



BioBeoBIP; a Comprehensive guide on the Blended Intensive Programme in Rotterdam 7-14 march 2025

BioBeo

Innovative Education for the BioEconomy



**Co-funded by
the European Union**

BioBeo



Project factsheet

Acronym: **BioBeo**

Title: **Innovative Education for the BioEconomy**

Coordinator: UNIVERSITY COLLEGE DUBLIN (UCD)

Reference: 101059900

Type: HORIZON

Program: Horizon Europe

Start: 1st November 2022

Duration: 30 months

Website: biobeo.eu Consortium:

University College Dublin, Ireland (UCD), Coordinator

Maynooth University, Ireland (MU)

An Taisce, Ireland (AnT)

Universität Hohenheim, Germany (UH)

ODISEE University of Applied Sciences, Belgium (OUAS)

Center for Social and Economic Research, Poland (CASE)

Rotterdam University of Applied Sciences, Netherlands (RUAS)

SYNYO GmbH, Austria (SYNYO)

Foundation for Environmental Education, United Kingdom (FEE)

Youth in Science and Business Foundation, Estonia (YSBF)

Hellenic Education Society of STEM, Greece (E3STEM)

International Parents Alliance, Netherlands (IPA)

Universitatea Valahia Targoviste, Romania (UVT)

Technical University Berlin, Germany (TUB)

BOS+, Belgium (BOS+)

Factsheet

Title:	BioBeoBIP; a Comprehensive guide on the Blended Intensive Programme in Rotterdam 7-14 march 2025
Lead beneficiary:	RUAS
Work package:	WP3
Dissemination level:	PU
Submission date:	7 th March 2025
Contributors:	RUAS

Disclaimer of warranties

This project has received funding from the European Union's Horizon Europe HORIZON under Grant Agreement No. 101059900.

This document has been prepared by BioBeo project partners as an account of work carried out within the framework of the EC-GA contract no 101059900.

Any dissemination of results must indicate that it reflects only the author's view and that the Commission Agency is not responsible for any use that may be made of the information it contains.

Neither Project Coordinator, nor any signatory party of BioBeo Project Consortium Agreement, nor any person acting on behalf of any of them:

- (a) makes any warranty or representation whatsoever, express or implied,
 - (i). with respect to the use of any information, apparatus, method, process, or similar item disclosed in this document, including merchantability and fitness for a particular purpose, or
 - (ii). that such use does not infringe on or interfere with privately owned rights, including any party's intellectual property, or
 - (iii). that this document is suitable to any particular user's circumstance; or
- (b) assumes responsibility for any damages or other liability whatsoever (including any consequential damages, even if Project Coordinator or any representative of a signatory party of the BioBeo Project Consortium Agreement, has been advised of the possibility of such damages) resulting from your selection or use of this document or any information, apparatus, method, process, or similar item disclosed in this document.

Introducing the BioBeoBIP

From March 7-14, 2025, RUAS BioBeo organises a Blended Intensive Programme at the Rotterdam campus of RUAS, Rotterdam University of Applied Sciences. We welcome students from Maynooth, Ireland, Primary Teacher Training and from Odisee Brussels (OUAS), Belgium, Secondary Teacher Training. Students (Primary and Secondary Teacher Training) from RUAS are involved as well. All together there will be 33 students participating in this week.

The BIP aims to bring bioeconomy closer to education during a vibrant week full of fascinating workshops, interesting lectures, excursions and a variety of assignments and activating methods.

The Blended part is an assignment in combination with the exploration of GreenComp, by JRC; the European Commission's science and knowledge service. And finding out what vision profile the students have on Bioeconomy, the Sustainable Development Goals (SDG's) and Circularity.

After the BioBeoBIP week, there will be an online evaluation, to be aware of what has been learned about Bioeconomy in relation to teaching.

A Comprehensive Guide on the Blended Intensive Programme in Rotterdam 7-14 march 2025.

The BioBeo Blended Intensive Programme offers a hybrid learning experience, combining online pre-course content and a one-week, in-person study visit to Rotterdam. The program is specifically designed for teacher training students who are preparing to teach Bioeconomy concepts, Sustainability and Circular Economy. Participants will engage in interactive lectures, hands-on workshops, site visits, excursions, group discussions, and case studies related to sustainability and green innovation in urban settings.

During the week in Rotterdam, participants will explore the city's sustainability initiatives, experience firsthand how bioeconomy practices are implemented in urban planning, waste management, agriculture, and education, and collaborate with experts, innovators, and local authorities. The program will also emphasize the interdisciplinary nature of sustainability education, showing how it can be embedded across different subjects and teaching methods.

We wish you lots of inspiration,
Hanneke Maasland, Karin Kreijkes & Janneke Verloop, Rotterdam University of Applied Science,
7th of March 2025, Rotterdam, The Netherlands

Definition of Bioeconomy

The BioBeo project defines bioeconomy for children as follows: "Bioeconomy is a way of using natural resources to produce food, energy, and products for living while taking care to protect the Earth at the same time. Using renewable, bio-based resources or gifts from the Earth, and reducing our waste in the bioeconomy supports a sustainable and healthy future for the planet and all living creatures. Each and every one of us needs to choose and use resources wisely and gently for the sake of our shared home - the Earth."

Objectives, aims and goals

The BioBeo Blended Intensive Programme (BIP) for Teacher Training Students aims to equip future educators with knowledge, practical skills, and a deep understanding of Circular Economy (CE) and Bioeconomy concepts in the context of sustainability. In the Blended part of the BioBeoBIP, we made use of GreenComp, the publication that is a Science for Policy report by the Joint Research Centre (JRC); the European Commission's science and knowledge service. It aims to provide evidence-based scientific support as input to the EU's policymaking process.

GreenComp consists of 12 competences (in **bold**)

organised into the four areas (in *italics*) below:

- *Embodying sustainability values*, including the competences

- **valuing sustainability**
- **supporting fairness**
- **promoting nature**

- *Embracing complexity in sustainability*, including the competences

- **systems thinking**
- **critical thinking**
- **problem framing**

- *Envisioning sustainable futures*, including the competences

- **futures literacy**
- **adaptability**
- **exploratory thinking**

- *Acting for sustainability*, including the competences

- **political agency**
- **collective action**
- **individual initiative**

Through this BioBeo Blended Intensive Programme (BIP), participants will:

- *Gain a comprehensive understanding of Circular Economy and Bioeconomy principles.
- *Learn how sustainability can be integrated into educational practices and curricula.
- *Develop competencies to communicate sustainability to students of various ages and educational levels.
- *Explore real-world applications of CE and Bioeconomy in Rotterdam and beyond.
- *Foster critical thinking and collaborative learning focused on ecological and economic sustainability.

*Understand the role of educators in promoting sustainability and driving eco-friendly innovations in their communities.

Learning outcomes

Upon completion of the BioBeoBIP, participants will gather:

Knowledge Acquisition: Participants will have a solid understanding of the concepts, theories, and practices of Circular Economy and Bioeconomy, along with the ability to contextualize these within the broader framework of sustainability.

Practical Skills: Students will develop the ability to integrate sustainability practices into their teaching methods, creating engaging, relevant, and innovative lessons for pupils.

Critical Thinking: Participants will be able to critically assess different approaches to sustainability in the context of education, policy, and business, and make informed decisions about integrating these topics into their future classrooms.

Networking: Participants will build connections with professionals, international peers, and experts in the sustainability field, creating a support network for future collaborations and teaching opportunities.

Action Plans: Participants will leave the program with a lot of inspiration for implementing Circular Economy and Bioeconomy education in their teaching environments, whether through specific lessons, projects, or extracurricular activities.

Global Perspective: Through the international setting of Rotterdam and diverse expert perspectives, students will gain a global outlook on sustainability challenges and solutions.

This program will empower teacher training students to be proactive leaders in the classroom, guiding the next generation of citizens towards an eco-conscious and sustainable future.

Methods

Blended Learning Approach: Participants will first engage with online learning modules that cover the basics of Circular Economy, Bioeconomy, and sustainability concepts.

Interactive Workshops: A series of hands-on, problem-solving workshops will take place throughout the program. These will focus on applying sustainability principles to classroom practices, such as parent involvement, lesson plans that teach about circular design or bio-based materials.

Field Visits: Students will tour innovative sustainable projects in Rotterdam, Delft and The Hague, such as circular economy start-ups, sustainable architecture, waste management systems, and urban farms. They will analyse the practical application of sustainability concepts in a city that prioritizes green policies.

Group Activities: Collaborative sessions will address real-world challenges in bioeconomy education, with students working in groups to design educational materials and strategies to teach sustainable practices to different age groups. For example an UN role game on Climate change will be enrolled.

Expert Talks: (Inter)national Bioeconomy experts, policymakers, and academics will provide lectures and discussions, offering insights into Rotterdam's green initiatives, business models, and governmental strategies that support Bioeconomy.

Where are we?

The Irish and Belgian students stay at the [Stayokay](#) in the cubical houses in Rotterdam. Built in 1984, the cube houses were designed by Dutch architect Piet Blom. In 2009, some of them were renovated and converted into a hostel.

Stayokay

Overblaak 85-87

3011 MH Rotterdam

check-in time 14:00 check-out time: until 11:00

Breakfast: Monday - Friday 07:30 - 09:30, Saturday - Sunday 08:00 - 10:00

Make your own lunch during breakfast

For packed lunches, guests will receive a bag at breakfast with a drink, piece of fruit, sweet snack and bags that they can fill themselves with products from the breakfast buffet. Thus, they can grab sandwiches/bread according to their needs and spread them with their own toppings to take away. All products from the breakfast buffet are available for this purpose.



RUAS Hogeschool Rotterdam, the location where most lectures and workshops are given.

Museumpark 40

3015 CX Rotterdam



Blue City

The place where the programme on Wednesday the 12th will take place .

<https://www.bluecity.nl/en>

Maasboulevard 100

3063 NS Rotterdam

+31 (0) 10 307 22 47

info@bluecity.nl

On walking distance from the Stayokay <https://ap.lc/uKvWY>

Maasboulevard 100

3063 NS Rotterdam



De Papaver, Delft, Sustainability Centre

<https://papaverdelft.nl/>

Korftlaan 6

2616 LJ Delft

015-364 92 38



Museon-Omniversum

Stadhouderslaan 37

2517 HV Den Haag

[Homepage](#) | [Website EN](#)

Museum-Omniversum Dome

President Kennedylaan 5

2517 JK Den Haag



Communication with Staff

Teachers of RUAS (Hogeschool Rotterdam)

Janneke Verloop: +31(0)644234823

Hanneke Maasland: +31(0)618293292

Karin Kreijkes: +31(0)614328605

Teachers of OUAS (Odisee Brussels)

Bart Hempen

Bram van der Broeck

Teachers of MU (Maynooth University)

Maire Nic an Bhaird

Laoise Ni Chleirigh

Lecturers

Evelyn Reinmuth (University of Hohenheim, Head of Bioeconomy Office)

Judit Horgas (IPA Parents International)

Linda Buijsman (Voedsel uit het bos, Forest Food)

Optional Kees Klomp (Windesheim University)

The programme

The 'blended' part of the BIP is a vision profile on your teaching about biobased economy and questions about the GreenComp, all send to you 2 weeks before the start.

The BioBeoBIP is from Friday the 7th until Friday the 14th. In the weekend we plan some Field trips in Rotterdam and Delft with examples of biobased entrepreneurship, sustainable solutions in architecture, circular economy start-ups and urban farming.

On Thursday we have a diner at the Stayokay in Rotterdam and on Friday the 14th, we have a UN role game and simulation on climate change. It will be an introduction in policymaking and solving problems in a collaborative environment, this can help to think out of the box and build empathy — crucial skills in a warming world.

Please find the Schedule on the next page.

Schedule Details

Friday 7 March

The programme starts at Friday 7 March at 15:00 at RUAS Museumpark 40 in room MPL02.326

The Belgian students can come straight to RUAS Museumpark and after the opening around 17:00 they go to the Stayokay. Introducing Crazy 88.

The Irish students come around 17:30 to the Stayokay, we welcome them at the Stayokay.

Saturday 8 March

We gather at 10:00 in the Stayokay, bring your lunch.

Bring your walking shoes for a 6 km sustainable walk through Rotterdam. (see attachment 1)

Sunday 9 March

We gather at 10:00 in the Stayokay, bring your lunch.

We walk through Delft to see innovative biobased examples. (see attachment 2)

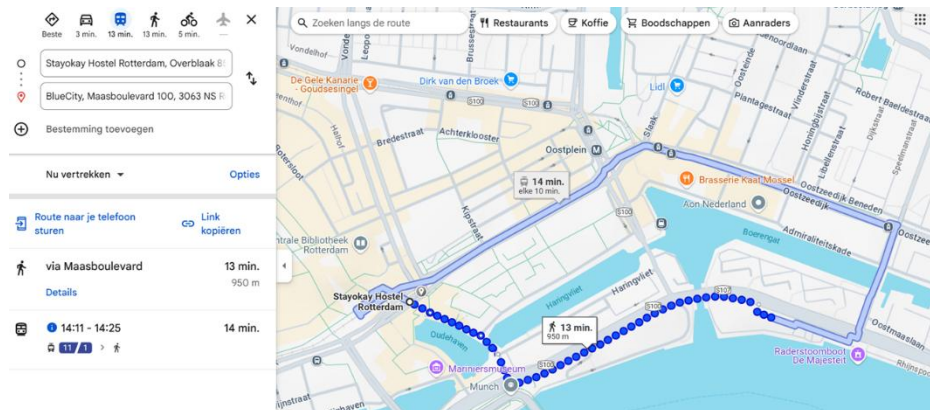
You can stay a bit longer in Delft if you like.

Monday 10 March, and Tuesday 11 March

We welcome you at 9:00 at Museumpark . Bring your lunch.

Wednesday 12 March

You can walk to Blue City, quite close to the Stayokay. Bring your lunch.



Thursday 13 March

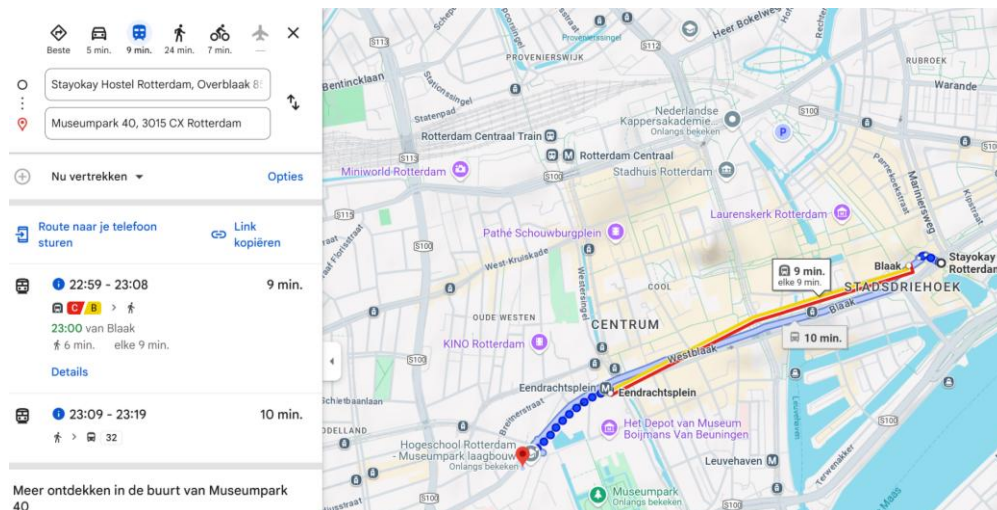
We start at Museumpark at 9:30, in the afternoon we go by bus to The Hague. Bring your lunch.

And back to the Stayokay, where we offer you a dinner at 18:45.

Friday 14 March

The final UN role game with World Climate Simulation in the Atrium, Museumpark

You are offered a lunch.



After the BioBeoBIP there will be an online evaluation and reflection, you will be asked about the learning outcomes and the impact of the programme on your teaching.

The Schedule BIP 7-14 March 2025

Time	Friday 7th March	Saturday 8th March	Sunday 9th March	Monday 10th March	Tuesday 11th March	Wednesday 12th March	Thursday 13th March	Friday 14th March
	Rotterdam Museumpark MP.L02.326	Rotterdam	Delft	Rotterdam Museumpark MP.L01.448 & MP.L01.331	Rotterdam Museumpark MP.L01.448 & MP.L01.331	Rotterdam Blue city Maasboulevard 100	- Rotterdam Museumpark - The Hague - Stayokay	Rotterdam Museumpark Atrium
9.00				9:00-10:30 Evelyn 'Definition of Biobased Economy' Room: MP.L01.448 & MP.L01.331	9:30-11:00 Maire & Laoise 'the concept of a bioeconomy through Art based Methodologies'	9:0-13:00 Bart & Bram: 'Workshop Biomimicry' Blue City room	9.00 – 13.00 Linda Buijsman 'Food forest permaculture lecture'	10.00-15.00 Michiel & Hanneke 'UN role game World Climate Simulation'
10.00		10:00 Gather at the Stayokay	10.00 – 16:00 Hanneke 'Exploring the - sustainable- city of Delft'. Gathering at the Stayokay	Pause 11:00 -12:30 Judit workshops	11:00 100 min Island Game: Terra Nova mini-society		Room: MP.L01.448 & MP.L01.331	Room: Atrium
11.00		10:45 – 15.00 Karin, Hanneke, Janneke Walking through sustainable Rotterdam and Schiedam		12:30-13:30 Lunch	12:00 Hanneke Wrap-up Blended assignment		12:00 lunch	12:30 lunch
13.00			13:00 Lunch at the Papaver	13:30 -17.00 Judit workshops @parental participation Activating methods	13:30 Lunch	13:00 Lunch	13.00 Bus to The Hague	
14.00	15.00 – 17.00 Welcome Introductory activity Hanneke, Karin, & Janneke Crazy 88 Janneke Room: MP.L02.326		Assignment Biobased house Green wall by Central Station 16:00	MP.L01.448 & MP.L01.331	14:00 - 16:00 Kees Klomp 'Lecture about bioeconomy'	14:00 Blue City Excursion	14:00-15:30 Museon Exhibition: Assignment The imposing Pillars of Hope, we can bring man, material and nature back into balance.	15:00 Finalizing BIP
15.30						15:30 Karin 'Circulair Economy assignment'	Omniversum 15:30-16:30 Biodiversity below water	
						Finalize/wrap up in Blue City room	17:00 Back by bus to Rotterdam	
18.00					Dinner staff		18:45 Dinner Stayokay	

What to bring?

- Clothing and toiletries
- Comfy boots and raincoat
- Pen and paper
- Water bottle (Dutch tap water is of high quality)
- Lunch: made in the Stayokay, except Friday 14 March
- Bank card or credit card
- Student card or university card

BioBeoBIP evaluation

The BioBeoBIP will be evaluated online within two weeks after finishing the BIP.

Conclusion

We hope the BioBeoBIP in Rotterdam will inspire you to teach your pupils about the importance to take good care of our World.' Be as biobased as possible and be an example as teacher'.

Kind regards,

Karin Kreijkes

Hanneke Maasland

Janneke Verloop

Annexes

- Blended assignment
- Vision Profile
- GreenComp
- Saturday 8th March: Assignment Sustainable Rotterdam
- Sunday 9th March: Assignment Sustainable Delft

Blended Program BioBeoBIP Rotterdam

7-14
March

Instructions -Fill out the Excel with the **Vision Profile**: the first tab (invulblad) take the Excel with you.
-Read the **GreenComp report, The European sustainability competence framework**.
(Both, see attachment in mail)

Question: Which of these 12 competences resonates most with you, as a (future) teacher?
-Write them down in a top 3 and explain why you made these choices.

-Take all with you the 7th of March, when we start the BIP by talking about these choices.

GreenComp

GreenComp consists of 12 competences (in **bold**) organised into the four areas (in *italics*) below:

- *Embodying sustainability values*, including the competences
 - **valuing sustainability**
 - **supporting fairness**
 - **promoting nature**
- *Embracing complexity in sustainability*, including the competences
 - **systems thinking**
 - **critical thinking**
 - **problem framing**
- *Envisioning sustainable futures*, including the competences
 - **futures literacy**
 - **adaptability**
 - **exploratory thinking**
- *Acting for sustainability*, including the competences
 - **political agency**
 - **collective action**
 - **individual initiative**



Kind regards, Hanneke Maasland, Karin Kreijkes, Janneke Verloop

	A	B	C	D	E	F
1	Name			Thesis	Score	
2	Trial Student Flap Cheese			Students need to learn to recognise what they consider important in life.	1	1 = disagree
3				Students need to discover their own values (what do I stand for?).	5	2 = partly disagree
4	Read the description of the curriculum sections on the Explanation and Reflection tab.			I want to guide students' opinion formation as little as possible.	5	3 = neutral
5	Then divide a total of 8 points among these emphases (cell B8 to B10).			Students must ultimately decide for themselves how they behave.	5	4 = partly agree
6	You can assign between 0 and 5 points - how you divide them,			I want to be a role model for students in behaviour.	5	5 = agree
7	indicates how much weight you give to the various goals.			My main task is to teach subject concepts and skills.	5	
8				In school, there should be plenty of time for interdisciplinary learning.	5	
9	Then score the statements opposite (in cell E2 to E22) (between 1 and 5)			I hope students will behave more sustainably as a result of my lessons.	5	
10	Read the description of the Dimensions of Learning for Sustainable Development.			From interdisciplinary projects, students learn too little subject matter.	5	
11	Then review your dashboard and enter a correction (E7 to E10) if necessary.			Students must learn to contribute to a world in which they themselves want to live.	5	
12	Then fill in the reflection (column D) from both tables on Notes and Reflection tab.			Students should learn about natural science in school, changing the world is something for adults.	5	
13				I want to take time for students to deal constructively with emotions such as despair and anger.	5	
14	Curriculum emphasis			My main job is to prepare students for the profession they are about to enter.	5	
15	Science, technology and society			It is more important than ever for students to be prepared to solve complex issues.	5	
16	Knowledge development in science			The emotional development of students is something for the mentoring class.	5	
17	Basic science			Students should learn in school how to solve complex problems in society.	5	
18	Still to be distributed...	8		Learning efficiency is highest when there is plenty of time for subject content from the teaching method.	5	
19				Students must learn how to change society for the better.	5	
20	For if you want to know how this file works....			The complex issues of the future demand that students learn how to deal with this complexity.	5	
21	There are two hidden sheets in which the weighting of statements and calculations			My main task is to teach students basic knowledge of my profession.	5	
22	are done. You can make these visible and view them.			Students must learn how they can work with others to contribute to a better society.	5	
23						
24						
25						
26						
27						
28						
29						
30						

Rotterdam West M4H (Merwede vierhaven)

Walk through area under development towards sustainability.



Rotterdam is a port city. For a long time, the port of Rotterdam was the largest in the world, but now a number of ports in Asia are larger. However, Rotterdam is the largest port in Europe. In the past, all port activities were in or near the city, nowadays it is a bit further away. Today we are going to an area that until recently was the fruit port of Rotterdam. However, most fruit nowadays also arrives in the part of the harbour that is a bit further from the city. The area has deteriorated in recent years. For a long time, the municipality did not know what to do with this area. Now, the area is in transition. The municipality and the Port Authority want to develop the Merwe-Vierhavens (M4H) area into an innovative living and working environment, optimally equipped for the innovative manufacturing industry and with a mix of working, living, culture, catering, sports and education. An energetic area with an impact on both city and port.

Today we are going to take a walk along some innovations.

Student Assignment: Exploring Sustainable Innovation in M4H

Introduction:

Rotterdam's Merwe-Vierhavens (M4H) area is undergoing a transformation from an old industrial port into a sustainable and innovative hub for living, working, and learning. During this walk, you will explore several key initiatives that contribute to sustainability, urban innovation, and community development. Your task is to analyze these initiatives, reflect on their impact, and consider how they could be applied elsewhere.

Assignment Instructions:

1. **Group Work:** You will work in groups of six. Each group will explore the initiatives presented during the walk and discuss the questions below.
2. **Observations & Notes:** Take notes on each initiative's purpose, sustainability goals, and your personal observations.
3. **Discussion & Reflection:** Answer the questions for each initiative and compare insights with your group members.
4. **Presentation:** Your group will prepare a short presentation (5-7 minutes) summarizing your findings and reflections.

Assignment Tasks:

Part 1: Group Discussion & Notes

For each of the following initiatives, discuss and answer the questions:

1. **The Roof Park (Dakpark Rotterdam)**
 - What are the sustainable goals of this initiative?
 - How does it contribute to the well-being of local residents?
 - Could a similar initiative be valuable in your city, village, or university? Why or why not?
 - What particularly stands out to you about this project?
2. **Voedseltuin (Food Garden)**
 - What sustainability challenges does this initiative address?
 - How does it promote inclusivity and social well-being?
 - Can a similar project be implemented in your local environment? If not, where would it work best?
 - What personal or societal benefits do you see in urban farming initiatives?
3. **Water Taxi to RDM Wharf (we split in 2 groups to rotate number 3 and 4)**
 - How does this initiative contribute to sustainable transportation?
 - What role does RDM play in promoting innovation and sustainability in the port industry?
 - Would a similar transport initiative work in your city or university? Why or why not?
 - What aspects of RDM's approach to education and innovation inspire you the most?

4. **Floating Farm (we split in 2 groups to rotate number 3 and 4)**

- What are the main sustainability advantages of the Floating Farm?
- How does this project reduce food transport and improve food security?
- Would a floating farm work in your local area? Why or why not?
- What challenges do you foresee in implementing similar concepts elsewhere?

Part 2: Group Presentation

Each group will prepare a 5-7 minute presentation covering:

- A summary of each initiative and its sustainability goals.
- Key takeaways from your group discussion.
- How these initiatives could be adapted to your own city, village, or university.
- Any challenges or limitations you see in implementing similar initiatives elsewhere.

Part 3: Individual Reflection Paper

Write a 500-700 word reflection addressing the following:

- What initiative inspired you the most and why?
- How do these sustainability projects compare to similar initiatives in your own community?
- What ideas from M4H could be realistically applied to your local area?
- What challenges do you see in making your own city or university more sustainable?
- How has this experience changed your perspective on urban sustainability?

Your reflection should include personal insights, examples, and connections to sustainability concepts.

Submission Details:

- **Group presentations:** Due at the end of the walk.

Final Thoughts:

This assignment challenges you to think critically about sustainability and innovation in urban environments. Use this opportunity to engage with real-world projects and consider their broader impact. Most importantly, have fun exploring and learning from the M4H area!

1. The Roof Park

At a height of nine meters and with a length of about 1,200 meters, Dakpark Rotterdam is one of the largest roof parks in Europe. A green oasis in an urban environment. In addition to a far-reaching view of the neighborhood and harbors, the park offers a natural space. There is plenty of room for sports, games and entertainment. Many local residents can be found at the water stairs in the summer to cool off. There are BBQ areas and a recreation field.

Scattered throughout the park you will come across various gardens and pergolas. There is also a community garden with sheep, chickens, vegetable gardens, fruit hedge and adventure path. The Dakpark Foundation works with a group of volunteers and local residents on the green maintenance at the park and the management of the Neighbourhood Garden. Everyone is welcome to join in and enjoy what the park has to offer. In this way, the Dakpark connects living, shopping, education, culture and recreation in a sustainable way.

2. Voedseltuin



Food Garden Rotterdam stands up for a healthy city. We are in favour of a sustainable urban society, with healthy food for everyone. Without poverty and social exclusion. With people who actively shape their own lives and take responsibility for each other and their environment. The food garden offers sustainably grown seasonal vegetables free of charge to users of the Rotterdam Food Bank and other social projects. In addition, it is mainly a place to meet and do something; from producing food, to being active in green to developing skills.

The future we envision is an inclusive and sustainable city, because we believe that one cannot be achieved without the other. The garden is our most important instrument in this, with our volunteers as the most important actors. We are inspired by concepts such as Slow Medicine, Social Metabolism and 'The Next Economy'. This means that public value for us is not solely or mainly determined by economic value.

3. Water taxi to RDM wharf.

RDM Rotterdam is the place for innovation in the port and the port industrial complex; here, education and business work on developments that contribute to a smart port. Students and pupils are trained in an inspiring learning environment where, in addition to theory, practical skills are also offered. The combination of education and business, working (together) from idea to prototype (product innovation) and the use of test facilities and field labs make RDM a real innovation hub.

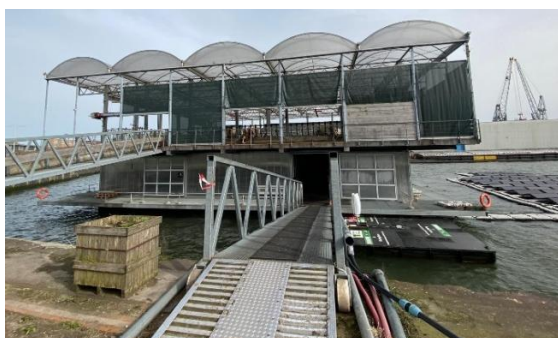


4. De Floating Farm

Since May 2019, the world's first floating farm has been operational in Rotterdam. Thousands of people from all over the world have now come to take a look. Floating Farm produces healthy food in cities, close to the consumer. In a sustainable, innovative, transparent way with animal welfare as a top priority.

For the Floating Farm, it is important to prevent food losses, reduce food transport and improve the quality of the food. Bring the farm back into the city as part of a clean, liveable and conscious urban transformation.

We call this Transformation.



Assignment Delft

Delft is one of the oldest cities in the Netherlands, which received city rights as early as 1246. Despite a major city fire in 1536, Delft was one of the most important cities in the Dutch Republic by the end of the sixteenth century. Within the history of the Netherlands, Delft is best known because William of Orange, the father of our nation, lived here from 1572 and was murdered here in 1584. Delft's nickname is the Prinsenstad.

Delft is an important tourist attraction thanks to the historic inner city with many canals. In the 19th century, Delft developed into an industrial city. It is now profiling itself, with the presence of a Technical University and various research institutes, as the *City of Knowledge* with the slogan *Creating History*. University education in Delft is distinguished by engineering, innovation, architecture and civil engineering.

Delft plans to be a CO2 neutral city by 2050.



Supplies:

City map Delft (you receive it)

Comfy boots and raincoat

Pen and paper

Lunch (stayokee)

As a group, we walk through a few neighbourhoods and the city center, where the subgroups occasionally get the time to answer the questions below.

In groups of 6 students, you will investigate 3 neighbourhoods in Delft for sustainability

1. A new neighbourhood: New Delft

2. An older working-class neighbourhood: the Westerkwartier
3. The historic center

1. Not present at all
2. Some /a few
3. A lot / many

Biodiversity biobased economy	New Delft	Westerkwartier	Historic center
Trees			
Parks / public green spaces			
Façade gardens			
Insect hotels			
Bird nesting boxes			
Birds			
Green roofs			
Bio-based materials (wood, loam)			

Circular economy	New Delft	Westerkwartier	Historic center
Waste on the street			
Paper and glass containers			
Clothing containers			
Sustainable materials			
Waste-bins			
Free library			
Second-hand / vintage shops			

Climate action	New Delft	Westerkwartier	Historic center
Public transport			
Bicycle parking facilities and racks			
Car free / limited cars			
Cycling and walking lanes			
Emissionfree zones / car free zones			
Solar panels			
Rain barrels			
Electric car charging stations			

Viability	New Delft	Westerkwartier	Historic center
Varied neighbourhood (students / families/ varied backgrounds)			
Public facilities			
Art in public space			
Outdoor playground for children			
Private gardens			
Waterways in the neighbourhood			
Meeting spots			
Landmarks, like a windmill, churches, remarkable buildings			

At 12.30 we walk to Educational Center The Papaver. We have lunch at 13.00 hours.

After lunch we do part 2.

13.00 – 13.30 soup and own lunch (Stayokee)

13.30 – 13.45 discussing the outcomes of the assignment

Is Delft (on it's way to be) a sustainable city?

What is the overall impression?

Three tops for Delft

Three tips for Delft

What would you like to adopt in your own neighbourhood?

13.45 – 14.15 visit the exhibition

expo 'Klimaat in je straat' / Climate in your street



Our climate is changing. It is getting warmer, it rains more often and more heavily. The chance of periods of heat and drought is also greater. What do you notice in your own street and environment? Can you do something about these consequences yourself? The answer is 'yes'! Come and discover it in this exhibition.

'Climate in your street' gives you all kinds of tools and inspiration on how to adapt your home, garden and street to the consequences of climate change. For example, how do you keep it cool in your home

and garden? What can you do to prepare for flooding? These measures are not only functional, they also make your house, garden and street even more beautiful and greener. The interactive exhibition is suitable for young and old and also contains videos, experiments and do-it-yourself assignments.

Do you have great ideas for greening your garden and/or neighbourhood?



14.15 – 14.30 Discussion in small groups

Which idea do you want to implement in your house / street / university? Why?

14.30 – 15.00 visit Arboretum (behind the building) or petting zoo BuytenDelft

15.00 – 15.30 we walk back to the station. You can explore more of Delft or take the train back to Rotterdam

Final Assignment Blended Program BIP Rotterdam after BIP

7-14 March 2025

1) Fill out the evaluation and reflection form: <https://forms.gle/2eyzovx4B9U1Bm6L7>

2) Fill out the vision Excel again and compare your score with the Pre-Assignment.

3) You have read the report **GreenComp, The European sustainability competence framework** (if not, please do it)

See attachment in the mail.

Which of these 12 competences resonates with you, after the BIP as a (future) teacher, the most?

Write them down in a top 3 and explain why you make this choices.

Compare it what you wrote at the start of the BIP, and write something on **this in the last question of the evaluation. (See link)**

<https://forms.gle/2eyzovx4B9U1Bm6L7>

GreenComp consists of 12 competences (in **bold**) organised into the four areas (in *italics*) below:

- *Embodying sustainability values*, including the competences
 - **valuing sustainability**
 - **supporting fairness**
 - **promoting nature**
- *Embracing complexity in sustainability*, including the competences
 - **systems thinking**
 - **critical thinking**
 - **problem framing**
- *Envisioning sustainable futures*, including the competences
 - **futures literacy**
 - **adaptability**
 - **exploratory thinking**
- *Acting for sustainability*, including the competences
 - **political agency**
 - **collective action**
 - **individual initiative**