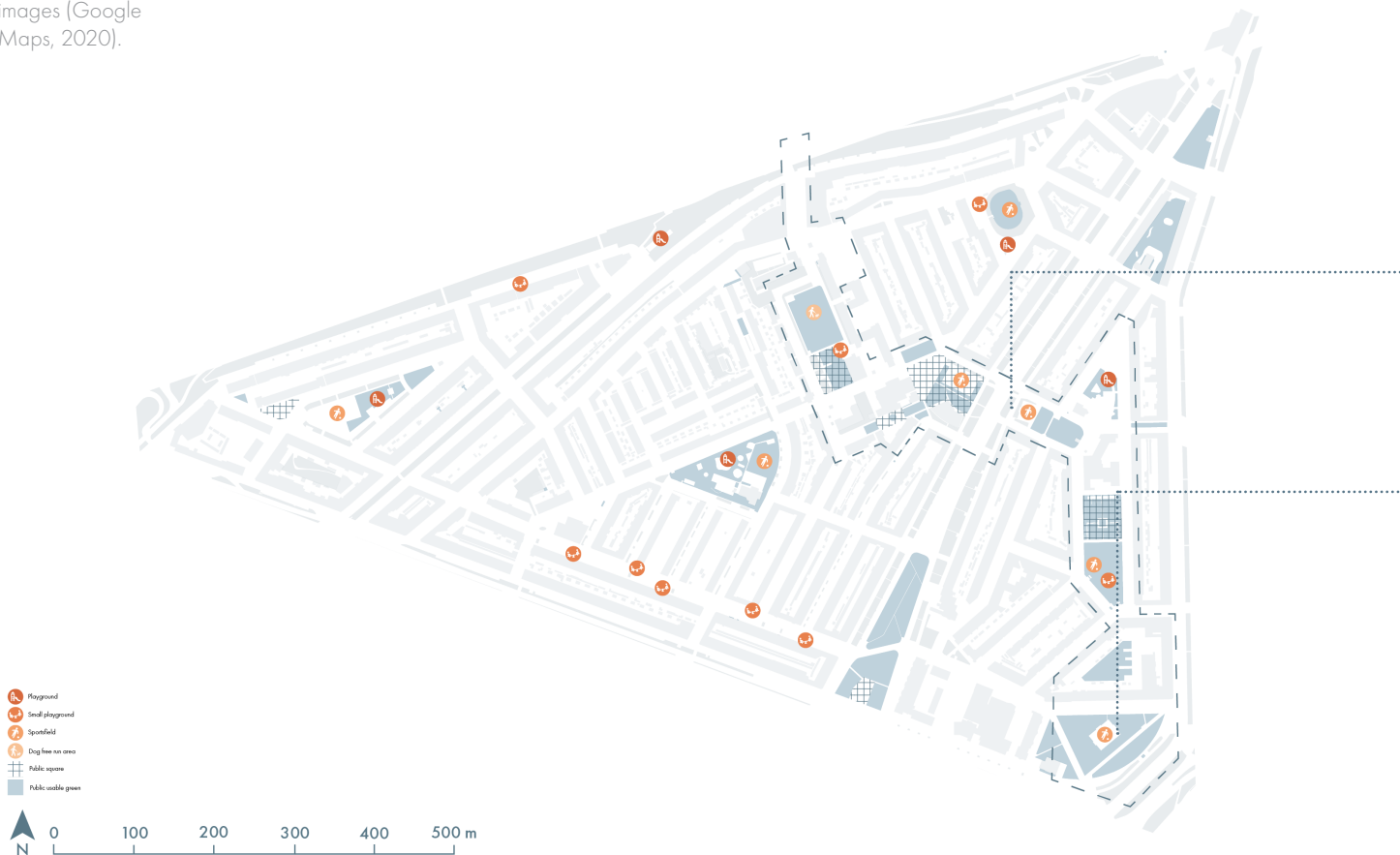
3. *Public spaces should contain a variety of activities.*



Another characteristic of the neighbourhood Tarwe-wijk is that all three different parts of the neighbour-hood contain their own play and sport facilities. These sports- and playground are mostly located on the inside, away from the busy roads at the borders of the neighbourhood. However, an exception can be made on that halfway along the Campus Tarwewijk route and at the end. The public space called 'Mijns-herenplein' has been cut through by one of the main roads and an elevated metro line halfway this route, and a soccer court has been placed at the end of the route on the edge of the neighbourhood (see images).

Figure 47: Public spaces (image by author).

Figure 48: Streetview images (Google Maps, 2020).





5 | Fieldwork

- 5.1 | Digital survey
- 5.2 | Walk with children
- 5.3 | Homework assignment
- 5.4 | Game 'Pleinbouwers'
- 5.5 | Street interviews
- 5.6 | Interviews with organizations
- 5.7 | Conclusion

5.1 | Digital survey

This section shows the some important results of the digital survey. A general survey has been set up in collaboration with three other students to gather information from the inhabitants of Tarwewijk. Some of the responses correspond with the design strategies as stated below, and some could be perceived as extra or additional.



People use the public space for walking or to make a stroll, either just for the activity of walking as well as using walking as a transportation method to reach amenities and facilities in the neighbourhood.

People think that other people are driving too fast and aggressively in the public spaces in Tarwewijk.



People feel Tarwewijk is too busy, crowded and noisy and go to other neighbourhoods or cities to find rest and peace.

People indicate that walking is important for them.



Not enough (social) control of people in neighbourhood in public spaces.



People feel sport facilities are lacking. They also say they experience a lack of parks and shared gardens.

Extra:

People think the public spaces are not clean and maintained well.

5.2 | Walk with children

In collaboration with one of the elementary schools that is located along the Campus Tarwewijk, we organized a scavenger hunt including some questions about the public spaces in the neighbourhood to gather information from the children.



"The floor of the playground is too hard"
"Cars drive too fast"
"A hedge or a fence would make it more safe to play here"



"The most beautiful place for staying is destined for dogs"
"I would like to eat somewhere outside"
"The stairs surrounding this square are nice"
"We need more benches for our parents to sit on"



"There is no space for girls to play"
"We would like to have play facilities for climbing"
"We would like to have a trampoline"

Extra:

"We want multiple activities on one spot"
"I would like to share an activity with my parents"
"There is a lot of dog poop and garbage that hinders us from playing here"
"The playgrounds are not maintained well"
"The metro line is ugly"

Figure 49: Map Tarwewijk (image by author).



5.3 | Homework assignment

The most important results of the assignment in advance of the game (see next section) that was handed out to the children to fill out at home, is explained below.



Children would like to have swings, a soccer field (with fence), climbing facilities and a slide for the design of the square in front of the school.

Most of the children are not a member at a sport association, sportclub or another after school programming association. This means that there is more importance for the public spaces to fill up this need for play and sport.

A space for creative expression, such as a stage, is also mentioned very often.

5.4 | Game 'Pleinbouwers'

This game has been played in two classes at an elementary school. In this game children had the opportunity to step into the shoes of an urban designer to provide some ideas for the re-design of the square in front of their school.



Conclusion Class 1 (Groep 5)

These children were focused on finding the right locations for sitting, playing (sport) and to come together with others. They especially mentioned the possibility for the residents to organize a barbecue on the square. Also activities such as dancing together, chatting and making music together are suggested often.

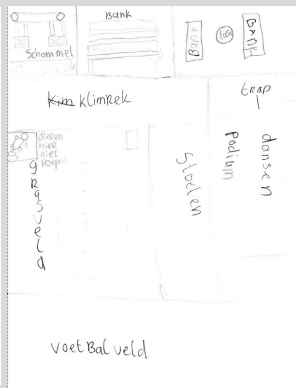
Conclusion Class 2 (Groep 7)

One of the main discussions were about how to design public spaces for girls and for boys, and what do they specifically need in what way does the use of the public space differ for them.

In general the spaces for creative expression such as making or listening to music, dancing are just as often suggested as spaces for sports and play. Also a water fountain, animal/bee garden or an educative garden are mentioned which indicates the need for a more diverse, practical and inspirational square for the school.

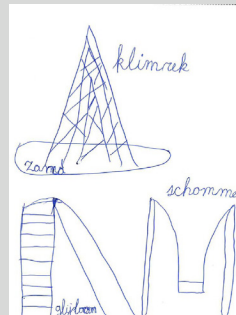
Figure 49: Results Homework assignment.

Figure 50: Results game.



Wat ik graag zou willen hebben op het plein

- klimrek
- schommel
- kleine klim parkeer
- wip wap
- podium voor dansen
- hukje



EIND OVERZICHT / groep 5
totaal gebruikte pictogrammen

Muziek plek 1	Bloementuin 1
Moestuin 2	Dieren/insecten 2
Educatieve plek 1	Sport plek 6
Bankje 10	Buiten gym 6
Speel plek 3	Schilder plek 2
BBQ/buitenkeuken 4	Fontein 5
Dans plek 5	Praten/gesprekken 4
Gras 6	

EIND OVERZICHT / groep 7
totaal gebruikte pictogrammen

Muziek plek 3	Bloementuin 13
Moestuin 2	Dieren/insecten 7
Educatieve plek 0	Sport plek 14
Bankje 11	Buiten gym 4
Speel plek 13	Schilder plek 4
BBQ/buitenkeuken 14	Fontein 6
Dans plek 2	Praten/gesprekken 6
Gras 13	



5.5 | Street interviews

To gather more information from other age groups as well, street interviews have been held in Tarwe-wijk. People ranging from different age categories have been questioned about the living conditions in the neighbourhood regarding the public spaces.

Children



"I would like to learn in outdoor spaces and be inspired"

Extra:

"We need flexible playing equipment"

"The playgrounds for sport are not maintained well"

Youth

Extra:

"I mostly go to other playgrounds, because the floor is not suitable for basketball and also the baskets themselves are not in great shape"

Adults



"There is no specific thing to do for adults in the public space"

"I would like to eat outside, such as having a picnic"

Extra:

"You can't use the space during winter"

"I would like to have a shared (allotment) garden"

"The public spaces are too dirty to make use of them"

"The quality of the dog free run area is badly maintained"

"The whole area (not only inside the dog free run area) is dirty"

"Grass inside dog free run area is diminishing"

"There is nuisance from other people"

"There is nuisance from drunk people coming back from Balkon aan de Maashaven"

"A lot of Bulgarian men are hanging around Mijns-herenplein"

Elderly



"I make use of the Basic Fit gym across the street along the water"



"I enjoy beautiful green areas and trees"



"I would like to have a space to meet with other people"

"I visit a market in another neighbourhood"

Extra:

"I would like to have an outdoor shared space with others"

"The public spaces need to be maintained well for the accessibility for mobilized scooters"

Figure 51: Images during street interviews.



5.6 | Interviews with organizations

Thuis Op Straat (TOS)



"The floor of stone is not handy for children"
"Children can not play at Wevershoek due to traffic"



"A Cruyff court placed on the border/division of Tarwewijk is good so that all children can reach the place"



"Young people need a place where they can gather (in the evening)"
"Youth would like to have a space that is not directly in view"

Extra:

"There is need for a parent and child activity"
"There is need for a shared space between adults and children because of the Bulgarian people hanging around playgrounds at Mijnsheerenplein"

Playground- and neighbourhood association



"A lot of playgrounds are not accessible in the evenings because of the fences"



"Youth does not have their own space where they can gather in the neighbourhood"
"There is no space in the neighbourhood for dance or theatre"

Elementary schools



"We as schools need an outdoor space that is easily accesible for us to make use of"

"It is important that parents feel that it is safe enough for their children to play somewhere, otherwise the children will not play there"

Extra:

"A lot of public spaces are dirty and full of dog poop"

"We need less designed and designated spaces for our and children's own interpretation of the space"

"We would like to have an open space, with grass, without poop"

"Flexible playing equipment would be ideal"

5.8 | Conclusion

Some of the results of the conducted fieldwork can be grouped under the already composed design strategies of chapter four. However, based on some new insights from the inhabitants themselves, three extra design strategies will be provided which will contribute to the inclusivity in Tarwewijk.



Flexibility

Flexibility of the public space can contribute to inclusivity by enhancing the ability for more residents to make use of the public space through the provision of a wider range of possibilities in usage and with that also enhance the chances for encounter and social interaction in the public space, affecting social cohesion in a positive way.

The first aspect is that the public space design should contain enough room for people's own interpretation of the space by giving control to people to create a different setting or layout every time they use the public spaces. This will create different experiences and discoveries and therefore make the public space more joyful. Besides, this control can contribute to the sense of connectedness and ownership of the public space.

Secondly, the design of the public space should be adaptive to different uses and activities at different times of the day, throughout the week and throughout the year. Public spaces who can be used during the whole day, week and year can contribute, beside this flexible quality, to the safety and social cohesion of an neighbourhood because of the continuous occupation of people (Carmona, 2019).



Shared space

Offering people a possibility for sharing the public space at the same time with other users will contribute to inclusivity because of offering more groups the possibility to make use of the same public space and by the enhanced social cohesion through social interaction and encounter that can occur between different social groups when sharing the public space.

An aspect for the design of the public space is that

it should offer an activity that is interesting for multiple social groups at the same time in order for them to make use of it and share the space together. However, it should be taken into account that offering an outdoor activity that appeals to multiple groups could lead towards a competition for that space. Therefore, the current conditions regarding appropriation and possible exclusion of certain groups should be taken into account to offer a way of sharing the public space without excluding one or another. Also, sufficient alternative outdoor spaces should be available for all social groups to prevent them from being excluded from the public spaces at all.



Maintenance

A proper maintenance will contribute to inclusivity by providing the ability for inhabitants to live in a decent living environment and by enticing them to make use of the public spaces, which in turn will enhance encounter between people affecting the social cohesion in the neighbourhood in a positive way.

The first aspect to enhance levels of maintenance is by designing valuable public spaces for already existing or operating organizations that will invite or challenge them to contribute to the maintenance of the public space because of their own interest. Jacobs (1961) for example mentions that storekeepers will make sure that their customers will experience the public space surrounding their store in a pleasant way, and will therefore probably make a contribution for that.

The second aspect is about the involvement of inhabitants in the maintenance process. Public spaces design should connect people to the place by making the public spaces meaningful for them. Providing some control about the setting of the public space can for example enhance the sense of community, connectedness and ownership which will indirectly lead towards careful behaviour concerning the use of the public space.

Lastly, the public space should be designed in a robust and sustainable way in order for it to last as long as possible to diminish the need for excessive maintenance.



Flexibility

1. There should be enough room for own interpretation of the public space.
2. The public space should be adaptable to different uses and activities during the day, week and year.



Shared space

1. There should be an activity in the public space that appeals to different social groups at the same time.
2. Current circumstances regarding space appropriation and exclusion should be taken into account.
3. Sufficient alternative outdoor spaces should be available for all social groups to prevent them from being excluded from the public spaces at all.



Maintenance

1. There should be valuable public space offered for the already existing organizations.
2. The design of the public space should enhance the sense of community, connectedness and ownership among inhabitants.
3. The design of the public space should be robust and sustainable.

6 | Challenges

6.1 | Site challenges

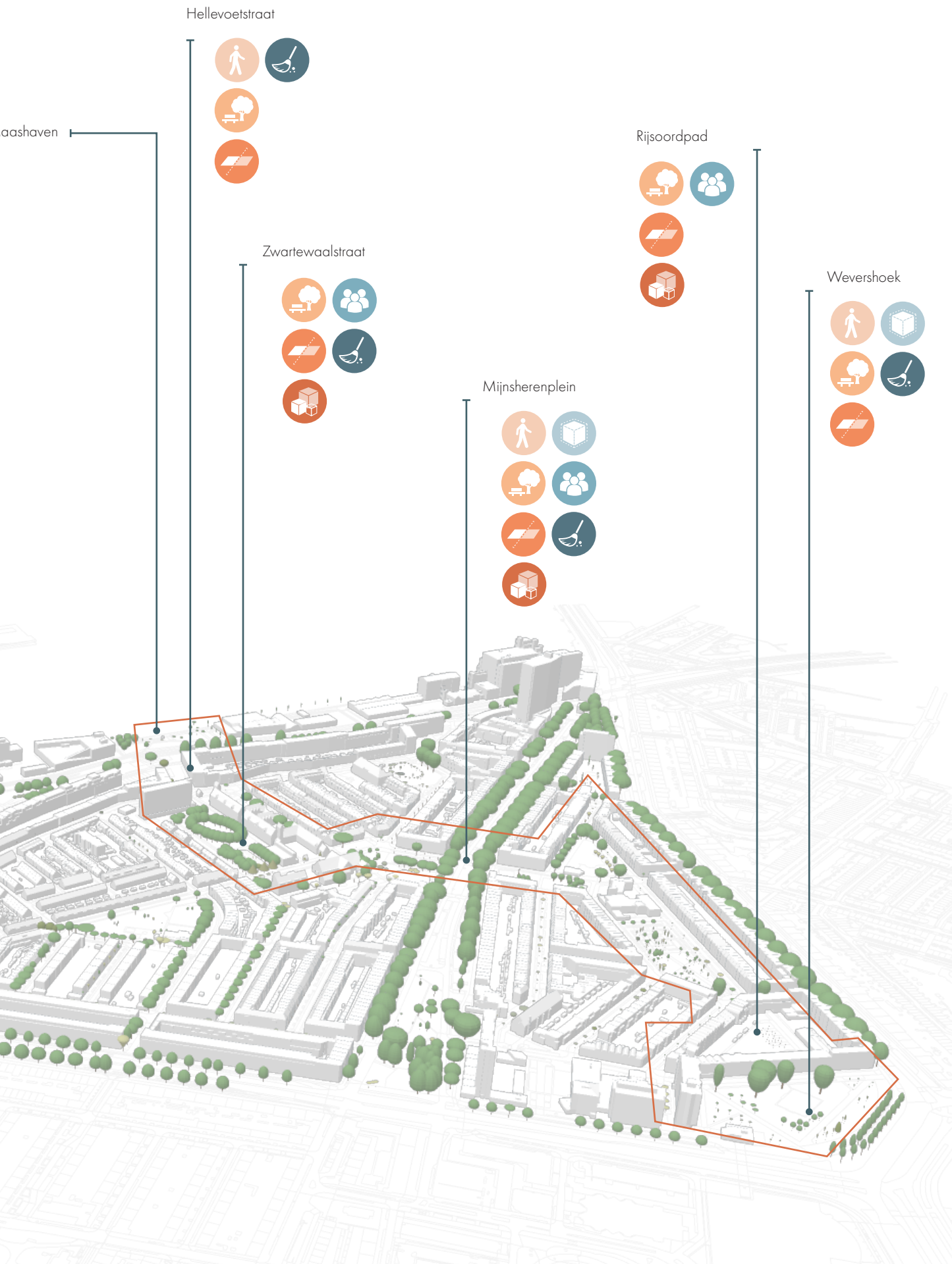
6.2 | Locations

6.1 | Site challenges

This section will give an overview of the proposed challenges per location along the Campus Tarwewijk route, which are based on the results of the spatial analysis and fieldwork.

Balkon aan de M





6.2 | Locations

1. Balkon aan de Maashaven

The challenges on this location are about connecting Balkon aan de Maashaven to the Campus Tarwewijk route in order to provide the residents of Tarwewijk a pleasant public space for staying. The challenges concern a more safe and accessible crossing towards the water to provide a better connection between Tarwewijk and Balkon aan de Maashaven. And about defining and making more clear that this is a place for staying with designing for soft edges to attract more people to spend their time in this public space.

2. Hellevoetstraat

This location can be considered a small public commercial square of Tarwewijk because of its public amenities as a supermarket, hairdresser and ice cream parlour located inside the surrounding buildings. It is a very public space which a range of people from different ages visit often. However, the place itself is poorly designed for staying and social interaction with others. Therefore the challenges concerning this location are about providing suitable conditions for people to spend more time in this public space.

3. Zwartewaalstraat

This space is located in the more quiet inside part of the Tarwewijk, but near an elementary school. Therefore this place could be considered less public than the location of Hellevoetstraat. The positive quality of the area is that it is already very green, something that inhabitants of Tarwewijk say they like. A lot of people consider this space as the most beautiful public space in the neighbourhood. The current problem is however that the green is not usable because of the dirt of the dog free run area. People also feel that the most beautiful space is destined for dogs. Thus, the challenges here lay in creating a pleasant conditions for people to enjoy this green public space.

4. Mijnsherenplein

This large urban square containing two sport- or playgrounds is located in the middle along the Cam-

pus Tarwewijk route, but has been divided into two parts because of one of the main roads and the lifted metro line. The crossing between these two parts are perceived as dangerous and as a barrier to the inhabitants of Tarwewijk. The challenges for this location therefore concern softening the crossing to make it more safe and accessible. Other challenges concern enhancing safety, provide more environmental comfort for people to stay and to offer flexibility in the sense of a variety of activities in order to make people able to share the public space with others.

5. Rijkpad

This location is a courtyard located inside a closed building block, but is open to the public. The challenges for this location concern about offering (especially the local residents who live in the surrounded dwellings) a more pleasant place to stay. Since it is open to the public and part of the Campus Tarwewijk route, the challenge of this space also lies in that it could optimally serve as the more intimate room or sphere of the route providing people who pass by a visual connection and peek into the local life of the inhabitants living there. This will provide social contact between people at least remotely and could entice people to mingle and interact with each other in a direct way.

6. Wevershoek

This location is located on the edge of the neighbourhood and Campus Tarwewijk route and can be considered as a busy public space containing a lot of people walking by going to or coming from the shopping mall and infrastructural hub of Zuidplein. The location is considered as not safe due to the large amount of traffic and does not has a pleasant microclimate regarding noise and the lack of human scale to stay in for a while. The challenge therefore concerns enticing people to appropriate this public space for a longer period of time for staying instead of only passing by.



1.



2.



3.



4.



5.



6.

Figure 52: Streetview images (Google Maps, 2020).



6.3 | Vision Campus Tarwewijk

The vision regarding the Campus Tarwewijk route is that it should become a green ribbon connecting people and places. By incorporating the seven proposed design strategies in this graduation report, this route should become walkable, diverse and pleasant for staying fitting into the daily activities and needs of the residents. This will stimulate social activities and encounters and thus will contribute in a positive way to the creation of social cohesion and to inclusivity.





7 | Design

- 7.1 | Design principles
- 7.2 | Initiatives and cooperations
- 7.3 | Design Hellevoetstraat
- 7.4 | Design Zwartewaalstraat
- 7.5 | Design Mijnsherenplein
- 7.6 | Overview interventions

7.1 | Design principles

In this section several design principles will be proposed for the Campus Tarwewijk route based on the design strategies regarding the age groups and on the seven design strategies of walkability, places for staying, edges, variety of land use, flexibility, shared space and maintenance that were derived from theory and from fieldwork. These design principles can be implemented on different domains and scales such as on a private, collective, common or public domain which can differ from a very small scale to a larger scale of the neighbourhood and work best in their combination. Therefore, this section will discuss the design principles separately after which they will be shown in their combination in the next sections as implemented in several design proposals for multiple locations along the Campus Tarwewijk route.



Walkability



Places for staying



Edge public - private



Variety of land use



Flexibility

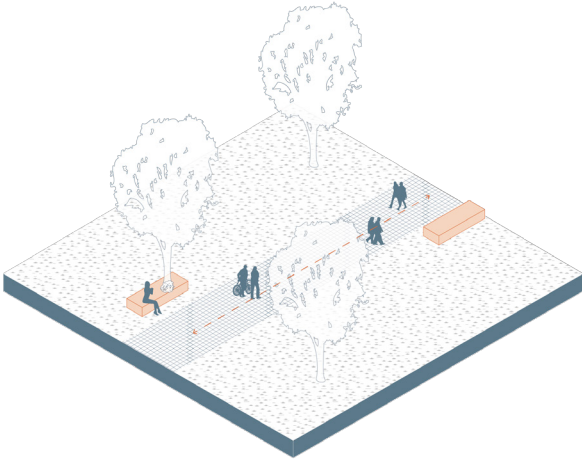


Shared space

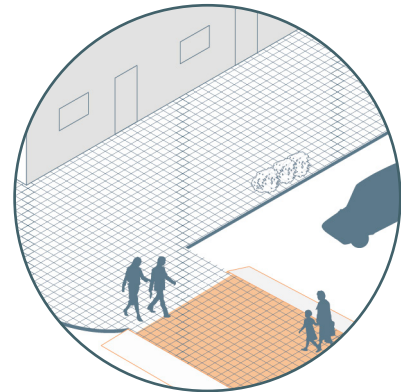
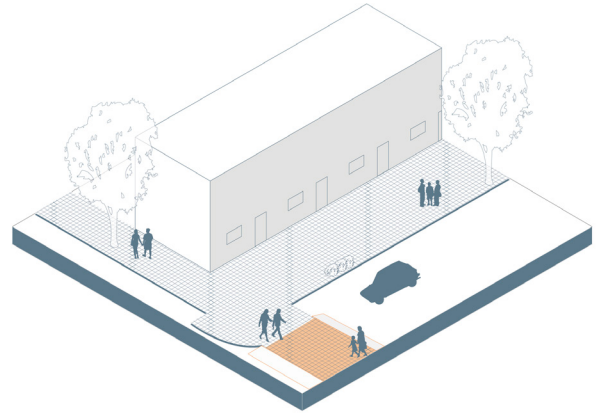


Maintenance

Frequent seating



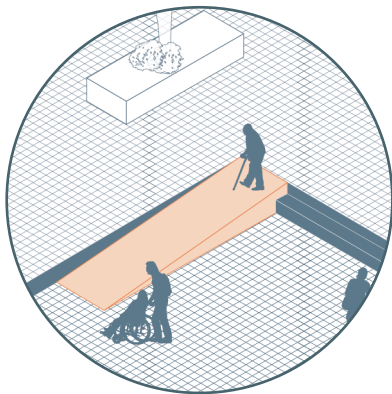
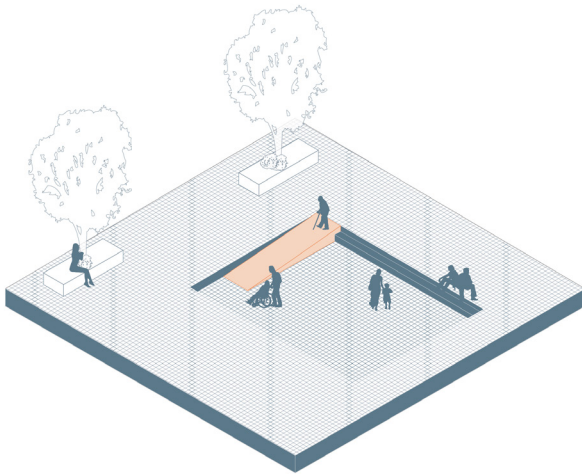
Pedestrian prioritization



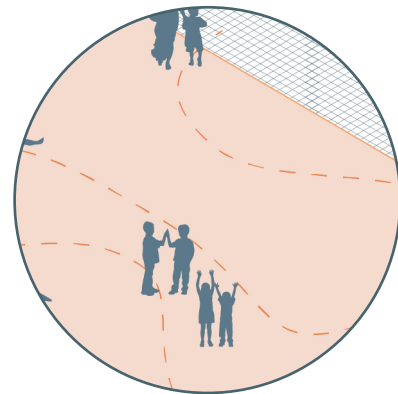
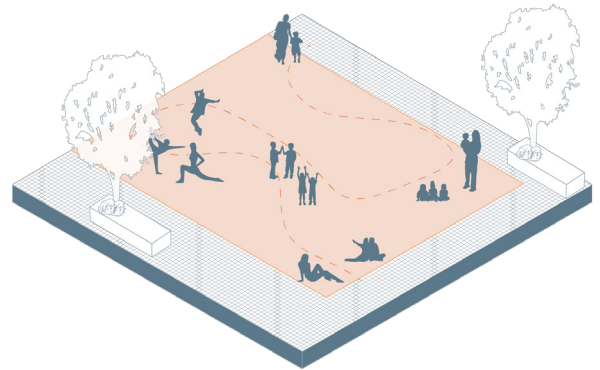
In order to enhance the walkability in the neighbourhood, the maximum distance people can and are willing to make should be kept in mind. For certain groups it is important to provide frequent seating possibilities in the neighbourhood. To prevent people from retrieving from the public spaces due to a lack of seating possibilities, it is important that seating should be provided every 100 meters. This will contribute positively to the walkability of the neighbourhood and will increase chances of encounter and interaction between inhabitants and thus also social cohesion.

To provide people trust to move through the space without worrying about their safety regarding the traffic and to prevent people to wait at crossings priority to the pedestrian will be provided in the form of a curb extension. This will have the same materialization as the sidewalks and will be lifted a bit to make the crossing more clear for the motorists. The enhancement of the walkability will take especially for children and elderly some worries away and could therefore lead towards more use of the public space, increasing with that the possibilities for social interaction with others.

Ramp



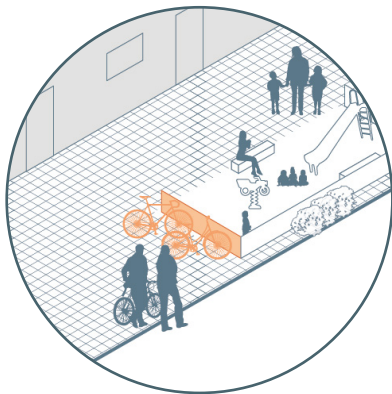
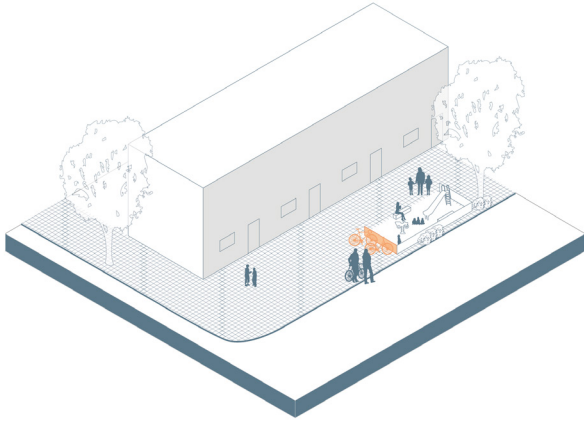
Soft materialization



At places with uneven surfaces or height differences, a ramp will be implemented to provide all social groups the possibility to safely use and enter the public space to enhance the walkability of the neighbourhood and make the public space inclusive for every one.

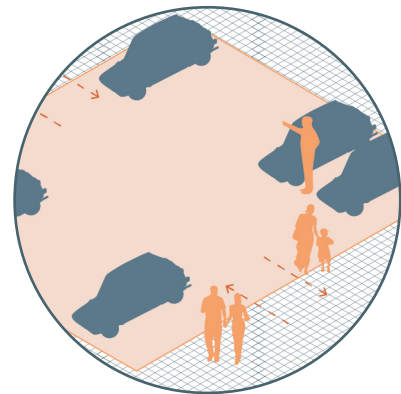
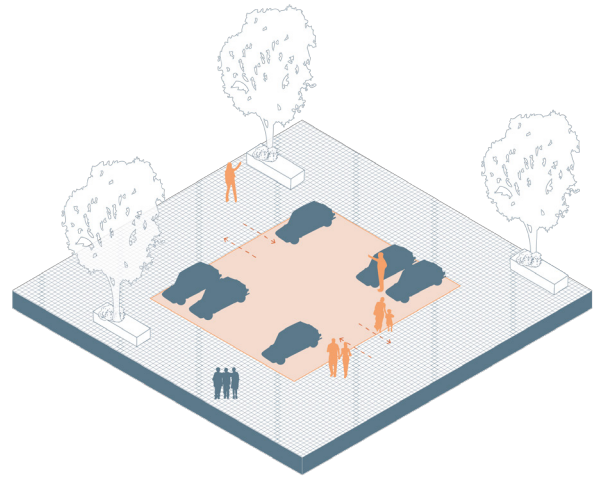
People should feel safe when they use the public space in order for them to go out and make use of these spaces. Therefore it is important to adapt the materialization of the public spaces to the use. Playgrounds for example should have a soft floor for children to be able to play there safely. By enhancing the safety this way people will be more likely to use the public space which will contribute positively to social interaction and encounter and therefore will also result in higher levels of social cohesion in the neighbourhood.

Collective bicycle storage



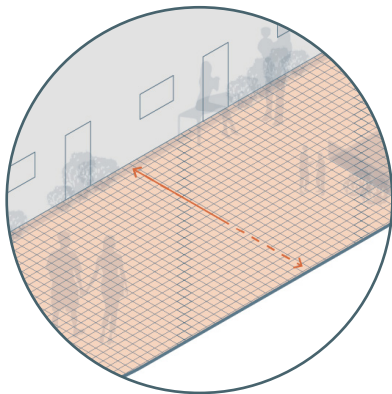
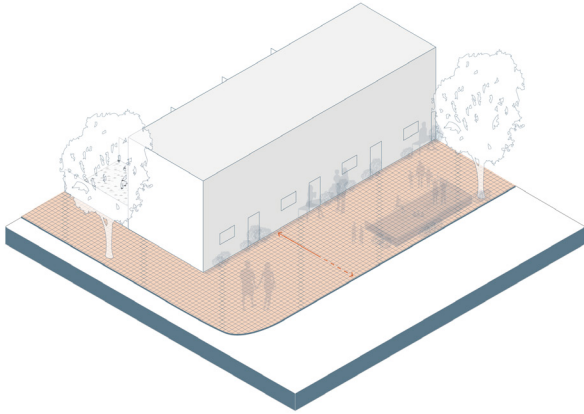
A way of bicycle storage will be provided on the sidewalk in such a way that as little as possible space will be taken up to leave enough room for other activities on the sidewalks. Moreover, the bicycle storage will be designed and placed in a way that it will enhance social interaction and cohesion among inhabitants of the neighbourhood.

Collective parking



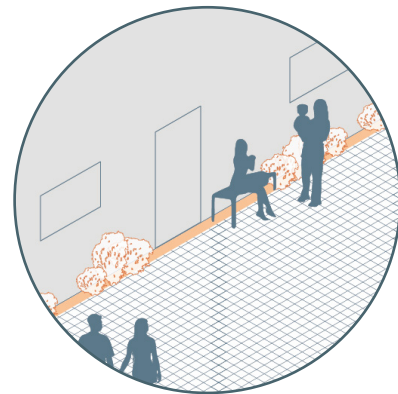
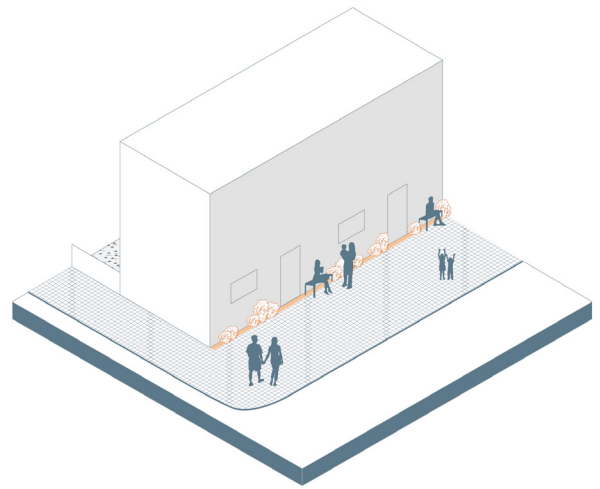
Collective parking spaces will save space along the sidewalks which will result in more space for pedestrians. Collective parking spaces will also lead to higher chances of encounter between local residents and will therefore enhance levels of social cohesion in the neighbourhood.

Wide sidewalk



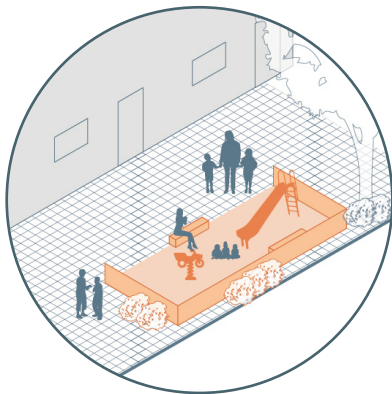
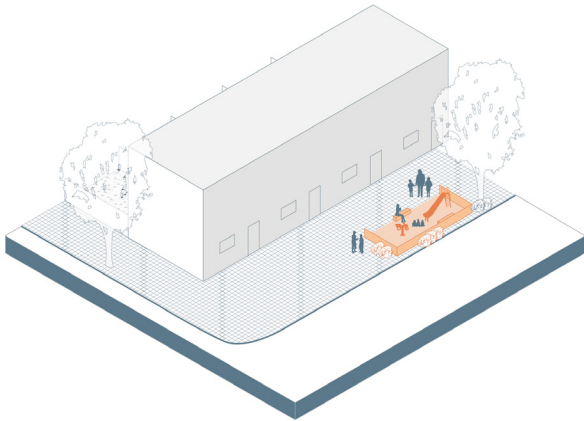
The sidewalks will be made more wide at places where sidewalks lack in providing enough space for the combination of activities such as movement and circulation of pedestrians, sitting at the edge of public spaces along facades and appropriating space in front of homes for either staying or playing. By widening up the sidewalks, room will be created for these activities to take place which will stimulate social interaction and encounter between people, increase safety and create social cohesion among inhabitants.

Facade garden



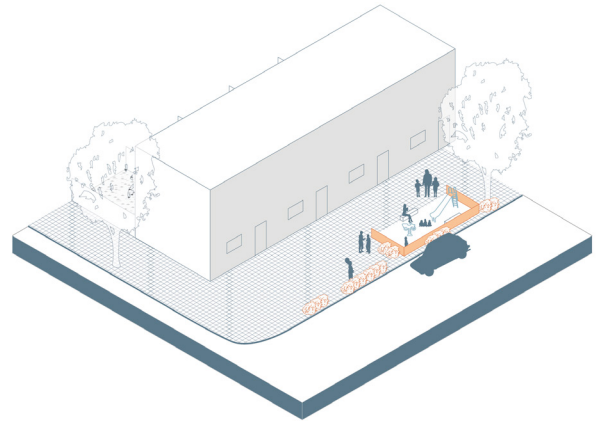
A facade garden will soften the edge between public and private space and will facilitate people to appropriate space in front of their homes. The extra eyes watching the street will contribute to safety as well as provide opportunities for encounter and social interaction. People walking by will have a notion of other residents living in the neighbourhood and can this way be encouraged to interact with them. This small intervention will give the street a more interesting and diverse expression and could entice people to stay in them for a longer period of time. This will enhance levels of social cohesion in the neighbourhood.

Pocket playground



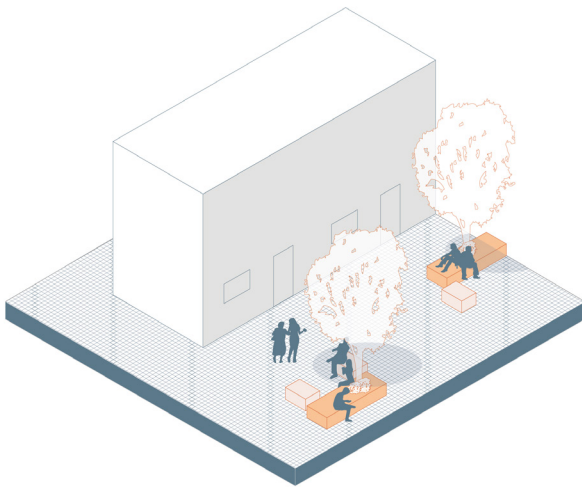
A pocket playground placed on the widened sidewalks will provide diversity in playing options and create the possibility for children to appropriate the public spaces in front of their homes and to play in sight and supervision of their parents. This in turn can result in attracting parents, neighbours and other people passing by towards this activity on the sidewalks and can entice them to mingle in this activity. Even if they decide not to directly interact, they will at least have a feeling of other people living in the neighbourhood which will enhance levels of social cohesion.

Buffer

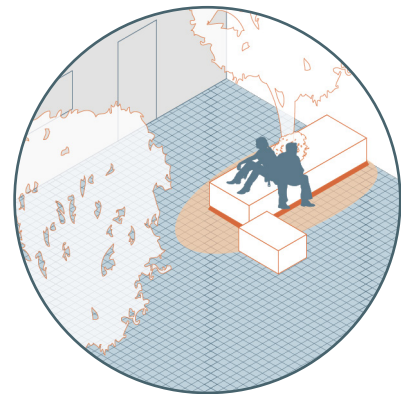
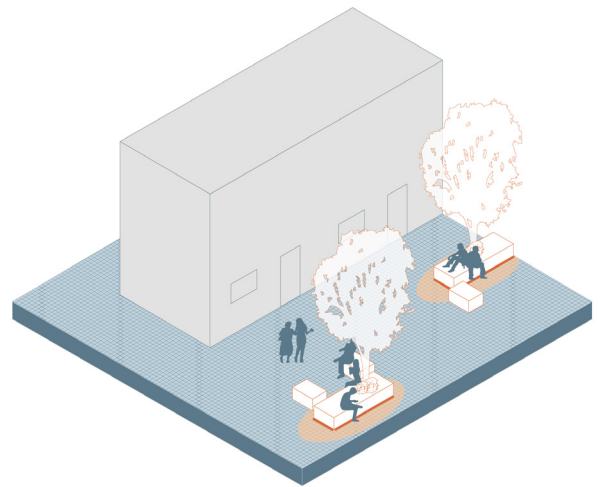


A buffer in the form of a shrub or small fence will be placed between the sidewalk and the street in order to enhance safety for children. This age group should be provided trust and ability to play safely without themselves (or their parents) worrying about their safety regarding traffic. This buffer will contribute to the appropriation of public space in front of homes and thus will enhance social interaction and encounter, contributing positively to inclusivity.

Repetitive item



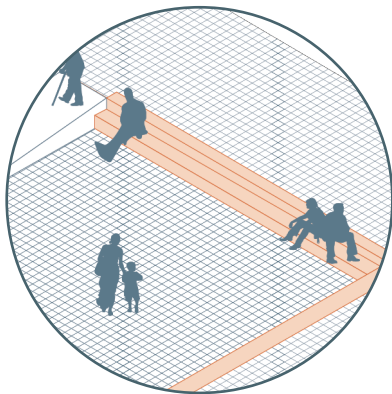
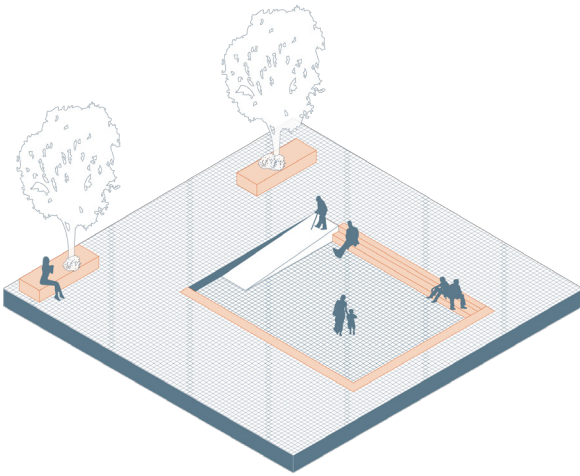
Street light



Benches in combination with green such as plants and trees will be used as primary seating to offer people a place for staying in the public space. The plants and trees will contribute to the environmental quality and will provide people shade and shelter when needed. This bench can be used as a repetitive item in the public spaces for a clear demarcation between private and public and as a way to make the public space welcoming. Public spaces will become more attractive place for staying and will stimulate social interaction and cohesion.

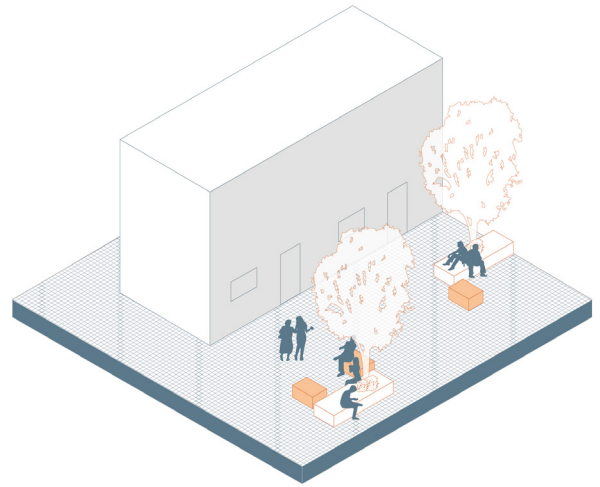
The benches will include a strip of light underneath the seating which will contribute to the amount of street light and thus will enhance levels of safety and activities in the evening. This in turn will result in more people using the street on different times of the day and will enhance the possibilities for social interaction and cohesion in the neighbourhood.

Primary and secondary seating



Next to offering primary seating as benches, also secondary seating will be provided in the form of sitting options at stairs, ledges, walls and grass. This will offer more choices for sitting which will contribute positively to feelings of comfort stimulating people to stay longer in the public space. This will result in more encounters and interaction between people and thus will increase social cohesion among the residents.

Movable urban furniture

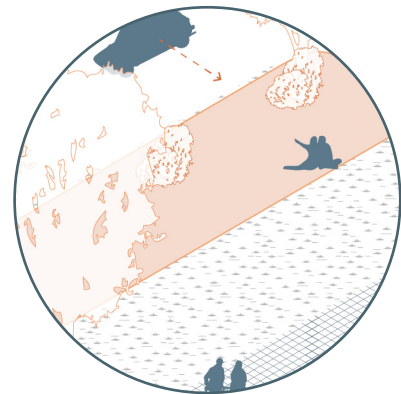
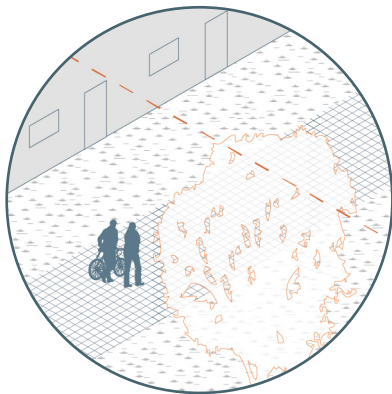


Movable urban furniture will be provided to create more comfort for people by offering them a choice in sitting. People can this way decide for themselves in how they would like to sit in the public space. This environmental comfort will entice people to stay longer in the public space which can result in more social interaction and cohesion among inhabitants. Furthermore, this flexibility in having control over the way of sitting will enhance the sense of ownership and thus can indirectly result in improved behaviour in public space regarding the maintenance of the area.

Human scale



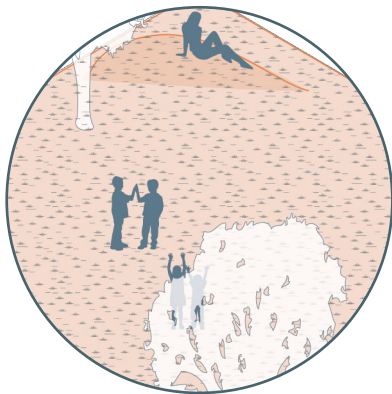
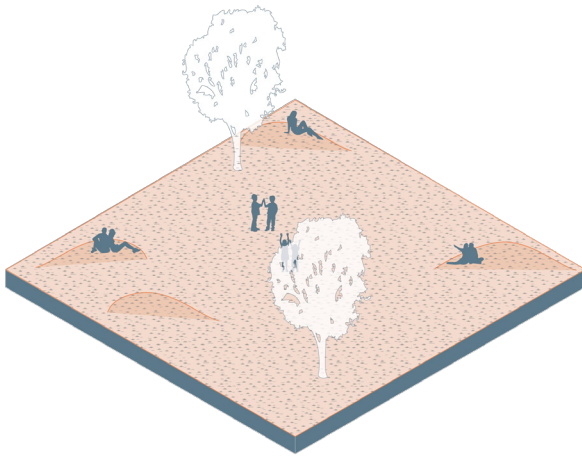
Landscaping for nuisance



Street trees will be placed in order to contribute positively to the microclimate of the public space. These trees will provide next to their green appearance places of shade from sunlight and shelter from wind and rain and can bring back in the human scale in an area where this scale is lacking. This all will result in pleasant environmental conditions for people to stay longer in a public space, and will therefore contribute to the creation of social interaction and cohesion.

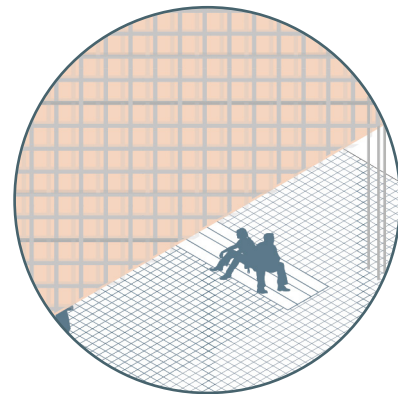
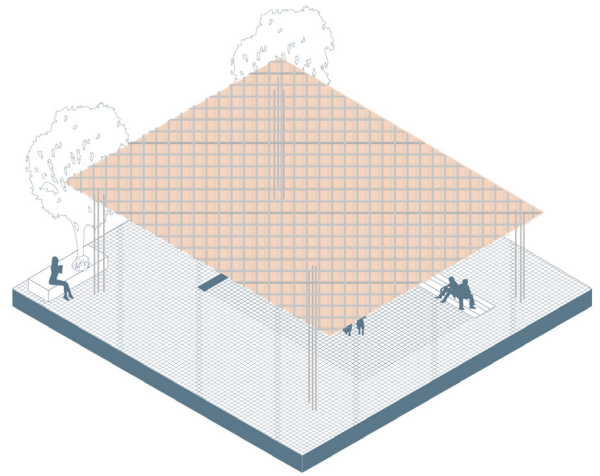
The design of the landscape can be used to provide the inhabitants a comfortable experience of the public space. Elevations of the ground surface and the placement of trees and shrubs can contribute positively in creating a pleasant microclimate, by blocking for example noise, wind and rain. This way the public spaces will become more pleasant to be in which can attract more people towards the public space. This will therefore enhance interaction, encounter and social cohesion in the neighbourhood.

Usable green



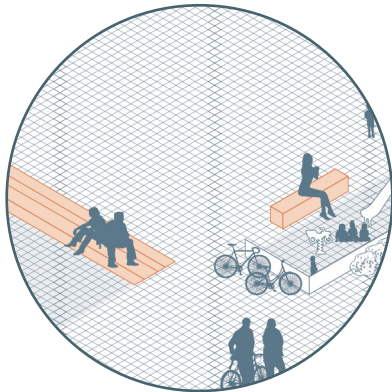
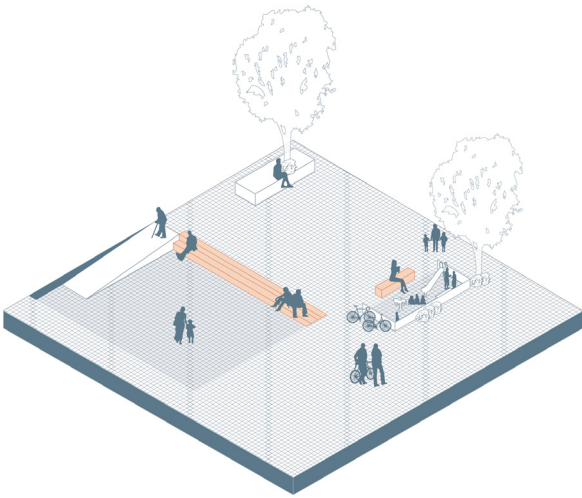
Green areas will be provided which will contribute positively to the environmental conditions of the public space and provide a pleasant microclimate for people to stay in. The space will not be completely designed at forehand in order to provide people the opportunity for their own interpretation and use of the space. Only small secondary seating possibilities will be provided. These spaces can serve multiple age groups at the same time and thus provide opportunities for social interaction and encounter. This will contribute positively to the creation of social cohesion.

Roof

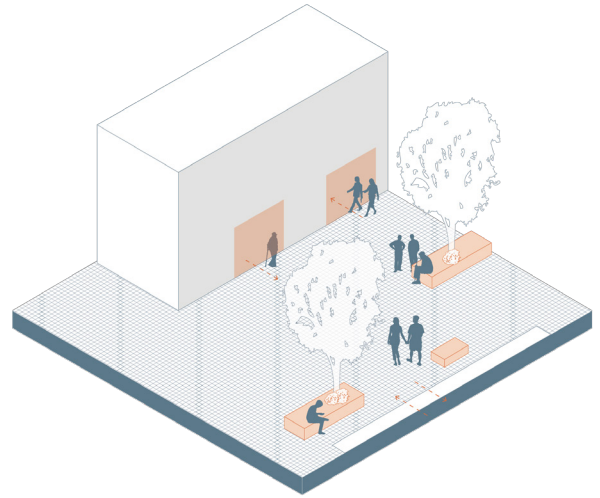


A roof will provide a comfortable microclimate for the users of the public space regarding different types of weather conditions. This will provide the possibility for people to make use of the public space during rainfall, hot summer days or in winter. Moreover, the lighting will ensure use of the public space during the evening as well. This flexible use will provide the opportunity for people to make use of the public space for a longer period of time and will therefore enhance social interaction and cohesion among inhabitants.

Seating transition zone



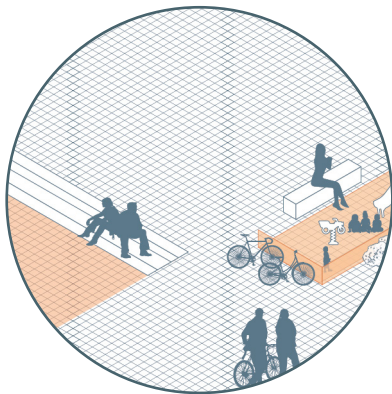
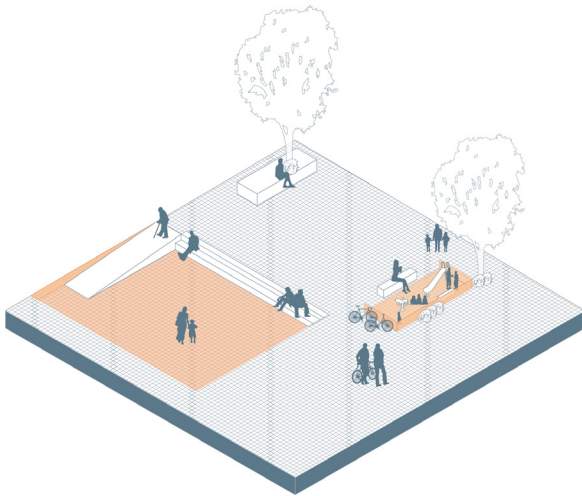
Seating at entrances



Seating at transition zones between different kinds of public spaces will be provided to stimulate people to stay longer and interact with each other across the borders. The placement on the edge will provide people comfort and will provide an easily accessible way for people to mingle in the activity that is going on in the public space. This will enhance social interaction between the inhabitants and will therefore also result in more social cohesion.

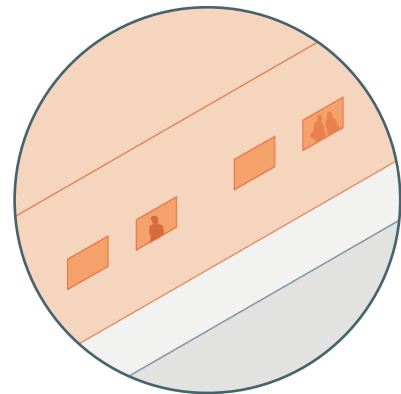
Seating at entrances of public buildings and spaces will be provided in order to offer people the ability to stay for a longer period of time in the public space and enhance the possibility to encounter other people. These social interactions and encounters will result in more social cohesion among inhabitants in the neighbourhood.

Soft borders



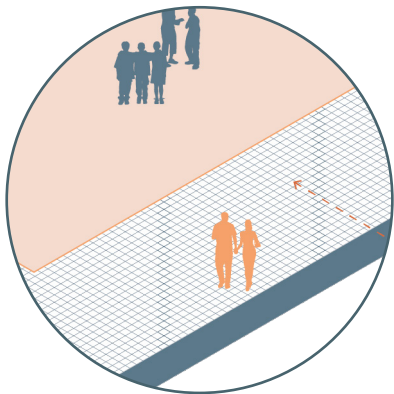
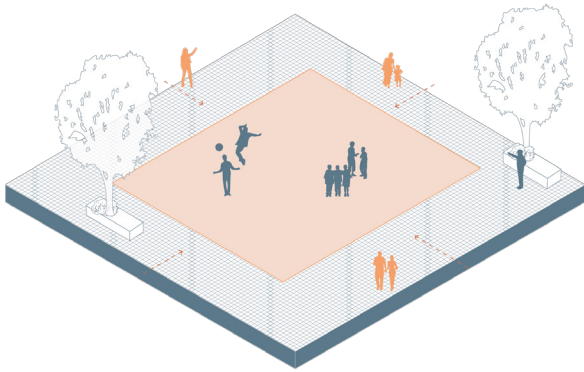
To provide public spaces that serve multiple groups simultaneously as well as provide public spaces that serve specific groups, a clear demarcation for places for staying should be provided to indicate the different spheres or 'rooms' in the neighbourhood. However, these should not be closed boxes and thus need to contain a soft border for people to be able to interact with each other across these borders. This interaction can be visually as well as physically by entering the 'room'. These soft borders will enhance social interaction and encounter between people.

Extra layer

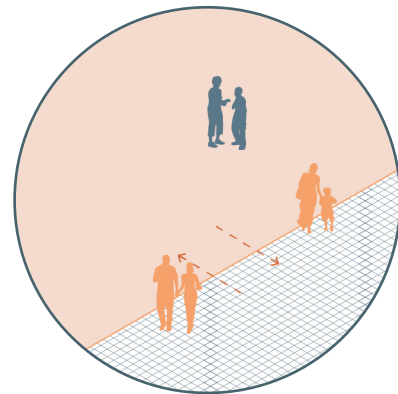
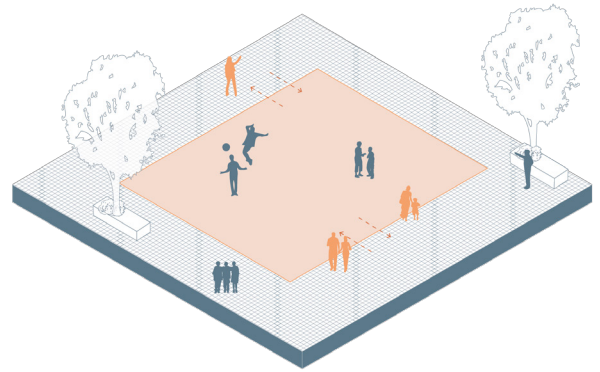


An extra layer will be added on top of a building block at places that lack sufficient amount of eyes watching the street in order to enhance safety. Safer public spaces will result in more people using them, and thus will also enhance social interaction and cohesion. This addition of extra floors is an option for large, wide and open public spaces of which the surrounding building blocks do not provide a sufficient amount of social control. With the implementation an option for a recess line will be taken into account to preserve the human scale of the area.

Centralization of facilities



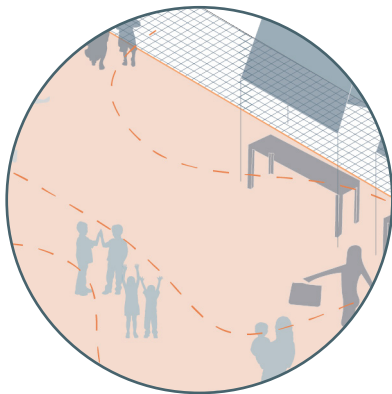
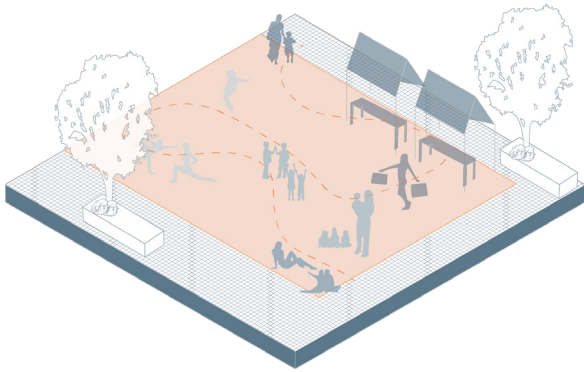
Open access



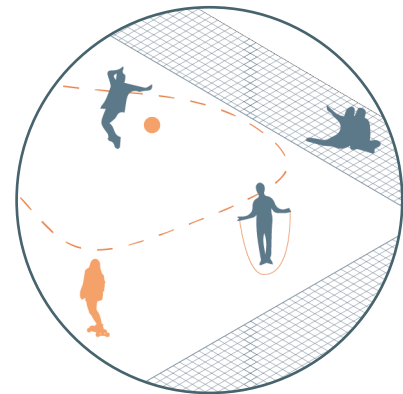
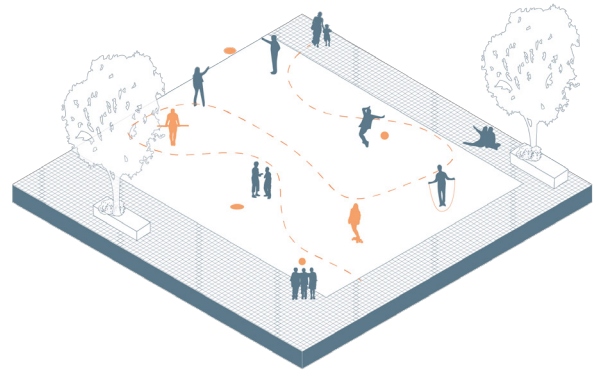
Some common and public facilities should be centralized in the neighbourhood in order for all groups to be able to reach them. These facilities are often spaces that attract people from a greater range. The centralization of these facilities will enhance chances of social interaction and encounter and will therefore contribute positively to the forming of social cohesion within a neighbourhood.

Open access to public spaces and facilities without closing them off will ensure the possibility for the inhabitants to make use of the public spaces throughout the whole day, week, month and year. Without any restrictions people will be flexible in the use of the public spaces and the presence of people at all times in the public spaces will contribute positively to encounter, social cohesion and safety in the neighbourhood.

Multifunctional square



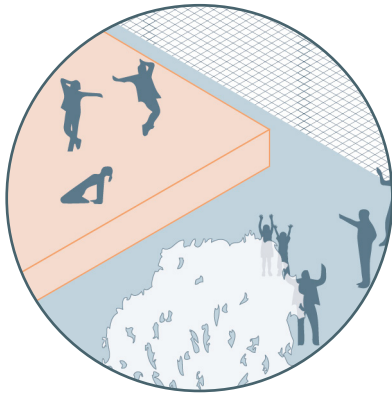
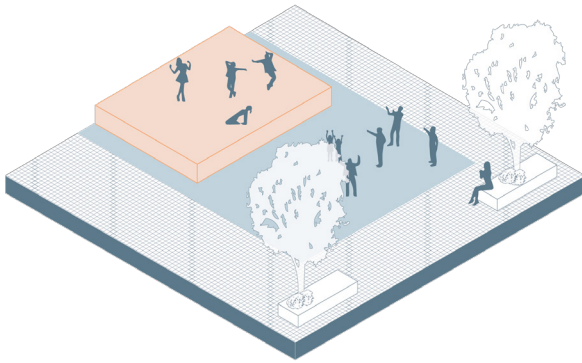
Flexible playing equipment



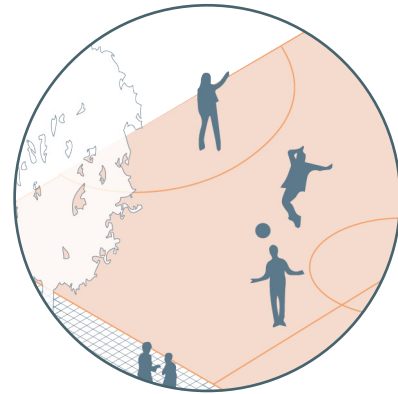
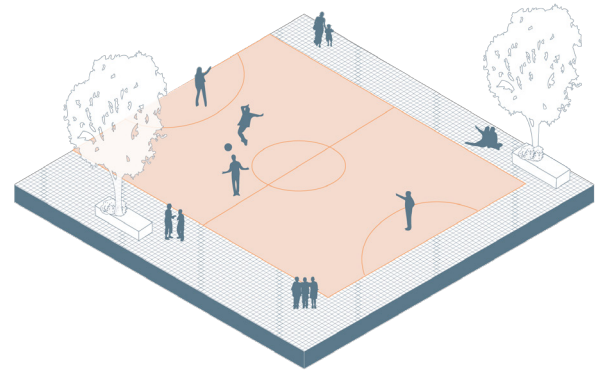
A design of an urban square that assigns no specific function or activity to the space will provide possibilities for multifunctional use of this space by different social groups. By offering people the possibility for their own interpretation, room will be created for a variety of activities during the day, week and year and will result in an overall liveliness of the public space. The variety of activities will stimulate sharing the public space with others, resulting in an enhancement of social interaction and cohesion among the inhabitants.

Flexible playing equipment will ensure a flexible use of the public spaces and will lead to a different experience of the space because of the differentiation in use. Playing equipment that can be borrowed and used temporarily for instance, will give people who are unable to possess these equipment the possibility to use these in a shared form anyway. Moreover, this way of sharing the public space will increase interaction, encounter and will therefore indirectly enhance the sense of community and can result in a positive effect regarding the maintenance of the space.

Multifunctional stage



Sports field



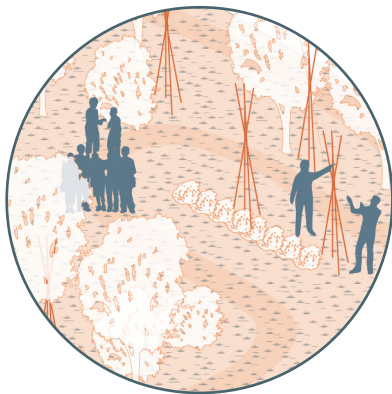
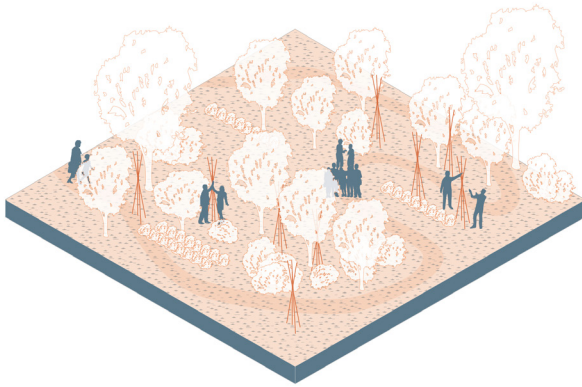
A space for creative expression in a form of a stage will be provided which will be adaptable to different uses during the day, week and year.

This stage will fulfill children's (especially girls) need for a public space for creative expression and will provide a space for any form of street art from individuals and local organizations.

These activities will bring in liveliness into the area and will make the public space an attractive space for people for staying and interacting with others and will increase social cohesion among inhabitants.

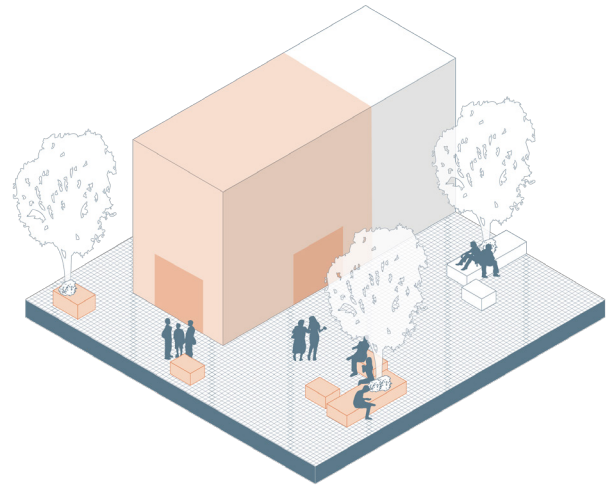
Opportunities for sport should be offered in the neighbourhood in order to attract the inhabitants to the public spaces. Especially in a neighbourhood where a large share of the people are not a member of a sportclub, it is of even more importance to offer them a place to sport. Sporting is a good way to share an activity with others and will therefore enhance interaction and encounter between people. Moreover, the placement of a sportsfield will indirectly contribute to the maintenance of the space because of the greater sense of community and ownership.

Educational garden



An educational garden or a shared allotment garden will serve as an activity to bring people from different age groups together since different needs of the age groups will be fulfilled this way. Since most people do not have a private garden, adults and elderly will have a (allotment) garden this way to share with their neighbours. Children will have the opportunity to learn and be inspired in the public space. And other people visiting this public space will have the opportunity to sit and watch the activities going on. This all will contribute to social cohesion.

Local character



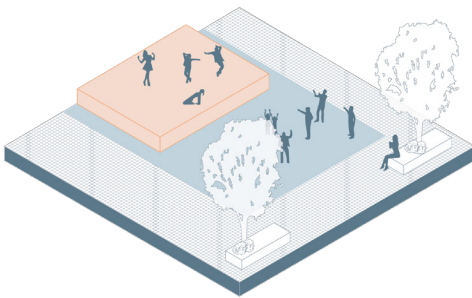
The design will highlight the local character of the neighbourhood by designing around and for local shops along the route that characterize the neighbourhood. This will enhance the sense of community, connectedness and ownership among inhabitants and could therefore result in improved behaviour of the residents regarding the use of the public space. Moreover, the public space will become also valuable for the local shop which can result in extra effort in maintaining the public space for their own benefit.

7.2 | Initiatives and cooperations

The management and maintenance of the public space will be in collaboration with different stakeholders that are already active in the neighbourhood.

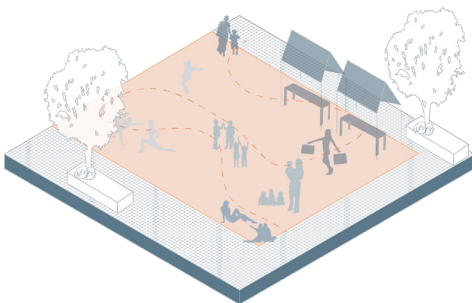
House of Urban Arts - Cultuurwerkplaats

Since the design proposal will contain a stage for multifunctional use, the already active cultural organizations in the neighbourhood of House of Urban Arts and Cultuurwerkplaats could see some benefit and personal interest in making use of this stage as well. Their interest will contribute to the maintenance of this stage because of their personal interest in keeping the stage usable for a long period of time.



Duimdrop

The design will contain a 'Duimdrop' container which is a container that contains a lot of play equipment that children can borrow when playing on the squares in the neighbourhood. The rules and regulations that BSW Rotterdam maintains regarding the use of the playing equipments and behaviour of children on the urban squares, will contribute to the maintenance of the square that this Duimdrop container is located at.



Thuis Op Straat (TOS)

TOS is an organization that organizes activities related to play and sports for children and youth on the available public spaces in the neighbourhood. The proposal of a Cruyff court that is incorporated in this graduation project will be of great importance for TOS for the activities they organize. This thus also means that TOS will have a personal interest in keeping the soccer court well maintained.

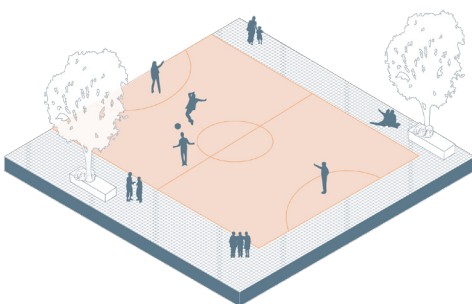


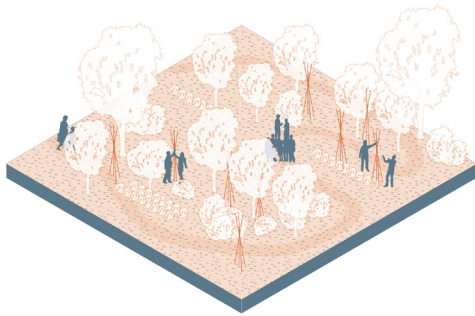


Figure 53: Logo House of Urban Arts.

Figure 54: Logo Cultuurwerkplaats Tarwewijk.

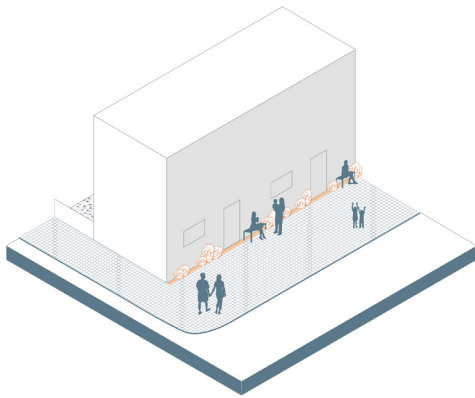
Figure 55: Logo BSW Rotterdam.

Figure 56: Logo TOS.



Natuurstad Rotterdam

Natuurstad Rotterdam is an organization that manages different educational gardens and petting zoo's all across the city. The proposed educational garden for this design will therefore be managed and maintained by this organization as well.



Woonstad Rotterdam

Because of the importance of space appropriation in front of dwellings, such as being able for inhabitants to put out a bench in front of their home, different options and collaboration possibilities could be considered regarding offering these options for social housing and porch housing. Social housing corporations such as Woonstad Rotterdam, who has the largest asset in social housing in Tarwewijk, could for example offer people to buy a bench (and maybe even planters) for a small price to put in front of their homes. This offer in combination with other spatial interventions such as widening the sidewalks, could make a great difference in public space usage and could offer inhabitants a more pleasant living environment. Moreover, it could enhance social cohesion among residents which is in the interest of social housing corporations like Woonstad Rotterdam. A lack of social cohesion, when neighbours do not know each other, namely results very often in complains about the dirt neighbours leave behind burden the housing corporations with these issues. This offer could therefore lose a part of this management task for them.



**NATUUR
STAD** *Ontdek je buiten*



Figure 57: Logo Na-
tuurstad Rotterdam.

Figure 58: Logo
Woonstad Rotterdam.

7.3 | Design location 1 Hellevoetstraat

This section will propose a public space design for the location of Hellevoetstraat in which the aforementioned design principles in their combination will be applied on the location in order to tackle the challenges regarding the walkability, places for staying, edges and maintenance.



Hellevoetstraat



Current situation Hellevoetstraat



Walkability

The sidewalks in this area are very narrow. There is not enough space for movement. Most of the street's surface is destined for cars.



Places for staying

There is no possibility for staying in this area. No seating possibilities are provided.



Edge public - private

There are no soft borders between different types of spaces such as private and public, but also between facilities such as local shops indoor and the outdoor space.



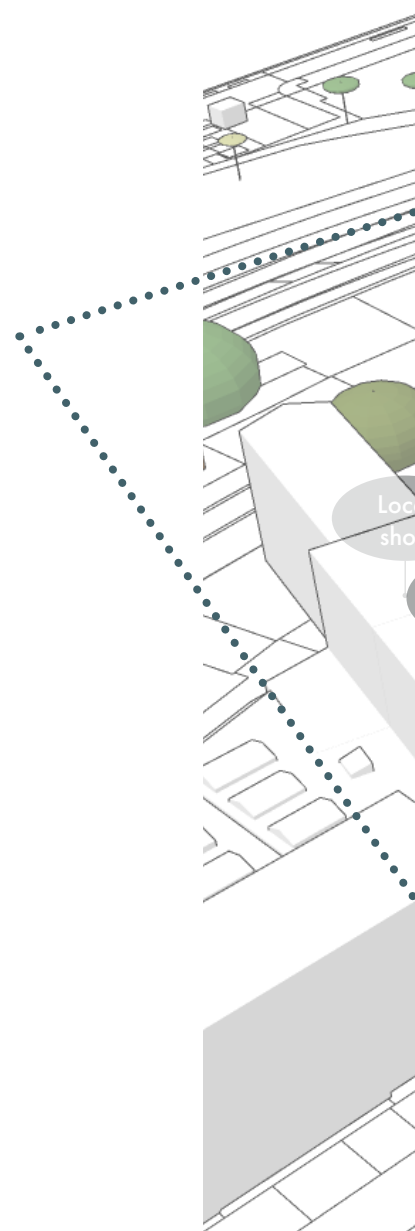
Variety of land use

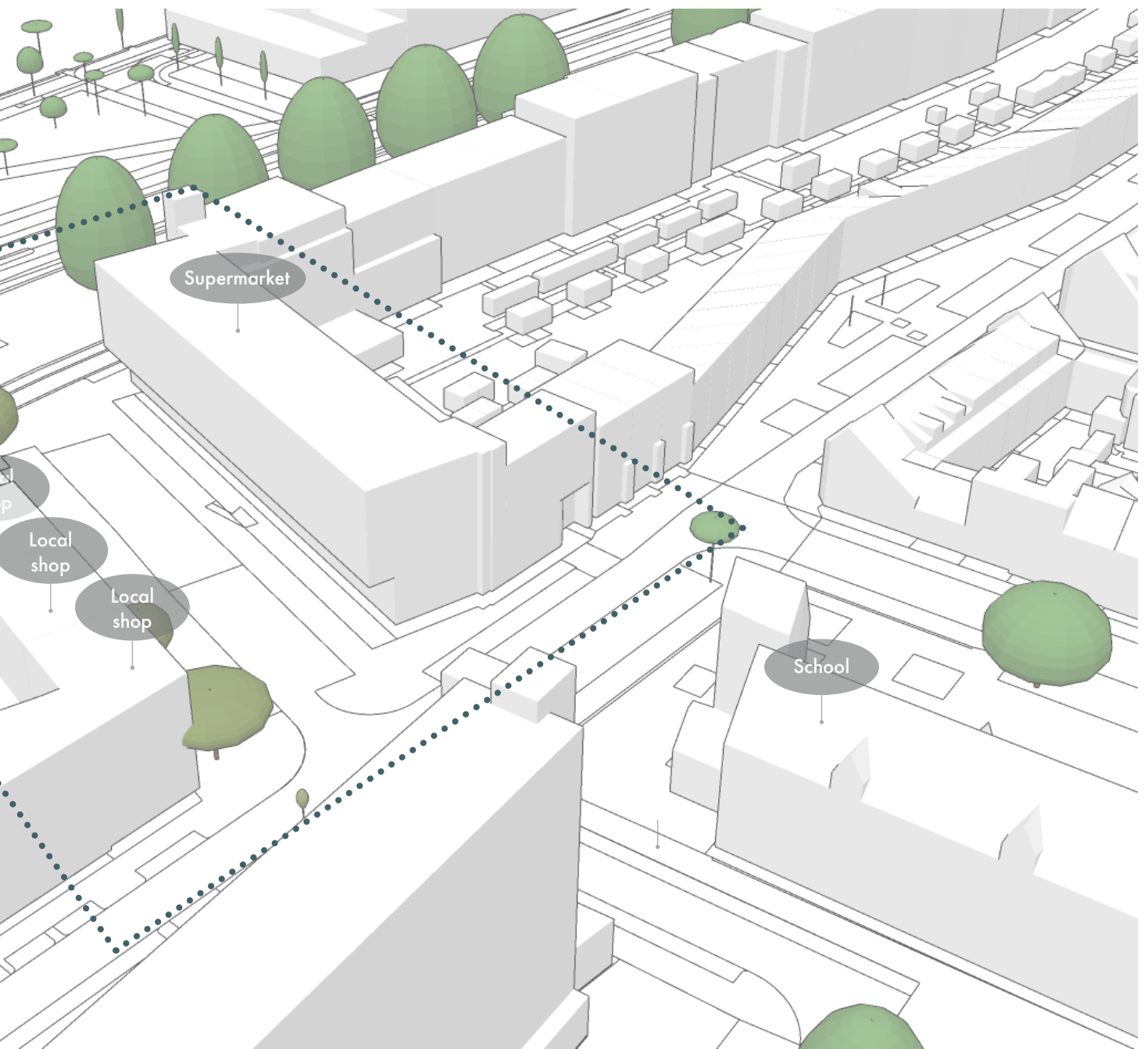
There are different types of amenities located inside the buildings adjacent to this square which already attracts a lot of people toward this space. The supermarket even attracts people from all over the neighbourhood.



Maintenance

There is a missing relationship between the indoor and outdoor space. The outdoor space does not support the indoor public facilities such as local shops.





Design interventions Hellevoetstraat



A pocket playground including a buffer and sufficient amount of green will provide environmental comfort for people to stay longer in this public space. Moreover, this playground can via triangulation result in interaction between inhabitants.



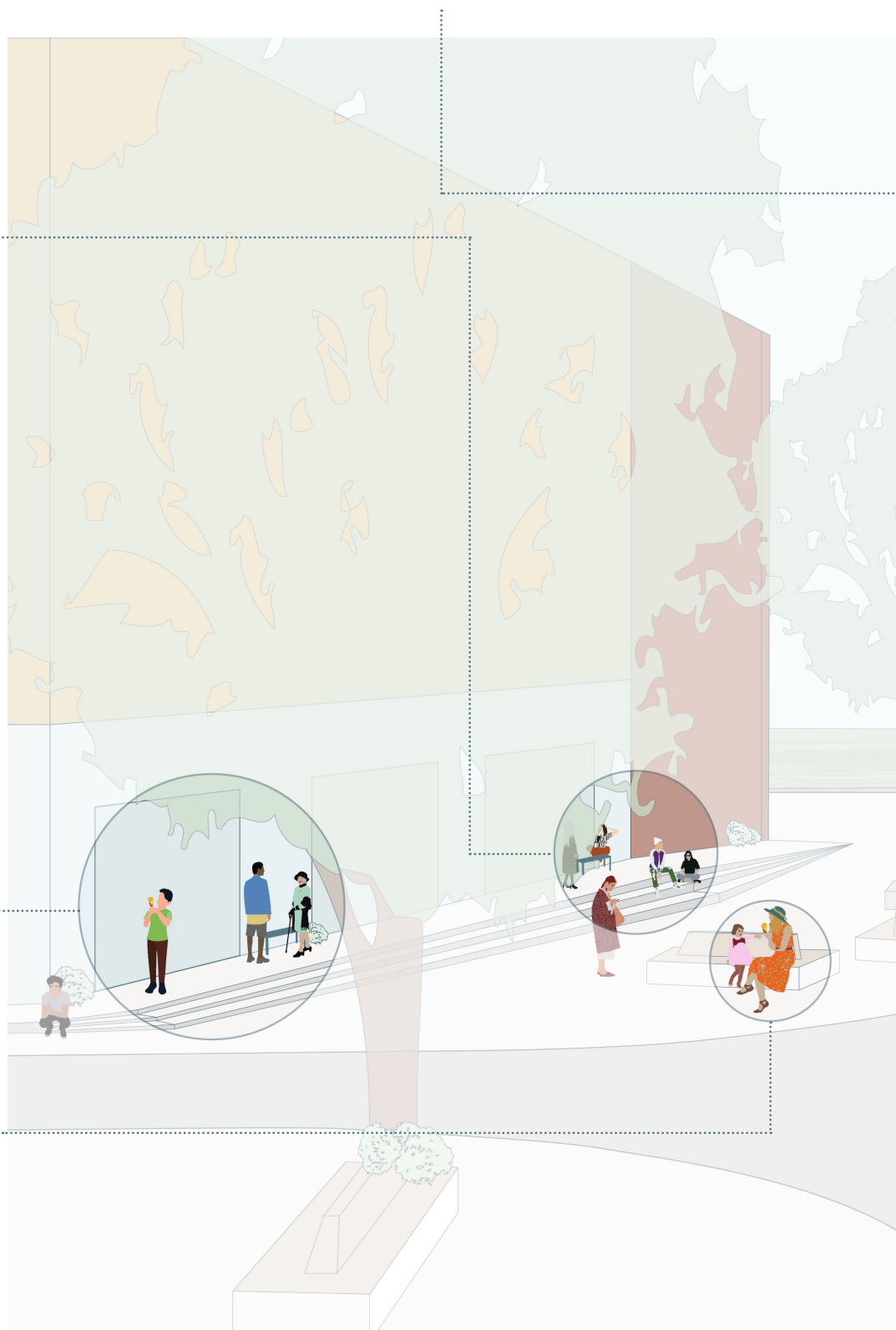
Secondary seating in the transition zone at the edge is being provided to offer choices for sitting.



Possibilities for shop owners to appropriate public space and contribute to maintenance will be stimulated.



A place for sitting at the entrance of local shops are provided for people to stay longer in the public space, in this case to enjoy their ice cream purchased at the corner shop. Moreover, this will become a valuable space for this ice cream shop and could result in the shop owner to contribute to the maintenance.





Seating at the entrances can for example result in elderly combining the activity of grocery shopping with meeting others turning grocery shopping into an exciting trip rather than just a necessary activity.

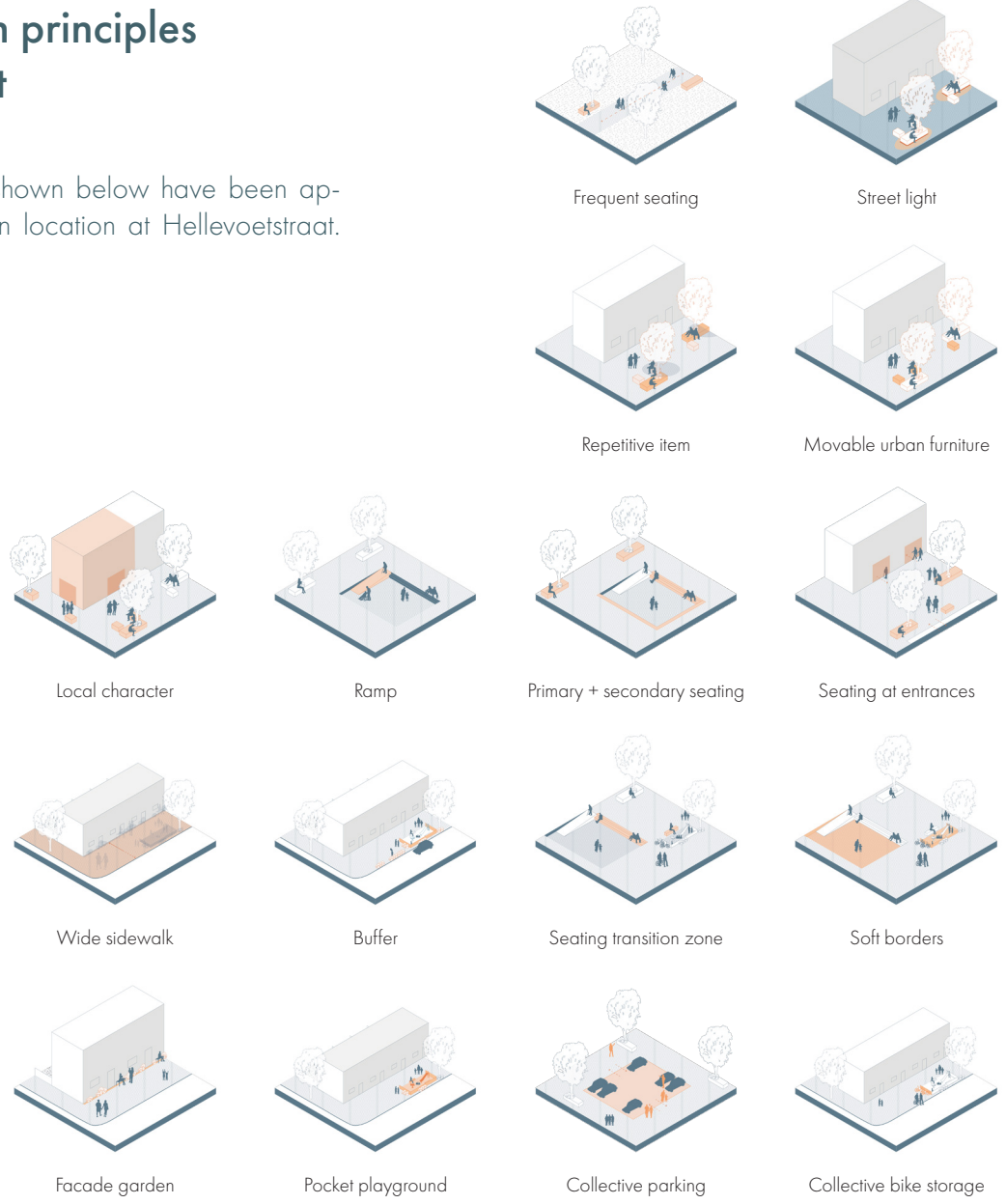


A ramp is provided to achieve Balkon aan de Maashaven for people who experience difficulties with walking.



Applied design principles Hellevoetstraat

The design principles shown below have been applied at the intervention location at Hellevoetstraat.



Current



1.



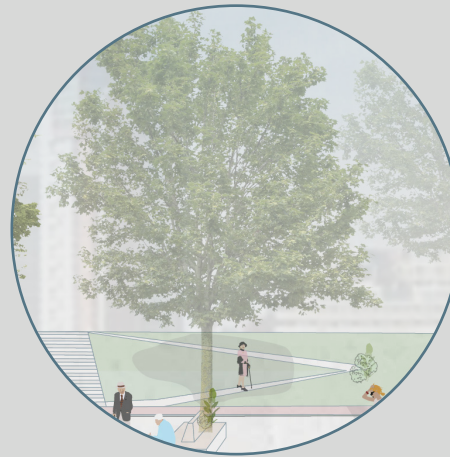
Proposed



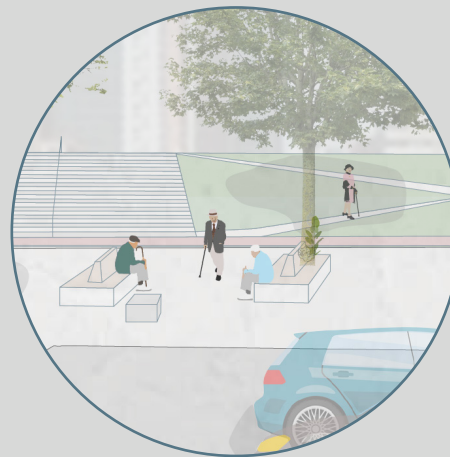
2.



3.



4.



Design proposal





7.4 | Design location 2 Zwartewaalstraat

This section will propose a public space design for the location of Zwartewaalstraat in which the aforementioned design principles in their combination will be applied on the location in order to tackle the challenges regarding the places for staying, edges, variety of land use, shared space and maintenance.



Zwartewaalstraat



Current situation Zwartewaalstraat



Variety of land use

This space lacks in providing sufficient amount of variety of activities to the users. Children complain that the square contains no interesting activity for them.



Places for staying

The most beautiful and green space on this square is destined for dogs.



Places for staying

There are no places for staying at transition zones between different types of spaces. Places for sitting are lacking between the school or gym and the outdoor space, but also between outdoor spaces on the square themselves such as the play area and the dog free run area.



Places for staying

The square contains a lot of grass and trees already.



Edge public - private

There is no space for people to appropriate space in front of the apartment building. People living there do not have a proper possibility to appropriate the space right in front of it. The space contains a lot of shrubs and the hedge is too high to sit as well as to have a view over the square.





Shared space

There is no suitable activity on the square to share with other social groups.



Maintenance

People complain about trash and dog poop in this space which makes the (green) public spaces unusable.



Design interventions Zwartewaalstraat



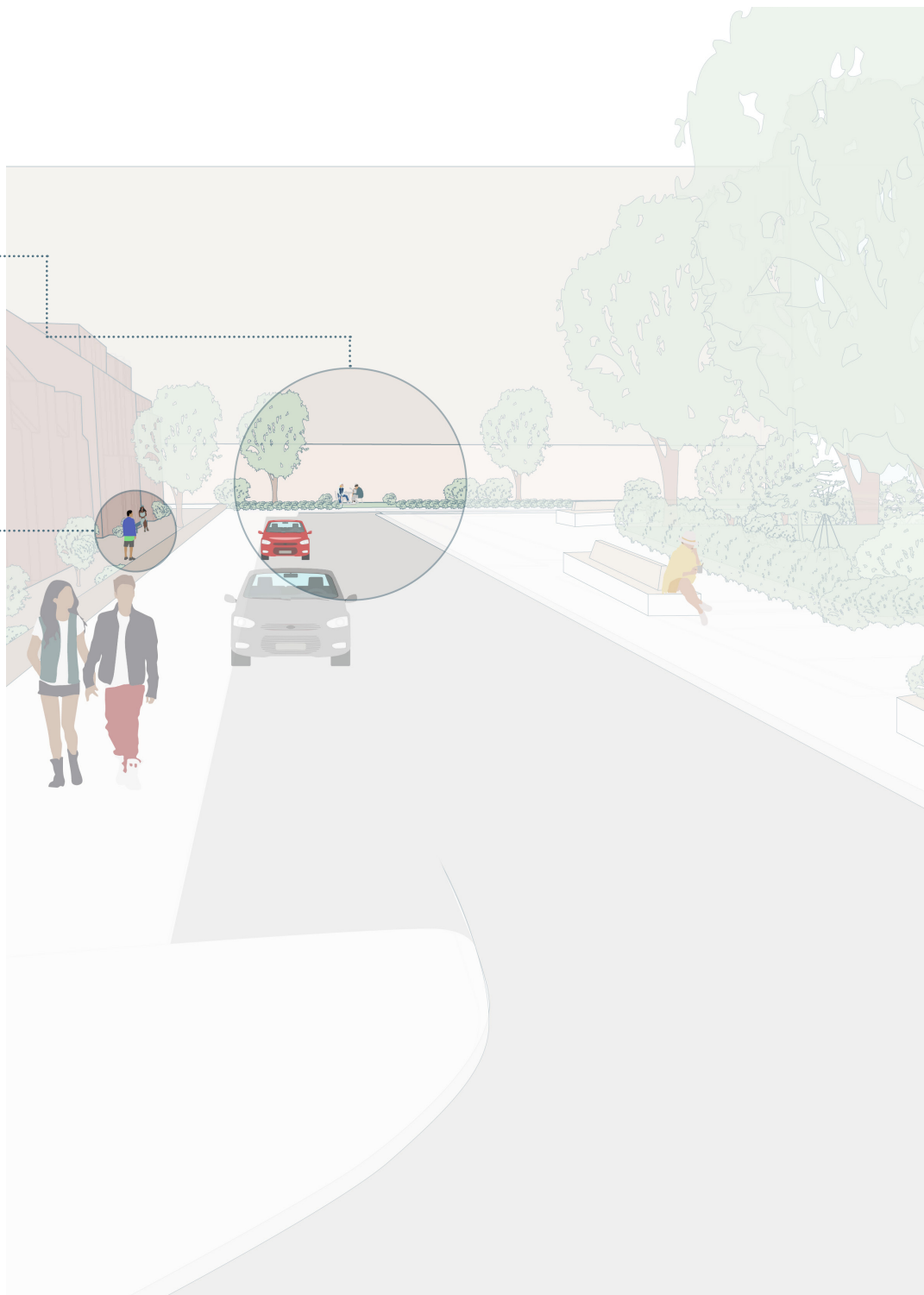
An educative garden will provide a shared (allotment) garden for the residents and an inspirational place for the children from the school (located next to it). The dog free run area placed next to it will make the space even more interesting and joyful for people to stay in.



Space appropriation in front of the apartment building will be made possible by lowering the hedge and provide options for sitting.



People will be enticed to sit in their front gardens due to the activity that will be going on by these design interventions.





Primary seating such as benches and movable urban furniture will provide people a place to sit between different types of public spaces and entrances to watch and interact with their environment. This will also provide a space for parents to stay when picking up their children from school.



Small walls will serve as secondary seating to provide options for sitting.

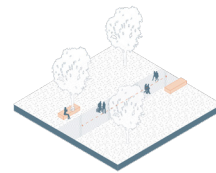


The space in general will be interesting to walk through (when going to the supermarket for example) and will entice people to stay and hang around.

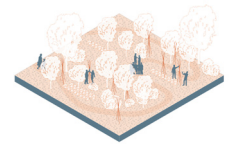


Applied design principles Zwartewaalstraat

The design principles shown below have been applied at the intervention location of the square along the Zwartewaalstraat.



Frequent seating



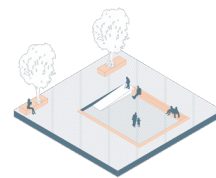
Educational garden



Repetitive item



Street light



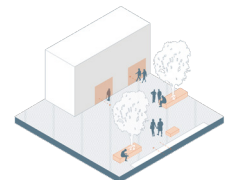
Primary + secondary seating



Movable urban furniture



Seating transition zone



Seating at entrances



Open access



Soft borders



Current



1.



Proposed



2.



3.



4.





Design proposal



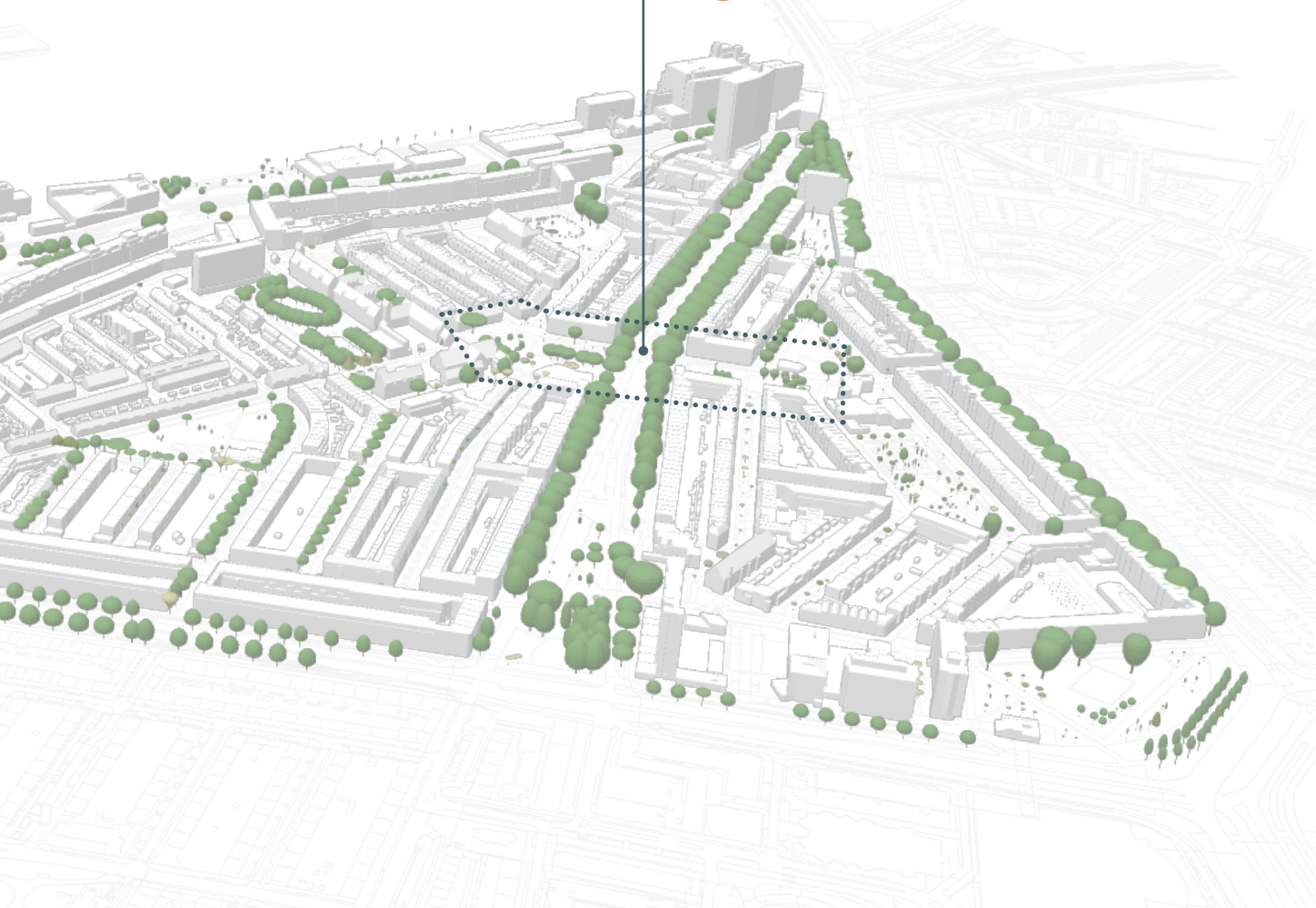
7.5 | Design location 3 Mijnsherenplein

This section will propose a public space design for the location of Mijnsherenplein in which the aforementioned design principles in their combination will be applied on the location in order to tackle the challenges regarding the walkability, places for staying, edges, variety of land use, flexibility, shared space and maintenance.



Mijnsherenplein

-  
-  
-  
- 



Current situation Mijnsherenplein



Places for staying

The metro line and busy road are causing a lot of noise affecting the microclimate in a negative way.



Walkability

Since this square is made out of stone, the square is being perceived as unsafe to play on because of its hard floor.



Walkability

There is not enough trust for pedestrians to move freely through the area without worrying about their safety in relation to vehicles in traffic. This spot in particular gives friction between children playing freely on the square and cars driving around the square.



Walkability

There is a busy road and metro line passing through. This crossing is perceived as dangerous by many residents. And especially for the children and elderly this part is an obstacle preventing them going to the other parts of the neighbourhood excluding them from some public spaces.



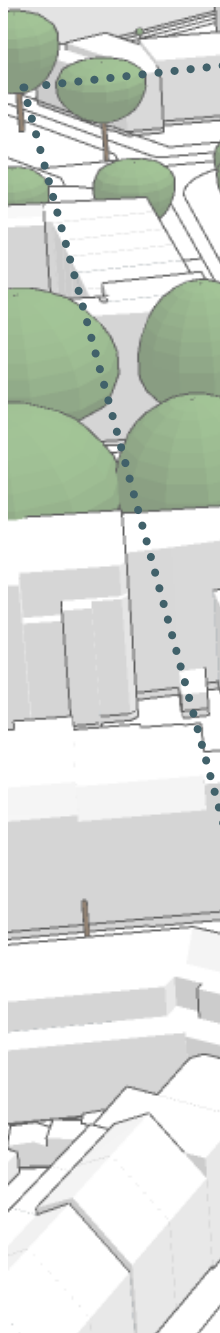
Walkability

The sidewalks in this area are very narrow. There is not enough space for movement.



Edge public - private

There is no space for people to appropriate space in front of their home by for example having a facade garden or putting a bench in front of their home resulting in fewer social interactions. In adjacent streets, where the sidewalks are wider, you can directly see the result; a part of the sidewalk is being appropriated by plants, plantboxes and benches people put there themselves. This proves people's needs for a semi-private outdoor space and the effect of wider sidewalks.





Edge public - private

The dimensions of this square are too large to provide a sufficient amount of eyes on the street from the buildings that are surrounding the square.



Variety of land use

This space lacks in providing sufficient amenities to the users. Children complain that they do not have the playing equipment that is needed to use this space.



Maintenance

There is a missing relationship between the indoor and outdoor space. The outdoor space does not support the indoor public facilities such as the local corner shop.



Applied design principles



Walkability



- Wide sidewalks
- Collective bike storage and parking
- Prioritization pedestrians
- Buffer
- Pocket playground
- Ramp
- Soft materialization
- Frequent seating



Places for staying



- Seating transition zone
- Primary and secondary seating
- Movable urban furniture
- Usable green
- Recess line
- Landscaping for nuisance
- Street light



Edge public - private



- Extra layer
- Facade garden
- Soft borders
- Seating at entrances



Variety of land use



- Flexible playing equipment (Duimdrop)
- Centralization common facilities
- Multifunctional square



Flexibility



- Flexible playing equipment
- Usable green
- Multifunctional square
- Multifunctional stage
- Roof
- Open access



Shared space



- Multifunctional square
- Sports field



Maintenance



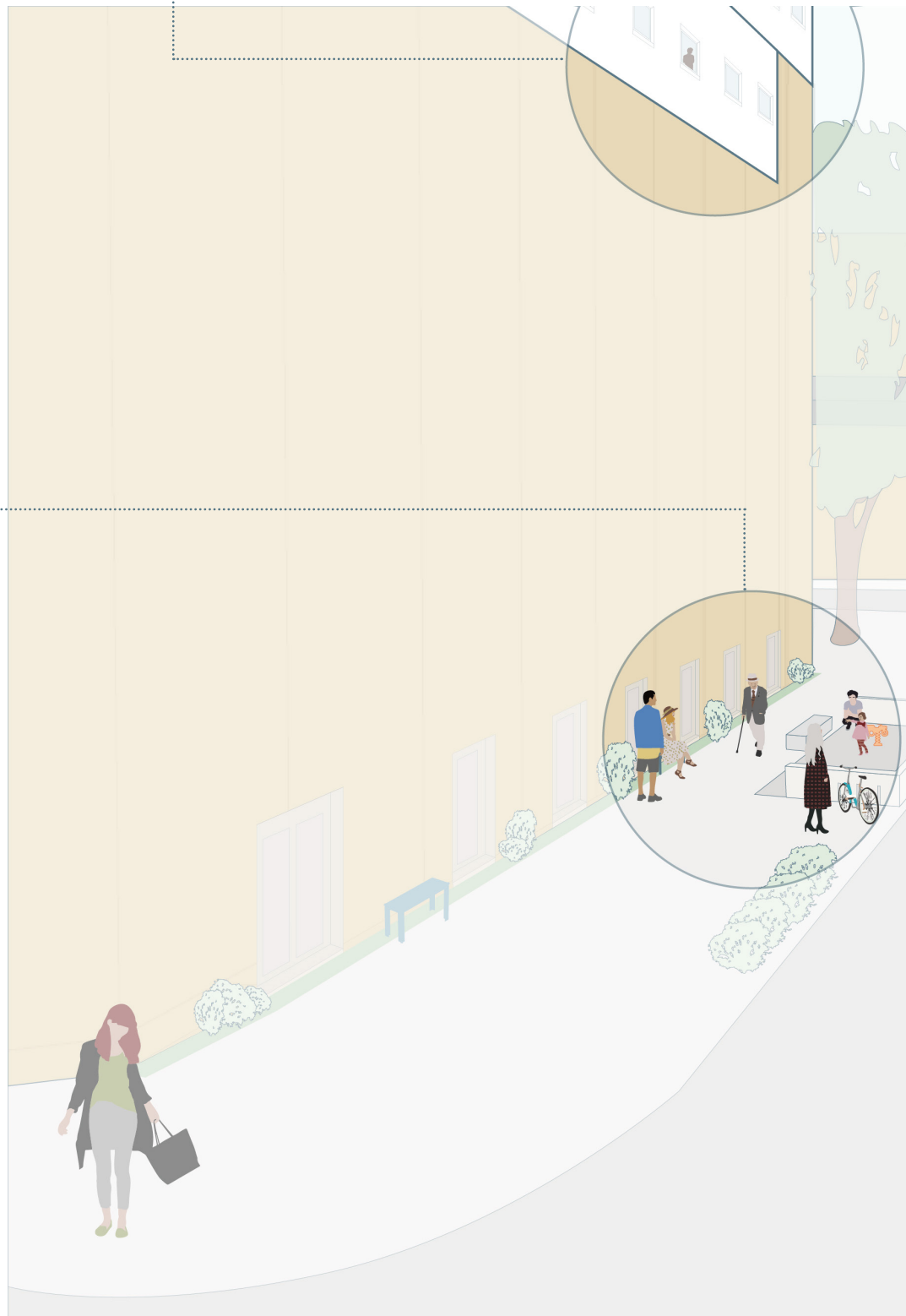
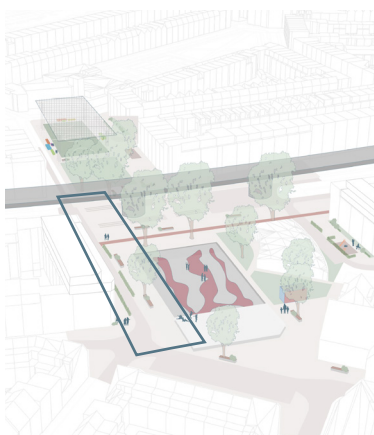
- Local character
- Repetitive item (bench)
- Cultuurwerkplaats, House of Urban Arts, TOS, Duimdrop



The extra layer will result in more eyes watching the street, which will enhance safety.



The widening of the sidewalk will provide room for a pocket playground and facade garden to appropriate the public space in front of homes. People will have the possibility this way to sit in the niche of the facade or put a bench in front of their homes. The buffer between the sidewalk and street will prevent children from running unto the street. The soft borders will stimulate people passing by to interact with each other. Even if they do not directly interact, this visual connection will enhance the knowledge about the people living behind those walls and will enhance empathy and cohesion among inhabitants.





The curb extension will make the crossing more safe. This way especially children and elderly will be able to cross this 'barrier'.



Movable urban furniture will provide choices for sitting to watch the surrounding activities.

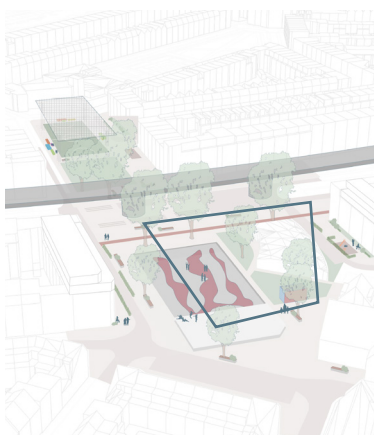


The multifunctional square will have be flexible in use due its design that allows own interpretation of the space. This way multiple groups can share the square.

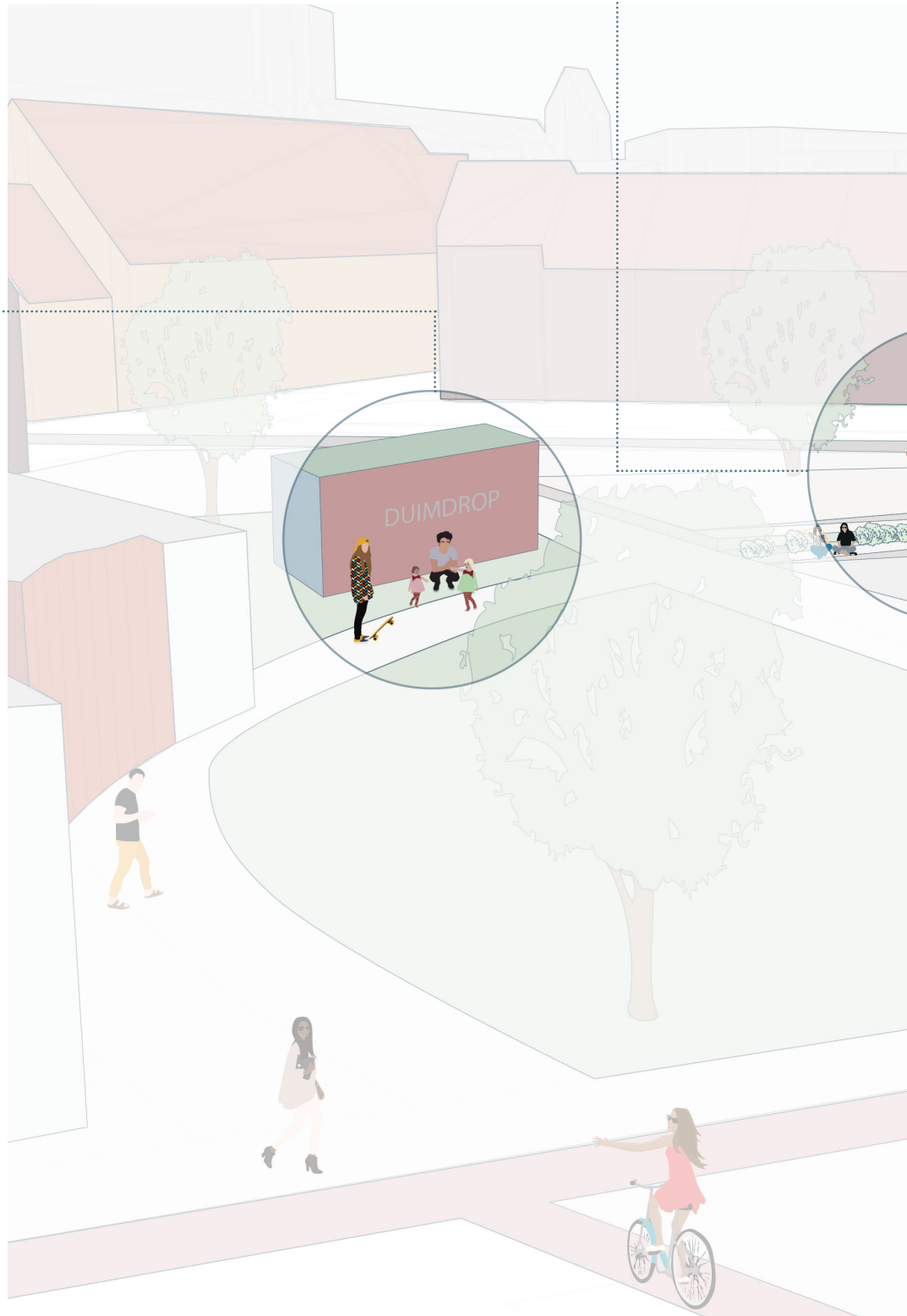




A Duimdrop container with flexible playing equipment for playing will be placed near the multifunctional square in order to stimulate a diversity of public space use.



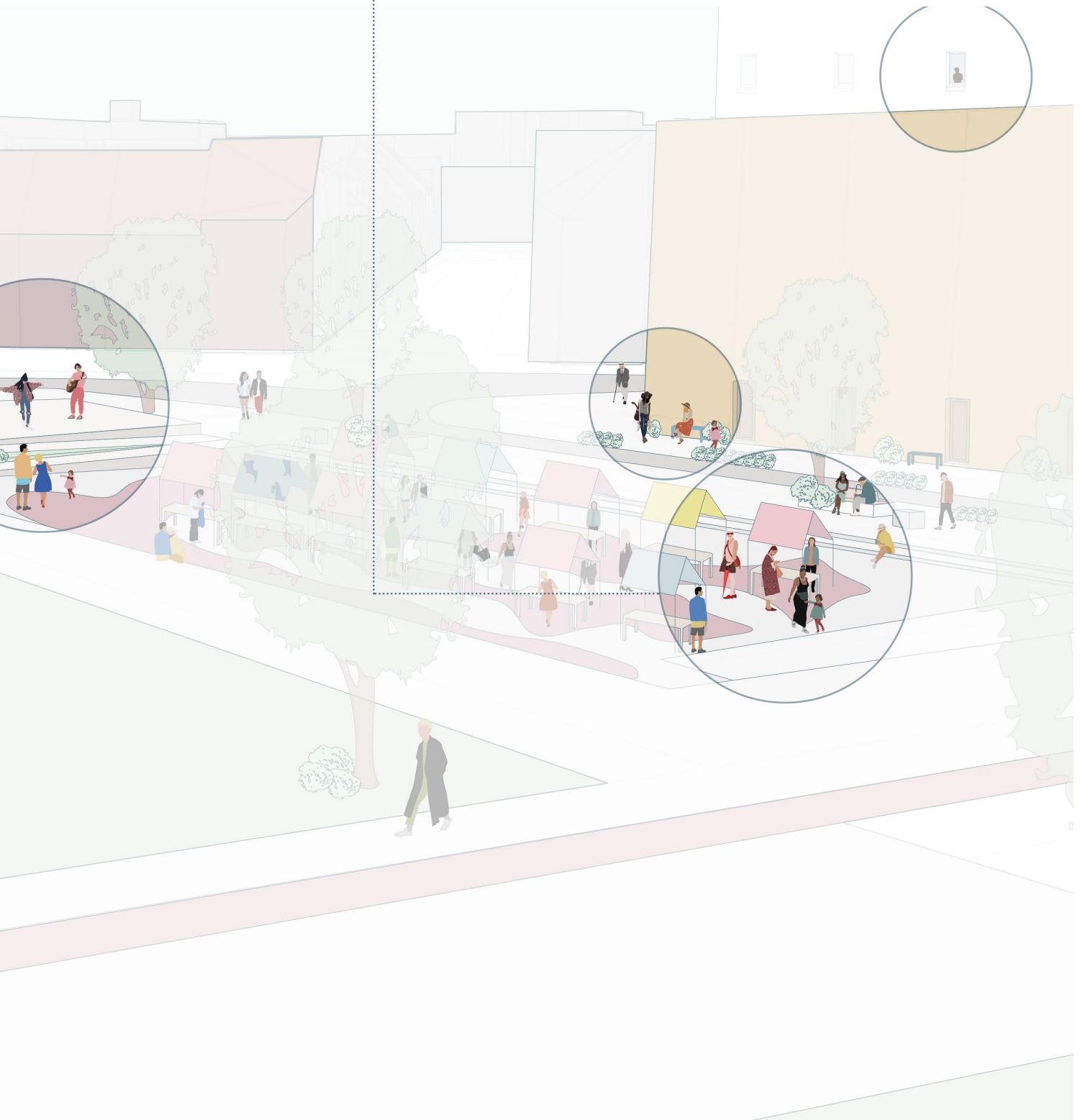
A stage will be provided for expression. This stage will be used by organizations as well as by local residents.





or activities related to creative
have a flexible use since it can
n Tarwewijk for performance
ts for other forms of street art.

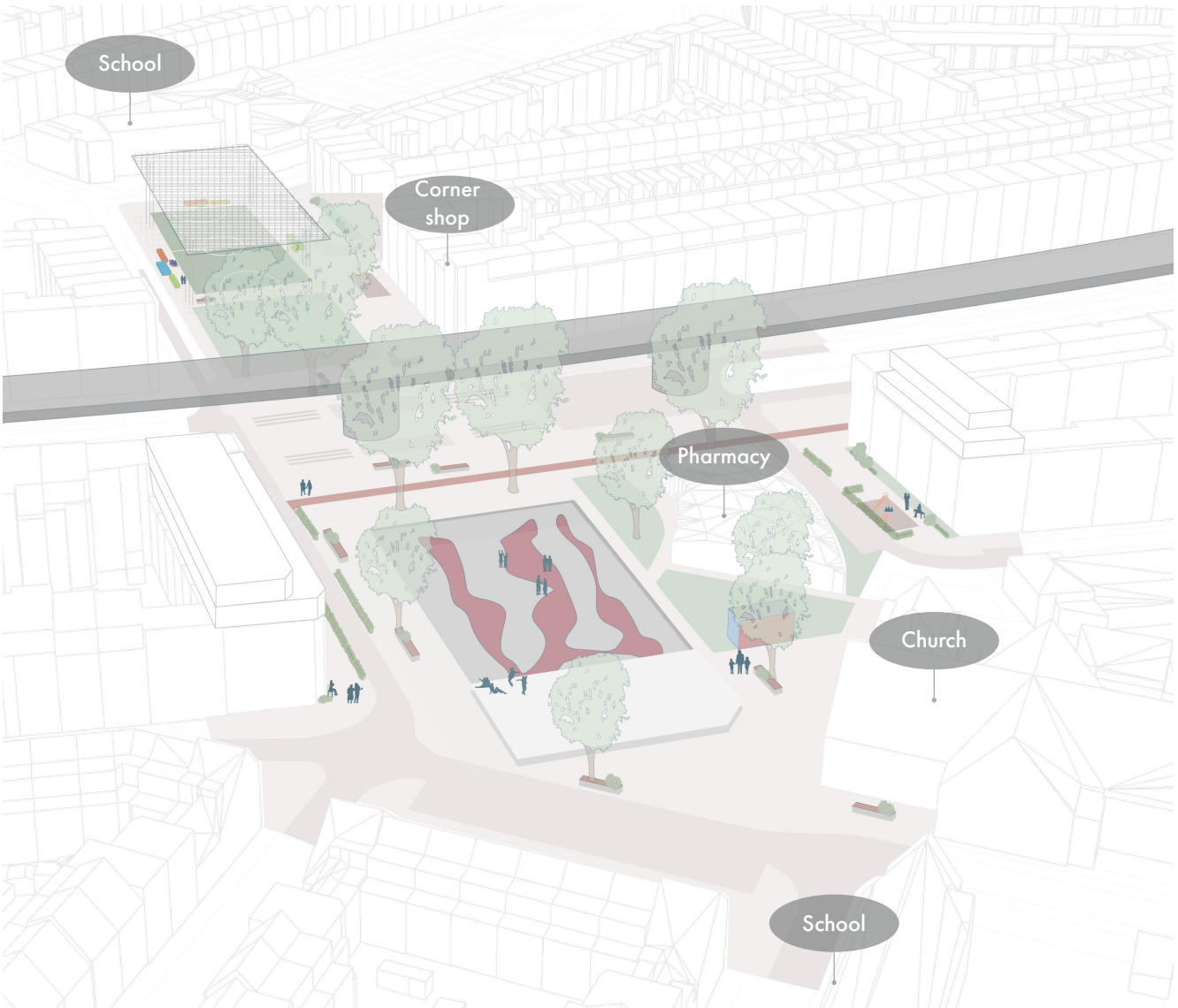
The square can be used for small markets as well which will provide an activity that multiple groups can share. The square will be lowered to indicate its borders, but will provide soft borders in the sense of clear visibility of activities and accessibility. These borders provide stairs and edges for secondary seating and a ramp for people who experience difficulties regarding walking.



Design interventions Mijnsherenplein

These 3D images and map provides a visualisation of the proposed design interventions for Mijnsherenplein.

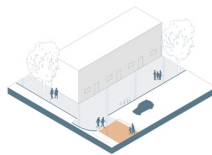




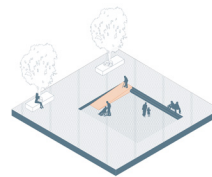
Applied design principles Mijnsherenplein



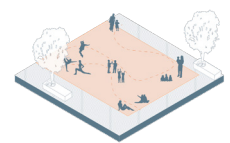
Frequent seating



Pedestrian prioritization



Ramp



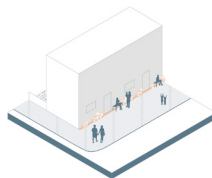
Soft materialization



Sports field



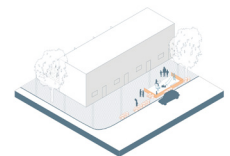
Multifunctional stage



Facade garden



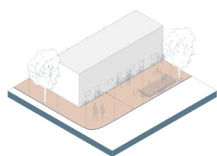
Pocket playground



Buffer



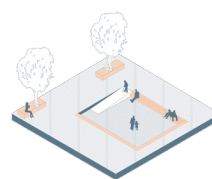
Centralization of facilities



Wide sidewalk



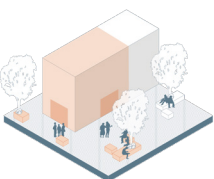
Street light



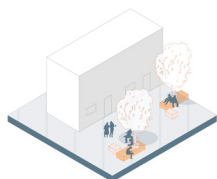
Primary + secondary seating



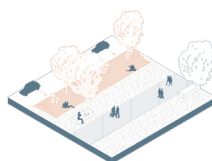
Movable urban furniture



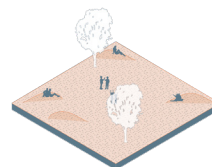
Local character



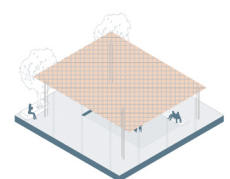
Repetitive item



Landscaping for nuisance



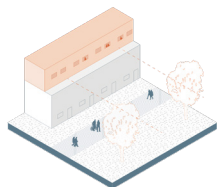
Usable green



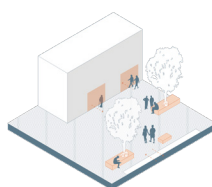
Roof



Collective bike storage



Human scale



Seating at entrances



Soft borders



Extra layer



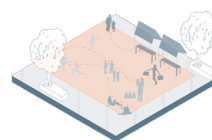
Collective parking



Seating transition zone



Open access



Multifunctional square



Flexible playing equipment

Current



Design proposal





Design proposal

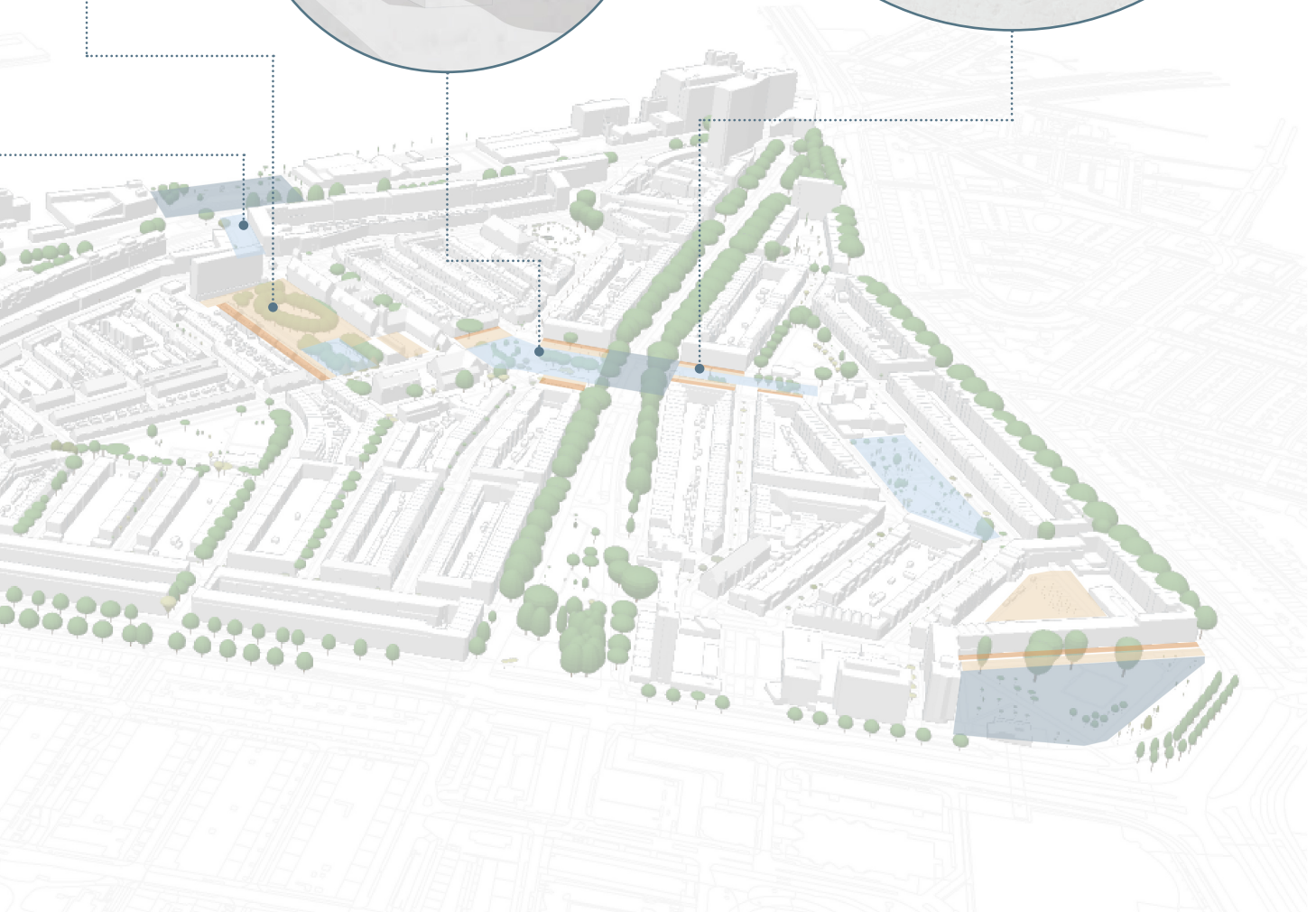




7.6 | Overview interventions

This page gives an overview of the proposed design interventions on the locations of Hellevoetstraat, Zwartewaalstraat and Mijnsherenplein. Furthermore, the map indicates the different domains or 'rooms' ranging from public to private which the design proposal has taken into account and has created soft borders for.





8 | Conclusion & Reflection

8.1 | Conclusion

8.2 | Reflection

8.1 | Conclusion

This graduation project started off from the context of globalization and migration and has stated that a lot of Western neighbourhoods contain a hyper-diverse population and deal with socio-spatial segregation and inclusivity challenges. Therefore this graduation project has sought to find a way in which public space design interventions could enhance inclusivity in socio-spatial segregated neighbourhoods.

Since the project location of this graduation project is the neighbourhood Tarwewijk in Rotterdam, an analysis of the socio-economic and spatial conditions of this neighbourhood, which reflect the hyper-diversity and socio-spatial segregation character, has been conducted. Hereafter, derived from theory, three design values have been drawn up which could contribute to inclusivity and respond to the hyper-diverse and socio-spatial segregated context of Tarwewijk. These three design values of harmonization (of segregation), encounter (between people) and recognition (of needs) became the key pillars of this graduation project and have formed the base for the design strategy and design principles for interventions in the neighbourhood.

Therefore, the conclusion and with that the answer to the main research question of how a public space design could enhance inclusivity in a hyper-diverse and socio-spatial segregated neighbourhood of Tarwewijk would be that design interventions should be based on these three design values of harmonization, encounter and recognition. Thus the advice for cities and neighbourhoods who are dealing with similar challenges and aim for inclusivity and socio-spatial cohesion, would firstly be that public space design should offer social groups a balance in the amount of segregation by design that is based on different types (or domains) of public spaces containing a soft border, secondly that the designing of public spaces should be based on encounter between people, and thirdly that the needs and wishes of the users should be recognized and should be taken into account in the design proposal. This way there will be less conflict of interest, public space will be more fair to share with others, the wishes of the residents will be heard and these needs will be met as much as possible, social cohesion will be increased and the neighbourhood will become more inclusive, which will improve the overall quality of life in the neighbourhood.

8.2 | Reflection

On problem field

This graduation project has started off from my personal interest on the effects of small scale urban design interventions on human behaviour and the relationship between them. Taking Rotterdam, the second largest city of The Netherlands, and its hyper-diverse population, I sought to answer questions about whether residents feel at home or feel being excluded from its public spaces. Especially looking at Rotterdam South as the more disadvantaged part of the city, patterns of exclusion seemed inevitable and therefore challenging. It was very important to narrow socio-spatial inclusivity down to make it more comprehensible for analysis and design. Theories on different types of public spaces in a city, soft borders, space appropriation and encounter became the key pillars of this graduation project. They served as the structure for analysis and design, to tackle exclusion and enhance the quality of living in the Tarwewijk, my case study, to a level as equal to other parts of Rotterdam.

Societal relevance

For a long time, the southern part of Rotterdam has been considered the poorest and most disadvantaged neighbourhoods of the city, containing a hyper-diverse population with people living very closely to each other. This brings along multiple issues such as socio-spatial segregation and puts extra pressure on sharing the public spaces, resulting often in patterns of social exclusion, influencing the liveability and the quality of life in a negative way. Many neighbourhoods within this area, like Tarwewijk, score relatively low on social, physical and safety indexes when compared to other neighbourhoods in Rotterdam. Initiatives, such as the program of Nationaal Programma Rotterdam Zuid (NPRZ) are in the middle of the process of tackling different issues to improve the liveability within this part of the city. Other initiatives, such as the Campus Tarwewijk project, are being set up also to have a contribution to this liveability within this neighbourhood. Rotterdam is not the only Western city dealing with these issues and challenges. Many other Western cities experience also trends as urbanization and diversification and face the similar challenges regarding socio-spatial segregation and exclusion. This graduation project gives insight into social structures within hyper-diversified neighbourhoods and provides different design principles and interventions that diminish socio-spatial segregation, enhance social cohesion and contribute to more inclusive public spaces. These interventions help to enhance the liveability in disadvantaged urban areas such as Tarwewijk in Rotterdam.

Scientific relevance

This graduation project contributes to the research field of inclusiveness in public spaces by shedding a new light on the concept of socio-spatial segregation and its consequences for the well-being of citizens. Topics such as socio-spatial segregation, cohesion and exclusion have been widely discussed already within scientific research. A great number of papers and reports have been written about how social and spatial fragmentation of cities will result in unhealthy and unliveable cities with negative consequences such as fear, unsafety and other forms of exclusion. However, many authors have been mainly discussing to diminish segregation to a full extent without acknowledging that a certain amount of segregation is necessary to enable public spaces to become socially inclusive. This graduation project has therefore shed a light on this by designing public spaces with a balance in segregation in a hyper-diverse neighbourhood to enable different groups in society to appropriate the public space, but at the same time offering soft borders between these spaces to stimulate interaction between different groups for social cohesion.

On methodology

This graduation project consists of a balance between research and design. Therefore literature and theories have formed the base of the problem setting and aim of this project and defined the structure of the course of the project. These theories have helped to narrow the topic of inclusivity down to make it comprehensible and for being more able to conduct analysis and provide design principles and interventions for the project location in a structured way. This approach therefore helped in overcoming the challenge of connecting the theoretical foundation to the public space design.

Data collection

The overall data collection by fieldwork has been useful, informative and helped to get a good understanding of the situation within the neighbourhood. However, there were a few challenges and limitations. The first overall challenge was the situation around the Corona virus (COVID-19) which influenced the fieldwork in several ways. First of all, from the beginning of the graduation project there was a clear realization that the Corona virus would have a great impact on doing fieldwork in the neighbourhood. To anticipate on that, a website with a digital survey was set up hoping to collect some data this way. Unfortunately this digital survey did not get as many responses as hoped for, forcing me to speak to people face to face. To overcome this problem, street interviews were conducted with people who happened to be on the street at that moment. This way of data collection, however, might give an incomplete sample of the users.

Most of the time, collecting data this way was doable, but due to govern-

mental regulations and fear of contamination, some interviews got denied or cancelled such as with elderly in a seniors complex within the neighbourhood. Despite this situation, it was luckily manageable to gather some information about other groups, but the problem of lacking information from this target group remained. To overcome this problem, attempts were made to reach out to this group by phone or internet, but this did not yield significant results.

Another way that Corona virus had an impact on the research was the fact that the situation in all public spaces was quite different compared to the normal situation. So, it was quite reasonable to assume that the situation observed in the neighbourhood was quite different than it usually would be without the pandemic. Not knowing if this was quite the case, attempts were made to compensate this problem by using images from before the pandemic in order to imagine how the use of the public space normally would have been.

Generalizing results

Since the decisions for the design principles and interventions are the result of a combination of both theories and gathered data and information during the analysis and fieldwork from the project location, one should be careful in adapting these to different locations and other contexts. One should acknowledge that a design is never completely replicable because of its close connection to its project location and that the decisions that are made are based on its context.

Moreover, this graduation project has been focused on the relation between people and public space. This means that this graduation project has its limitations and is only one part of the whole when addressing the issue of inclusivity. Therefore, it can be questioned in what extent urban designers could design for inclusivity and in what extent behaviour and use of the public space can be determined.

Firstly, this graduation project has chosen to use the diversity regarding age to contribute to inclusiveness. One could wonder to use this approach as well for diversity regarding other characteristics of the population, such as ethnical background or lifestyle for example, for the same aim. Furthermore, the group of youth and elderly are relatively underrepresented in the results of the interviews that have been carried out. This might have influenced the results. It is therefore also important to realize that the actual population is more diverse than the group of participants in this graduation project.

Secondly, designing to determine people's behaviour and use of the public space has its limitations. The proposed design principles in this graduation project are intended to guide people in their behaviour in the public spaces. These design principles are based on theory and have been extensively researched already. But but that does not guarantee that people will actually behave in

this way and use the public space as intended. Moreover, the problem regarding inclusivity does not only ask for only spatial interventions in the public space, but for instance also for interventions regarding the buildings and even for social interventions regarding education levels and employment for example. The Nationaal Programma Rotterdam Zuid for instance was founded for a reason that goes beyond only spatial interventions. It is therefore important to keep in mind that this graduation project has its limitations and therefore only partly contributes to the enhancement of levels of inclusivity and liveability in a neighbourhood, making it thus a part of the solution.

On ethical considerations

When addressing inclusiveness in the public space and the feeling of being excluded, it is important to keep in mind that every person has their own experience in urban life that could differ from the experience of someone else, even if you would consider them belonging to the same social group. Different factors such as age, gender, ethnicity but also factors such as the direct living environment have an influence on the perception of the environment and on inclusiveness. This should be kept in mind but should not diminish the efforts that need to be made in designing environments in such a way that it is perceived by the disadvantaged as providing an equal ability to live in a decent living environment as compared to the advantaged people elsewhere.

The second ethical consideration concerns the privacy of the survey participants. It is important to keep certain aspects in mind by doing research and gathering data. Gathering data with respect to the privacy and anonymity of people are important factors by doing research about human behaviour. Moreover, since this research concerns the disadvantaged, thus vulnerable, groups in the population, information gathering should be handled extra carefully. Data gathering, mapping, observing and handling was therefore conducted very carefully in this graduation project keeping the privacy and anonymity of people in mind. Doing research should namely be in line with respect to different cultures, values, lifestyles and backgrounds of the people living within this hyper-diverse neighbourhood.

On graduation studio and master track

This year's topic of the studio Urban Fabrics is Urban Transformation and Qualities of Density of urban environments. This graduation project's approach to this studio topic was done by addressing the negative effects associated with higher density in hyper-diversified urban areas, such as extra pressure on sharing the public spaces, decreased well-being, crime and exclusion. This graduation project has researched what the impact of different trends are on the living quality of an urban environment and shows how interventions within the physical form can influence social processes in order to create more liveable urban environments. So the design of the graduation project contributes to the

aims, stated by the studio of the Urban Fabrics, by achieving the performances such as promoting diversified, socially equal communities, encourage walkable neighbourhoods, optimise use of land and streets which facilitate safe, efficient and pleasant walking and fostering local employment, production and consumption.

The relationship between this graduation project and the master track of Urbanism lays on the line of urban design in response to local trends such as globalization and demographic trends. This graduation project has namely analysed an urban environment in a critical way and has proposed new solutions for an inclusive and liveable design for the urban environment. Moreover, this graduation project can be seen in close relationship to the masters programme of Architecture, Urbanism and Buildings Sciences by doing this in a multi-disciplinary way.

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X | Appendix

Vragenlijst openbare ruimte Tarwewijk

Doel

Het doel van deze vragenlijst is om de kwaliteit van de openbare ruimte te verbeteren en beter te laten aansluiten op de wensen en behoeften van de bewoners van de Tarwewijk. Het invullen van de vragenlijst zal ongeveer 15 minuten duren. De data uit de vragenlijst zal worden gebruikt als input voor een ontwerp van de openbare ruimte. Het invullen van deze vragenlijst is volledig anoniem en de antwoorden uit dit onderzoek zijn vertrouwelijk en worden niet openbaar gemaakt. Uw medewerking in dit onderzoek is volledig vrijwillig, en u kunt op ieder gewenst moment stoppen. Ook kunt u een vraag overslaan indien gewenst. Als u verder vragen heeft of er niet uit komt kunt u altijd contact opnemen via de mail.

Corona

De huidige corona crisis zorgt voor een ongewone situatie wat het gebruik van de openbare ruimte heeft veranderd. U wordt vriendelijk verzocht om de enquête in te vullen gebaseerd op de situatie vóór de corona crisis.

***Vereist**

1. Ik heb bovenstaande informatie doorgelezen, begrepen en ga akkoord met de werkwijze. *

Markeer slechts één ovaal.

Ja, ik ga akkoord.

Algemeen

In dit deel worden algemene vragen gesteld.

2. Wat is uw leeftijd?

Markeer slechts één ovaal.

0 - 17

18 - 25

26 - 35

36 - 50

51 - 65

65+

3. Wat is uw geslacht?

Markeer slechts één ovaal.

Man

Vrouw

Anders: _____

4. Waar bent u geboren?

Markeer slechts één ovaal.

Nederland

Weet ik niet

Anders: _____

5. Waar is uw moeder geboren?

Markeer slechts één ovaal.

Nederland

Weet ik niet

Anders: _____

6. Waar is uw vader geboren?

Markeer slechts één ovaal.

Nederland

Weet ik niet

Anders: _____

7. Wat is de samenstelling van uw huishouden?

Markeer slechts één ovaal.

- Alleenstaand zonder thuiswonende kinderen
- Alleenstaand met thuiswonende kinderen
- Gehuwd of samenwonend zonder thuiswonende kinderen
- Gehuwd of samenwonend met thuiswonende kinderen
- Ik woon bij mijn ouder(s)
- Anders: _____

8. Wat voor type woning heeft u?

Markeer slechts één ovaal per rij.

	Huur	Koop
Meergezinswoning (flat, appartement)	<input type="radio"/>	<input type="radio"/>
Rijtjeswoning	<input type="radio"/>	<input type="radio"/>

9. Wat voor type buitenruimte heeft u? (meerdere opties mogelijk)

Vink alle toepasselijke opties aan.

- Eigen tuin
- Gedeelde tuin
- Balkon
- Geen

Anders: _____

10. Wat is uw volledige postcode? (bijvoorbeeld: 1234 AB)

11. Hoe tevreden bent u met de buurt?

Markeer slechts één ovaal.

	1	2	3	4	5	6	7	8	9	10	
Erg ontevreden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Erg tevreden

Openbare ruimte

In dit deel worden vragen gesteld over het gebruik van de openbare ruimte.

Openbare ruimte zijn bijvoorbeeld straten, pleinen, parken en speeltuinen.



12. Waar gebruikt u de openbare ruimte voor? En waar maakt u gebruik van de openbare ruimte? (meerdere antwoorden mogelijk)

Vink alle toepasselijke opties aan.

	Vlakbij het huis	Andere locatie in de Tarwewijk	Andere buurt	Andere stad	Nergens
Anderen ontmoeten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spelen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sporten en bewegen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Om rust te vinden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Georganiseerde activiteiten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hond uitlaten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vervoer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parkeren	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Andere activiteit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Indien "andere activiteit" hierboven ingevuld: Wat voor andere activiteit?

14. Geef van de volgende activiteiten aan hoe belangrijk u ze in uw buurt vindt.

Markeer slechts één ovaal per rij.

	Erg onbelangrijk	Onbelangrijk	Neutraal	Belangrijk	Erg belangrijk
Mensen ontmoeten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spelen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sporten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wandelen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Verplaatsen (van A naar B)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fiets stallen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Auto parkeren	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Wanneer gebruikt u de openbare ruimte het meest op een doordeweekse dag?

Markeer slechts één ovaal.

- Ochtend (06:00 - 12:00 uur)
- Middag (12:00 - 18:00 uur)
- Avond (18:00 - 00:00 uur)
- Nacht (00:00 - 06:00 uur)

16. Wanneer gebruikt u de openbare ruimte het meest in het weekend?

Markeer slechts één ovaal.

- Ochtend (06:00 - 12:00 uur)
- Middag (12:00 - 18:00 uur)
- Avond (18:00 - 00:00 uur)
- Nacht (00:00 - 06:00 uur)

17. Wat voor cijfer geeft u de openbare ruimte?

Markeer slechts één ovaal.

	1	2	3	4	5	6	7	8	9	10	
Zeer slecht	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Zeer goed

Fysiek

In dit deel worden vragen gesteld over de fysieke onderdelen van de openbare ruimte.

18. Ik vind de openbare ruimte ...

Markeer slechts één ovaal per rij.

	Erg mee oneens	Oneens	Neutraal	Eens	Erg mee eens
Mooi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prettig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bereikbaar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Toegankelijk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schoon	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Onderhouden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. Er zijn genoeg ... in de openbare ruimte.

Markeer slechts één ovaal per rij.

	Erg mee oneens	Oneens	Neutraal	Eens	Erg mee eens
Sportvoorzieningen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speelvoorzieningen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gedeelde tuinen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Groen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bomen en beplanting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Water	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zitmogelijkheden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prullenbakken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Verlichting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Ik ben tevreden met de kwaliteit van ... in de openbare ruimte.

Markeer slechts één ovaal per rij.

	Erg mee oneens	Oneens	Neutraal	Eens	Erg mee eens
Sportvoorzieningen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speelvoorzieningen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gedeelde tuinen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Groen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bomen en beplanting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Water	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zitmogelijkheden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Verlichting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Ik kom niet bij sommige openbare plekken vanwege ... (meerdere antwoorden mogelijk)

Vink alle toepasselijke opties aan.

- Slechte bereikbaarheid
 Slecht onderhoud
 Te grote afstand
 Onveiligheid
 Drukke
 Slecht wegdek
 Hekwerk
 Hoogteverschil
 Andere mensen
 Ik vermijd geen openbare plekken

Anders: _____

22. Er is genoeg variatie in groen in de openbare ruimte.

Markeer slechts één ovaal.

	1	2	3	4	5	
Oneens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Eens

23. Er zijn genoeg plekken voor groene activiteiten in de openbare ruimte (bijvoorbeeld: openbare tuinen, kruidentuinen, groentetuinen, moestuinen).

Markeer slechts één ovaal.

	1	2	3	4	5	
Oneens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Eens

24. Ik zorg ervoor dat de openbare ruimte schoon en onderhouden is.

Markeer slechts één ovaal.

	1	2	3	4	5	
Oneens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Eens

25. De andere bewoners zorgen ervoor dat de openbare ruimte schoon en onderhouden is.

Markeer slechts één ovaal.

	1	2	3	4	5	
Oneens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Eens

26. De gemeente zorgt ervoor dat de openbare ruimte schoon en onderhouden is.

Markeer slechts één ovaal.

	1	2	3	4	5	
Oneens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Eens

27. Vindt u dat een schone en onderhouden openbare ruimte vooral een taak van de buurtbewoners zelf is?

Markeer slechts één ovaal.

- Ja
- Nee, van de gemeente
- Geen mening
- Anders: _____

Veiligheid

In dit deel worden vragen gesteld over de veiligheid in de openbare ruimte.

28. Ik voel me ... in de openbare ruimte.

Markeer slechts één ovaal per rij.

	Erg mee oneens	Oneens	Neutraal	Eens	Erg mee eens
Veilig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thuis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. In wat voor soort omgeving voelt u zich het meest veilig?

Markeer slechts één ovaal.

- Drukke omgeving
 Rustige omgeving
 Geen mening

30. Ik ervaar ... in de openbare ruimte.

Markeer slechts één ovaal per rij.

	Erg mee oneens	Oneens	Neutraal	Eens	Erg mee eens
Geluidsoverlast	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drugoverlast	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discriminatie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bedreiging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vandalisme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Te hard rijdende voertuigen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Te veel verschillende voertuigen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Slecht wegdek	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Slechte zichtbaarheid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Onveilige oversteekplaatsen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Agressief rijgedrag	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. Er is genoeg controle van bewoners in de openbare ruimte

Markeer slechts één ovaal.

	1	2	3	4	5	
Oneens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Eens

32. Er is genoeg controle van organisaties en instanties in de openbare ruimte

Markeer slechts één ovaal.

	1	2	3	4	5	
Oneens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Eens

33. Vindt u dat de veiligheid in uw buurt vooral een taak voor de buurtbewoners zelf is?

Markeer slechts één ovaal.

- Ja
- Nee, dat is de taak van de gemeente
- Nee, dat is de taak van de politie
- Geen mening
- Anders: _____

Sociaal

In dit deel worden vragen gesteld over de sociale contacten in de openbare ruimte

34. Ik vind de openbare ruimte ...

Markeer slechts één ovaal per rij.

	Erg mee oneens	Mee oneens	Neutraal	Mee eens	Erg mee eens
Levendig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gezellig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

35. Ik heb contact met ... in de openbare ruimte (meerdere antwoorden mogelijk)

Vink alle toepasselijke opties aan.

- Vrienden
- Buurtbewoners
- Onbekenden
- Niemand
- Anders: _____

36. Hoe vaak heeft u contact met vrienden in de openbare ruimte?

Markeer slechts één ovaal.

- Eén keer per dag
- Meerdere keren per dag
- Eén keer per week
- Meerdere keren per week
- Nooit
- Anders: _____

37. Waar heeft u contact met vrienden in de openbare ruimte? (meerdere antwoorden mogelijk)

Vink alle toepasselijke opties aan.

- Sportlocatie
- Speelveld
- Straat
- Plein
- Park
- Nergens
- Anders: _____

38. Hoe heeft u contact met vrienden in de openbare ruimte? (meerdere antwoorden mogelijk)

Vink alle toepasselijke opties aan.

- Geen direct contact
- Groeten
- Praatje
- Activiteit
- Anders: _____

39. Hoe vaak heeft u contact met buurtbewoners in de openbare ruimte?

Markeer slechts één ovaal.

- Eén keer per dag
- Meerdere keren per dag
- Eén keer per week
- Meerdere keren per week
- Nooit
- Anders: _____

40. Waar heeft u contact met buurtbewoners in de openbare ruimte? (meerdere antwoorden mogelijk)

Vink alle toepasselijke opties aan.

- Sportlocatie
- Speelveld
- Straat
- Plein
- Park
- Nergens
- Anders: _____

41. Hoe heeft u contact met buurtbewoners in de openbare ruimte? (meerdere antwoorden mogelijk)

Vink alle toepasselijke opties aan.

- Geen direct contact
- Groeten
- Praatje
- Activiteit
- Anders: _____

42. Hoe vaak heeft u contact met onbekenden in de openbare ruimte?

Markeer slechts één ovaal.

- Eén keer per dag
- Meerdere keren per dag
- Eén keer per week
- Meerdere keren per week
- Nooit
- Anders: _____

43. Waar heeft u contact met onbekenden in de openbare ruimte? (meerdere antwoorden mogelijk)

Vink alle toepasselijke opties aan.

- Sportlocatie
- Speelveld
- Straat
- Plein
- Park
- Nergens
- Anders: _____

44. Hoe heeft u contact met onbekenden in de openbare ruimte? (meerdere antwoorden mogelijk)

Vink alle toepasselijke opties aan.

- Geen direct contact
- Groeten
- Praatje
- Activiteit
- Anders: _____

45. Ik voel me verbonden met de buurtbewoners in de openbare ruimte.

Markeer slechts één ovaal.

	1	2	3	4	5	
Oneens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Eens

46. Er zijn voldoende georganiseerde activiteiten in de openbare ruimte.

Markeer slechts één ovaal.

	1	2	3	4	5	
Oneens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Eens

47. Ik doe mee met georganiseerde activiteiten in de openbare ruimte.

Markeer slechts één ovaal.

	1	2	3	4	5	
Oneens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Eens

48. Ik wil vaker meedoen met georganiseerde activiteiten in de openbare ruimte.

Markeer slechts één ovaal.

	1	2	3	4	5	
Oneens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Eens

49. Ik help mee als vrijwilliger voor activiteiten in de openbare ruimte.

Markeer slechts één ovaal.

	1	2	3	4	5	
Oneens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Eens

50. Ik wil vaker meehelpen als vrijwilliger voor activiteiten in de openbare ruimte.

Markeer slechts één ovaal.

	1	2	3	4	5	
Oneens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Eens

Slot

In dit deel worden afsluitende open vragen gesteld

51. Stel dat er geen openbare ruimte meer zou zijn, wat zou u dan het meest missen?

52. Hoe heeft het Coronavirus uw gebruik van de openbare ruimte veranderd?

Contact

Bedankt voor het invullen van de enquête. Indien u bereid bent om deze enquête door te sturen onder buurtbewoners wordt dat zeer gewaardeerd. Mocht u nog anderen willen aandragen voor dit onderzoek, laat het hieronder weten of neem contact met ons op. Voor meer informatie en contact, bezoek de website <https://campustarwewijk.nl>

53. Mensen en/of organisaties die ik wou willen aandragen zijn ...

6-12-2020

Vragenlijst openbare ruimte Tarwewijk

54. Mogen wij u nog een keer benaderen? Laat dan hier uw e-mailadres achter.

Deze content is niet gemaakt of goedgekeurd door Google.

Google Formulier

ii | Speurtocht school

Speurtocht op 6 juli 2020

Je loopt naar buiten.

1. Hoe heet de gymzaal op het plein?

Gymzaal zwembadbaak

2. Noem 3 dingen die je mooi vindt aan dit plein

- voetbalveld
- kerkkerk
- groen/natuur

3. Noem drie dingen die je niet mooi vindt aan dit plein.

- rids voor meisjes
- baan omgehaakt
- met schone, veel prap

4. Verzin een activiteit voor jullie ouders op dit plein.

saxen middag
voetballen
trampoline

5. Verzin drie manieren om het plein gezelliger te maken.

- afslaan klimrek schommel trampolite
- meer dan een voetbalveld
- meer bankjes

6. Welke dieren/insecten kan je vinden binnen 1 minuut?

ton, kever, beestje, spinn, vlieg, worm, muis

Loop nu richting de kerk en steek de weg over.

7. Hoe heten de rode bloemen die je voor de kerk ziet staan?

P230

Ga nu linksaf en loop naar het plein.

8. Hoe heet dit plein?

Mijnhorrenden

9. Noem 3 dingen die je mooi vindt aan dit plein

- basket
- bank gras
- maar de schikkers mogelijk
happen om op k zitke / bankjes

10. Noem drie dingen die je niet mooi vindt aan dit plein.

- letje e lochnadeitshuis
- stenen vloed met voor geen maar skakur
- grasde k klein
letje metrobaan

11. Bedenk drie manieren om het plein veiliger te maken

- al veld van de kerkport ercaal
- een zachtere vloer
- grotere haag, geen zoo

12. Bedenk drie manieren om het plein gezelliger te maken

- meer bankjes, schommel
- speeltoestellen
- bloemen, natuur, fleurig

13. Waar zou je op dit plein regenwater kunnen opslaan?

basen op de paden op het gras k se
de beken

14. Bedenk een andere sport voor in de voetbalhoek?

dansen, hockey, muis, circus

15. Bedenk een andere sport voor op het gras.

ricnisveld, lawn hoka, karate

16. Bedenk een activiteit die je hier samen met jouw ouders kunt doen?

picnic

Loop richting de metrobaan en ga daar linksaf.

17. Op de hoek zie je "Casanova Coiffures". Wat is een coiffure?

Capac

Loop nu rechtdoor tot nummer 111d

18. Waarom is de stoep hier verhoogd?

ghandicapt mene

Loop door en sta stil bij 81a.

19. Ga op 1 been staan als team. Het team waarvan 1 teamlid het langste op 1 been kan staan, krijgt 1 punt.

5 min

Loop door en ga de Puttershoekstraat in.

20. Hoeveel gele balkons heeft deze straat?

18

Loop naar het einde van de straat en ga dan naar rechts.

21. Hoe heet het metrostation wat je aan de overkant van de straat ziet?

Maarhanen

Steek bij het zbrapad voorbij de metro de weg over (ga dus naar links). Loop rechtdoor tot aan de bankjes bij het water.

22. Wie weet waar de gebouwen aan het water voor waren vroeger?

1997 de haven

Loop terug richting de metro. Steek de weg weer over en ga naar rechts.

23. Je kijkt nu uit op het "Art Hotel", wat betekent "Art"?

Art

Steek de weg over waar dit kan, richting het "Heineken" bord.

24. Wat is "Heineken"?

biere

Loop verder langs de Brielselaan.

25. Welke bedrijven zie je aan de rechterkant?

keuken, stalen, pt, knkla

Loop verder langs de Brielselaan.

26. Welke toren zie je in de verte aan de rechterkant?

euromast

27. Bij nr. 16sa zie je een bord met P230? Wat betekent dat bord? Wat moet je hier doen?

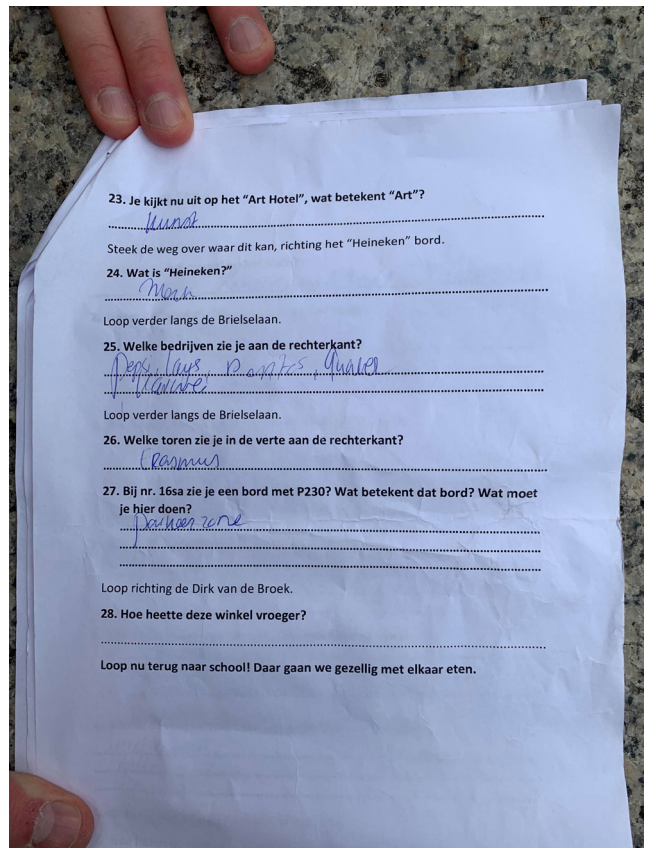
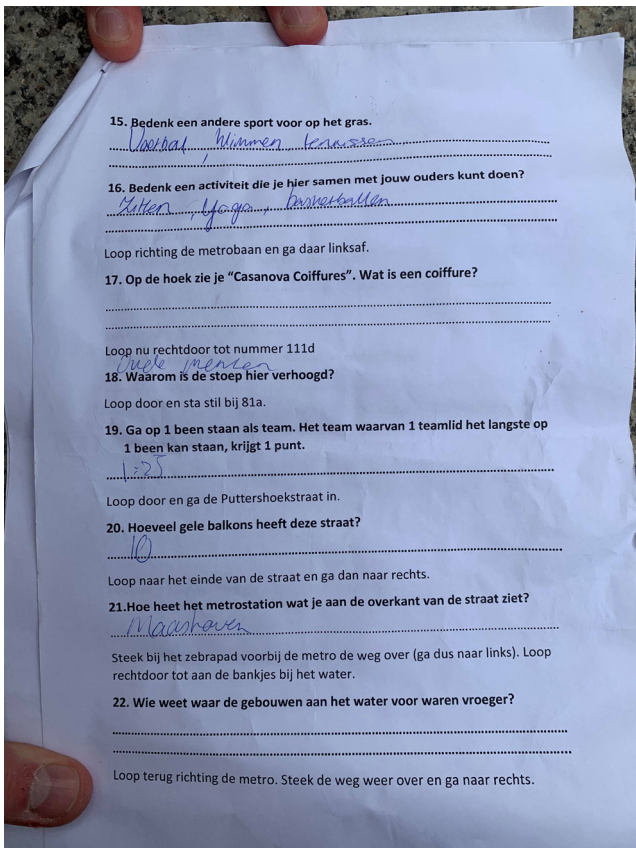
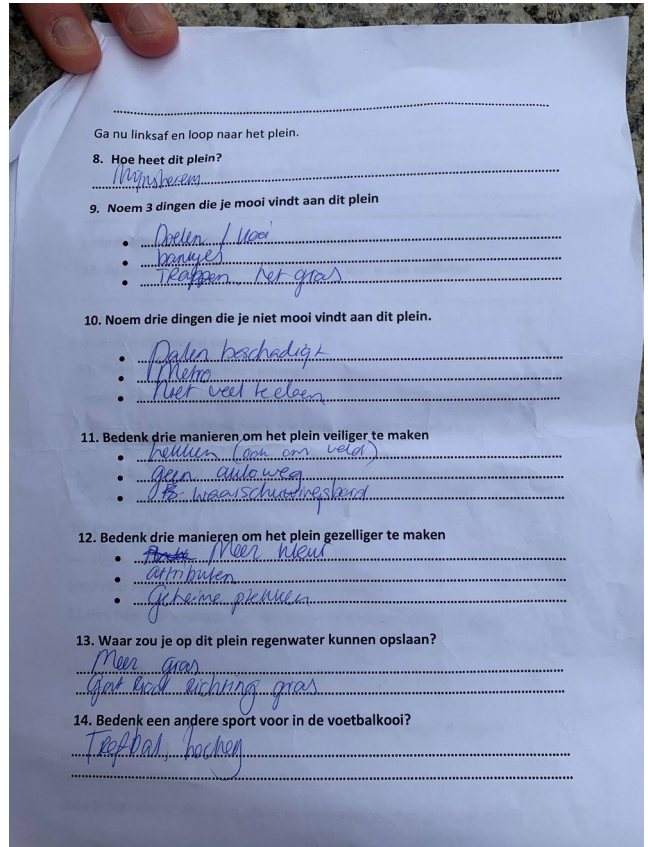
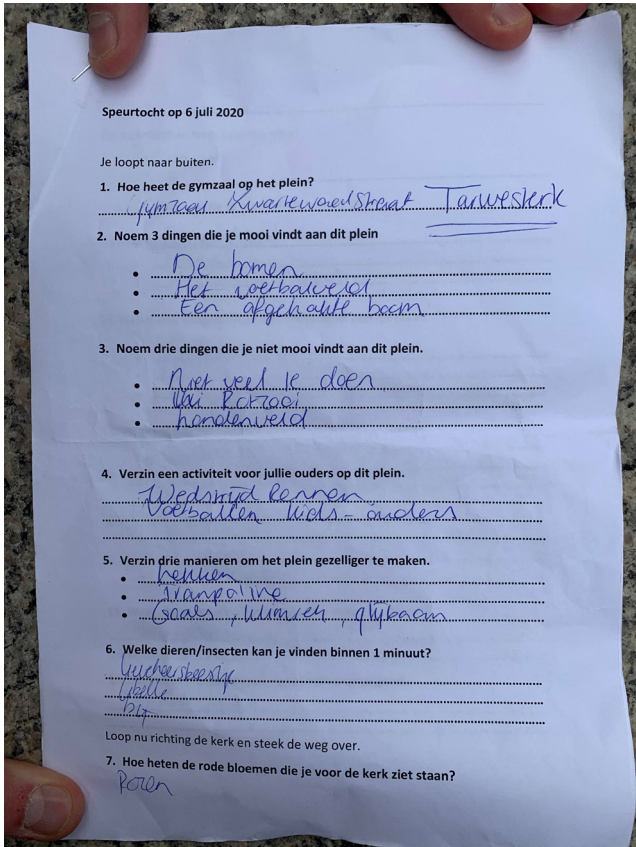
pruiteren auto's

Loop richting de Dirk van de Broek.

28. Hoe heette deze winkel vroeger?

Bas

Loop nu terug naar school! Daar gaan we gezellig met elkaar eten.



iii | Homework assignment & Game

PLEINBOUWERS SPEL

Verdienen aanpakspel bijspel "De Pleinbouwers"
 Het spel is geschikt voor groep 1-4 en groep 7-10 van basisschool.

In samenwerking met



Ruben Harvis

Maria Veldman, Jolanda van der Vliet



De Pleinbouwers spel wordt gespeeld op een groot bord met diverse iconen en gebouwen.

1. INLEIDING

Over het spel

De Pleinbouwers is een educatief spel dat wordt gebruikt in de basisschool voor leeractiviteit en leeropbouw. Het spel is bedoeld voor leerlingen van groep 1-4 en groep 7-10. Het spel is ontwikkeld door Ruben Harvis en Maria Veldman. Het spel is bedoeld voor leerlingen van groep 1-4 en groep 7-10. Het spel is ontwikkeld door Ruben Harvis en Maria Veldman. Het spel is bedoeld voor leerlingen van groep 1-4 en groep 7-10.

Hoe te spelen

De Pleinbouwers is een educatief spel dat wordt gebruikt in de basisschool voor leeractiviteit en leeropbouw. Het spel is bedoeld voor leerlingen van groep 1-4 en groep 7-10. Het spel is ontwikkeld door Ruben Harvis en Maria Veldman. Het spel is bedoeld voor leerlingen van groep 1-4 en groep 7-10.

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In het spel wordt gebruik gemaakt van diverse iconen en gebouwen. De Pleinbouwers is een educatief spel dat wordt gebruikt in de basisschool voor leeractiviteit en leeropbouw. Het spel is bedoeld voor leerlingen van groep 1-4 en groep 7-10. Het spel is ontwikkeld door Ruben Harvis en Maria Veldman. Het spel is bedoeld voor leerlingen van groep 1-4 en groep 7-10.

Wettelijke Plaats van pleinbouwers bord

Wettelijke Plaats van pleinbouwers

Het spel wordt gebruikt in de basisschool voor leeractiviteit en leeropbouw. Het spel is bedoeld voor leerlingen van groep 1-4 en groep 7-10. Het spel is ontwikkeld door Ruben Harvis en Maria Veldman. Het spel is bedoeld voor leerlingen van groep 1-4 en groep 7-10.



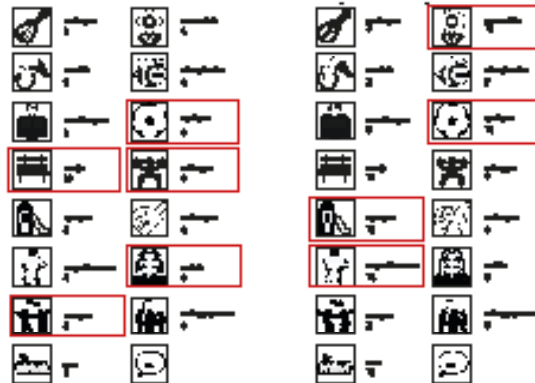
2. RESULTATEN SPEL

De Pleinbouwers is een educatief spel dat wordt gebruikt in de basisschool voor leeractiviteit en leeropbouw. Het spel is bedoeld voor leerlingen van groep 1-4 en groep 7-10. Het spel is ontwikkeld door Ruben Harvis en Maria Veldman. Het spel is bedoeld voor leerlingen van groep 1-4 en groep 7-10.

Group 1 - algemeen overzicht
 De Pleinbouwers is een educatief spel dat wordt gebruikt in de basisschool voor leeractiviteit en leeropbouw. Het spel is bedoeld voor leerlingen van groep 1-4 en groep 7-10. Het spel is ontwikkeld door Ruben Harvis en Maria Veldman. Het spel is bedoeld voor leerlingen van groep 1-4 en groep 7-10.

Group 7 - algemeen overzicht
 De Pleinbouwers is een educatief spel dat wordt gebruikt in de basisschool voor leeractiviteit en leeropbouw. Het spel is bedoeld voor leerlingen van groep 1-4 en groep 7-10. Het spel is ontwikkeld door Ruben Harvis en Maria Veldman. Het spel is bedoeld voor leerlingen van groep 1-4 en groep 7-10.

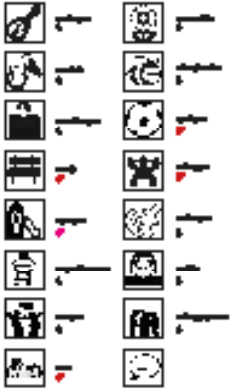
In het algemeen overzicht pleinbouwers worden diverse iconen en gebouwen getoond. De Pleinbouwers is een educatief spel dat wordt gebruikt in de basisschool voor leeractiviteit en leeropbouw. Het spel is bedoeld voor leerlingen van groep 1-4 en groep 7-10. Het spel is ontwikkeld door Ruben Harvis en Maria Veldman. Het spel is bedoeld voor leerlingen van groep 1-4 en groep 7-10.



De Pleinbouwers spel wordt gespeeld op een groot bord met diverse iconen en gebouwen.

Group 2 - Team 2

De groep heeft de afbeeldingen van de verschillende gebouwen van de woonwoningcomplexen gemaakt. De verschillende gebouwen zijn gemaakt van verschillende materialen. De afbeeldingen van de gebouwen zijn gemaakt van verschillende materialen. De afbeeldingen van de gebouwen zijn gemaakt van verschillende materialen.

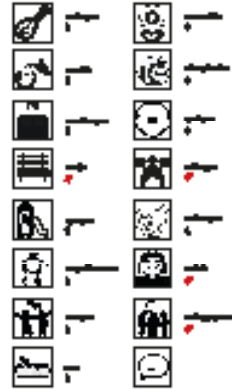


21

WIKIDATA

Group 2 - Team 3

De groep heeft een afbeelding gemaakt van de woonwoningcomplexen. De afbeelding is gemaakt van verschillende materialen. De afbeelding is gemaakt van verschillende materialen. De afbeelding is gemaakt van verschillende materialen.

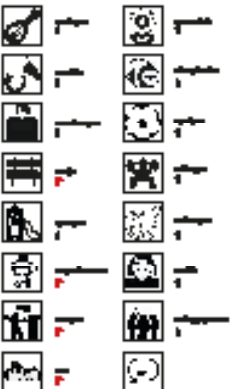


WIKIDATA

22

Group 2 - Team 4

De groep heeft een afbeelding gemaakt van de woonwoningcomplexen. De afbeelding is gemaakt van verschillende materialen. De afbeelding is gemaakt van verschillende materialen. De afbeelding is gemaakt van verschillende materialen.

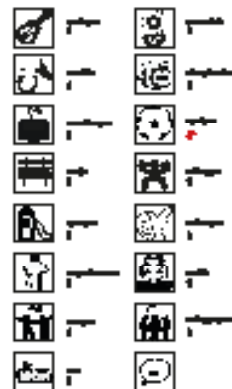


23

WIKIDATA

Group 2 - Team 5

De groep heeft een afbeelding gemaakt van de woonwoningcomplexen. De afbeelding is gemaakt van verschillende materialen. De afbeelding is gemaakt van verschillende materialen. De afbeelding is gemaakt van verschillende materialen.



WIKIDATA

24

Group 7 - Team 1

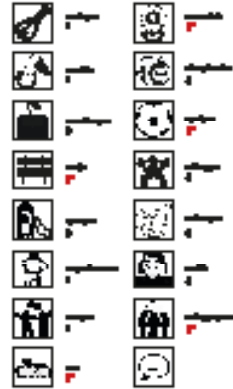
Das group heeft vijf verschillende gebouwen geselecteerd voor de vergadering. Het is belangrijk voor de vergadering dat de gebouwen dicht bij elkaar zijn en dat er een goede verbinding is met het openbaar vervoer.



Wijk 10

Group 7 - Team 2

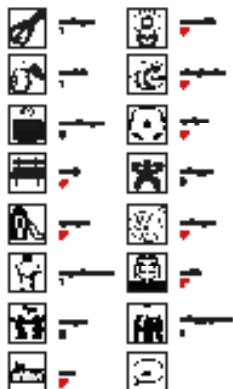
Das group heeft de hele wijk geselecteerd voor de vergadering. Het is belangrijk voor de vergadering dat de gebouwen dicht bij elkaar zijn en dat er een goede verbinding is met het openbaar vervoer. Het is ook belangrijk dat de gebouwen dicht bij de openbare ruimte zijn.



Wijk 10

Group 7 - Team 3

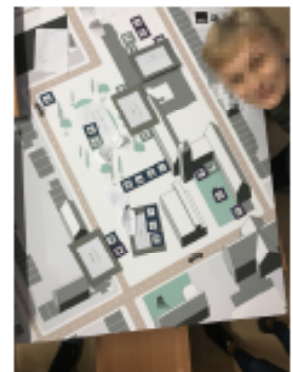
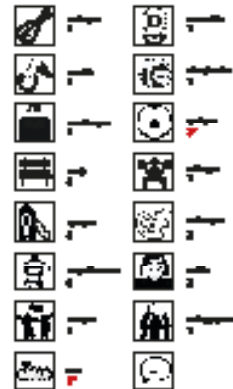
Das group heeft vijf gebouwen geselecteerd in de wijk. Het is belangrijk voor de vergadering dat de gebouwen dicht bij elkaar zijn en dat er een goede verbinding is met het openbaar vervoer.



Wijk 10

Group 7 - Team 4

Das group heeft de hele wijk geselecteerd voor de vergadering. Het is belangrijk voor de vergadering dat de gebouwen dicht bij elkaar zijn en dat er een goede verbinding is met het openbaar vervoer. Het is ook belangrijk dat de gebouwen dicht bij de openbare ruimte zijn.



Wijk 10

3. RESULTATEN WERKBLADEN

De voorkeuren van de deelnemers worden in de tabel hieronder overzichtelijk weergegeven. Het is te zien dat er een grote diversiteit is in de voorkeuren van de deelnemers. Het is ook te zien dat er een grote diversiteit is in de voorkeuren van de deelnemers.

Resultaten groen veld

Group 1 | 10 vragen | 10 vragen | 10 vragen
Group 2 | 10 vragen | 10 vragen | 10 vragen

Activiteit	Antwoord
Activiteit 1	20
Activiteit 2	10
Activiteit 3	5

Activiteit	Antwoord
Activiteit 1	20
Activiteit 2	10
Activiteit 3	5
Activiteit 4	2

Activiteit	Antwoord
Activiteit 1	20
Activiteit 2	10
Activiteit 3	5
Activiteit 4	2

Activiteit	Antwoord
Activiteit 1	20
Activiteit 2	10

Resultaten open veld

Meer in de buurt speelt je graag buiten? Dit is een open veld vraag. Het is te zien dat er een grote diversiteit is in de voorkeuren van de deelnemers.

Meer komen je ouders graag als zonnig buiten gaan? Dit is een open veld vraag. Het is te zien dat er een grote diversiteit is in de voorkeuren van de deelnemers.

Wat doe je het vaakste met je vrienden? Dit is een open veld vraag. Het is te zien dat er een grote diversiteit is in de voorkeuren van de deelnemers.



Aerial view of the school playground.



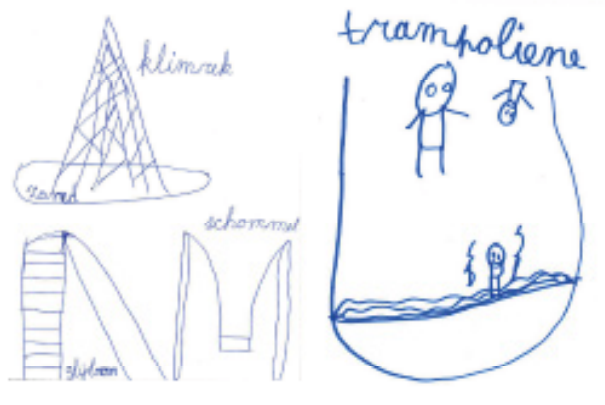
Word cloud of playground equipment.

Word cloud of playground equipment.

Group	Question	Answer
Group 1	1. Wat is de naam van de school?	De naam van de school is de naam van de school.
Group 2	2. Wat is de naam van de school?	De naam van de school is de naam van de school.
Group 3	3. Wat is de naam van de school?	De naam van de school is de naam van de school.
Group 4	4. Wat is de naam van de school?	De naam van de school is de naam van de school.
Group 5	5. Wat is de naam van de school?	De naam van de school is de naam van de school.
Group 6	6. Wat is de naam van de school?	De naam van de school is de naam van de school.
Group 7	7. Wat is de naam van de school?	De naam van de school is de naam van de school.
Group 8	8. Wat is de naam van de school?	De naam van de school is de naam van de school.
Group 9	9. Wat is de naam van de school?	De naam van de school is de naam van de school.
Group 10	10. Wat is de naam van de school?	De naam van de school is de naam van de school.



- 1. De naam van de school is de naam van de school.
- 2. De naam van de school is de naam van de school.
- 3. De naam van de school is de naam van de school.
- 4. De naam van de school is de naam van de school.
- 5. De naam van de school is de naam van de school.
- 6. De naam van de school is de naam van de school.
- 7. De naam van de school is de naam van de school.
- 8. De naam van de school is de naam van de school.
- 9. De naam van de school is de naam van de school.
- 10. De naam van de school is de naam van de school.



iv | Street interviews

Interviews Esma

Male (40-50 years). Location: Dirk

- Moroccan man, has lived in Morocco and Egypt.
- He thinks that there should be more squares or playground areas for children, when he looks at the map of the Tarwewijk. He feels like that there are a lot of grey areas with only buildings.
- According to him, children with a foreign cultural background tend to play more outside than Dutch children, so especially within the Tarwewijk enough spaces outside for children to play with others is necessary.
- He thinks the Wolphaertsbocht/tramline is more of a barrier than the street with the metroline.

Woman (50 years). Location: Dog walk in front of school

- Owns a dog.
- The green within the Tarwewijk is not maintained well. The hedges and weeds shut be cut.
- The condition of the stoops and walkways are also bad, some bricks are broken or stick out.
- This is the only space for dogs where they can walk freely. Could be more spaces like this.

Male (60 years). Location: Dog walk in front of school

- Owns a dog.
- The quality of the dog walk area is bad. The green is diminishing and sand is replacing it. Also it should be cleaned more often.
- He is afraid that the school wants to take over this dog space.
- Want to make use of the Lus, green area in between too. Thought that this space was not used.

Female (30 years), teacher. Location: School

- Teacher at school, has children and lives in an apartment without garden.
- Dog walk space is not that useful because dog also shit outside the fences.
- It would be nice if the green area in front of the school would be maintained in a better way and would be clean (without dog shit) so that people could use this space for picnicking.
- She would go for a picnic towards the water, but not at the dog space.
- There is a lot of green within the Tarwewijk that is not usable fake green. For example the green underneath the tramline, or green at the borders of the neighbourhood where a few people come, or underneath the metro line, where it is too dark because of the metro and the high buildings to really enjoy the green area.
- Millinpark and Verschoor area are a bit shady. Her children do not come there.
- Shared gardens would be nice since a lot of people do not own a garden within Tarwewijk.

Children (7-12 years). Location: Mijnsheerenplein (left side)

- Children are quite happy with this playing area. They like to play basketball and soccer.
- Most of them do not have a ball to play with so they are depending on someone else's ball. So they can only play if that person shows up.
- While being there a kid fell and hurt his elbow (started to bleed). My personal opinion is that the ground over there is too hard. If children fall, they hurt themselves very easily.

Female (30 years). Location: Millinxpark

- Works for Jong Burger Blauw, knows people from TOS.
- She thinks that the Millinxpark is a really nice place for her children to play. But she'd rather have the playground from across the street on the location of the Millinxpark (but I feel that she only wants this because then the playground would be in front of her house instead of a few more meters away).
- Cars are driving fast around this park, her kid got hit by a car. She thinks that this would not have happened if the "drempels" would have been there to slow down the cars. They used to be there in the past.
- She doesn't like the Mijnsheerenplein since the Bulgarian people are hanging around there. She does not want her children to play there.
- She doesn't feel like the fences are useful around the playground. People can enter it anyways.

Female (16 years). Location: Millinxpark

- Daughter of the previous woman.
- Works for TOS, organizes activities with children during lunch breaks at squares in Tarwewijk.
- She says that Verschoorplein is always busy, there are always people.

Male (35 years). Location: Playground (association)

- Lives in a building a few blocks away.
- Has a girlfriend/wife and a young daughter.
- Lives for 25 years within Tarwewijk, spend his youth within this neighbourhood. During his youth they had a place for the youth to gather (De Graanschuur), there is no place like that anymore. He feels like that his youth and the children of then had more imagination/fantasy to enjoy themselves in the public spaces. He feels like children nowadays need more stuff to enjoy themselves.
- Also lived at Brielselaan when he was younger.
- Lives in an apartment (no garden), but is going to move out from Tarwewijk.
- Rents vegetable/fruit garden outside of Tarwewijk (moestuin). The use of this moestuin feels like a vacation to him because it is big, outside of the neighbourhood. He probably would not make use of a moestuin within the Tarwewijk since he enjoys the ambiance/atmosphere of that location. But other people, like Turkish people, would probably make use of it according

to him.

Children (7-12 years). Location: Verschoorplein.

- They would like to have fences around the playground so that you can close the playground off and then like to have some toys to play with within. So toys like electrical steps, stilts, skeelers etc. Those toys would then stay within the playground but only when you come to the playground, you can make use of them.
- They would like to have a skate area.
- A stage with a stand/place that people can sit and watch the stage.
- A swimming pool would also be nice.
- All the kids would really like to have a trampoline park.
- Also something with animals, for example a small lake with fish.
- They would also like to be educated for example by someone who brings an animal and explains about the animal to the children.
- They would like to have a longer zipline, more attraction like.
- The children also would like to see some play activity like a parcours (apekooien, floor is lava).

Interviews Guus

Woman (65+) (shopping). Dirk van den Broek

- They are irritated by the amount of garbage in the neighborhood
- The neighborhood does not support enough room to walk/sport for elderly, that's why they go to Zuiderpark
- The neighborhood changed with a lot of new people, that's why there is less cohesion also because there are no activities anymore.

Men (50-60 years old) (car company). Dirk van den Broek

- Green is important for a neighborhood, it's a place to relax and meet people, create places where people can gather and sit, that would be nice

Male (30 years old) (car company). Dirk van den Broek

- For him the public place is not that important, its only for his children that they need enough space to play.

Male (50 years old) (shopping). Dirk van den Broek

- The public space is from his perspective nice and maintained, a little bit more green should be nice.
- To play sports he goes often to Zuiderparkplaza, there is more space and more people. He meets friends there but also sometimes strangers. Besides that he is member of a sportsassociation in Charlois

Male 30 jaar Shopping with dog). Dirk van den Broek

- He usually uses the public space only for his dog, ore to go to the supermarket. During the weekends he goes to Zuiderparkplaza, to sport and for a long walk with his dog. The public space is nice, but everything is to small for really proper use.
- He does not want to have a opion about new possibilities for the

public space because he is only living here for one year

Female (30 years old) (teacher). gymzaal Tarwesterk

- It's a mess in the neighborhood, everywhere there is garbage and dogshit, also at places where normally children should play, like in front of the school.

- There is not enough space for children to play in a safe area, only the playground association is a place to go to. It's not a child-friendly neighborhood. Some places she does not come often, like Verschoorplein and Millinxpark. Also fast traffic is a problem.

- On the map the neighborhood looks green, but a lot of that is not useful.

Female & male (50-60 years old) (walking dog). gymzaal Tarwesterk

- Greenery and public parks are not well maintained, everywhere it's dirty.

- There is only one spot in the whole neighborhood where people can walk with their dogs, that's not enough, that's why it's full of dogshit.

- They experience nuisance from drunk people and vagrants who are walking from Balko naar de Maas back in the neighborhood

Female (40-50 years old) (hond uitlaten). gymzaal Tarwesterk

- Does not live here, but walks here during their break with her dog, in comparison with her neighborhood it's dirty here.

Male (15 years old) (Basketbal). Mijnsheerenplein

- Plays basketball alone, mostly goes to a other playground. The ground is not suitable for basketball and also the baskets themselves are not in great shape. Sometimes others are also playing basketball

Male (30-40 years old) (Basketbal). Mijnsheerenplein

- A little bit later someone else is playing basketball as well, also alone. Sometimes there are basketball matches as he is playing with friends from the neighborhood

Female (30 years old) (mother with children). Verschoorplein

- Women is playing with her children, is annoyed by the rubbish.

- There are also younger ones hanging, she does not experience inconvenience from them, but they use bad language which affects others.

- For the children she would see more activities, as before, now even TOS does not organize that many activities anymore. For instance summer-camps during the summer are not there anymore.

Interviews Kimia

Mother – immigrant.

- I like the public places in here. In the summer they are nice, but you

can't use them in the winter

- I lived here for 10 years now and I like it in here
- I know many people from different cultures

Young boy, not an inhabitant of the place

- I don't like this neighborhood. It's always too crowded and too busy

Interviews Patrick

Male, (50+ years old). Dirk van den Broek

- Teaching people how to make a website a do business
- "If people have money to spend, they are more likely to invest into the neighbourhood"
- I have a garden for the green elements, with nice plants and vegetables. I like doing gardening for the physical aspect, which is important for my age.

Male, (40-50 years old). Dirk van den Broek

- Green in the neighbourhood in an important element.
- I am happy with the quality of the current public spaces in the neighbourhood
- Some of the green in the neighbourhood needs some maintenance and redesign.

Female, (20-25 years old). Dirk van den Broek

- Having a allotment garden in the public space would be nice.
- My parents would also like to have the allotment garden and make use of it.

Female (teacher), (25-30 years old). Zwarte Waalstraat

- There is a lot of fake green in the neighbourhood, like the tram track, with grass and the dike. These elements are not usable for people. More green is needed.
- Doesn't have a garden. Maybe she is going to look for a house with a garden. The garden would be for her children to play, not for herself or green.

- She says she is disappointed that her neighbour on the ground floor isn't doing anything with his garden. She would like to take over the garden or share the garden with his and other people, like a big shared garden.

Male, (40-50 years old). Zwarte Waalstraat

- The public space is fine for himself, he doesn't need anything else or isn't missing something. He doesn't have wishes and has no idea what could change for himself.
- For the children, there need to be more playground equipment and playgrounds.

Female, (25-30 years old). Millinpark

- The fence around the Millinpark is nice for the safety of her children. With the fence, they can play safely.
- She has no idea what could change in the public space for herself.

No wishes.

- Doesn't have a private garden, but she would like to get one so her children can make use of it and play there.

Male, (30-40 years old). Speeltuín Tarwewijk

- Parents have nowhere to go, there is nothing to do for them or other adults.

- Has an allotment garden outside of the city. He would not make use of an allotment garden if this was available inside the public spaces in the Tarwewijk.

- His own allotment garden on a complex at the edge of Rotterdam feels like a holiday location, the feeling of an allotment garden in the public space in the Tarwewijk would feel different he thinks.

- He thinks that other people, like Turkish people from the neighbourhood would make use of an allotment garden in the public space. To grow vegetables to be eaten by themselves.

Female, (30-40 years old). Verschoorstraat

- There are no activities for children in the neighbourhood.

- Wants a private garden, for her kids to play in. She doesn't have a garden at the moment, only a small balcony.

- A lot of people do not use their private garden. She would like to take over the garden of her downstairs neighbour who does not have children, or get a different house with a private garden. A lot of families with children live on the top floors without gardens.

- Would use the garden also for activities like eating/BBQ, to sit outside with the family.

- A lot of youth hanging in the public spaces

- The public spaces are not clean, it needs to be cleaned more often.

- She tried to organize some activities, but stopped because she was annoyed of the complaining of the neighbours.

- There needs to be some sort of sharing system for children, where they can share playground equipment, like Duimdrop

Male, (30-40 years old). Verschoorstraat

- More playground equipment needed for the children

- Also educational equipment or educational public space needed

- A lot of youth hanging in the public spaces

- More cameras needed for improving the safety in the public spaces

- More availability needed to share things for children/adults/elderly.

Children, 7-12 years old, Verschoorstraat

- Educational elements needed in the public space: for example, once per week a lesson about a specific animal (animal also present). Or about plants/flowers/vegetables.

- The public spaces are not clean, it needs to be cleaned more often

- Cars are driving too quickly near the playgrounds

- More cameras needed in the public spaces

- They want a sand pit

- A chill area for youngsters

- Grass areas without a function are not fun for children
- Want a skatepark
- Want more places for activities like painting (faces)
- Trampoline
- More plants in the public space
- Need a place where bikes can be stored in the public space. Too many bikes at the moment in the public space, which make the environment look messy.
- Want a podium to be able to dance
- Flowers instead of bushes. More color is needed in the public space

v | Interview Thuis Op Straat (TOS)

Wat organiseren jullie? En hoe is TOS hier georganiseerd in de wijk?

Ik zit met een collega samen in de wijk. We hebben nog twee andere collega's. Eentje die toevallig nu boven is en die zo dadelijk naar een activiteit toe gaat. En een andere collega, maar die is alleen maar meer bezig met TSO (Tussenschoolse opvang op de basisscholen). Voorheen was Tarwewijk gekoppeld aan Charlois-Noord en sinds kleine twee jaar is Tarwewijk op zichzelf gegaan. Er zijn drie vaste krachten op gezet samen met de oproepers, vrijwilligers en stagiaires. Qua roostering en activiteiten, wat wij aanbieden, dan praat je over de Tussenschoolse opvang op de basisschool hiernaast, plein activiteiten, voetbaltrainingen, zaalvoetbal, jongensinloop, meideninloop, meidenclub, kookclub, jongburgerblauw (projectgroep met jongeren, we doen van alles met die jongeren, we proberen ze gewoon een beetje mee te trekken naar wat de realiteit nu is, en laat maar zeggen, net naar de grens zodat ze zegmaar niet straatschoffies worden of gaan hangen op straat. Dus dat ze echt iets gaat doen met hun toekomst, dat ze zelf een doel voor ogen gaan stellen).

Wat zijn ongeveer leeftijden voor wie jullie dit organiseren?

De meeste activiteiten gaat het om 8 – 12/13 jaar. En dan heb je ook nog een kleine categorie t/m 16 jaar. Voor zaalvoetbal hebben we bijvoorbeeld twee leeftijdsgroepen: t/m 14 vanaf 15-21. Voorheen hadden we ook een ouderen groep, alleen dat werkte niet meer. Het paste ook niet in ons werkplan waardoor wij dat helaas moesten afschaffen.

Welke leeftijd hebben deze ouderen?

Dan praat je over 25-30 jaar. De meeste activiteiten organiseren we vaak voor dezelfde leeftijdscategorie.

Waar organiseren jullie die activiteiten zoals bijvoorbeeld koken/workshops?

Hierboven, waar we net waren. Die jongensinloop is hier vaak gewoon in deze zaal. De jongensinloop is eigenlijk gewoon een soort van middel om jeugd naar ons toe te trekken. En gewoon leuke dingen met hen te doen. Maar daarnaast doen we één keer in de zoveel tijd geven we ook training bijvoorbeeld over social media, voeding, pesten op school, game verslaving. Precies hetzelfde doen we bij de meideninloop, meidenclub. Dat zijn eigenlijk wervingsmiddelen, om groepen jeugd bij elkaar te kunnen krijgen en hun wat mee te geven. Voor hen is het iets leuks om te doen, en wat kunnen wij voor hen betekenen. Zegmaar een soort van, gewoon iets meegeven waar ze later baat bij hebben. Wat ze thuis misschien niet mee kunnen krijgen van hun ouders omdat vooral hier in de Tarwewijk heb je veel etnische afkomsten. Veel diversiteit qua cultuur. Dus elke groep voedt kinderen anders op. De meeste ouders spreken ook de Nederlandse taal niet. We proberen daarom zulke dingen mee te geven aan de jeugd.

Komen er veel mensen met verschillende afkomsten af op jullie evenementen

of activiteiten?

Best wel. Als je kijkt naar de tussen schoolse opvang "De Akker" hiernaast. Die hebben zo'n beetje 42 verschillende soorten achtergronden. Dat zijn er behoorlijk wat. En dan heb je weer die taalbarrière. De meeste mensen spreken de Nederlandse taal niet. En je ziet ook kinderen waarvan de ouders niet eens de taal beheersen dat die al heel moeizaam Nederlands kunnen praten met of een meester of een juffrouw. Je hebt zelfs kinderen die alleen Engels kunnen praten omdat thuis of alleen hun moedertaal wordt gesproken of Engels wordt gesproken. En wat ik dan veel opmerk is dat veel statushouders, gezinnen die komen uit het buitenland en die hier nog maar net geregistreerd staan, dus net in Nederland zijn. En daardoor dus al helemaal de Nederlandse taal niet onder de knie hebben waardoor de kinderen allebei bijvoorbeeld in de groepen 4 of 5 worden neergezet terwijl ze de hele taal nog niet beheersen. Dat stukje proberen we wel mee te geven. Mijn collega bijvoorbeeld geeft één keer in de week huiswerk begeleiding, wat nu natuurlijk is komen te vervallen door Corona. Hij is bijvoorbeeld ook bevoegd om huiswerkbegeleiding te geven. En dat is ook weer iets wat de meesten thuis niet kunnen krijgen in de wijk. En waar we ook zien dat er animo voor is.

En die activiteiten, zoals koken, is dat bijvoorbeeld iets dat vanuit de jongeren komt? Of bepalen jullie de activiteiten?

Ikzelf kan daar niet echt antwoord op geven omdat natuurlijk alle vele jaren zo gaat. Ik zit er pas 2 a drie jaar. Dus toen ik erin ben gestroomd, toen waren er al bepaalde activiteiten. Er zijn ook bepaalde activiteiten die Mo en ik bijvoorbeeld samen hebben georganiseerd omdat er behoefte aan was. Omdat veel mensen en kinderen ernaar vroegen.

Zoals welke activiteiten bijvoorbeeld?

De jongensinloop was er bijvoorbeeld niet, dat hebben wij samen opgestart. Hier in de Tarwewijk. We zijn nog aan het brainstormen om andere projecten te starten, dat ook met jeugd en jongeren te maken heeft. De meideninloop is ook pas van start gegaan. We hadden al wel een meidenclub, maar een meidenclub is echt een vaste groep terwijl een meideninloop wat vrijer is. Dus mensen die bijvoorbeeld wat later komen, kunnen zich gewoon nog aanmelden en aansluiten.

Die activiteiten bieden jullie aan en ze mogen zich vrij aanmelden en vrij inlopen?

Bijvoorbeeld de kookclub, gaat per blok. Daar moet je je echt voor aanmelden. Dat werkt gewoon met een vaste groep per periode. De meiden en jongensinloop dat is gewoon vrij. Je bent niet verplicht om te komen. We proberen natuurlijk wel om de mensen die komen iedere week te laten komen. En zijn er mensen die nieuw zijn en willen aansluiten, dat kan gewoon. Dat gaat allemaal via formulieren etc. Zodat we de ouders erbij betrekken dat ze weten dat hun kinderen hier bij ons actief zijn. En we houden gewoon contact met de ouders. Stel dat er iets gebeurt, dan kunnen we contact opnemen

met de ouders.

Worden ouders ook betrokken bij activiteiten die jullie organiseren? Dat ouders mee kunnen organiseren?

Het is wel eens voorgekomen dat ouders vanuit hunzelf het initiatief namen om mee te willen doen. Dat laten we ze dan ook doen want dat is ook gewoon leuk als een kind met de ouder hier iets leuks kan doen. We hebben ook zomerse activiteiten gehad, daar zagen we het meer gebeuren dat ouders meedoen. En meer zin in hebben. De meeste ouders werken natuurlijk. Ze kunnen ook niet zomaar even erbij zijn. In de vakantie hebben ze meer tijd en vragen ze vrij omdat ze hun kinderen thuis hebben en ja dan komen ze bij activiteiten. Er zijn ook wel eens ouders die aangeven van is dit leuk om te doen of niet of is dit een idee om te organiseren of niet? Dan kijken wij altijd of het mogelijk is.

Hebben jullie het idee dat bijvoorbeeld als kinderen hier meedoen met activiteiten dat ze dan buiten de activiteiten om in de wijk verder meer met elkaar omgaan? Meer dan eerst? Dat dat eraan bijdraagt?

Ja, zeker. Het wordt dan een soort van contact locatie voor hen. Hier gaan ze een beetje socializen met elkaar. Sommigen die elkaar alleen van gezicht kennen, komen hier dan bijvoorbeeld erachter van: oh je woont gewoon een straat achter mij of bij mij om de hoek. Dan zie je ze op een gegeven moment ook samen buitenspelen e.d. Dat is dan ook mooi dat dat gebeurt.

Zie je dat dan ook bij ouders dan bijvoorbeeld?

Daar hebben we iets minder zicht op. Daar kan ik geen antwoord op geven helaas.

Dan moet je echt bij die participatiegroepen zijn. Wij zijn specifiek voor de kinderen. Dus wij hebben niet zo heel veel met de ouders te maken buiten de activiteiten die we aanbieden.

Waar komen jongeren veel in deze wijk? Want jullie komen veel met hen in contact en lopen veel rondjes etc. Waar bevinden ze zich veel in de wijk en waar maken ze veel gebruik van?

Mo: Mijnsheerenplein heb je een paar bankjes. Daar heb je "overlast" van de jongeren. Zo wordt dat ervaren. Je hebt een nog jongere groep dan die, die zijn denk ik rond de leeftijd van 14 jaar. Die kan je overal eigenlijk wel een beetje aantreffen maar dan rond die gymzaal is om hoek. De Tarwesterk gymzaal. Daaromheen kan je ze wel eens aantreffen. Maar die zie je niet altijd. En dan heb je nog op het Verschoorplein standaard jongeren hangen. Op de Wolphaertsbocht hangen ook wel eens groep jongeren.

Sporten ze dan ook veel? Wordt er veel gebruik gemaakt van de sportfaciliteiten zoals bijvoorbeeld het voetbalveldje hier?

Dat verschilt wel.

De meeste jongeren zijn geen jongeren die uit de Tarwewijk zelf komen. Ze komen vaker uit andere wijken.

Dus dat veldje bij Zuidplein wordt eigenlijk voornamelijk door jongeren uit andere wijken gebruikt?

Voorheen waren er ook meer oudere mannen en oudere jongeren die daar voetbalden. Waardoor de jeugd geen kans kreeg om daar hun eigen ding te doen/een balletje te trappen. Ja hier heb je natuurlijk een stenen veld. Dat is ook weer niet handig voor kinderen. Kinderen zijn een beetje onhandig, zijn ruw, ze spelen, en als iemand dan valt dan hebben ze gelijk een schaafwond of iets. Er is niet altijd een oudere eromheen die hen gelijk kan verzorgen. Vandaar dat we ook pleindiensten hebben ook. Pleindiensten bieden ook sport en speldiensten aan de jeugd. En deel signalerend werk: worden er kinderen buitengesloten? Dan gaan we daar even een praatje mee maken. Misschien dat we in contact kunnen komen met de ouder.

Wat zouden jullie kunnen gebruiken als je voor dit soort activiteiten aan voorzieningen in de wijk die er nu misschien niet zijn, kon kiezen?

Vroeger toen ik zelf, ik woon eigenlijk al m'n hele leven al, maar toen ik de leeftijd had van de jongeren nu. Toen had je veel toernooitjes, die werden geregeld georganiseerd op bijvoorbeeld het Verschoorplein. Veel evenementen. Dat zijn er nu heel weinig. Eigenlijk is hetgeen dat alleen nu nog actief is TOS. Voorheen had je meerdere organisaties die hier actief waren.

Toen was er een andere aanpak, doel en middelen. Die middelen zijn natuurlijk ook veranderd.

Bilal: Ik vind dat zulke activiteiten wel weer terug mogen komen. Dat je mini-evenementen kan organiseren op de pleinen. Het hoeft niet specifiek het Verschoorplein zijn. Je hebt ook een heel mooi plein bij de Lus. Waar duindrok ook staat. Kijk wij proberen natuurlijk zoveel mogelijk activiteiten te organiseren, maar ja, je hebt natuurlijk ook een budget. Je kan niet alles organiseren.

Maar wie organiseerden dat vroeger dan? Waren er toen meer organisaties zoals TOS?

Je had Huize Vo? Die veel deed. Je had de gemeente zelf die activiteiten organiseerde met de bewoners uit de wijk. Je had opzoomeren, op soccer-showdown (die vaak op het Verschoorplein activiteiten hadden, maar die bestaan volgens mij niet meer).

Het was van Soufion Touzani, was daar iets van ambassadeur ofzo van.

En bijvoorbeeld JOZ?

Die doen ander soort werk. Die doen ambulante werk, maar die zitten ook niet hier.

Mo: JOZ is ook stedelijk jongeren werk (STJ). Zij doen ander soort werk dan wij doen. Hier zit geen JOZ maar STJ. JOZ is jongeren werk van STJ.

Binnen dat bedrijf zeg maar hebben ze twee verschillende dingen. JOZ doet in andere wijken doen ze jongerenwerk waar DOCK dat nu doet. TOS is daar voor de jeugd. JOZ doet de jongerenwerk. JOZ wordt ingezet door de gemeente in probleem gebieden.

Kunnen jongeren zelf ook meehelpen met initiatieven?

Zeker, voor ons is het altijd mogelijk, maar er komt niet heel veel uit de jongeren zelf. Wat je altijd hoort en wat je altijd zal blijven horen is: We willen buurthuizen. Ze willen allemaal een buurthuis. Ze horen dat van oudere generaties die nog een buurthuis hebben meegemaakt. Maar jongeren weten niet meer wat dat is bij wijze van spreken. Die weten niet hoe het is om een buurthuis te hebben. Dit gebouw is bijvoorbeeld wel wat anders. Een buurthuis zoals vroeger, daar liep je gewoon naar binnen en daar had je gewoon een vaste plek waar iedereen zijn ding kon doen. Daar stonden en bank, tafelvoetbal, tafeltennis, PlayStation alles. Daar kon je alles doen met je vrienden. Daar kon je de hele dag naar binnen lopen.

Aan de was de graanschuur. Een deel van de graanschuur was gewoon een zaal en daar had je bepaalde toestellen en dingen die je kon doen. En het was destijds voor jongeren gewoon perfect.

Het werd daar ook niet zo nauw genomen met de regels en dat soort dingen. Ouderen en 16-jarige konden hun blowtje draaien. Het was wel een andere tijd. Maar ja, aan de andere kant, zo'n plek heb je eigenlijk wel nodig. Het is een afweging. Je hebt natuurlijk wel regels. Kijk, ik zou het best leuk vinden als dit gebouw zou veranderen in een buurthuis, maar ik wil ook niet dat jongeren hier komen en een blowtje gaan draaien. En roken gaan voor de deur naast de kinderen. Dat is de reden ook waarom bijvoorbeeld bij zaalvoetbal de oudere groep niet meer toegelaten wordt. Ze zien het zaalvoetbal meer als buurthuis om te blowen. Daarom zijn ze toen meerdere malen gewaarschuwd en gestraft. We hebben het weken niet door laten gaan. Maar helaas waren er daarna altijd één of twee die het verpesten voor de anderen. En toen was het einde oefening.

Er is een vaste plek nodig waar jongeren hun ding kunnen doen. Als je ze van straat wilt hebben moet je ze ergens kunnen plaatsen. Een plek hebt waar je ze kan plaatsen, dan kun je ze misschien ook weer sturen. Je kan ze dan ook zelfs taken geven. In elke groep heb je een leider, die kan je dan de leiding geven over het beheer van een bar bijvoorbeeld. In die rol wordt hij dan ook bewuster wordt dat hij zelf ook leert wat wel kan en wat niet kan. En dat dan doorgeeft aan de andere jongeren. Maar helaas heb je daar nu geen plek voor in de wijk. Dus waar gaan ze naartoe? Daarom gaan ze nu chillen bij de bankjes. Op het Mijnsheerenplein had je drie containers staan en dan zie dat je jongeren met een lachgastank een slot proberen open te breken. Terwijl ze niet weten wat erin zit. Als ze niks te doen hebben, gaan ze maar een beetje hun fantasie gebruiken en kijken wat kan ik doen? Hoe

kan ik hier mijn tijd vertoeven? Door zoiets te doen bijvoorbeeld.

Ik wil het ook geen buurthuis noemen. Als je nu tegen de gemeente gaat zeggen: er is een buurthuis nodig dan willen ze dat niet.

Een buurthuis gaat er sowieso niet komen. Zij hebben alle buurthuizen juist gesloten.

Maar het is wel gek dat de gemeente buurthuizen wil sluiten, terwijl dat juist de oplossing kan zijn?

Ik weet niet of het de oplossing is, maar het kan wel helpen. Er zijn dan wel regels nodig. Er is dan ook echt beheer nodig. Met de buurthuizen van de afgelopen jaren is het nog niet gelukt.

Een idee kan zijn om het DOCK gebouw om toveren tot buurthuis met jongerencoaches dat ze begeleid worden. Dat zou je als experiment kunnen gebruiken. Kijken of het in de wijk werkt. En als dat zo is kan je het ook in andere wijken proberen.

Zien jullie jongeren groeien als ze aan activiteiten deelnemen?

Zeker, we hebben bijvoorbeeld een jong burger blauw groep. Dat bestaat uit 15 jongeren. Voorheen was er een jongere die alleen maar bezig was met geld verdienen. Hij was pas 15 jaar geworden. En dacht alleen maar aan geld verdienen. Nu heeft via jong burger blauw een certificaat kunnen behalen voor zn VCA? gehaald waardoor hij nu gewoon op zoek kan gaan naar een baan om op een eerlijke manier zijn geld te verdienen. Hij is ook serieuzer bezig met school. We zien jongeren door de invloed van ons wel echt veranderen en vorderen qua niveau.

Vertellen ze jullie hun voortgang?

Daarvoor houden we intakes voor bepaalde groepen, zoals jong burger blauw. We gaan één op één of wij twee samen met een jongere aan. De één is wat meer gesloten dan de ander. Maar naarmate de maanden vorderen, zien we ze wel opener worden. We hadden laatst een activiteit georganiseerd "Over de streep" waarvan ik eerlijk gezegd dacht: hier gaan ze geen antwoord op geven. Maar omdat die groep zo hecht is geworden, met name ook omdat we een uitje hebben gedaan naar Parijs met z'n allen. Sinds toen zagen we dat de chemie en de band tussen zowel de jongens als meisjes echt goed is geworden waardoor jongeren zelfs bij elkaar over de vloer komen. Sommige delen van de groep kenden elkaar helemaal niet hiervoor. En dat is toch wel mooi om te zien dat ze zich op bepaalde vlakken vorderen.

Zijn er plekken van jongeren die niet toegankelijk zijn vanwege andere groepen door gevoel van onveiligheid bijvoorbeeld?

Bij het Mijnsheerenplein bij die twee doeltjes zouden kinderen kunnen ervaren

als onveilig, bij de kooi. Vooral als jongeren daar dan bezig zijn bijvoorbeeld. Maar in principe zien we dit niet heel erg veel.

Vooral bij de kooi waar de Bulgaarse volwassenen bijeen komen, meestal als er kinderen dan zijn dan is dat geen probleem, dan geven ze de afstand en gelegenheid. Soms doen wat mannen dan ook gewoon leuk mee. Dat is wel mooi om te zien. Hij was voorheen gesloten door corona. De Bulgaarse mannen gingen dan naar de andere kant van mijnsherenplein om daar te voetballen waardoor de jongeren minder momenten in de week hadden om daar een balletje te trappen. Waardoor zij op hun beurt ook weer gingen schuiven naar de Lus. Waar je dan een grasveldje hebt met twee kleine goaltjes.

Maar in principe zijn alle plekken gewoon toegankelijk?

Ja in principe zijn er genoeg plekken voor de jeugd. Maar met een cruyff court zou dat wel verbeteren. Vooral als er een bepaald beheer is door middel van bijvoorbeeld plein activiteiten door TOS. Dan hebben ze een bredere keuze waar ze kunnen voetballen. Dat zou mooi zijn.

Wat is jullie mening over de hekken van de speeltuinen?

Dat houdt de jongeren buiten. Anders hebben ze weer meer hangplekken. Dat is de juiste manier om een plein af te sluiten. Dat moet misschien ook een mogelijkheid zijn voor het cruyff court. Als er iets open is in de avond uren, dan gaan de jongeren daar automatisch naar toe en dan weer overlast veroorzaken. Er komen dan mensen bijeen. Het is niet meteen de oplossing de hekken, want ze kunnen ook tegen de hekken aanhangen.

Er is dus juist behoefte aan een plek in de avond voor jongeren?

Ja zeker juist in de avonduren komen ze juist tot leven. Vooral hier in dit park zouden buurtbewoners de hekken dichtdoen na een bepaalde tijd. Maar dat gebeurt nu niet en nu zie je dat het weer hangplekken voor jongeren zijn geworden aan al het afval te zien.

Bij het Verschoorplein zitten ook jongeren 's avonds.

Vooral de jeugd is er actief en vooral als je de buitenschoolse opvang hebt en die kinderen houden hun pauzes daar op die plekken waar die jongeren 's avonds rondhangen. Je wil niet dat zij die rotzooi en afval tegenkomen. Dus het afsluiten lost niet gelijk het probleem op dat jongeren niet meer gaan hangen, maar het vermindert het wel.

Wat zouden jullie nog buiten een buurthuis willen zien? Wat zou een oplossing kunnen zijn dat ze niet meer gaan hangen?

Er is al geprobeerd met jongeren om te zaalvoetballen en we hebben ze al heel wat kansen gegeven. Maar op een gegeven moment hebben we het toch moeten staken omdat niet kunnen omgaan met die verantwoordelijk-

heid. Ik heb er vaker over nagedacht alleen het is moeilijk om er iets voor te vinden.

Het is inderdaad ook wel lastig omdat je van de jongeren ook iets van initiatief en verantwoordelijkheid verwacht?

Sinds we met die jongeren zijn gestopt, sommige kwamen ook niet uit de Tarwewijk maar omliggende buurten zoals Bloemhof. Die bleven meerdere dagen in de week ook hangen op de pleinen hier. Die zijn er ook niet meer.

Ook andere jongeren zijn op komen dagen, die wat jonger zijn. Die durfden van te voren niet te komen.

Er lopen ook jongens met enkelbanden rond, sommige willen daar niet mee geassocieerd worden. Ze zoeken dan een andere plek of tijd en dag om een balletje te trappen.

Nu zijn het wel voornamelijk jongeren uit deze wijk die hier buiten te vinden zijn?

Ja, nu best wel ja.

Wat voor sport doen jongeren? Zitten ze bij verenigingen?

Kinderen zitten nog wel bij verenigingen. De meeste jongeren zitten niet bij een vereniging.

Met een enquête op de basisschool kwam wel naar voren dat veel jongeren op een sport zitten.

Voetbal, taekwondo hier in de wijk, daar zitten ook veel kinderen op. Die zijn al aardig wat jaren lid vaak. Maar vooral voetbalclubs. En eventueel ook andere vechtsporten. Een paar op atletiek maar die zijn op één hand te tellen. We geven dan ook voetbaltrainingen, 1x keer per week (voor de Corona crisis). Daar kwamen veel kinderen op af. Dan krijgen ze een paar oefeningen die oefenen en daarna deden we dan partijtje. Als ze dan niet bij een voetbalclub zaten krijgen ze het toch een beetje mee hoe dat zou zijn als ze er wel op zouden zitten. Dat is ook een keer geprobeerd met basketbal, alleen daar was helemaal geen animo voor. Ook slagbal/honkbal, daar is niet echt plek voor dan, maar dat is ook geen succes.

Er is ook niet echt een geschikte plek om honkbal en slagbal training te geven.

Die wordt dan wel meer beoefend door bijvoorbeeld kinderen met een Antilliaanse achtergrond. Die doen daar meer aan. Maar er is niet echt een goeie plek daarvoor. Eventueel de kooi. Maar over het algemeen kwamen daar ook niet veel kinderen op af. Het belangrijkste dat wij standaard mee moeten hebben is gewoon een bal. Je kan bij wijze van spreken alleen met

een bal aankomen en er wat van maken. Wij proberen nog wel wat andere dingen aan te bieden zoals badminton, tennis, touwtje springen, tafeltennis etc. Er zijn ook veel tafels in de wijk waar ze kunnen tafeltennissen.

Zijn er speciale voorzieningen die heel weinig worden gebruikt?

Voorheen was dat de Lus, waar wij die duidrop container hebben staan. Waar de tram een rondje maakt. Daar kwamen voorheen weinig kinderen naar toe. Alleen de kinderen die echt rondom dat plein woonden. Maar nu trekken er ook steeds meer jongeren naartoe omdat de heggen de afgelopen tijd niet goed meer zijn bijgeknipt. Dus je ziet dat het een verscholen plekje begint te worden waar ze op het grasveldje kunnen zitten en op een bankje. Dat trekt jongeren aan. Maar daar komen van de pleinen eigenlijk de minste kinderen en jongeren.

Voorheen werd daar ook weinig gedaan qua activiteiten. Sinds niet afgelopen zomer, maar de zomer ervoor zijn er ook grotere zomerse activiteiten georganiseerd.

Afgelopen zomer hebben we groot uitpakkt daar zo.

Daardoor kwamen er wel veel kinderen op af. Duimdrop is van door ons weer geopend er zijn ook vanuit de gebiedscommissie twee nieuwe speeltoestellen gekomen. Een tafeltennistafel, waarvan de kinderen hebben aangegeven dat ze het zelf wilden. En die worden ook veel gebruikt.

Hoe onderhouden jullie contact met jongeren via social media?

We posten bepaalde activiteiten via Instagram in ons verhaal of maken er een post van dat we wekelijks deze activiteiten wekelijks aanbieden. Foto's van de activiteiten gaan er ook overheen hoe bepaalde activiteiten verlopen zijn. Instagram is het kanaal van jongeren. We gooien ook het programma erop of een flyer. Voor jongeren zijn er geen sites. De LinkedIn pagina is dan ook alleen maar voor organisaties en gemeente.

Via Instagram is er ook direct contact, ze sturen zelf ook berichten via Instagram naar ons toe.

Er is ook vraag vanuit hen. We krijgen veel vragen binnen zoals: wanneer is deze activiteit er weer of deze? We nemen de tijd er dan ook voor om er antwoord op te geven.

En via Facebook ook?

Er is wel een Facebook pagina, maar wij zijn daar eigenlijk niet actief op. Daar worden alleen berichten geplaatst. Contact met jongeren en jeugd is meer via Instagram.

En Snapchat, wordt dat nog gebruikt?

Hebben we ook, maar wordt ook iets minder gebruikt.

En wat als ze geen Instagram hebben bijvoorbeeld?

Ze hebben altijd wel een vriend of een zus die Instagram hebben, dus dan volgen ze het via daar. Meestal, als er een kind is die het niet heeft, en die ziet het bij z'n vrienden en die heeft een smartphone. Dan maakt hij of zij dat ook wel aan.

Maar we doen ook altijd sowieso mond op mond reclame om onze activiteiten te promoten. En we gebruiken ook flyers, gewoon bij basisscholen enzo. We proberen deze uit te printen en we gebruiken ze voornamelijk tijdens vakanties. Dan hebben we meestal van die leuke of bijzondere activiteiten of evenementen. Dus dan zetten we dat rooster daarvan of in ieder geval een overzicht van die activiteiten printen we uit. Dus sowieso op Instagram en hangen we die op plekken waar jongeren en kinderen komen.

En dat werkt goed die flyers?

Ja in principe wel. Sowieso in combinatie met Instagram. We hebben bijna 400 volgers nu inmiddels.

Ja dat is veel voor een kleine wijk en als je beseft dat de volgers allemaal jongeren zijn.

En ook actieve volgers. Zoals de poll van het Cruyff court over een mogelijke locatie. Toen kregen we iets meer dan 80 reacties erop. Voor een sociaal platform is dat best wel veel nog.

Dus jongeren zijn best wel betrokken met de dingen die jullie organiseren?

Ja als het gaat over voetbal en Cruyff court, dan zijn ze gelijk betrokken.

En nu tijdens corona? Zijn er dan meer mensen actief? Hoe organiseren jullie dan activiteiten?

Wij waren een tijdje alleen bezig als ambulante actief. We deden meer rondes in de wijk en kijken wat speelde er in de wijk.

Kinderen en jongeren kwamen toch wel naar buiten.

Wij proberen dan een adviserende rol op ons te nemen met: houd afstand. Let op met hoeveel jullie bijeen komen. Dit mag wel dit mag niet. Dus die rol hebben we destijds op ons genomen. En vanaf vandaag beginnen we weer met pleinactiviteiten en ook jong burger blauw begint vandaag weer.

Wat voor activiteit gaan jullie zo dadelijk doen?

Pleinactiviteit op het Verschoorplein.

Als jullie bijvoorbeeld een activiteit op het Verschoorplein organiseren, komen ze dan voornamelijk uit de buurt van dit plein?

De kinderen zijn er meestal al. We plaatsen niet iets van dat we daar naartoe gaan.

Soms vragen ze ons waar blijven jullie? Komen jullie vandaag nog?

We zijn gewoon een vast aantal keer per week op een plein. De kinderen weten zelf al dat we naar de pleinen toekomen. Ze verwachten ons al op een bepaald tijdstip. En als ze bijvoorbeeld zien dat het al 16 uur is en als we er dan nog niet zijn dan, weten ze ook dat we vandaag niet komen en gaan ze ervan uit dat we er morgen wel zullen zijn.

Maar er komen dus niet per sé jongeren uit de Millinxbuurt helemaal naar het Verschoorplein?

Sinds kort zien we wel dat kinderen uit de Millinxbuurt aan de andere kant van de wijk komen. Geen idee of dit door Corona is of niet.

Dus het is toch wel puur lokaal georiënteerd in de wijk?

Je hebt natuurlijk ook een bepaalde grens, de metrolijn. Zo noemen zij dat. Deze kant is Noord-Korea, de andere kant is Zuid-Korea. Zo kan je het noemen. En dat is eigenlijk zo'n beetje het beeld hier in Tarwewijk voorheen was. Maar dat begint wel minder te worden. Want als wij een evenement op het Verschoorplein verzorgen zien we ook animo vanuit hier naar daartoe en andersom. Afgelopen zomer hebben we hier drie dagen 300/350 kinderen per dag. Per dag in ieder geval 250.

Met wie organiseren jullie dat allemaal?

Dat verschilt. Met ons vieren, maar we hebben ook de oproepers en stagiaires dus en vrijwilligers. Die zijn voornamelijk uit de wijk maar kan ook uit buurten uit de omgeving zijn.

Zijn er ook jongeren uit de buurt die zich aanmelden om te helpen?

Jongeren willen ook wel aanmelden voor TOS of willen bij ons een bijbaantje, want we zijn ook wel gewild in de wijk. We kijken dan of diegene bij ons past door middel van een proeftijd. Ze krijgen geen stage vergoeding, maar ze kunnen daarna wel een baan aangeboden krijgen. We hebben er nu ongeveer 3 of 4 stagiaires.

Hoe kijken jullie naar het cruyff court?

Het zou wel een betere plek zijn voor voetbaltrainingen.

De locatie van het cruyff court is goed want het is meer centraal in de wijk. Op de grens. Daar komen ze niet vaak.

Bij de Wevershoek mogen sommige kinderen ook niet komen, want daar ook veel verkeer is. Dit is meer centraal, ligt midden in de wijk.

Het voetbalveld van het Verschoorplein is ook mooi maar die wordt vooral gebruikt door jongeren van daar. Wat ook een goed idee zou zijn, om te kijken naar een betere organisatie in Rotterdam(-Zuid) voor toernooien op de velden. Niet alleen voor kinderen zoals nu met die streetleague, maar ook voor jongeren. Ook voor 14+ jaar misschien zelfs tot 18 jaar. Twee groepen één van 12 tot 15 en een van 15 tot 18 ofzo. Een grotere competitie in Rotterdam tussen jongeren van andere leeftijden.

Misschien krijg je daardoor ook meer betrokkenheid van ouders?

Daarmee krijg je weer die betrokkenheid en contact die door de jaren heen verloren is gegaan door minder budget en een ander werkplan. We staan bekend om onze activiteiten en de vele activiteiten die wij organiseerden, ook de beachweek in de zomer en activiteiten in de winter (zomer en kerstvakantie). We hebben nu in andere dingen geïnvesteerd, maar je ziet dat die transitie best wel moeilijk verloopt. Dat duurt gewoon even. Een oudere groep kent ons van vroeger en die verwachten dat nog. Maar die kleine die kennen ons dan weer anders. Het zou mooi zijn om zoiets weer te kunnen opstarten.

Wat zou je daar dan het meest voor nodig hebben? Mensen, of geld? Hulp van de gemeente? Locaties?

De locaties zijn sowieso belangrijk, Verschoorplein zou een goed idee zijn. Maar het is niet zo één, twee, drie georganiseerd. Je moet prijzen hebben, schema's, scheidsrechters etc. Het is heel breed. Het is leuk en aardig dat wij die ideeën hebben, maar als wij de enigen zijn die er in Tarwewijk zo over denken. Twee pleinen heeft ook niet zoveel nut.

Er moet een bepaalde methodiek zijn in elke wijk. Dat dezelfde methode wordt aangehouden.

Kijk Feyenoord heeft die Street league op zich genomen, of in ieder geval ermee gestart. Die kunnen gewoon in heel Rotterdam breed, die hebben gewoon de financiële middelen ervoor om dat groot aan te pakken. Dus dan zijn kinderen, en voornamelijk ouders ook, sneller bereid om deel te nemen. Kijk als je Feyenoord hoort is dat toch anders. Niet dat wij geen bekendheid hebben hoor en positief bekend staan. We krijgen vaak genoeg te horen dat ouders zeggen van: Ja als het TOS is dan mag je wel gaan. Of dat wanneer kinderen geen toestemming krijgen om naar een plein te gaan, maar als de kinderen zeggen dat wij dan de voetbaltraining geven. Dat ze dan bijvoorbeeld wel mogen. Dus een toernooi organiseren zou ik persoonlijk wel erg leuk vinden. Soort van Eredivisie maar dan in Rotterdam.

**vi | Interview Neighbourhood and
Playground association**

Wat is een speeltuinvereniging en door wie wordt voor de organisatie?

De speeltuinvereniging bestaat al sinds 1948 en wordt volledig gerund door ongeveer 40 vrijwilligers. Het is één van de officiële speeltuinverenigingen in Rotterdam. De vrijwilligers zijn voornamelijk van Nederlandse komaf omdat in andere culturen het moeilijk gaat over vrijwillig werken, zij zien dat meer als betaald werk. Het is daarom meer een 'familie' gebeuren dat al generatie op generatie wordt doorgegeven. Deze aanwas van ouders die met hun kinderen naar de speeltuin lopen gaat dan ook moeizaam. Men heeft daarvoor 'pioniers' nodig die het voortouw kunnen nemen en contacten kunnen leggen met die doelgroep. Zo is er bijvoorbeeld een Poolse vrouw die meer contacten heeft binnen de Poolse gemeenschap wat helpt voor de vereniging.

Hoe werkt de vereniging?

De speeltuin werkt doormiddel van een lidmaatschap waarbij leden gratis toegang hebben tot alle activiteiten die de vereniging organiseert. De speeltuin zelf is elke dag gratis toegankelijk voor iedereen. Normaal gesproken komen ongeveer 100 kinderen af op de speeltuin. Ouders moeten meegaan omdat anders kinderen er worden afgezet als een soort kinderopvang.

Komen er mensen van meerdere culturen in de speeltuin?

In de speeltuin komen alle culturen samen. Er wordt dan ook onderling veel gespeeld door de kinderen. De ouders hebben wel wat meer groepsvorming bij de tafels en de banken. Bij activiteiten echter zijn het voornamelijk Nederlandse en mensen uit de donkere gemeenschap die hier bij aansluiten, mensen van de Marokkaanse en Turkse gemeenschap doen dat minder. Dit heeft deels te maken met de cultuur van ergens aan vast zitten, en deels met geld. Zo kost een activiteit los ongeveer 1,50 en een lidmaatschap 16,- per jaar. Om de leden een voordeel te geven voor het lidmaatschap kosten de activiteiten los geld.

Voor welke doelgroep is de speeltuin?

De speeltuin is officieel voor kinderen tot 15 jaar. Ze hebben een tijd geprobeerd om ook voor andere leeftijden activiteiten te organiseren en de speeltuin te openen maar daar was geen animo voor. Jongere komen niet naar de speeltuin, dat is niet 'cool'. Daarnaast wordt het clubhuis wel gebruikt voor activiteiten voor andere doelgroepen, zoals voornamelijk verdedigings-sporten en vechtsporten door een stichting, de kaartgroep voor ouderen, bingo, tafeltennis. Soms worden daar ook workshops georganiseerd voor theater en dans in samenwerking met andere organisaties in de wijk en de omgeving.

Welke activiteiten worden er nog meer georganiseerd?

Naast de vaste activiteiten voor kinderen en ouderen wordt er dus ook veel georganiseerd op feestdagen, activiteiten elders in de wijk zoals een speurtocht, disco en feestavonden en zelfs weekendjes weg. Vooral voor

de activiteiten is steeds minder interesse, wat voornamelijk weer komt door het geld. Maar daarnaast zorgt ook concurrentie in de wijk onderling tussen verschillende partijen ervoor dat activiteiten dubbel worden georganiseerd. Ze zou ook graag daarom meer samenwerking willen zien onderling tussen alle partijen wat zorgt voor een eenheid, en geen concurrentie.

Wat is de relatie met de omliggende scholen?

De cluster van scholen maakt gebruik van de speeltuin voor hun gym en pauzes door er te sporten. Voornamelijk nu tijdens corona tijd hebben ze meer ruimte nodig om buiten te gymmen. Ze maken er ook gebruik voor hun tussen schoolse opvang met sport en spel. Zij hebben dan ook een lidmaatschap afgesloten bij de speeltuin voor het gebruik maken van de ruimtes. Zo voeren zij ook hier de musical op in de zaal.

Wat mist er?

Er is weinig plek voor jongeren, zoals een buurthuis, clubhuis, of jeugdthunk. Zoals vroeger in de graanschuur. Hierdoor hebben jongeren geen eigen plek in de wijk en zorgt het ervoor dat jongeren over de pleinen zwerven. Daarnaast is er minder aandacht voor plekken in de wijk die zorgen voor een sport/cultureel aanbod, zoals dans en theater. Zo zijn er wel workshops bij de speeltuinverenigingen maar blijft dit meestal bij eenmalige activiteiten. Verder zou het verstandig zijn dat er een groep/team van mensen komt die zich verdiept in de bewoners van de wijk in plaats van de inventarisatie van de voorzieningen in de wijk. Dit is cruciaal vanwege de grote doorstroom van mensen in de wijk die ervoor zorgen dat de inwoners in de wijk snel doorgroeien. De betrokkenheid is daardoor minder dan vroeger, wat ze denk ook komt door de dubbele baan van vele ouders waardoor er weinig tijd is voor participatie en betrokkenheid.

Verder heeft de buurt veel omheinde speellocaties die in de avonden worden gesloten. Hierdoor zijn veel speelplekken en locaties niet bereikbaar en ontstaat er een tekort aan speel en sport voorzieningen. Voorzieningen voor in de avond zijn dan ook wenselijk. Zo worden de tafeltennistafels in de wijk veel gebruikt, omdat het openbare speeltoestellen zijn die ook 's avonds bereikbaar zijn.

Wat vind u dan van de hekken?

De hekken van de speeltuin zijn er voor twee redenen. Eén, het zorgt ervoor dat de kinderen zelf niet vertrekken en in een veilige omgeving kunnen spelen. Twee, het zorgt ervoor dat er geen kinderen en jongeren van buitenaf gebruik maken, en daarmee overlast maken, in de speeltuin. Daarmee is het voor de veiligheid die twee kanten op werkt.

Welke kinderen maken gebruik van de speeltuin?

De Tarwewijk bestond vroeger uit meerdere delen, wat je nog steeds terug ziet in de wijk. Zo zijn er weinig kinderen van de Verschoorbuurt en de Millinxbuurt die gebruik maken van de voorzieningen vanwege de aanwe-

zigheid van wegen en de metro. Voornamelijk voor kinderen is dit een grote barrière. De kinderen die gewoon naar de speeltuin komen om te spelen, komen meestal uit de Tarwebuurt. Zo heeft elke buurt zijn eigen voorzieningen die gebruikt worden. Alleen met grote activiteiten overstijgt het de eigen buurt. Het plaatsen van een Cruyff court in het centrum van de tarwebuurt is dan ook nodig, want de voetbalvelden van de Verschoorbuurt en op de Wevershoek zijn onbereikbaar voor kinderen.

Wat zijn de mogelijkheden van bewoners om zelf activiteiten te organiseren?

In het buurthuis zijn weinig mogelijkheden om de eigen activiteit te organiseren. Alleen betrokken partijen en instanties zoals, dans/theater verenigingen, scholen en sportverenigingen kunnen de zaal en speellocatie huren. Ze wilt dit niet omdat dan de verantwoordelijkheid van het gebouw en de voorzieningen uit handen wordt gegeven. Er moet dan meer controle komen vanuit de leden wat ervoor zorgt dat het te veel tijd gaat kosten, dit terwijl het wel op vrijwillige basis is.

Hoe houden jullie contact en verspreiden jullie je activiteiten?

Ze verspreiden veel info via allerlei soort kanalen. Zo maken ze gebruik van advertenties in de krant, worden er flyer uitgedeeld op scholen en in de wijk, is er een site, en zorgt facebook voor een groter bereik. Ook kun je op sociale media kijken hoe vaak een filmpje is bekeken of hoeveel mensen er lid zijn. Dit geeft duidelijker het bereik aan. Voornamelijk het filmpje voor Halloween is een groot succes. Ook maken ze gebruik van een site waar activiteiten op worden geplaatst: Buurtlink en De Havenloods.

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Wat is het aanbod van les voor de scholen op dit moment?

3 scholen, waaronder de Akker en The Globe zijn aangesloten bij het lesprogramma van Lekker Fit scholen. Hierdoor hebben zij minimaal drie uur in de week sport. Dit zijn de groepen 3 t/m 8. Daarbij wordt er door Lekker Fit ook zwemles georganiseerd voor de groepen 5 en 6. Doormiddel van schoolsportvereniging wordt er ook na schooltijd sport aangeboden voor kinderen. Dit zijn 4 tot 5 sporten waaronder, dansen, taekwondo, kickboksen en hockey. Meestal worden deze sporten aangeboden na schooltijd. Alleen is dit niet altijd mogelijk vanwege de lestijden en het aanbod. Zodoende kan het ook in de avonden zijn. Zelf organiseer ik voor de Akker ook activiteiten na school zoals dans en hockey. Soms, meestal in de zomer, wordt daar toernooi trainingen aan toegevoegd voor groepssporten. TOS verzorgt zelf als jongerenorganisatie voor sport in de tussenpauze. Er is aan activiteiten voor jongeren door de scholen en welzijnsprogramma's van de gemeente geen gebrek.

Over welke faciliteiten beschikken jullie?

Beide hebben we een peuterspeelruimte voor de kleinste om te spelen. Wij, als The Globe hebben twee aansluitende gymzalen die we kunnen gebruiken. Omdat de Akker dat niet heeft maken die gebruik van de gymzaal Tarwesterk. Vanwege noodzaak wordt ook het schoolplein gebruikt om te sporten. Maar de mooiste locatie voor buitensporten is de speeltuinvereniging Tarwewijk. Daar hebben ze een mooi gras veld liggen in combinatie met een stenen veld. Het probleem alleen is dat het beheer ligt bij de speeltuinvereniging. Dit zorgt voor erg veel frustratie vanuit de scholen. We mogen er wel kosteloos gebruik van maken, alleen hebben we zelf geen beschikking over het beheer. Dan moet je ze eerst mailen en vragen of het kan. Daarnaast wil ik soms sporten voor 10 uur maar gaat de speeltuin pas open vanaf half 11. We moeten daarom echt een locatie hebben waar wij als scholen makkelijker gebruik kunnen maken van de buitenruimte.

Hoe zit het met de andere speeltuin?

Bij de speeltuinmillinx sporten wij als De Akker nu. Dit wel voornamelijk vanwege corona, dat we niet in de gymzaal mogen zitten. We komen daar ook makkelijk omdat het nu is afgesloten voor kinderen om daar normaal te spelen. Er zit een hek omheen wat het dan wel weer praktisch maakt. Het grootste probleem is toch hondenpoep, alles wat groen is wordt gepoept door honden. In het groene veld voor de school kun je bijvoorbeeld niet sporten. En het is ook veiliger daardoor. Want je vind ook allemaal dingen tussen het gras, zoals naalden, glas etc. We kunnen ook in het millinpark sporten. Maar ook daar is het teveel een ingevulde ruimte. Daar kun je zelf niet zo veel mee. Om daar vrij te kunnen bewegen en te sporten zijn minder functies nodig. Normaal gesproken komen we daar niet. Het vervelende van de speeltuin is dat het helemaal gefunctionaliseerd is. Overal zijn plekje's en dingetjes. Daardoor is er helemaal geen vrijheid meer om eigen sporten te organiseren of te verzinnen. Dat is ook het belangrijkste voor kinderen dat ze

zelf op ontdekking gaan en de mogelijkheid hebben om nieuwe dingen te doen.

Waar sporten jullie nu dan vooral in de buitenruimte?

Dat is toch weer de speeltuinvereniging Tarwewijk. Dat is de enige veilige plek voor kinderen om te sporten en te spelen. Eigenlijk zijn alle andere locaties in de wijk niet voldoende en verantwoord. Wij zijn als school verantwoordelijk zodra ze bij ons binnen komen. Je moet daar rekening mee houden.

Je moet daarvoor een veilige ruimte creëren voor de kinderen en dat is lastig buiten in de Tarwewijk.

Hoe zien jullie dat voor je een veilige ruimte?

Een hek met een slot erop. Dat klinkt niet fijn, maar dat is wel wat het meest effectieve manier. Dat maakt het het meest veilig. Daarnaast zijn de ingevulde ruimtes voor mij de grootste ergernis. Het zijn ontwerpen van volwassenen voor kinderen, er zit niks los of veranderbaars in de opzet. Het is een vaststaand iets. Als bewegingsaanbieder heb je daardoor weinig keus. Dat is erg jammer. De eigen creativiteit van kinderen wordt daardoor ook beperkt. Ze moeten zich steeds houden aan de regels van de ontwerpers. Hier moet je dit doen zeg maar. Wat wil je anders zien: open ruimtes waar kinderen vrij kunnen bewegen. Open veilige ruimtes, eigenlijk gras, het liefst zonder poep. Alle speelplekken zijn hier van steen.

Dat vind ik ook heel belangrijk. Er moet een andere ondergrond zijn voor de kinderen. Het is makkelijker schoon te houden, het is zachter vallen. De voorkeur gaat daardoor uit naar gras. Maar als daar geen hek of slot omheen zit dat ligt zo het hele grasveld vol met hondenpoep.

Wij willen ook dat de jeugd en de kinderen zonder ons ook vrij kunnen spelen op het grasveld, graag zelfs.

Flexibele losse onderdelen zijn daardoor natuurlijk ook moeilijk te gebruiken in verband met diefstal en vernieling natuurlijk, maar dat zou wel ideaal zijn. Maar dan moet er vanuit de beheerderskant worden gekeken hoe het daar blijft en hoe het heel blijft. Maar een flexibele indeling is vanuit sportgebied natuurlijk ideaal. En ook voor de kinderen dat het elke keer anders is.

Dat is ook het belangrijkste voor kinderen dat ze zelf creatief zijn in wat ze doen. Ze wonen daar ook allemaal en je hoopt dat ze zelf ook creatief worden met de omgeving. Je ontdekt zelf veel meer als de situatie telkens anders is en daar zelf ook over na mag denken. Die uitdaging is alleen maar een pluspunt.

Vanuit de ouders speelt door middel van de gemeente het promoten van buitenspelen. Alleen de ouders geven aan dat ze willen dat de kinderen alleen maar spelen in de speeltuin omdat het daar veilig is vanwege de hekken. De rest en op straat wordt niet gespeeld. Ze willen een veilige omgeving voor de kinderen. Het is belangrijk dat de ouders een zichtbaar veilige plek zien voor de kinderen. Als het niet veilig is gaan er geen kinderen komen.

Wordt er veel gebruik gemaakt van de speeltuinverenigingen buiten de activiteiten?

Ja, zeker. De speeltuin is heel populair. Of ze doen mee aan schoolsportvereniging omdat ze dan weten dat ze veilig zijn en dat ze bezig zijn. Iedereen staat open voor bewegen maar het moet wel in een gecontroleerde setting zijn.

Hoe worden ouders betrokken bij de scholen en activiteiten?

Vanuit de schoolsportverenigingen doen we dat zelf voor de activiteiten. Elk jaar doen we dat vanuit de eigen visie. We hebben wel een ouders raad om daarover mee te denken en naar hun mening voor sport op scholen.

Er worden geen ouders betrokken bij activiteiten?

Dat werd vroeger wel gedaan. Alleen het animo is daarin gewoon erg laag. Ouders willen soms juist van de kinderen af en dat ze de deur uit zijn. Dat merk je wel, vooral nu tijdens corona. Ze wonen ook in kleine huizen en een pittige doelgroep. We zijn wel aan het kijken voor een ouder taal activiteit, alleen dat is alleen voor de kleinste deelnemers.

Ouder betrokkenheid was eerst heel belangrijk voor de gemeente. Alleen het heeft weinig succes in de buurt. Het blijft lastig ouders te bereiken. Maar die ambitie is er wel. Vooral het activeren van ouders is moeilijk. Dat is helaas de waarheid maar zo werkt het in de praktijk.

Wat is het beeld van sportbeoefening van kinderen?

Ieder jaar nemen we daar voor een vragenlijst af dus daar hebben we veel inzicht in. De deelname is erg groot. Van groep 1 t/m 4 is nog niet zo veel maar dat neemt wel toe. De groep van 5 t/m 8 is erg groot. Veel zitten bij een vereniging zoals voetbal of taekwando of doen mee schoolsportvereniging of activiteiten van TOS. Ook doen veel kinderen mee aan activiteiten van Feyenoord, dat is de streetleague. Daar doen ongeveer 20 kinderen aan mee. Het aanbod van activiteiten is gigantisch en kinderen doen echt aan veel dingen mee. Vooral de groep 5/6/7 doen echt veel. Groep 8 doet het weer wat minder. Dat wordt lastiger omdat ouders dan vinden dat de kinderen het zelf mogen bepalen. Ze gaan dan een beetje puberen en krijgen er minder zin in.

Zijn er ook genoeg voorzieningen in de wijk?

Alle activiteiten zijn dus voornamelijk binnen. Alles is binnen. Hopelijk komt er een keertje een veilige buitenruimte voor kinderen. Ze gaan dan wel naar de speeltuin, maar als er een keertje een activiteit is, is die altijd binnen. Dat is een gemiste kans. Ze zijn niet gewend om buiten te sporten want dat vinden ze gewoon raar. Door corona en schoolsportvereniging begin je ook echt te merken dat we zo'n ruimte missen. Sommige sporten gaan daardoor ook niet door omdat nu buiten te doen. In de speeltuinvereniging zou het dan wel weer kunnen, maar daar zit dan weer een beheerder op die dat tegenhoudt. Aan de ene kant willen we een veilige buitenruimte om te sporten die be-

heerd wordt, maar de beheerder werkt ook heel vaak tegen. Dit is dan ook een structureel probleem.

Maken jullie gebruik van de wevershoek en het Verschoorbuurt?

De Verschoorbuurt is veel te ver voor ons. De scholen zijn geconcentreerd rondom de centrale punten van de wijk. De speeltuinvereniging is dan ook een herkenningspunt van de wijk. Iedereen kan daar makkelijk naar toe. Die afstand is ook gewoon een ding voor veiligheid. Met kinderen een drukke straat oversteken is gewoon lastig. Het is erg ver voor de kinderen, en leraren willen zich niet wagen aan de ongelukken die kunnen gebeuren. Je bent zo een half uur aan het lopen met een hele groep. Die kinderen komen niet verder dan de driehoek. Want kinderen fietsen bijvoorbeeld niet. Ze doen alles lopend, dus alles moet op loopafstand zijn.

Welke voorzieningen moeten buiten het veld aanwezig zijn voor het goed gebruiken ervan?

Toilet, kinderen moeten naar de wc kunnen. Bij de speeltuinvereniging mogen ze bijvoorbeeld weer niet naar het toilet en eigenlijk ook niet omkleden. Dat is meteen een groot probleem. Dus ook een kleedkamer is belangrijk. Douches zijn niet zo belangrijk. Kinderen maken daar geen gebruik van dus wij als scholen ook niet. Verder zou het fijn zijn als het ook een rustige plek is. Dat is het probleem van de mijnsherenplein en de wevershoek. Daar komt veel verkeer en onder andere de metro langs. Dat is voor kinderen echt heftig. Ik vind het al heftig. En een omheining, niet te hoog, maar ook voor de ballen die niet alle kanten op kunnen gaan. En dus, alweer, een creatieve ruimte. Iets met blokken zodat je de hoogte kan aanpassen enzo. Het moet gewoon multifunctioneel zijn. Hufferproof en multifunctioneel. Een vierkant omheind veld met een paar blokken en een wc. Daar zit ook de uitdaging in. Maakt het maar eens dynamisch. Dat is volgens mij ook een uitdaging voor een architect. Er zijn ook gewoon heel veel aanbod en activiteiten. Dus dat is ook moeilijk om daar allemaal een plaats aan te geven. Waar ik ook veel gebruik van maak is stoepkrijt op een speciale ondergrond. Stoepkrijt dat ook weer afwasbaar is.

Hoe zien jullie het beheer voor je?

Ja dat is moeilijk, ik wil er namelijk niet voor pleiten om ons als scholen nog meer taken te geven. Budgetair is dat ook moeilijk als je zomenteen met een vaste beheerder zit. Want als die over een aantal jaar weggaat dan wordt alles verwaarloosd. Het moet eigenlijk iets worden als "voor de wijk, door de wijk." Alleen dat is lastig in te krijgen in deze wijk. Dan gaan mensen zich binnen de beheerfunctie er ook zelf op aanspreken. Als je het gaat neerleggen bij een van de instanties, dan heb je problemen met budget maar ook met het claimen van de ruimte. Wat je nu ziet bij de speeltuin. Dit is ook niet ideaal.

Misschien moet je een soort toegangssysteem verzinnen, want mensen moeten gewoon verantwoordelijk worden voor de ruimte, dat is eigenlijk het

belangrijkste. Eigenaarschap, dat is ook een hippe term. Maar ook controle. Een dicht hek, met een pasjessysteem. Dus dat hij wel afgesloten is, maar wel voor iedereen toegankelijk is en kan zijn. Het lijkt daardoor wel op een gevangenis, maar het is blijkbaar nodig. Dat zou ik dan ook wel graag anders willen zien. Het is alleen veel woorden weinig daden in deze wijk omtrent beheer.

Zien jullie door sport kinderen meer met elkaar optrekken?

Nee, je ziet activiteiten ervoor zorgen dat kinderen jongens en meisjes, bijvoorbeeld bij de street league dat mensen een band met elkaar krijgen. Deze week ook bij de ssv zie je dat terug. Dat speelt een belangrijke rol bij vriendschappen, maar ook bij ouders dat je ziet dat die activiteiten ervoor zorgen dat ouders beter contact krijgen. Ouders die elkaar nooit hebben gezien en dan via de activiteiten in contact komen met elkaar.

Als jullie zelf nog dingen hebben?

Er is een loze ruimte bij het mijnsherenplein rondom een ronde boom. Daar zou ook veel gewonnen kunnen worden voor sport en spel.

Hoe zit het trouwens met de tarwestek gymzaal?

Als scholen in het algemeen zijn wij eigenlijk niet tevreden met het gebruik. Er is heel veel mogelijk maar er zijn ook problemen omtrent beheer en de relatie met de gemeente. Er zijn ook tal van verbeterpunten. Qua zaal ben ik erg enthousiast. De ruimte is erg groot, en er is ook veel licht. De ergernissen zitten vooral bij het beheer. Alle groepen mogen er gebruik van maken, maar dat zorgt er ook voor dat ik sochtends de joint moet weghalen. Daarnaast werkt het pasjessysteem niet altijd. De locatie wordt ook gesloopt, en het is er erg vies. De ruimte zelf is dus ideaal, maar de manier hoe er mee om wordt gegaan is erg vervelend. De verantwoordelijkheid van de doelgroepen maken misbruik van de rechten die ze krijgen. Daarnaast zorgt het beheer van de gemeente er ook voor dat het moeilijk is om er zomaar gebruik van te maken. Zelfs voor scholen onderling is het moeilijk om te gebruiken. Het is erg onpraktisch voor gebruik vooral voor de scholen. Qua beheer voor een sport buitenruimte zou ik het dan ook niet aanraden.

