



# **Appendix A - Activities**

In my investigation of youth participation in municipal policymaking, I engaged in a series of diverse activities to gain a deeper understanding of the various stakeholders and dynamics involved. The insights from these sessions are used throughout the report. This chapter is a very brief reflection on my journey. The main takeaways presented in this overview are grounded in (quick) notes taken during my participation in the various activities outlined. These notes served as primary data, documented to capture the breadth and depth of the events. Following the activities, an analysis was undertaken to distil the essence of the observed phenomena. This analysis involved categorizing the data into takeaways. The analysis of these activities helped to draw conclusions that reflect the complexities encountered. Some of these activities are discussed or visualized in more detail in the rest of the Appendix.

# **ORGANISED ACTIVITIES**

# Frame Creation Workshop

I helped to organise and attended a workshop, facilitated by Mieke van der Bijl-Brouwer, with a group of nine well-informed stakeholders and designers, using the frame creation method by Kees Dorst. This experience was an exploration of new perspectives for youth participation in policymaking. It was an intense morning session filled with numerous post-its and energy where ideas were brainstormed. We quickly went through my entire process from archaeology to frames.

#### Main Takeaways:

- **Discovery of Field**: In this session, I gained insights into who else is involved in the field. Additionally, I learned more from others about the values of stakeholders. It was particularly interesting to have a teacher present, which allowed for the recording of deeper values.
- Formation of General Research Themes: This session helped me establish my general research themes. By clustering values with this group, a number of interesting initial theme versions emerged.
- Meta-Level Learning about the Frame Innovation Method: The session also provided a meta-level understanding of how people who have never experienced the frame innovation method perceive such a session. It appeared chaotic and somewhat abstract to some, but also fun!

# Session Klankbordgroep

In this creative session, organised together with Betsie Loeffen, which involved cultural probes, I engaged two civil servants and three members of the Klankbordgroep in creative discussions. The







goal was to collect experiences from young people about their cooperation with the municipality. How has the collaboration gone so far and what do they consider important in future collaborations between the municipality and young people? The young people created a timeline of their collaboration with the municipality. There was also a focus on stepping into each other's shoes to think about the problem from a different perspective. In a role-playing game, young people and civil servants took on the roles of specific officials or youths and had to think together about youth participation.

#### Main Takeaways:

- Lack of Leadership Within the Municipality: There seems to be a lack of leadership within the municipality, and the youth in the sounding board group often do not feel that there is a clear vision of what they really want to do with youth. Internally, there appears to be disagreement about this. As a result, the youths sometimes feel a sense of 'every man for himself'; you have to take care of yourself within the municipality. This feeling is not desirable.
- Youths Desire Information for Preparation: Young people want information to prepare themselves. If they do not know the scope of what they can do and are unaware of their rights, there is an imbalance in discussions. They are not interested in conversations where they feel 'talked down to'.
- Importance of Rewards for Efforts: Recognition and rewards for their work are seen as important; what are they participating for? Some youths want monetary compensation to feel that they are being taken seriously.
- Perception of Participation as a Checkbox: Young people often sense when their participation is viewed merely as a 'checkbox' or a formality, and this is still too common. The role-playing was experienced as intense by some, as feeling 'unseen' was very realistic and hit close to home.

# Guerilla-Style Interviews at the Timmerhuis

In the hall of the Timmerhuis, we conducted a creative action using probes. I created large signs with printed questions: 'What do youngsters in Rotterdam think of you as a civil servant' and 'How do you want to be seen?'. Then we distributed markers and had good conversations. By speaking with about 50 civil servants using creative probes in a spontaneous manner, I, Betsie Loeffen, and Irene Fierloos gathered diverse opinions and insights, adding depth to my understanding of the civil service perspective on youth participation. The focus was on perceived prejudices; how they believe civil servants are generally perceived and how this differs from how they, as individuals, wish to be seen.







#### Main Takeaways:

- Despite Negative Perceptions, Enjoyment in Their Work: Although they all agreed that there is a certain negative image of civil servants, I got the impression that people enjoyed their work and were enthusiastic about it. They were all very approachable.
- Civil Servants Wanting Youth to See Their Job as
   Enjoyable: Civil servants seem to want young people to
   know that being a civil servant can be a fun job. They wish for
   young people to have an image of their profession just as they
   do for other careers.
- Some Civil Servants Feel Powerless: Some civil servants also feel somewhat powerless within the municipality. 'What can I really change?' It seems difficult because the system as a whole does not always cooperate.
- Pride in Their Work Within the Municipality, But Prejudice Outside: People do not feel that they can be proud of their work as civil servants in front of people outside the municipality. There are prejudices, and some have felt unsafe when it was revealed that they worked for the municipality. However, within the municipality, they are proud of their job. This amplifies the 'us-them' feeling.
- Contrast Between How They're Perceived and How They Want to Be Perceived: It is interesting to see that how people think they are seen as civil servants is often the direct opposite of how they want to be personally perceived; if they think young people find civil servants lazy, they want to be seen as successful, strict versus approachable, bad civil servant versus someone who helps, invisible or yet accessible.

### Guerilla-Style Interviews at Blaak

We were in the library at Blaak, in the youth section, with large boards. It was a place with a lot of foot traffic and a (surprisingly) diverse group of young people. The boards read: 'Hey young Rotterdammer! What role do you want in the city's plans for... living & mental health?' Then, the youths could place stickers: a white one for living and a black one for mental health. They had to choose which role they wanted for each topic. The roles were: Innovator (You come up with new ideas about what could be different)

- Contributor (You occasionally express your opinion)
- Rebel (You speak out if you disagree with something)
- Leader (You decide what needs to be done and take the lead)
- Collaborator (You actively participate in the plans of others)
- Observer (You wait and see what happens)
- In total, about 27 youths participated, almost all of them were open to a conversation, and it was a good way to learn about the opinions of different young people.







#### Main Insights:

- Openness to Conversation: Generally, youths were really open to discussions. Some were in a hurry and only wanted to place a sticker, but most took the time and had interesting ideas about what could be different. When asked, 'If someone from the municipality had been here, would you have wanted to talk to them?', nearly all said yes. Some even indicated they would be open to further co-creation sessions with the municipality. This shows that young people are certainly open to discussions and that giving your opinion can be as easy as placing a sticker and having a minute-long conversation.
- Positive Atmosphere and Engagement: The atmosphere
  was positive, and youths came up with many tips to find even
  more young people apparently, there were many more on
  Friday afternoons. They also seemed to enjoy thinking along.
- Willingness to Express Opinions, Reluctance to Initiate: Many young people seemed willing to give their opinion but were reluctant to initiate something themselves.
- Interest and Passion Influence Role Choice: If young
  people are really interested in a topic, they are more likely to
  want to be an 'Innovator'. Whether they think they should be
  an 'Observer' or a 'Contributor' often depends on how much
  they know about the subject or how passionate they are about
  it (and less often on, for example, their opinion of 'the municipality').
- Perception of Municipal Interest: Young people did not have the impression that the municipality was looking for their opinions and would listen to them, but if municipal representatives approached them openly, they would be willing to share their thoughts."



I participated as a facilitator in an event organized by Tienskip for the province of South Holland. During this Tienskip day, 120 vocational school students from MBO Rijnland took on the challenge of addressing societal issues they identified in their communities. Through brainstorming, the younggsters developed concrete solutions. Municipal officials were present to listen to their ideas. It was an active day filled with energy from Tienskip. I facilitated two sessions with each approximately ten students and also had some good conversations with many students during the breaks.

#### Main Takeaways:

• Youths Feel Unheard by the Municipality Even when they are being Listened to: Young people strongly feel that the municipality does not really listen to them, even during such events. They get the impression that the municipality considers them and their plans to be childish. This results in a lack of motivation from the students and a wish to 'get this over with and go home'.





- P Difficulty for Some Civil Servants to Step Out of Their Role: Some civil servants seem to find it challenging to step out of their role during such events. The Commissioner of the King was also there and spoke at length about what they do here and asked difficult questions. When no one raised their hand, he reacted in shock that no one seemed to know the answer.
- Financial Compensation for Their Ideas and Time: Money could give them the feeling that their ideas and their time are valued by civil servants.
- Low Trust in the Municipality Among Vocational Students: The trust in the municipality among these vocational students was generally very low. Some mentioned experiences where the municipality did not listen to them.

### Frame ideation session

A session in which I discussed my themes and brainstormed about frames with Arwin van Buuren, Lysanne te Brinke, Betsie Loeffen, and Irene Fierloos. We used different coloured post-its and tried to look at the themes from different perspectives to come up with frame formulations.

#### Main Takeaways:

- Themes of Responsibility and Making a Difference: We discussed the themes of responsibility (when do you feel responsible for something?) and the theme of knowing that what you do matters. The concepts of meaningfulness and visibility emerged as important, and we began to develop initial frame formulations that aligned with these ideas.
- Importance of Feedback in Participation: During participation, it is important to receive feedback. At the same time, you cannot force 'reviews'; then they might work counterproductively and feel impersonal. What you want are 'unexpected testimonials'.
- Civil Servants' Sense of Responsibility: Civil servants may also feel less responsible because they make 20 times more (!) plans within the municipality than they actually execute, which does not contribute to the feeling that their efforts are taken seriously.

#### **Transformation session**

I had the opportunity to present the proposed frameworks and their envisioned futures to civil servants from the municipality of Rotterdam. The focus of the discussion centered on the value these frameworks and futures hold, and how they might be adapted to better meet the needs and context of the area.

#### Main Takeaways:

• **Developing Frames and Futures:** The insights gained from this session have been utilized to make recommendations for the future, specifically on how the frameworks and futures could be further developed to add value for stakeholders.







• **Feasibility:** Additionally, we gained valuable insights regarding the feasibility of the proposed frameworks and futures, along with the concepts associated with them.

#### Interview four IDE alumni & Interview Kees Dorst

I reached out to four alumni who used the frame innovation method for their graduation projects to interview them about their experiences with this approach. By exploring their perspectives, effectiveness, and potential alternative approaches, I gained valuable insights. Additionally, I discussed the method with Kees Dorst, its creator, reflecting on its steps, objectives, and pitfalls.

#### Main takeaways:

The main takeaways from these conversations have been incorporated into a reflection on the frame innovation method. They offered new viewpoints on the method's steps and helped formulate insights on key considerations. These insights are elaborated in the "Reflection" chapter.



# ATTENDED ACTIVITIES

### Co-creation Session at Youth Hub Hefhouse

I attended a co-creation session about the future of youth hubs, which was helpful in understanding the aspirations and expectations of stakeholders setting up these important community spaces.

#### Main Takeaways:

- Challenges in Establishing Youth Hubs: Establishing a youth hub is challenging. There have been instances where youth hubs had to be closed due to issues like drug use or disturbances. However, there remains strong motivation among organizers to create a welcoming and safe 'home' for youths.
- Vision of Connection and Community Building: Those dedicated to the Hefhouse youth hub envision it as a space of connection. It's seen as a place for building bridges among community members. The goal is to create a friendly and inviting physical location that can unite people of diverse backgrounds from the local neighbourhood.



15-11-2023

In Rotterdam, a variety of complex issues converge. The City Makers Congress brings together all parties, people, and initiatives working on the city. Attending this event was a significant step in understanding urban development and civic engagement in Rotterdam. I participated in a roundtable discussion about how to involve more stakeholders in shaping nightlife policy in the city. Additionally, there was an engaging panel discussion featuring, among others, Nanke Verloo, who published the book '10 Critical Moments for Better Citizen Participation'. This event provided me with a platform to network with local stakeholders and gain insight into the city's approach to integrating diverse voices in urban planning and policymaking.

#### Main Takeaways:

- "Not Invented Here Syndrome" Among Civil Servants:

  A common mindset where new ideas are resisted because they haven't originated within the group. A frequent argument against change is: "We can't alter this; it's been done this way for years."
- Importance of Local History: Recognition of past participation initiatives, including successes and failures. There needs to be space for stakeholders to express emotions, frustrations, and aspirations.
- Clarity on Decisions: It's crucial to communicate clearly what has already been decided. A common pitfall is explaining this in overly technical terms. It's better to be straightforward: what is possible, and what is not.
- The 'Black Box' Period: A phase where plans are being formulated and municipalities usually do not communicate their actions. Greater transparency in this phase could enhance trust and collaboration.



• **Significance of Neighbourhood Councils**: Many attendees were from neighbourhood councils, which play a vital role due to their proximity to the community, making participation more accessible as they are part of the same neighbourhood.

### **Photo Exposition Timmerhuis**

'Getekend door het leven' is an art project for and by young people with experience in youth care. The youths told their stories through body drawings accompanied by photos and poems. The opening of the photo exhibition 'Getekend door het leven' offered me the opportunity to informally talk to civil servants and youngsters with experience in youth care about their experiences regarding youth participation.

### Main Takeaways:

- Alternative Forms of Participation: Participation can also occur
  in different ways; here, the young people were given control over
  their photos and stories, allowing them to inspire others; they were
  also very proud of what they had created.
- Challenges in Engaging Civil Servants: Although it was a very
  impressive project with delicious pastries, civil servants really had to
  be enticed to come and look. They all walked past at a fast pace
  on their way to their next meeting. They also usually did not stop to
  look at the new photos in their hallway, most civil servants seemed
  hurried.
- Meeting Culture: Some civil servants expressed to be unhappy
  with the meeting culture but when asked about it they did think these
  meetings were necessary and they did not see how the situation
  could be different.

# Workshop co-design with vulnerable groups

The workshop at the Erasmus University on co-designing with vulnerable groups in research and policymaking discussed bottlenecks: where does co-designing with vulnerable groups often go wrong? Tips were also shared. There were mainly researchers who also encountered many problems surrounding participation and it was interesting to see the similarities between participation in research and in policymaking.

#### Main takeaways:

- Researchers Experiencing the same Challenges: During this
  session it became clear that researchers also experience the fear of
  going out of their comfort zone and making mistakes while organising participation activities. The insights learned from this report may
  have future applications within the academic domain, where researchers actively involve participants in their investigative processes.
- What do you Offer: Before participation, it's beneficial to think about what participants are offered: money is the easy answer, but there are more possibilities one might not think of. Perhaps dinner, childcare services, co-design skills or networking opportunities.





### Meeting 'hard to reach groups'

An event at the Erasmus University about challenges in trying to reach specific groups of people research For example, how do you contact migrant elderly in Rotterdam or people from rural China, or how do you best recruit Dutch participants as an international researcher. Researchers, students and Rotterdammers met to discuss questions and share insights from their own work on how to reach "hard-to-reach" groups.

#### Main takeaways:

- **Groups Not Inherently 'Hard to Reach'**: One important insight is that groups are not inherently 'hard to reach'; they may simply not be part of your own social network or bubble, making them seem less accessible.
- **Dependence on Contact Methods**: The method of making contact matters. Researchers (and civil servants) often prefer methods like emailing, calling, or sending questionnaires, which may not be effective for everyone.
- **Utilizing Personal Networks for Outreach**: Leveraging your own network can be an effective way to reach more people.
- Adapting to Your Audience: It's crucial to adapt to the group you want to communicate with, considering their time availability and preferred communication methods. However, it's also important to maintain authenticity and not to use language or dress in a way that isn't true to who you are.

### #MijnStemTelt

During this event, experts in the field engaged in a panel discussion. They used statements and potential audience questions to try and create a comprehensive overview of what works well and what doesn't when it comes to involving young people in local democracy (VNG & Het ministerie van BZK, n.d.). I spoke with a diverse group from all over the country - council clerks, young people from a youth council, the director of ProDemos, and a communications advisor. We discussed how young people can participate in municipal activities, the obstacles they face, and practical solutions. A podcast was produced from this event to inspire those interested in working on participation initiatives.

#### Main Takeaways:

- **Disappointing numbers**: About 200 municipalities in the Netherlands do little or nothing about youth participation; one reason might be that they do not yet see its importance.
- **Starting Small**: Beginning with small and straightforward initiatives seems to be the most effective approach.
- Making Participation Easy for Youth: If participation is made as easy as possible for young people, they are likely to get involved. Considering that young people also have school, sports, and hobbies, one council clerk made an effort to personally drive youngsters from her village to meetings and ensured they had good food.



• Successful Examples: In the municipality of Etteleur, young people took cameras into their neighbourhood and photographed what they found important. These photos served as the starting point for discussions with civil servants.

### **Inclusion meeting**

An inclusion meeting was organized at the Rotterdam University of Applied Sciences. Teachers, and researchers from New York who work on youth participation, youth workers, young people, and others attended. The room was full. Discussions were held about how youth participation is structured in America and what lessons have been learned.

#### Main Takeaways:

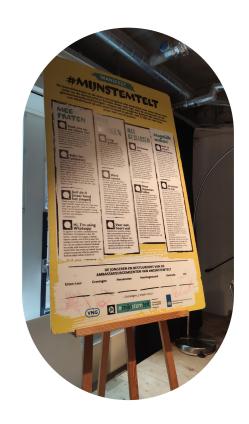
- Autonomy for Youth is Effective: Giving autonomy to young people works well. A teacher from New York had the youths conduct interviews and develop questions for immigrants in their community, thereby telling the story of immigrants in New York. The stories had more depth because the youths spoke their language and knew what to ask.
- Trust and Confidence Issues in Youth Participation: Sometimes, youths' reluctance to fully participate initially is due to issues of trust and self-confidence the belief that they will be heard and that their story matters.
- Cultural Differences in Discussing Topics: Cultural differences can also make it challenging to discuss certain topics. For example, mental health is much more taboo in some cultures.

# **Healthy Start core team meeting**

This core team meeting of Healthy Start was organized at the Erasus University. Several designers and researchers presented their work related to youth engagement. The meeting was also used for a creative session, in which participants looked at how various sub-projects of the ambition contributed to the general ambition objectives.

#### Main Takeaways:

- Focusing on connecting various stakeholders through themes resonates with the researchers.
- Sharing of Knowledge: There's a lot happening within Healthy Start, and my project aligns with it. It's essential to focus on how researchers can build upon each other's results. This underscores the importance of collaboration and knowledge sharing in the field, aiming to maximize the impact of research and collectively advance the themes addressed by Healthy Start.





# **Appendix B - Project Brief**





# Personal Project Brief – IDE Master Graduation Project

Name student Susanna Osinga Student number 4,819,314

## PROJECT TITLE, INTRODUCTION, PROBLEM DEFINITION and ASSIGNMENT

Complete all fields, keep information clear, specific and concise

Youth Participation in Policy-Making: A Frame Innovation Approach

Please state the title of your graduation project (above). Keep the title compact and simple. Do not use abbreviations. The remainder of this document allows you to define and clarify your graduation project.

#### Introduction

Describe the context of your project here; What is the domain in which your project takes place? Who are the main stakeholders and what interests are at stake? Describe the opportunities (and limitations) in this domain to better serve the stakeholder interests. (max 250 words)

Efforts to involve young people in decisions directly impacting their lives are gaining momentum. The United Nations Convention on the Rights of the Child (1989) recognizes young people's right to active participation in such matters. Research has indicated that youth involvement can yield positive outcomes, including improved mental health, self-confidence, skill development, and a heightened sense of belonging (Macauley et al., 2022; Checkoway, 2011).

Healthy Start, a collaborative initiative between TU Delft, Erasmus MC and EUR, seeks to enhance the well-being of young individuals. Among its ambitions is the enhancement of youth participation. I will collaborate with Irene Fierloos, a Postdoc researcher within Healthy Start. The project will emphasize youth participation in municipal policy in Rotterdam, investigating how young people wish to voice their concerns and what factors genuinely make them feel heard.

The primary stakeholders may include adolescents residing in Rotterdam, civil servant, and youth workers, although a more thorough examination will occur within the frame creation process. Adolescents in Rotterdam are likely to place importance on having a say in policies, aspiring to inclusivity and policies that align with their requirements. Civil servants in Rotterdam are dedicated to formulating effective policies, while youth workers strive to assist young individuals through the provision of guidance, resources, and opportunities for personal and social growth.

Limitations and opportunities will also be explored during my project, but might include the absence of proven strategies for facilitating meaningful youth participation, bureaucratic obstacles, and limited time and financial resources. The growing awareness of young people's role in policymaking presents an opportunity for positive change (McMellon & Tisdall, 2020). This recognition encourages innovative methods for engaging young citizens, supported by a multidisciplinary team, enriching the investigative process.

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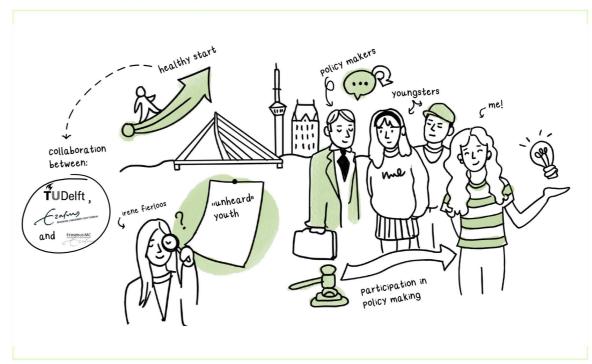


image / figure 1 Illustration of the project

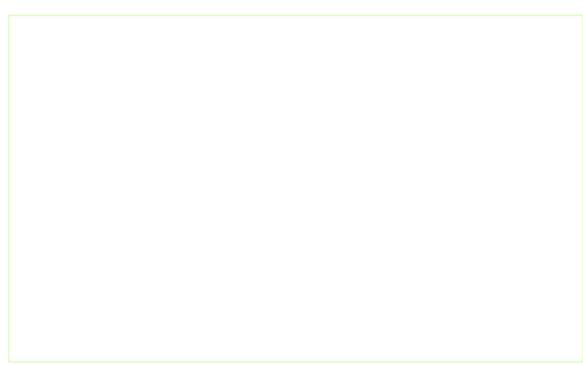


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#### Personal Project Brief – IDE Master Graduation Project

#### **Problem Definition**

What problem do you want to solve in the context described in the introduction, and within the available time frame of 100 working days? (= Master Graduation Project of 30 EC). What opportunities do you see to create added value for the described stakeholders? Substantiate your choice. (max 200 words)

The current problem space is defined as follows: Previous research reveals that various adolescent groups, including those from lower socioeconomic backgrounds, girls, and those who have experienced violence, have limited involvement in shaping the policies that influence their lives (Checkoway, 2011; McMellon & Tisdall, 2020). Current participation opportunities tend lack adaptation to diverse preferences (Gazit & Perry-Hazan, 2020). Consequently, a select few gain access to participation while others are excluded from decision-making processes. A British study by Henn and Foard (2013) found that youngsters perceive politics as distant from their lives, with politicians viewed as unrepresentative elites. Nearly 50% felt insecure about their political engagement skills. When multiple adolescent groups go unheard by policymakers, it can impact the quality of youth policy. Young people possess valuable insights into their lives and surroundings (Sarti et al., 2017), which can enrich policy development. There is a need to improve participation among these "unheard youth." Existing approaches include toolkits, events, youth councils, online panels, and educational programs. While they have had some success, they can't fully address this complex and ever-changing problem. Utilizing the Frame Creation Approach offers the opportunity to think outside the box of this whicked problem and develop innovative strategies that can transform the dynamics of youth participation.

#### Assignment

This is the most important part of the project brief because it will give a clear direction of what you are heading for.

Formulate an assignment to yourself regarding what you expect to deliver as result at the end of your project. (1 sentence)

As you graduate as an industrial design engineer, your assignment will start with a verb (Design/Investigate/Validate/Create), and you may use the green text format:

Create a new strategic approach to youth participation in Rotterdam's policymaking by gaining a deeper understanding of the problem space and reframing it.

Then explain your project approach to carrying out your graduation project and what research and design methods you plan to use to generate your design solution (max 150 words)

My graduation project will employ the Frame Creation Approach. It involves the following steps: Archaeology, Paradox, Context, Field, Themes, Frames, Futures and Transformation. In pursuit of a collaborative session with stakeholders, I intend to employ generative design techniques like cultural probes and toolkits.

My project's ultimate output will take the form of a report, heavily emphasizing visual representations. This report will present the findings and the created frames. I will also suggest a strategy for enhancing youth participation in Rotterdam's policy-making processes - which may involve novel approaches such as the introduction of product-service combinations - to effectively reframe the problem space. Additionally, I will share reflections on my insights into the frame creation methodology within this specific context to inform follow up studies within Healthy Start .

After developing proposed solutions, I will apply these solutions within a specific case related to youth participation. This case may involve a particular aspect of the community, such as the school system or neighbourhood development. The goal is to test and assess the real-world effectiveness of the proposed solutions in enhancing youth participation.

#### Project planning and key moments

To make visible how you plan to spend your time, you must make a planning for the full project. You are advised to use a Gantt chart format to show the different phases of your project, deliverables you have in mind, meetings and in-between deadlines. Keep in mind that all activities should fit within the given run time of 100 working days. Your planning should include a kick-off meeting, mid-term evaluation meeting, green light meeting and graduation ceremony. Please indicate periods of part-time activities and/or periods of not spending time on your graduation project, if any (for instance because of holidays or parallel course activities).

Make sure to attach the full plan to this project brief. The four key moment dates must be filled in below

Mid-term evaluation 23 nov 2023

Green light meeting 17 jan 2024

Graduation ceremony 29 feb 2024



#### Motivation and personal ambitions

Explain why you wish to start this project, what competencies you want to prove or develop (e.g. competencies acquired in your MSc programme, electives, extra-curricular activities or other).

Optionally, describe whether you have some personal learning ambitions which you explicitly want to address in this project, on top of the learning objectives of the Graduation Project itself. You might think of e.g. acquiring in depth knowledge on a specific subject, broadening your competencies or experimenting with a specific tool or methodology. Personal learning ambitions are limited to a maximum number of five.

(200 words max)

I have initiated this project to apply and further develop the competences acquired during my MSc program, elective semester, and extracurricular activities. The primary competences I aim to prove and learn through this project are as follows:

- 1. Frame Innovation: I want to deepen my understanding and practical application of the frame creation approach, a valuable tool for tackling wicked problems.
- 2. Exploring Complex Social Problems: This project presents an opportunity to gain hands-on experience in addressing "wicked problems": complex, ambiguous, and with multiple stakeholders.
- 3. Effective Information Visualization: I aspire to enhance my ability to convey information in a clear, inspiring and actionable manner.
- 4. Engaging Multiple Stakeholders: I aim to develop the skills needed to navigate open, complex, dynamic, and networked environments, involving various stakeholders effectively.
- 5. Practical Application of Graphic Design: As I have an affinity for graphic design, I intend to incorporate visual elements into the project's deliverables, making complex ideas accessible and engaging.

Beyond these competences, my personal learning ambitions for this project include delving into the intricacies of youth policy participation and discovering innovative ways to foster youth engagement.

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# Appendix C - Overview Previous Projects IDE Students



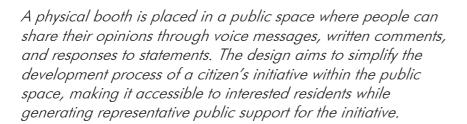
I have reviewed graduation reports from fellow IDE students available in the TU Delft repository. Some have devised solutions for (youth) participation, while others have developed solutions for problems that overlap in certain ways. I will provide a brief overview of each project and will conclude this section with the main takeaways, including the earlier insights from the section before: in what ways have others attempted or suggested to find solutions?

### 1. IMAGO (HEIN GIJSMAN):

A card game involving role-playing, listening to each other's stories and discussing to help young people understand their own assumptions and attitudes, particularly regarding diet, exercise, and bodies.

- Encourages conversations among young people about aspirations and cultural influences.
- Supports understanding of personal motivations.
- Aims to reveal differences in personal motivations.
- Providing a (tangible) platform for dialogue and self-reflection among youth
- Using gamification to make more difficult topics easier to discuss

# 2. BUURTHUIS (LINDA SMIT):



- Emphasises the importance of accessible participation.
- Provides a platform for expressing needs related to a place or community.
- Challenges the need for real-life interactions.
- Digital platforms can enable engagement
- How can it address the depth of engagement required to produce transformative policy outcomes?



# 3. WIJ-MODEL (EVA LEGEMAATE):

A systemic co-design process for civil servants in Delft to implement youth well-being policies. The model involves seven steps - like: envisioning an ideal future without the problem - to help policymakers address complex municipal issues, such as adolescent loneliness.

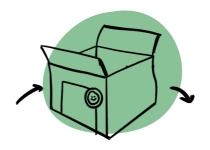
- Offers a systemic co-design process for addressing complex municipal issues.
- Involves steps from research to implementation.
- Focuses on collaboration, systemic thinking, and policy effectiveness.
- A structured co-design process can enhance collaboration and policy effectiveness in municipalities.
- How can both policymakers' and youngsters' time constraints be managed during intensive processes like this?



### 4. MEESTER BURGER (ANNA SMULDERS):

A toolkit to play with within the classroom setting, with students working in groups of four. A municipal councillor introduces the class to the topics they will be working on then students explore their own opinions, engage in conversations, consider alternative perspectives, and generate ideas to positively impact the chosen theme

- Enhances students' understanding of the connection between daily lives and the municipality by using gamification.
- Encourages discussions on relevant municipal themes; focuses on conversation and learning experiences.
- Fosters a sense of understanding and belonging among young people.
- Engaging students in discussions about municipal themes within a classroom setting can foster a sense of connection to the municipality.
- How can these students consequently be connected to the municipality?



# 5. WIJKBOX (PUCK GRÄFFNER):

A box filled with questions; a tangible platform for citizens to express their opinions, dreams, and concerns about their neighbourhoods. This box was distributed by civil servants, promoting a more personal and direct approach to engagement. As the boxes circulated among citizens, they not only collect input but also try to facilitate social connections within the community.

- Provides a tangible platform for citizens to express opinions about their neighbourhoods.
- Promotes a personal and direct approach to engagement.





- Tangible platforms for citizen engagement are used to bridge gaps between the municipality and residents.
- How can initiatives of this nature be structured to ensure their longevity and prevent them from fading away after reaching just a few individuals?

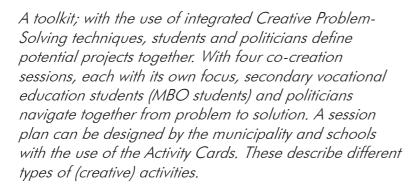


# 6. DESIGN YOUR DREAM MUNICIPALITY (EVA PEET):

Youngsters design their dream municipality, add elements related to the energy transition, and post it online. Everyone can vote on their favourite design, the winners brainstorm with the municipality about implementation.

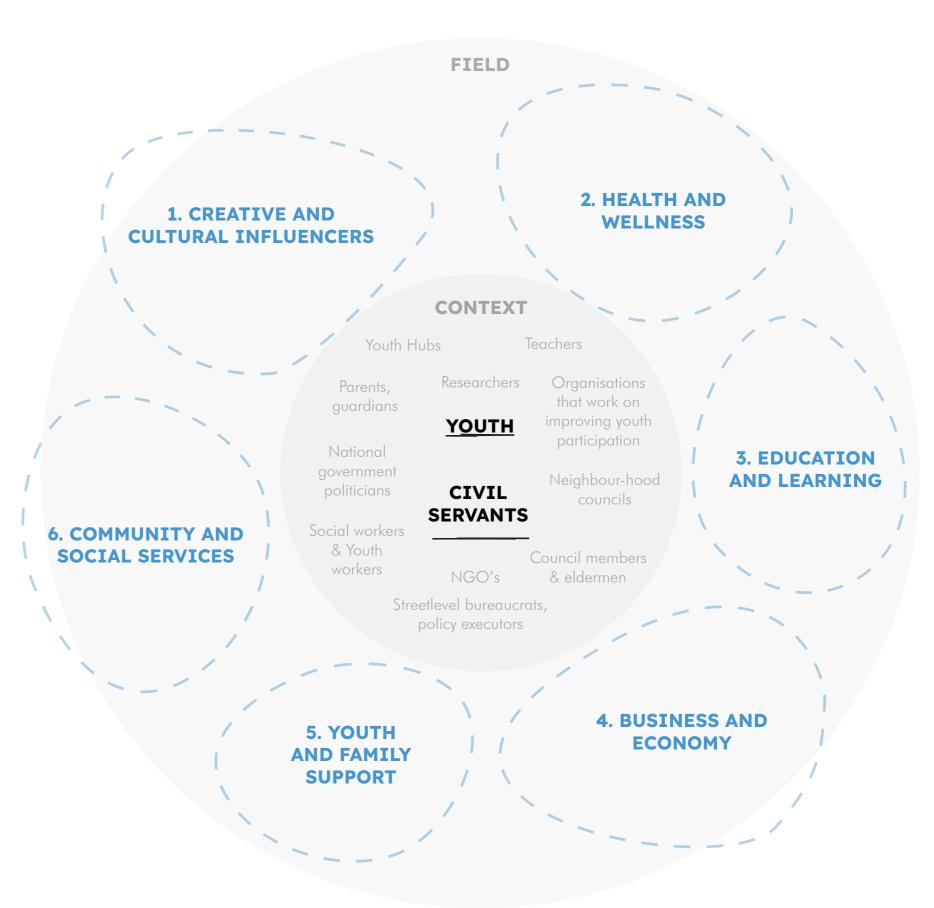
- Applies Holacracy principles to youth participation in the energy transition.
- Engages youngsters in designing their ideal municipality.
- Uses a structured seven-step process.
- Encourages online voting and continued youth involvement.
- How can the municipality maintain youth involvement beyond the initial stages of the project?





- Focus on improving the political participation of secondary vocational education students.
- With the use of Activity Cards four session plans can be designed; activities are creative and focused on making everyone an expert.
- Makes creative problem-solving more accessible to policymakers and gives secondary vocational education students the opportunity to express their views directly to people who can make a difference.
- Attempts to bridge the gap between policymakers and 'unheard' secondary vocational education students by structuring the process in a creative way, making it easier to communicate between the two parties, focusing on thresholds between the groups.

# Appendix D - Figure of Field and Context

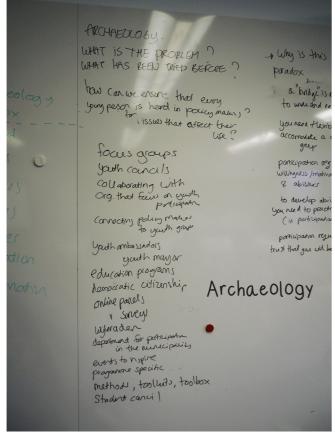


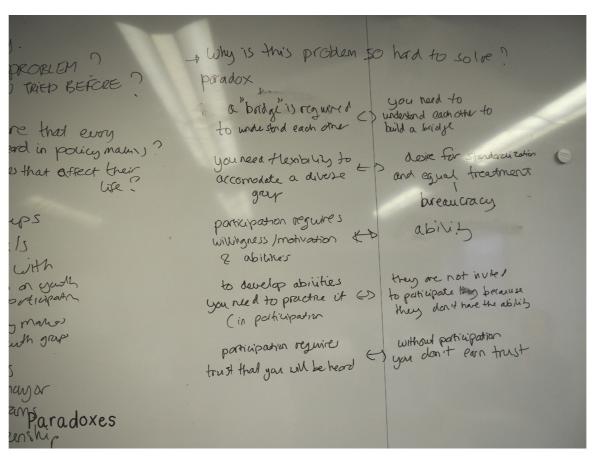


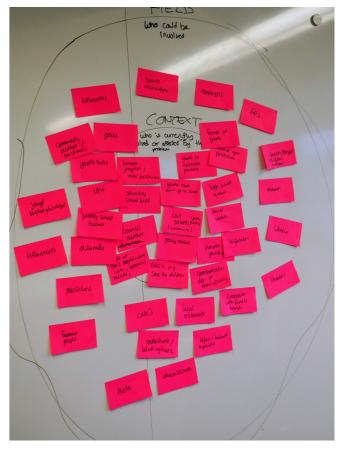
# Appendix E - Frame creation session setup and postits

The context

The results of the session







# Rough plan of the workshop facilitated by Mieke van der Bijl-Brouwers

09:00 - Introduction round - who are you, where do you work, why are you interested in this topic? Everyone brought an object that represented what 'participation' means to them.

09:20 - Archaeology & paradox >> write on whiteboard

09:50 - Context & field (draw a fried egg on flipchart with post-its)

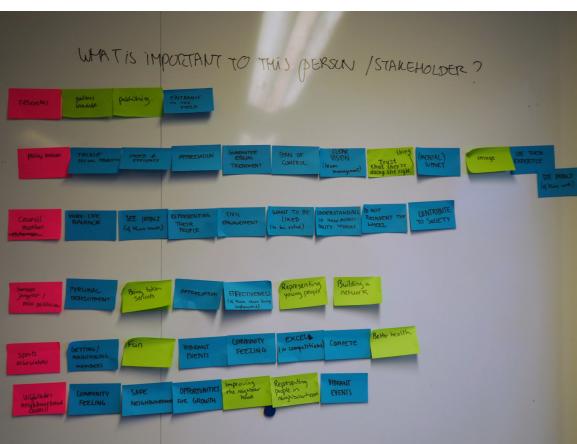
10:00 - Context & field: what is important to them >> select a number of stakeholders and map interests, possibly in two groups >> need many post-its in different colors

10:30 - Clustering and identifying themes

10:40 - Unpack themes for  $2 \times 20$  minutes

11:20 - Frames & futures >> map one or two examples

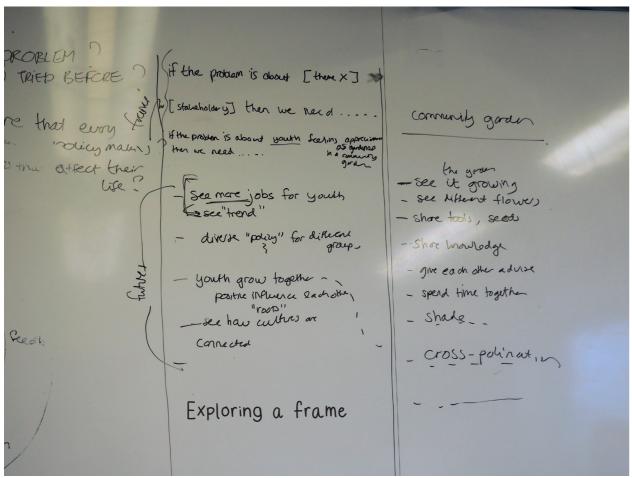
11:50 - Wrap up





The context and field exploration

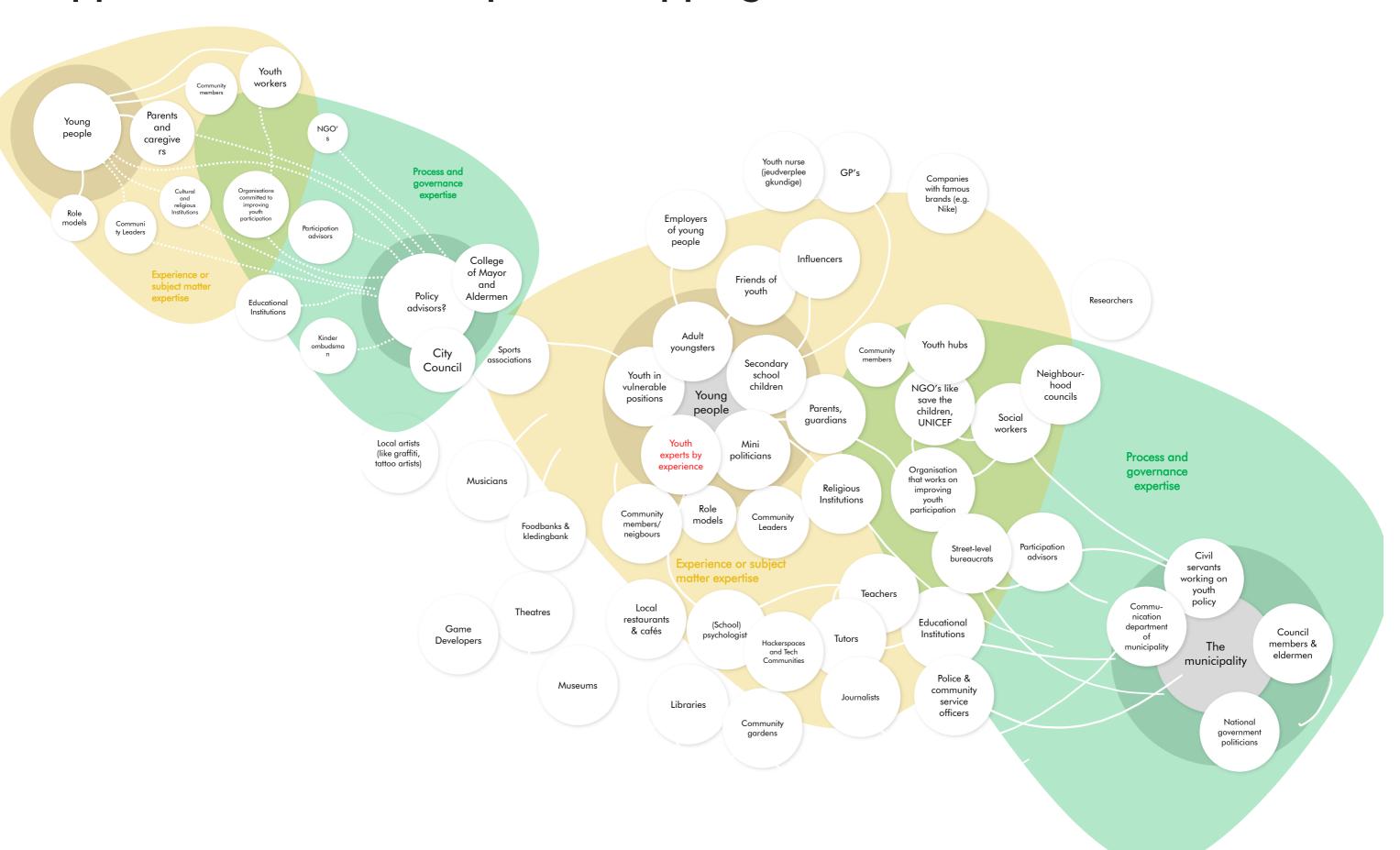






The team of designers and researchers attending the session

# Appendix F - First attempts at mapping the context



# Appendix G - Notes made during sessions to illustrate my thought process

These notes - in Dutch - provide an overview of quotes, insights and everything I have scribbled down during sessions. These insights mainly serve the purpose of showing my (thought) process. They could be linked back to the main insights described in Appendix A.

# Tienskip session

lk woon in een woonwagenkamp en daar is straks geen ruimte meer voor. Ze moeten daar bij de gemeente wat aan doen hoor!

Ik weet niet of ik met iemand van de gemeente zou gaan praten. Mijn mening zou toch niets veranderen. Ze vinden me waarschijnlijk kinderachtig. Of ja, dat ik er niets van weet.

lk zou niet met mijn ideeën naar de gemeente gaan. Ik heb echt niets met de gemeente.

Ik vertrouw ze gewoon niet bij de gemeente. Voor mijn huis hadden we allemaal planten op zon stukje van de gemeente. Mijn ouders wilden dat weghalen. Dus wij bellen en bellen. En mailen, maar geen antwoord. Dus toen zei mijn vader van: wij halen het weg en dan ruimen jullie de troep maar op. Dus je kan echt niet op ze rekenen.

Bij de gemeente zijn er alleen maar zakkenvullers. Ze zijn echt niet te vertrouwen.

lk zou wel met mensen van de gemeente gaan praten, maar dan wil ik alles zwart op wit. Ik wil je handtekeningen eronder. Dan komen ze er niet meer onderuit. Dan moeten ze wel doen wat ze zeggen.

lk vind de gemeente gewoon best wel saai.

Ja als we er geld voor zouden krijgen zouden mensen wel betere ideeën gaan bedenken. Kijk dit, wijst naar het idee dat zijn groepje heeft bedacht, is best een slecht idee.

Maar het boeit me niet, ik zou liever thuis zitten.

Als we betaald kregen, of vijfhonderd euro voor het beste idee krijgen zou je tenminste weten dat ze je serieus namen. Dan wist je dat ze echt een goed idee willen zeg maar. Mensen doen dan gewoon meer hun best, voor werken zeg maar.

ledereen hier zon beetje zou liever thuis zitten.

Ik heb hier gewoon geen energie voor. Geen tijd, geen zin. En het is toch de taak van de overheid. Het is hun werk toch?

Als het over mijn buurt ging. Als het iets was waar ik meer van wist dan zou ik wel mee willen praten. Maar dan moeten ze wel naar mij toe komen.

Als ze aan komen kloppen, wat vind je hiervan? Dan wil ik best wel met ze praten. Maar vanuit mezelf gaat het niet gebeuren.

Een wethouder houdt een praatje Wie is deze guy? Rolt met zijn ogen

### At Blaak

Mijn moeder zit sinds twee jaar in een wijkraad dus ik zie nu wel in wat er allemaal kan, ik wil wel graag meedenken over wat anders kan

Ik weet er gewoon niet genoeg van, om met de gemeente mee te kunnen praten moet je wel weten waar je het over hebt

Eigenlijk zijn we allemaal wel een beetje toekijkers

lk ben echt wel een rebel, ik ben laatst de straat op gegaan met een bord met erop: gun mij een osso

lk zou niet de leiding willen nemen maar als iemand me vraagt dan wil ik er wel over meedenken

Ik denk dat heel veel jongeren hele sterke meningen hebben maar dat ze tegelijkertijd denken: er verandert toch niets. Dat hoor ik ook van vrienden met stemmen. Maar zo, als je me aanspreekt. Ik heb zoveel meningen

Als je een onderwerp echt leuk vindt eerder de innovator

Ik heb heel veel ideeen over hoe het anders kan op het gebied van mental health

lk zou graag samen met de gemeente willen werken maar ik denk niet dat ze me zouden vragen en ik denk ook niet dat ze zouden luisteren

Ik ben wel echt een toekijker, want ik weet er gewoon niet genoeg van af. Ik zou me er wel in kunnen verdiepen maar daar heb ik de energie niet voor

Ik weet niet echt genoeg om mijn mening goed te onderbouwen maar ik zou zeker mee willen praten als ze me zouden vragen, als ze me aan zouden spreken ofzo

# #MijnStemTelt

tweehonderd gemeenten doen niets of te weinig aan jongerenparticipatie

Ik denk dat gemeenten onvoldoende inzien hoe belangrijk de stem van jongeren is

lk zou hier heel graag de loftrompetten willen afsteken

over hoe goed het gaat met jongerenparticipatie, hoe goed beleidsmakers naar ons luisteren. Maar ik zal gelijk met de deur in huis vallen, dat is helaas gewoon niet de realiteit. Ivar van der Velde, lid van de jongerenadviesraad van de gemeente Groningen

Heel even zonder grappen, jongerenparticipatie ligt helaas nog steeds op zin gat. Het vertrouwen is laag, de jongeren uit kwetsbare groepen stemmen te weinig, het gaat eigenlijk best wel slecht... de Kiesmannen

Verbinder tussen inwoners en de locale democratie verbinders

Veel humor en interactie

36% van de jongeren onder de 25 jaar een stem heeft uitgebracht bij de gemeenteraadsverkiezingen 2022

Vereniging van Nederlandse gemeenten: jongeren willen graag betrokken worden en gemeenteraden willen graag jongeren betrekken.

Er wordt meer interesse getoond in hoe kunnen we onze jongeren beter laten participeren in de locale democratie. Nog niet zozeer dat dat daadwerkelijk ook al beter gebeurt. ... Ik denk dat de ambitie gewoon veel groter is dan wat er in de praktijk gebeurt. Je moet ook niet vergeten dat jongeren ook gewoon school hebben, sport hebben, hun eigen hobbies. Dus we vragen ook iets extrais van ze. Maar ik denk dat als we jongeren echt weten te interesseren, echt kunnen laten zien waar die lokale democratie, waar die gemeenteraad over besluit. Dat ze ook iets hebben van: "Ok, dat wist ik helemaal niet." Maar waar jongeren ons ook voor waarschuwen is: "Zorg dat je ons wel echt serieus neemt."

Het gebruik van het onderwijs. Wat betekent de gemeente? Weet je hoe het werkt? Weet je waar je informatie kunt vinden?

De gemeente etteleur, met een camera de wijk in, wat vindt jij belangrijk? Daarna in gesprek met de gemeenteraad.

VNG website filmpje

Frank Speel programmamaker locale democratie bij de

Ik hoop dat ambtenaren zich realiseren dat jongeren betrekken niet alleen tijd kost dat er ook energie uitkomt! belangrijkste is je daar bewust van zijn.

#### **Timmerhuis**

Ik ben geen radertje in het systeem, ik ben een mens

We vragen jongeren in kwetsbare posities om oplossingen te bedenken voor hun eigen problemen, dat is onze taak

Projectsecretaris is saai!

Dat het allemaal moeilijk gaat inkomensconsulent

Product owner bij MO, stoffig

Als je zegt ik werk bij de gemeente denken ze meteen dat je lui

Hoe ze MIJ zien. Oh dat is een moeilijke vraag, dan gaat het om JOU

l ui en succesvol Streng en benaderbaar Kutambtenaar en iemand die ons helpt

Werkcoach vs hardwerkend

Onzichtbaar en bereikbaar

Beleidsaanjager

Ze moeten ook achter onze facades kijken lk ben niet de gemeente, ik ben ook gewoon een mens, ik maak ook fouten, maak me zorgen, ben het niet altijd eens met beleid Ik ben een ambtenaar maar ik ben ook gewoon een leuke moeder Een aanspreekpunt

"Als je daar komt en zegt: ik ben een beleidsmaker. Ja, wat is een heleidsmaker?"

Ik denk dat veel collegas het ook wel eng vinden. Zodra jij buiten bent ben jij de gemeente!

Misschien vinden ze over het algemeen een beleidsambtenaar stoffig, dat zegt toch niets over jou als persoon.

Het is belangrijk om een dialoog aan te gaan op basis van

overeenkomsten, niet op basis van verschillen

Het is heel vrijblijvend om met participatie aan de slag te gaan, het is een vinkje op een verslag

Ja je bekijkt ze wel door een loep, dat lijkt me logisch. Het

Het systeem is te complex geworden om te begrijpen.

De raad bepaalt, daar kan ik niets aan doen

Bij MOI Ja het moet meer stimuleren van boven, minder werkdruk, meer

la ik wil wel persoonlijk gezien worden als een leuke vent, dat is sowieso fi,in, maar wat ik vooral wil is dat ze mi, i zien of de gemeente zien als mensen die bijdrage leveren aan hun leven. Dus dan kun je ook wel streng zi, in als het nodig is.

Nieuwe generatie ambtenaren doet het wel, de vastgeroeste ambtenaren gaan het misschien ook gewoon niet doen.

Ja we moeten meer zichtbaar zijn dus bijeenkomsten organiseren Maar komen ze dan Ja, dan ligt het bij hen he!

lk ben altijd ambtenaar maar ik ben ook altijd Rotterdammer en ik ben ook altijd Remco. Je moet kunnen schakelen tussen de rollen die je hebt

Hoe kun je dat veranderen? Ik denk dat wij ook gewoon niet zichtbaar

Als je de regels vasthoudt, je poot stijfhoudt, oneerlijk communiceert, dan geef je ook geen goed beeld

Je moet breder durven kijken

Ik neem de vrijheid om dat te doen. Gevoel voor rechtvaardigheid is daarin heel belangrijk. Als ik dat kan leren met de jaren kunnen anderen dat ook leren.

Het beeld van ambtenaren als begrip moet veranderen, maar niet iedere individu gaat veranderen. Of is er klaar voor. Spanning tussen geheel en deel. Niet iedereen wil de buurt in of gezien worden, maar het is wel belangrijk dat we zichtbaar zijn

Dat jongerenpanel was well erg wit. Dan vraag je je wel af, spreek ik nu wel met Rotterdam?

Ik denk dat jongeren je ook wel weer contact kunnen brengen met jongeren. Ja dan moet de brug wel erg lang worden.

Ik snap de burgers ook wel, ik lag op het strand en toen stonden er wat mensen van de gemeente Rotterdam in pak. Dan denk ik toch ook wel, wat een luie donders, nou ja misschien niet helemaal want ik werk bij de gemeente, maar ik snap het wel.

Ik heb ook niet het idee dat mijn inbreng er iets toe doet in het geheel. Ik word echt niet gezien.

De raad die wisselt elke vier jaar, dus mijn wethouder is ook alleen maar bezig met herkozen worden. Die mensen zijn niet bezig met lange termijn doelen. Dat zou wel moeten, maar dat gebeurt niet. Waarom zouden ze denken aan dingen over twintig jaar.

Het moet allemaal zichtbaar worden. Jongeren zien niet wat we hier doen. Wij weten soms ook niet eens waar we heengaan.

Jongeren hebben ook wel het idee dat ze niet gehoord worden, dat zie ik ook wel echt. Misschien is dat ook wel zo, we zijn hier wel vooral bezig met wat hierbinnen gebeurt.

Ik weet niet of ambtenaren echt macht hebben om iets te veranderen. Ze kunnen wel voorstellen doen en proberen te sturen.

Zoon wat ben je nou geworden Als ze zich verantwoordelijk voelen Als je heel eerlijk bent, is er niemand die het jou persoonlijk...

De ouderen in raden bereiken is ook gewoon heel makkelijk, om jongeren te bereiken moet je er moeite in stoppen.

# Overig

Gemeentes zijn er zelf ook nog niet helemaal uit wat het succesvol maakt

De aandacht gaat steeds naar het midden van participatie hoeveel mensen bereik je?

meer gevoel bij wat zijn de dingen waar we op gaan letten

Het doel is belanghebbenden de kans te geven mee te denken, snappen van de uitkomst

Als het doel begrip is, volgt automatisch een betere informatievoorziening

Als de betrokkenen en de initiatiefnemers achter de uitkomst staan

Je begint een traject zelden met een wit vel. Er zijn al honderden eisen, dat beperkt de ruimte voor invloed. Dus deel wat er al op het vel staat

Je hebt verschillende ingrediënten die samen bepalen of participatie succesvol is

Programma van eisen en wensen

Zie je plannen maar te halen, er zijn zoveel deadlines, moet je ook nog participatie doen, dan wordt het toch wel snel een vinkje

Te zeggen tegen je opdrachtgever: wanneer ben ik hier nou eigenlijk succesvol in? Waar reken je mij straks op af? Op hoeveel mensen hebben deelgenomen? Op hoe tevreden mensen zeggen te zijn met het proces? Daar moet je een keuze in maken. Je moet het eens zijn, waar gaan we naar kijken?

Vertrouwensband, luisterend oor, open luisteren naar elkaar

Duidelijkheid

Je moet ergens voor staan en dat helder hebben, maar ook meebewegen als duidelijk is wat nodig is. Dit en dit is een kader, maar hier kunnen we wel over praten.

Niet altijd cocreatie, maar gewoon samen het best haalbare plan maken.

Die nieuwsgierigheid is ook een competentie van ontwerpers. Niet daar alleen uitleggen wat jou geweldige plan is maar ook geloven dat andere mensen jou iets nieuws kunnen leren

Souplesse

De omgevingswet is funest voor participatie

Marion van der Voort kwartet

Eigenlijk moet je al die mensen die wel een leven hebben ervan overtuigen dat participatie leuk is. Dat is een beetje als een peuter ervan overtuigen dat groente lekker is of een tiener ervan overtuigen dat drank ongezond is.

Trouw, woorden als draagvlak of doelgroep... Ik wil geen doelgroep zijn, alsof je een doelwit bent. Wat voor een mensbeeld zit daarachter?

Je ziet ook dat wanneer het mensen echt gaat raken, dan komen ze wel in beweging.

Je komt pas in beweging als er echt iets aan de hand is. Ik denk dat daar dan ook de grote uitdaging ligt: hoe bereik je mensen als de belangen nog niet zo groot lijken?

Paradox: in het begin is het nog vaag en dan is het moeilijk als burger er iets over te zeggen, dan is het concreet maar dan is het lastig nog daadwerkelijk iets te veranderen

Allereerst moet ik weten dat er iets speelt, vervolgens moet ik het interessant gaan vinden, dan moet ik nog soort van mijn eigen belang gaan zien, dan moet ik nog snappen wat voor effect het heeft op mijn eigen situatie. Dan moet ik nog besluiten dat ik er wat van vind en dat ook durven uiten en ook meedoen. Sommige mensen doen dat heel snel, maar de uitdaging zit in de mensen die dat niet doen.

Mensen staan helemaal niet te wachten om mee te doen.

We moeten wel oppassen dat we niet denken dat als we de drempel verlagen dat er dan meer mensen meegaan doen.

Want de reden dat je meedoet is niet dat je het leuk vindt. Het blijft een beetje corvee. Je kunt er wel voor zorgen dat het makkelijker wordt. Maar of ik mee ga doen wordt uiteindelijk bepaald door, vind ik het belangrijk genoeg. En heb je vertrouwen in het proces.

Het belangrijkst is niet, de gemeente kiest wat ik wil. Het belangrijkste is voor mensen: mijn mening is gehoord.

"We gaan nu de participatie in", hoor je heel vaak.

lk wil geen gepolijst verslag aan het einde waar ik niets uithaalt, maar een leuk journalistiek stuk met alle pijnpunten er nog in

Burgerrelaties

Ik wil daarna een plan zien waarin ik herken wat er is ingebracht, ook dat hebben ze ermee gedaan. Ik organiseer veel participatie voor ontwikkelaars bijvoorbeeld. Wat ik altijd erg belangrijk vind is dat je daarna een plan terugziet waarin je letterlijk herkent wat je hebt gezegd. Kijk u hebt gezegd dat je groen belangrijk vindt, we hebben er een aantal bomen bijgezet.

Je wil gehoord worden. Je wordt misschien wel gehoord, maar als je het niet terug hoort?

WhatsApp als middel om te bereiken.

Communicatieadviseurs worden overspoeld, hebben ze de capaciteiten wel?

Omgevingsmanager kwaliteiten bij projectmanagers,

communicatieadviseurs

Nu zie je dat participatie bij de gemeente nog heel erg het domein is van de communicatie afdeling. Ik ben heel benieuwd. ik weet het niet precies, hoe dat er over tien jaar uitziet.

Marketeers, omgevingsmanagers, journalistiek

Verhalen

Verhalen joh. We zijn nu heel erg bezig met het beleidsmatige vertalen

in communicatiestrategiën, maar als je het verhaal vertelt dan zie je dat mensen ineens aangaan.

Communicatie adviseurs die de advocaat van de duivel durven te zijn: niet alleen beleid verdedigen maar als een journalist alle ups en downs voors en tegens uitlichten. Het is nu een moeilijke en ondankbare taak.

Overzicht van alles wat gebeurt, alle activiteiten. Hoe maak je het gesprek zichtbaar.

Transparant.

Transparante toren, maar dan nog beter te begrijpen.

Geen hippe tools en flitsende communicatie. Een complex project kan niet succesvol zijn zonder vertrouwen.

Laten zien wat je doet en daar ook reacties op kunnen krijgen en input. Soort journalistieke Instagram voor de gemeente.

Zin moet je zuinig in zijn, soms is tijdig en helder communiceren het belangrijkste

Maak het ook persoonlijk, een naam onder een brief met een telefoonnummer

Kom achter het logo vandaan. Je wil niet gezien worden als de gemeente dus verschuil je niet achter de gemeente

Omgevingsmanager Johan Simon

Ervaren omgevingsmanagers zullen herkennen dat juist grotendeels het succes van de omgevingsmanager bepaalt. Je bent vaak meer tijd kwijt in de eigen organisatie aan het vinden van begrip voor de omgeving dan andersom. Dat is niet erg, het is wat mij betreft precies onze taak.

Je moet stevig in je schoenen staan. Omgevingsmanager is eigenlijk de boodschapper van het kasteel. De interne story tellers. Hoe krijg je het verhaal op tafel intern.

Het mag wel de best betaalde baan van de gemeente zijn!

Participatie voelt veel kortstondig.

Participatie daar heeft iedereen het beeld bij: en nu gaan we de omgeving vragen wat ze ervan vinden. Met een linnen tasje!

Uiteindelijk is participatie een middel en niet een doel. Wat je wil is meer draagvlak, wat je wil is betrokkenheid.

Betrokkenheid

Covormen van beleid Coformeren Coformatie Co-ontwikkelen co-ontwikkeling Coforming

Coformatie
Co-ontwikkeling van beleid

Het liefst zou ik de begrafenis van het woord participatie bijwonen morgen nog, met koffie en goeie cake. Zo!

Nou ik ook! Ik doe een vrolijk jurkje aan en ik sta vooraan hoor.

Participatie is net als goede communicatie. Als je het niet weet, weet je zeker dat er gedonder van komt. Als je het goed organiseert weet niemand dat je het goed hebt gedaan, want dan blijft het stil. Mijn voorstel: participatie leidt niet tot draagvlak. Participatie leidt tot een beter plan. Participatie is geen makkie Het moet verankerd worden in de organisatie Deel van een geheel Persoonlijke ontwikkeling Gezien voelen In de oorlog hahaha Onafhankelijke voorzitter Dialogen voeren Je verantwoordelijk voelen!!!

Participatieve waarde evaluatiemethode Hoe meer je burgers open informeert hoe beter ze keuzes kunnen maken en hoe meer ze zich serieus genomen voelen Waarom worden bepaalde keuzes gemaakt, houd iedereen geïnformeerd

Hoe kun je ervarings expertise met ambtelijke beleidsexpertise combineren? Lijkt soms lastig, maar als je burgers meteen al alle benodigde info geeft worden hun keuzes ook beter geïnformeerd. Maak documenten toegankelijk. Dus net als een architect je uit kan leggen welke steen welk effect en welke duurzaamheid en kosten heeft, kunnen de bewoners daarna beter uitleggen wat ze zoeken

Oppervlakkige communicatie voelt veiliger maar leidt vaak paradoxaal tot negatievere ervaringen. Terwijl burgers beter reageren als je je als ambtenaar meer opener openstelt. Elisa Bours ging met haar team slapen bij burgers om vliegtuigoverlast te ervaren. Dat was eng maar leverde betere en positievere resultaten dan inloopavonden. Leg het beter uit, maak het voorspelbaarder.

Ambtenaren gaan er wel in en weer uit, ze weten allemaal bijna niet wat Zijn ook veel stakeholders. Niet iedereen is er de er met het project gebeurt nadat ze eruit zijn gegaan.

"Je moet het ook niet te persoonlijk nemen. Ik ben niet het Schiphol beleid." heel erg van de droombeelden en andere mensen

Interne participatie is ook heel belangrijk.

Je kan iets vanuit de ivoren toren schrijven maar dat kan dan in de praktijk totaal niet werken. Tessa Hollaar

Vragen voor jongeren: Zou je willen weten wat de gemeente doet? Waar ze mee bezig zijn en hoe jij daar invloed op kan hebben? Zie je zelf de noodzaak om ermee aan de slag te gaan? Die bouwvakkersplekken, bouwplaatsen waar je aan de zijkant een plaatje ziet van wat er komt is een goed voorbeeld van transparantie.

De vraag "wat wil ik hier uithalen?" Is inderdaad belangrijk, maar in gesprek gaan is dat nou participatie. Alleen zoeken naar de dingen die jij wil weten?
Burgers geven vaak aan dat het belangrijk is dat er geluisterd wordt naar ze. Wat is luisteren naar iemand? Is het erg als de ambtenaar het beslissingsrecht heeft?

Belangrijk: nieuwsgierigheid! [Naar een ander [

Als je van tevoren precies al weet wat eruit komt is er ook geen lol meer aan natuurlijk Hans Brouwer

Je kan ook te vroeg komen, we hebben ook nog wel eens de neiging om de burger om oplossingen te vragen. Dan denk je ook: ik betaal toch hardstikke veel belasting voor het salaris van die ambtenaar, ga eerst maar eens even je huiswerk doen.

Eigenlijk weet je pas het succes aan het einde van de rit.

Laat je eigen drijfveren zien

Mensen gaan binnen de gemeente ook gewoon weer wat anders doen. De burger blijft ermee zitten. Komt de zevende ambtenaar weer aan. Respect voor de geschiedenis, het gebruik en de ambities.

lk denk dat we nog altijd een heel intern gerichte cultuur hebben Hans
lk ben niet ambtenaar geworden voor het comfort van mijn minister, ik ben ambtenaar geworden voor
Zijn ook veel stakeholders. Niet iedereen is er de hele dag mee aan de slag. Sommige mensen zijn heel erg van de droombeelden en andere mensen zijn heel erg van het praktische. Daar wil je ook een samenhorigheidsgevoel creëeren.

# Appendix H - Iterations for mapping the Municipality

While there may be civil servants who work as policy advisors, not all civil servants perform policy advisory functions. The civil service includes a wide range of roles, from those involved in finance, public works, human resources, and public services to those working in legal, administrative, and technical positions.

#### **Policy advisors**

#### **Policy executors**

1.Civil Servants: As mentioned earlier, civil servants are government employees who work in various administrative and operational roles. They are responsible for implementing policies within government departments and agencies.
2.Government Agencies: Many policies are executed by government agencies or departments with specialized functions. For example, healthcare policies may be executed by the Ministry of Health, and environmental policies may be executed by an environmental protection agency.
3.Local Authorities: Policies established by national

local level by city or municipal authorities. Local officials and staff are responsible for ensuring policy implementation within their jurisdiction.

4.Non-Governmental Organizations (NGOs): Some policies may involve partnerships with NGOs, which assist in implementing specific aspects of policies, particularly in areas like social services, public health, and education.

or regional governments may be executed at the

City Council (Gemeenteraad)

City Council Member (Gemeenteraadslid)

Raadsgriffie (Council Clerk)

KinderombudsmarGemeentelijk ombudsman

College of Mayor and Aldermen (College van Burgemeester en Wethouders, or College B&W)

Aldermen (Wethouders)

Municipal secretary (Gemeentesecretaris / algemeen

**Airenteurs** van de gemeentelijke organisatie en de eerste adviseur van het college. Hij is door het college benoemd

#### Policymakers (beleidsmakers)

Elected officials (such as the mayor and aldermen) and city council members are the primary policymakers in a local municipality. They have the authority to make decisions, set policies, and allocate resources to address various issues within the municipality.

#### Civil Service (Ambtelijke Organisatie)

Beleidsadviseurs:
•Adviseren wethouders op

inhoud en proces.
•Ondersteunen wethouders en het college, bijvoorbeeld door het beantwoorden van vragen van de

gemeenteraad, voorbereiden van de begroting etc.

•Kunnen inhoudelijke beleidsvoorstellen doen. (soms verplicht vanuit wetgeving, bv Nota

Volksgezondheid)
•Kunnen opdracht gever zijn
voor organisaties die
subsidie of een opdracht
ontvangen van een

gemeente.
•Zijn aanspreekpunt voor (groepen) bewoners en organisaties.

Municipal clerk (Gemeentesecretaris)

Management team

Deparmentheads

Civil servants Municipal Officials (Gemeenteambtenaren)

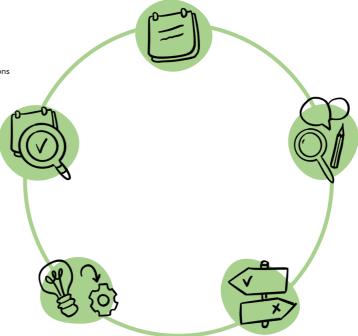
Municipal officials are civil servants employed specifically by the municipal government to carry out various administrative and operational functions.

# 5. Evaluation and Monitoring:

- Assessment: Policies are regularly assessed to determine their effectiveness.
- Feedback Loops: The results of these evaluations feed back into the policy-making process.
   Adjustments and improvements may be made based on the evaluation findings.

#### 1. Agenda Setting:

- Initiation: The policy-making process often starts with the identification of an issue or challenge. This can be initiated by various stakeholders, including city council members, the mayor, city departments, or external factors such as research findings.
- Problem Analysis: Once an issue is on the agenda, it undergoes thorough analysis. Data is collected, research is conducted, and stakeholder input is gathered in order to better understand the problem.



#### 2. Policy Formulation:

- Proposal Development: City departments and policy experts collaborate to develop proposals and draft policies in response to the issue. This stage involves detailed research, data analysis, and consultations with relevant stakeholders.
- Options and Alternatives: Multiple policy options and alternatives may be considered during this phase. These options are presented so they can be evaluated and discussed.

#### 4. Implementation:

- City Departments: Once policies are approved, city departments and agencies are responsible for implementing them. This involves putting the policies into practice and ensuring they align with the city's strategic goals.
- Resource Allocation: City departments allocate resources, including budgets and personnel, to carry out the policy initiatives.

# 3. Decision Making:

- City Council: The Rotterdam City Council (Gemeenteraad) is the legislative body responsible for making policy decisions. It consists of elected council members who represent various political parties. Council members review the proposed policies, debate their merits, and propose amendments.
- voling: After discussions, the council members vote on whether to adopt the policies. A majority vote is typically required for policy approval.

# Appendix I - Session Timmerhuis

#### **Facilitators**

Betsie, Susanna, and Irene

#### Topic

Assumptions and ideals that young people and policymakers have about each other

### Objective

Discover how policymakers think they are perceived by young people and how they would like to be seen as individuals.

Immerse ourselves as designing researchers and connect with the world of policymakers.

### Setup

Using a template, we ask policymakers to draw and write their ideas in response to the following questions.

How do you think young people see you? How would you like young people to see you?

#### Location

In the hall of the Timmerhuis

#### **Materials**

3 easels

Flipcharts with the 2 different templates: the current image and the ideal image.

Thick markers

Bag to store made flipcharts

Mirror

Decorations to attract attention







# The setup

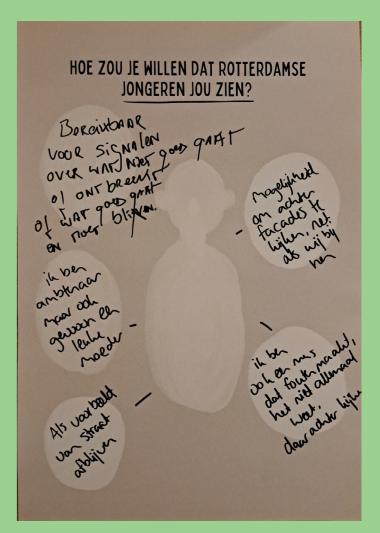




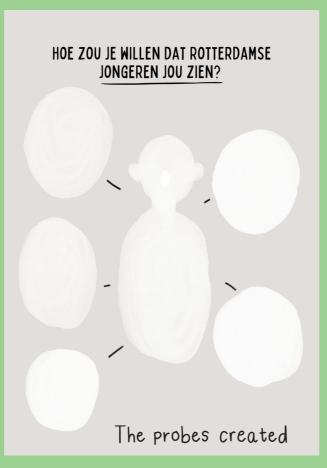
### Answers



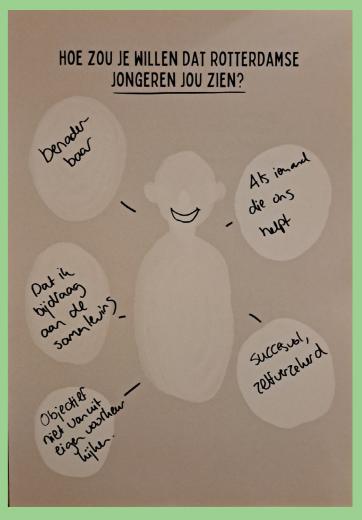




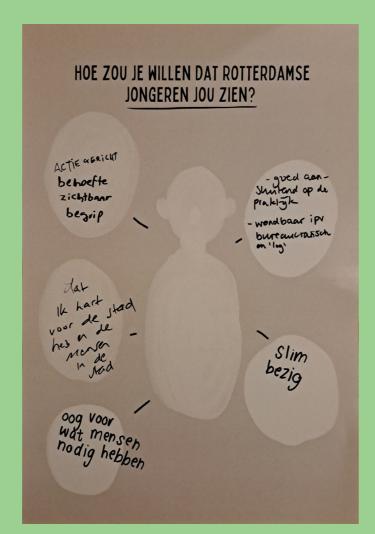


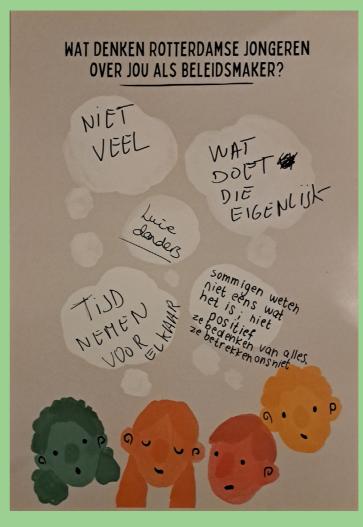


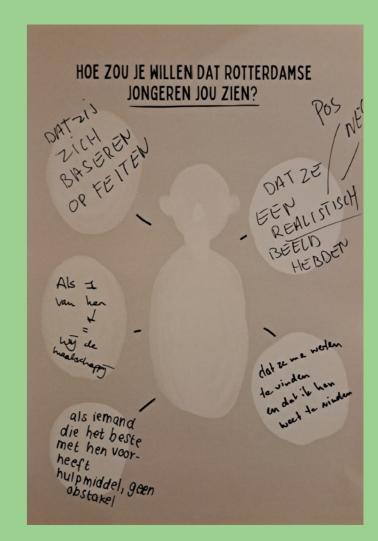


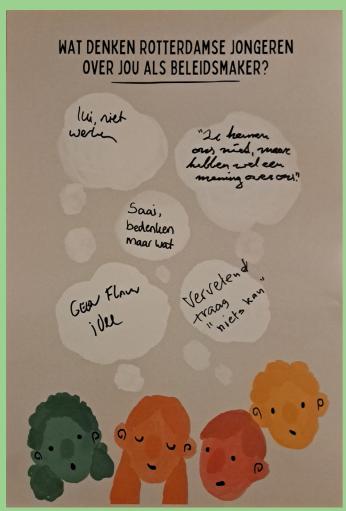


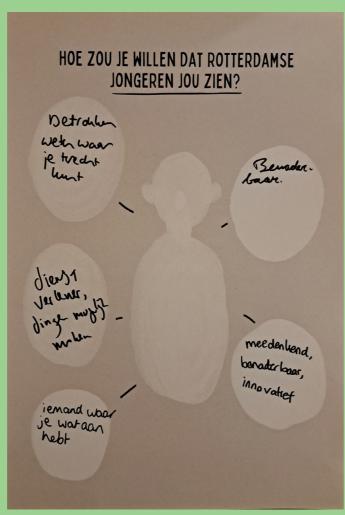




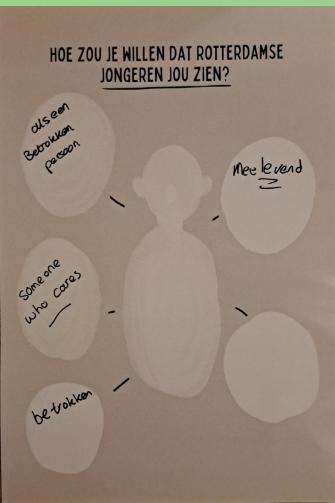


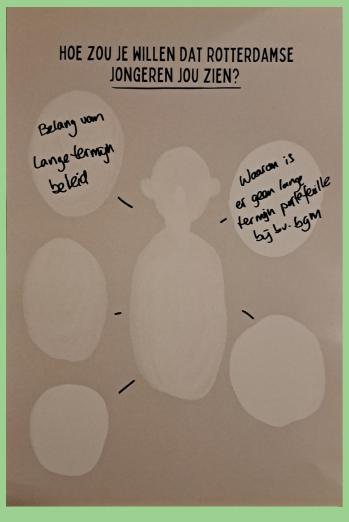




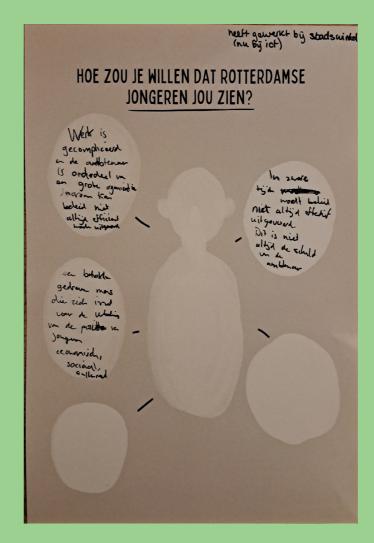




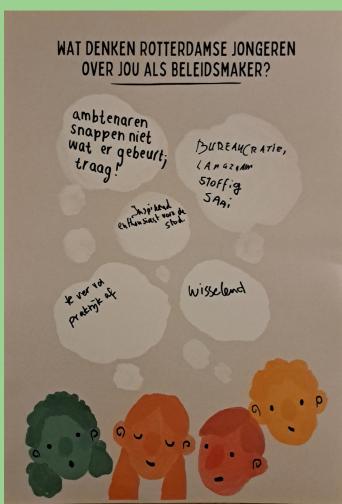


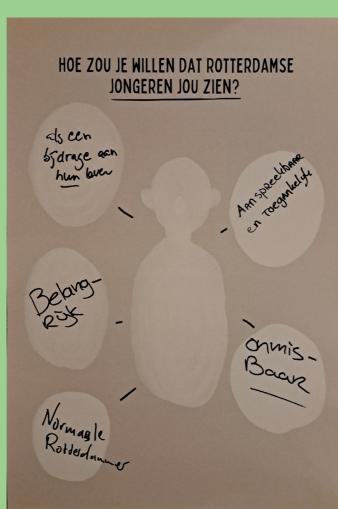
















# Appendix J - Sounding board group session

Plan for the session; roughly translated from Dutch

Soundingboard Group Session

Participants: 6 young people + two civil servants

Facilitators: Susanna and Betsie

#### **Objective**

To gather experiences from young people about their collaboration with the municipality. Past + present: How has the collaboration gone so far? About their personal experiences with it.

Future: What do they consider important in future collaborations between the municipality and young people?

### Plan

### Introduction (7 min.)

Who we are.

Purpose for today: your experiences with collaborating with the municipality and your ideal collaboration with the municipality.

**Icebreaker:** draw a bird in three minutes; it doesn't have to be beautiful (3 min.)

# Timeline collage exercise: cutting, pasting, writing, collage, drawing (explanation 5 min. + execution 10 min.)

Total no contact with municipality <---> Now.

How do you feel(felt) about the municipality? For example, whether you felt heard, whether you were satisfied with the collaboration. Mention any important events (meetings, events, etc.) in this.

Presentation (10 min. in total).

Do you feel like you're here more on behalf of other young people? How does that feel? Or more just on behalf of yourself?

~ break (10 min.) ~

**Energizer:** the participants line themselves up in a row without talking to each other. The tasks are: by age, distance to hometown, cooking skills, and how often you have spoken to someone from the municipality (5 min.)

## Role play (explanation 5 min. + reading 1 min. + game 14 min.)

Everyone gets a name tag and a role card with information about the character. Case:

"You are a group of civil servants who have to submit a policy plan in 2 years on improving public transport for young people. You have concluded that you want to involve young people in writing that policy. This is day 1 of the project and you have come together to think about how you will collaborate. Consider: whom to involve, when, how, and who does what. Be as specific as possible!"

### Roles (6-8 + 2-3 observers)

Johan, policy maker, 60 years old

Has been working at the municipality for 30 years, has no children, never really in contact with young people. He is a hard worker, but is dreading suddenly having to work with young people.

Alice, policy maker, 30 years old —> Susanna

Has only been working there for half a year and still needs to find her role within the team. She believes in participation, but she also doesn't really know yet how she would want to shape it. She has a fresh perspective on the situation, but is not yet confident to express herself strongly against the others.

Soufian, policy maker, 29 years old

Extroverted, cheerful, and loves making small talk the most. He can draw very beautifully. He doesn't understand why other people haven't involved young people in creating youth policy yet; he himself regularly just calls some people.

Karin, policy maker, 43 years old —> Yentl

Takes her task very seriously and is always focused on following rules and procedures. Values maintaining order and efficiency highly. Always makes her voice heard during meetings and loudly too. In her free time, she gardens in the community garden.

### Debriefing (15 min.)

What did you think about this exercise?
What stood out? (ask the observers specifically!)
Did it go as you expected?
Could it be different? And if so: how?

#### Total: 1 hour and 20 minutes + 10 minutes overrun = 1 hour and 30 minutes

#### To Bring

Cookies (Betsie)

Glue sticks x5 (Betsie)

Markers (Betsie)

Stickers with smileys (Betsie)

Name tags (stickers) (Betsie)

Print informed consent (Susanna)

Notebook + pen

Print A3 harvest notes poster x2 (Susanna)

Papers with timeline and question on it A3 (Susanna)

A lot of different kinds of cut-out pictures (Susanna)

Role cards A5 (Susanna)

Print case study A3 x2 (Susanna)

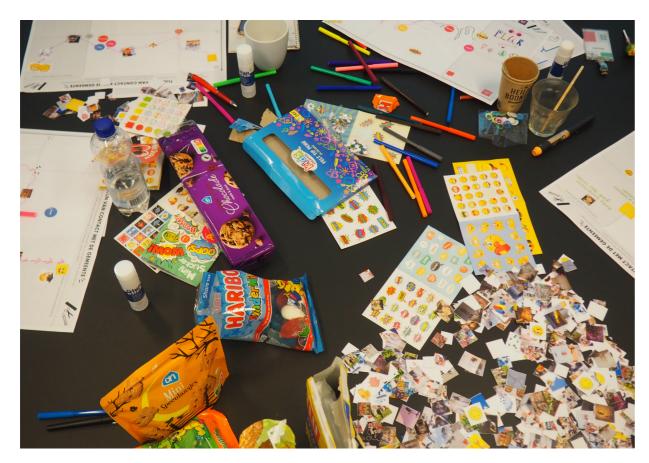
Post-it notes

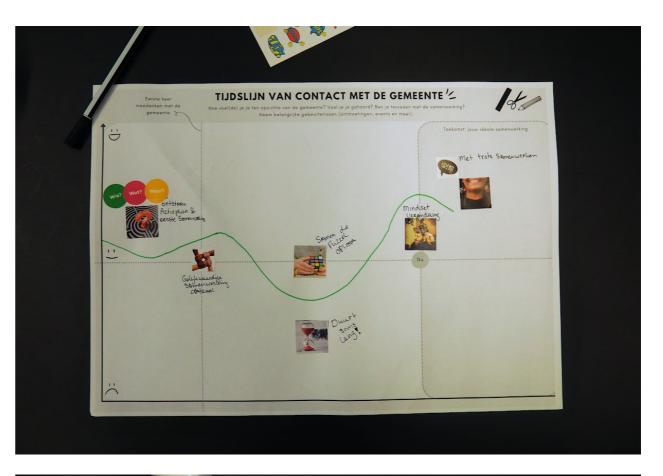
#### To Do There

Rough timetable on flipchart Prepare materials

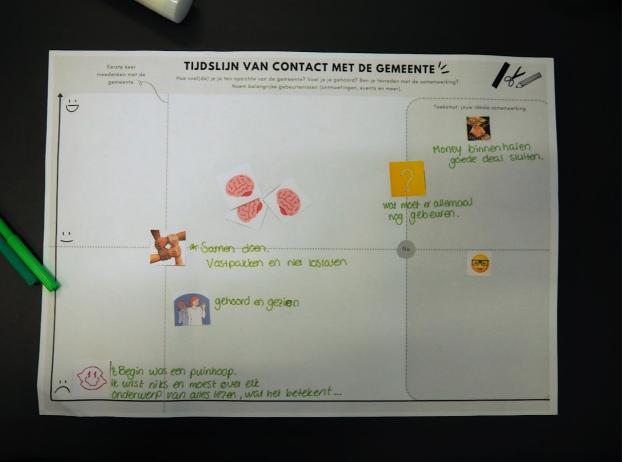
Results

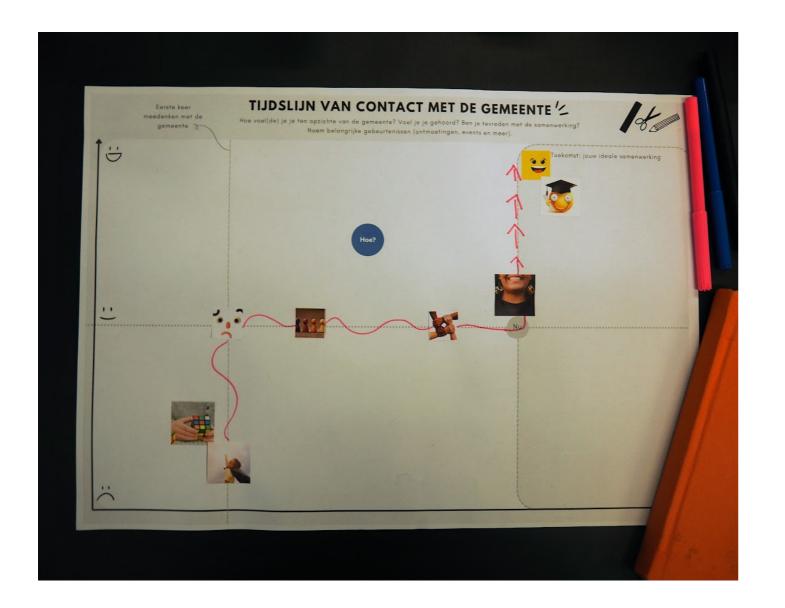
The creative mess created





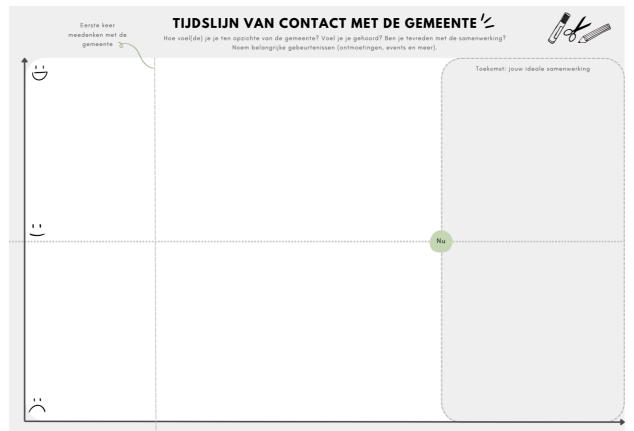








The cultural probe created and used during the session







# Beleidsmaker SOUFIAN

#### 9 jaar

Extravert, vrolijk en vindt een praatje maken het allerleukste. Hij kan erg mooi tekenen. Hij snapt niet waarom andere mensen nog niet jongeren betrekken bij het maken van jongerenbeleid, hijzelf belt regelmatig gewoon wat mensen op.



# Beleidsmaker JOHAN

#### 60 jaar

Werkt al 30 jaar bij de gemeente, heeft geen kinderen, staat nooit echt in contact met jongeren. Hij is een harde werker, maar ziet er wel tegenop om ineens met jongeren aan de slag te gaan.



# Beleidsmaker ALICE

#### 30 jaa

Werkt er nog maar een half jaar en moet haar rol binnen het team nog vinden. Ze vindt participatie belangrijk, maar ze weet nog niet goed hoe ze het vorm zou willen geven. Ze heeft een frisse blik op de situatie, maar durft zich tegenover de anderen nog niet stellig te uiten.



# Beleidsmaker KARIN

#### 50 jaar

Neemt haar taak zeer serieus en is altijd bezig met het volgen van regels en procedures. Hecht veel waarde aan het handhaven van orde en efficiëntie. Laat altijd van zich horen tijdens vergaderingen In haar vrije tijd werkt ze in de buurttuin. Cards used for the roleplay activity



# **CASUS**



"Jullie zijn een groep ambtenaren die over 2 jaar een beleidsplan moet inleveren over het verbeteren van openbaar vervoer voor jongeren. Jullie zijn tot de conclusie gekomen dat jullie jongeren willen betrekken bij het schrijven van dat beleid. Dit is dag 1 van het project en jullie zijn bij elkaar gekomen om samen te bedenken hoe jullie gaan samenwerken. Denk aan: wie je betrekt, wanneer, hoe en wie wat gaat doen. Wees zo specifiek mogelijk!"

The case for the roleplay activity

# Appendix K - Session Blaak, materials and results

We started outdoors but it was too windy

#### **Facilitators**

Irene Loeffen and Susanna Osinga

#### What We Did:

We were at the Blaak library in the youth section with large boards. It was a location with a lot of traffic and a (surprisingly) diverse group of young people. The boards read: "Hey young Rotterdammer! What role do you want in the municipality's plans for... LIVING & MENTAL HEALTH" then the young people could stick stickers. A white one for living and a black one for mental health. They had to choose for each topic which role they would want. The roles were:

Innovator (You come up with new ideas about what could be different)
Contributor (You occasionally share your opinion)
Rebel (You speak out when you disagree with something)
Leader (You decide what needs to happen and take the lead)
Collaborator (You actively participate in others' plans)
Observer (You wait and see what happens)
In total, about 27 young people participated.

### **Objective:**

A creative session of guerilla interviews focusing on which "role" youngsters want to play in shaping the future of their city. It's related mainly to the theme of "being driven by responsibility" and also how youngsters want to be empowered, to take up certain roles. I also wanted to use this session to get a better understanding of the way youngsters feel about this topic of participation.

#### **Insights:**

- Young people were generally really open to conversations. A few were in a hurry and only
  wanted to stick a sticker, but most young people took their time and had interesting ideas about
  what could be different. When asked If someone from the municipality had been here, would
  you have wanted to talk about it? almost all said yes. Some even indicated that they would be
  open to further co-creation sessions with the municipality.
- The atmosphere was good, and young people themselves came up with many tips to find even more young people apparently, there were many more young people on Friday afternoons. They seemed to enjoy thinking along.
- The small reward (an Oreo) was also well received.
- It helped to ask the question in a low-threshold way: "Do you want to stick a sticker" instead of "Do you want to participate in a study". Most young people participated after this question.
- "Contributor" was the most chosen. Many young people seemed willing to give their opinion but did not want to initiate anything themselves.
- If young people really liked a topic, they were more likely to be an Innovator. Whether they think they should be an Observer or a Contributor often has to do with how much they think they know about a topic or how passionate they are about it (and less often with, for example, their opinion about "the municipality").
- Young people did not have the impression that the municipality was looking for their opinions and would listen to them, but if people from the municipality would approach them openly, they would want to give their opinion.











The answers: black stickers correspond with the role youngsters want to play when it comes to housing the white to mental health

The set up









# Appendix L - Postits Frame Ideation Workshop







#### **Facilitator**

Susanna

### What happened?

Ideation for frame directions with Lysanne te Brinke, Irene Fierloos, Betsie Loeffen and Arwin van Buuren

#### Setup

After a short presentation on my work so far, brainstorming together on postits on frames and futures; focusing on the themes of driven by responsibility and what you do matters

#### Location

Erasmus University

#### Materials

Postits, markers

# **Appendix M - The General Research Themes**

### **Open-mindedness**

Accepting differences (in forms of expertise, ways of expression) Within the context of participation in policymaking there is a diversity in perspectives and expertises. The divergence between the seasoned fifty-year old civil servant and the vibrant sixteen-year old youth becomes evident not only in their knowledge but also in their modes of expression, the language they speak, their dreams, and interests. Bridging this gap requires a departure from the tendency to collaborate with those who mirror our own inclinations.

The familiar saying - "Birds of a feather flock together" underscores our natural inclination to align with those who share our interests and expertise. As long as we do not know the other person, do not know exactly what they do and what their expertise is, we are less inclined to seek each other out.

While young people are valued for their experiential insights, they may lack proficiency in deciphering complex policy documents. The challenge lies in harmonising their experiential knowledge with the seasoned expertise of policy professionals, since both forms of knowledge carry inherent value.

'When I look at myself, I don't immediately see myself as a sparring partner for a young person.' '[Why not?] Well because, but that's something I'm filling in, you know, those young people don't really see me as a like-minded person. [...] You can't think, alright, I'll just walk to a young person and I have a good conversation with them.' (BR2) Prejudices, often lurking beneath the surface, impact the way civil servants perceive and engage with young individuals. In conversations with civil servants, they also seem to be aware that they view young people from a certain point of view and that they themselves are seen in a certain way. The awareness of these biases is a crucial step towards embracing diverse viewpoints.

"There are a number of generalist thinking patterns, basic attitudes that indeed hinder us from saying, no, but you [a young person] are already good enough as you are and with the way you are you can enrich or complement us [policy advisers]. That is not yet sufficiently the case, I think." (BR5)

The theme of open-mindedness extends to the youngsters as well. While seeking recognition for their unique perspectives, they must also remain receptive to alternative viewpoints. Embracing open-mindedness becomes a reciprocal journey, where both parties contribute to the enrichment of the policymaking process.

#### Connected theories

Cognitive Diversity:

Cognitive diversity refers to the variety of ways individuals perceive and process information. It is linked to creativity, problem-solving, and innovation. Embracing diverse perspectives, as highlighted in your context, contributes to cognitive diversity within policymaking teams. Studies suggest that teams with cognitive diversity tend to be more

effective in decision-making and problem-solving. Confirmation Bias:

This cognitive bias describes the tendency to favour information that confirms one's preexisting beliefs or hypotheses while ignoring or undervaluing conflicting evidence. Open-mindedness involves actively recognising and mitigating confirmation bias by valuing diverse viewpoints and considering alternative perspectives.

Contact Hypothesis:

The Contact Hypothesis suggests that increased contact between groups can reduce prejudice and inter-group conflict when certain conditions are met, such as equal status, common goals, cooperation, and support from authority figures. Encouraging interaction between civil servants and young people, as well as fostering mutual understanding, could align with this theory to reduce biases and enhance cooperation.

### Intimacy

Opening up to create a real connection

When discussing participation with stakeholders, the significance of "genuine interactions" often surfaces as something important. Aiming for authentic conversations might open the door to deeper, more meaningful communication, is the reasoning behind this.

Observations from civil servants reveal a correlation between

openness and positive engagement. Those who embrace openness find that people respond better when interactions are sincere and intimate. However, authentic conversations demand a foundation of mutual trust—a space where individuals feel secure sharing thoughts that may be challenging to articulate, and hearing perspectives that are not easily expressed.

"Having confidence in each other, I think that's actually the most important thing next to being transparent and just normal, just being yourself." (BR1)

Similarly, for young people, the prospect of opening up becomes daunting when trust in being heard is lacking. However, they do seek sincerity and authenticity in interactions, discerning whether someone is genuine or pursuing ulterior motives.

"Young people don't want a puppet show or double agendas. They sense whether someone is sincere, or whether someone is coming to get 'something'."

Choosing superficial interactions (think of a survey or a formal letter), although seemingly safer, paradoxically can contribute to a less secure environment. In the podcast Participatiepraat, environment manager Elisa Bours explains how she and her team went to sleep with citizens to experience aircraft nuisance when evaluating the Schipholwet. Despite initial apprehension of some team members, this experience fostered better and more positive results than traditional public hearings. It allowed for a more human connection, making it easier to understand and communicate with each other.

In this pursuit of authentic engagement, the emphasis is on substantive connections over flashy tools and communication strategies. This raises questions like: How can seemingly unconnected people forge relationships of trust? What does a relationship of trust look like? What is a sympathetic ear?

#### Social Penetration Theory:

This theory illustrates how relationships progress from superficial levels to more intimate ones. It suggests that individuals reveal layers of information about themselves as they interact, moving from casual discussions to deeper, more personal conversations. Applying this theory in policymaking implies fostering gradual disclosure and building trust through meaningful dialogue.

#### Relational Dialectics Theory:

Relational Dialectics Theory explores the tensions and contradictions in relationships. It acknowledges that relationships involve a constant interplay of opposing forces such as openness and privacy, autonomy and connection. Relationships have ups and downs. Conflicting feelings and desires will always be part of relationships and create pressure and communicating about both similarities and differences is important. In policymaking, understanding these dialectics helps balance the need for transparency while respecting personal boundaries.

#### Social Exchange Theory:

This theory posits that individuals engage in interactions to maximise rewards and minimise costs. In the context of policymaking, it suggests that stakeholders weigh the benefits of openness and authenticity against potential risks or vulnerabilities. Encouraging a safe environment where individuals feel the benefits outweigh the risks can facilitate openness and genuine interactions.

### Curiosity

Unveiling the Unknown Unknowns

'There is a connection between participation, real interest in people and the higher purpose of why are we doing this [as civil servants]? Because I think, if you are not genuinely interested, then I think it is more difficult to come to the conclusion: we have to work on participation. Because then you would think why should I work on participation? I have so much data at my disposal already and I have a report here from an agency that we hired.'

Curiosity, genuine interest in people and believing that others have valuable insights to offer are important aspects to take into account when talking about participation. A core principle is really wanting to understand each other. This involves engaging in dialogues and going beyond surface-level interactions, aiming to uncover the stories hidden behind data and statistics. [about relying on data]

It's good to recognise the uncertainty that surrounds the unknown. Once experienced that being curious can lead to better results there can be a shift from assuming to asking questions. However, If you don't know what's out there, you don't know that it's interesting either. When talking to a civil servant at the Timmerhuis, he told the story of how they got letters from angry citizens. In their neighbourhood too many permits were issued for room rental, which meant that many students had now arrived. However, only about five permits had been issued that year. Strange. He could have sent a nice letter back, but decided to go for coffee and have a chat. He was curious about what these people were dealing with. The problem turned out to be in, among other things, stray bicycles on the street - problems for which solutions could be found - and not at all in the permits that had been issued. The story emphasises the value of being curious in what you don't know yet, letting go of assumptions.

[On the part of young people, curiosity is also an important theme. Do they want to know how the municipality works? Do they want to know what the municipality can offer them? Some young people may not be curious about the details of the policy-making process, but they do want to know what the municipality can do for them.

There is a joy in someone being curious about you. [It makes you feel important] This reciprocal exchange of curiosity]

#### Model of curiosity

In the 1950s, psychologist Daniel Berlyne put forth an intriguing idea about curiosity. He suggested that we all aim to strike a balance between two uncomfortable situations: feeling bored due to a lack of novelty, complexity, or uncertainty, and feeling overwhelmed by too much stimulation. Berlyne identified two types of curiosity to manage these states: "diversive curiosity," seen when bored individuals seek anything to boost their excitement, and "specific curiosity," used by overwhelmed individuals to understand situations and reduce their arousal to a manageable level.

Five-dimensional model of curiosity

In 2018, a group of researchers synthesised the model of curiosity and other important research into a five-dimensional model to capture the bandwidth of being curious (Kashdan et al., 2018). The first dimension is wanting to fill knowledge gaps, even if it feels uncomfortable (Deprivation sensitivity). The second is finding joy and wonder in exploring the world (Joyous exploration). The third is being naturally inclined to learn from others by observing and interacting (Social curiosity). The fourth is having the ability to handle and even use the anxiety that comes with new experiences (Stress tolerance). The fifth is being open to taking risks for intense and diverse experiences (Thrill seeking).

#### Cognitive Dissonance Theory:

This theory suggests that individuals experience discomfort when they encounter conflicting beliefs or information. In policymaking, curiosity may arise when stakeholders encounter information that challenges their existing knowledge or assumptions. Embracing cognitive dissonance can prompt individuals to explore further, seek clarity, and

adjust their perspectives.

#### Resilience

Navigating Uncertainty and Cultivating a Development Mindset There is a noticeable unease that comes from a hesitation to step into the unknown, to face questions without immediate answers, highlighting the challenge of accepting uncertainty in participatory endeavours. The fear of the unknown is compounded by societal expectations, reflecting a struggle between self-imposed limitations and external constraints.

At the heart of this theme is the delicate balance of accepting that control is not always absolute while still nurturing a sense of agency. This requires a mindset of growth, a willingness to confront the fear of mistakes, even in environments where it's quite important not to make any. It is very human to not want to fail. Recognising this inherent human reluctance sets the stage for a critical exploration of humility, vulnerability, and the capacity to learn.

"You know, some colleagues just find it difficult to go somewhere without knowing what to expect. That questions are then asked to which they have no answers." (BR 14)

The challenge of not knowing exactly how to navigate participatory spaces is acknowledged: Because you don't know how to do it well, it's difficult. However, within this difficulty lies the potential for growth, evolution, and the development of a more resilient and adaptable approach.

Most of the time, both young people and policy advisers currently feel unsafe to make "mistakes" - to interact with things they don't have full understanding of or control over. This collective hesitation hinders active and meaningful participation. However, recognising this collective apprehension calls for creating an environment where individuals feel comfortable making errors and learning from them. The concept is intertwined with empathy towards those who are less informed or experienced in participation, urging the intentional creation of space for outcomes that are less optimal and the valuable lessons they bring. This mindset of embracing vulnerability and learning becomes a cornerstone for fostering a participatory culture rooted in growth and understanding.

'For the most part this [not organising participation] is due to people themselves. And there is something to it, it is risky, yes, it can go wrong, it is all elusive. (BR 4)

It also relates to the concept of empathy or understanding ("mededogen") towards those who may not be well-informed or may not have prior experience in participation. The idea of making space for failures and the lessons they provide.

# Responsibility

Ownership and conviction

When delving into participation discussions with stakeholders, the theme of "genuine ownership" often emerges as a focal point. It's not solely about accountability; it's about feeling responsible and convicted about making a difference.

This sense of responsibility ties closely to one's convictions and emotions. Individuals are more inclined to participate when deeply passionate about a cause, recognising that participation isn't always about enjoyment but a sense of duty to enact positive change. The question arises: When do you personally feel responsible for something? When does a task or cause resonate deeply, compelling you to invest time and effort?

This theme resonates strongly in the context of participation. It's not just about holding oneself accountable; it's about feeling a personal conviction to contribute. However, the landscape is varied:

For young individuals, particularly concerning municipal decision-making, a prevalent sentiment is disengagement. Some are not interested, feeling they [have better things to do with their time than to engage with the municipality].

Many young people are actually not concerned with it [participation] at all, because they are just living their lives. (BR1)

Many feel disconnected and disinterested, believing their voices won't be heard. Yet, when issues directly impact their lives negatively, they begin to mobilise. You often see they take action, by for example talking to the municipality, when they strongly disagree with something. If a skate park is bulldozed or if they are concerned about the climate. When there is no felt sense of responsibility people are not that eager to participate. So how do you reach people when the stakes do not yet seem that great?

Well, at the museumpark there were a lot of skaters and stuff there. Because the ground there is very nice for skateboarding. And then they changed it. But that was annoying, because that place was where a lot of people could come together. [...] There was maybe a bit of a rebellion that they [the skaters] didn't want that. There wasn't really any discussion beforehand of what do you want? It was more like, wait, we don't want that at all. - Youngster, 18 years old Civil servants' attitudes towards participation can also significantly impact its success. To them, participation is often seen as a formality or a response to external pressures, rather than a genuine attempt at inclusive decision-making (lanniello et al., 2018). The feeling of responsibility might sometimes feel imposed, stemming from a vision or directive. Some advocate for a more imposed sense of responsibility, a vision from management.

'And that there is no additional guidance from management. So I think we're just letting it all slide a little bit. Very simply put.' (BR3) 'It would really help if we had people who could finally put a dot on the horizon. Like yes, this is where we are going and this is what we have to develop. That is what our top should actually do, but yes they don't do that, that is just not going to happen, but that would help a lot.'

It is noteworthy that within the municipality, there appears to be a lack of clear accountability for the success of youth participation initiatives. While youth participation is recognized as a checkbox item or 'vinkje', a task that must be completed, it often falls to individuals to voluntarily assume responsibility for overseeing these processes. Discussions with directors reveal a tendency to delegate this responsibility to civ**31** 

servants, who in turn occasionally perceive it as the domain of external parties like Young010. This diffusion of responsibility highlights a systemic issue in the organizational approach to youth participation, suggesting a need for more defined and committed oversight within the municipal structure.

In an interview with the participation department of the municipality of Rotterdam they were extremely clear that youth participation was not their responsibility. [quote]. [It raises questions about how an intrinsic feeling of responsibility can be felt] And why people feel responsible for certain causes.

In the podcast ... explained that he often spends more time in his own organisation finding understanding for the environment and enthusing people about the importance of participation than the other way around.

The complexities of responsibility extend further. While many acknowledge the importance of participation, action doesn't always align. It's a scenario where the perceived importance might not translate into tangible efforts.

A lot of people think [participation] it's important, but they don't do it. How important do you think it really is then? Obviously you don't think it's that important. You just find it important that other people think that you find it very important. Well, we all find it very important together. But there is no one that tells you: next week you will have set up a participation trajectory. (14)

There's a noticeable discrepancy in feeling the responsibility to prepare between politicians and young participants.

We hebben gezien dat veel politici zich voor zo'n ontmoeting met jongeren niet voorbereiden, want die willen gewoon lekker authentiek zichzelf zijn. Terwijl ze van jongeren wel vragen dat ze zich voorbereiden, dus die moeten zich inlezen over wie die politicus is, wat hij heeft gedaan, die moeten een pitch en vragen voorbereiden en ik denk dat het ook een praktische stap zou zijn als die politici en die beleidsmakers als die zich van tevoren wel zouden voorbereiden Motivation Theories:

Theories of motivation, such as Self-Determination Theory or Achievement Motivation Theory, offer insights into the factors driving individuals' curiosity and engagement. These theories highlight intrinsic motivation, emphasising the importance of autonomy, competence, and relatedness. In the context of participation, providing opportunities for stakeholders to explore their interests and contribute meaningfully fuels their curiosity and engagement.

#### **Fulfilment**

A chore or something to genuinely enjoy?

The aspect of enjoyment within participation emerges as a thought-provoking theme, marked by varying attitudes towards engagement. There exists a spectrum of enthusiasm among individuals regarding participatory roles. Some are disinterested, content with their lives and work, and view participation as an unnecessary burden. The sentiment, "Niet iedereen vindt dit ook leuk om te doen, toch?" reflects this disengagement, where some opt-out, content with their

lives and uninterested in involvement.

'Not everyone likes to do this, right? Yes, they think to themselves: well, never mind. I make enough money and I lead a good life. I'm fine. I don't have to interfere with anything.' (BR1)

It is an intriguing question: Can participation be enjoyable to everyone? The notion of making participation fun raises queries about the nature of enjoyment within these roles. Is it about gamification, introducing challenges to make the task more engaging? [participipizza avonden, samen wandelen,]

Marion van der Voort offers a sobering perspective, describing participation as "corvee"—a duty rather than a source of joy. She suggests that only individuals without hobbies might find participation enjoyable, insinuating that most people have better uses for their time. We have to be careful not to think that if we lower the threshold that more people will participate. Because the reason you participate is not because you enjoy it. It remains a bit of a chore. You can make it easier. But whether I will participate will ultimately be determined by whether I think it is important enough.

The debate surrounding enjoyment in participation touches on the delicate balance between making tasks easier to facilitate involvement and recognizing that personal conviction drives meaningful engagement. Lowering barriers might not necessarily lead to increased participation if the core motivation isn't intrinsic.

Reflecting on the idea of enjoyment, the underlying question emerges: When do tasks become enjoyable, and when do they feel burdensome? The intersection between necessity and fulfilment is nuanced—engagement might feel like a chore when the perceived importance or personal interest is lacking.

Ultimately, the narrative challenges the assumption that participation must inherently be enjoyable. It prompts introspection on what constitutes enjoyment within these roles. Is it solely about making tasks entertaining, or does it hinge more on intrinsic motivation and personal conviction? This exploration opens avenues for reevaluating the nature of participatory roles, questioning the elements that contribute to genuine fulfilment and satisfaction in engagement rather than solely aiming for superficial enjoyment.

Can participation be fun? And what is fun? When are the things you need to do enjoyable and when do you dread them?

You have to make such a conversation attractive, so explain clearly what you are there to do. How long it takes. I don't know, I'll bring something nice for everyone at the end or bring some tasty cookies. You know, make a good impression and say, hey, do you think it's okay if I come by in six months to ask and say, this is what we came up with: What do you think of that? And take them seriously. - school psychologist

Can young people in vulnerable positions enjoy talking about abstract matters when their primary needs are not fulfilled?

#### Power

Perspectives on Influence and Control

'I think the elephant in the room is also simply that we are talking about a power relationship. The powerful, the one with money, the one who will pay and the one who might be able to think along or perhaps help decide, so there is not a balanced relationship there. I think that's where things are already going a bit wrong [...] There is no balance between the government who makes policy, who makes decisions, who has the money and the resident who is allowed to have an opinion about all of that.' (BR 6, 7)

Power is an important part of any discussion about participation. It is important to understand that there is often an imbalance of power between those who have money, authority, and decision-making power, and those who have opinions but limited authority. This power imbalance can make it difficult for everyone to participate equally. The recognition of these power imbalances raises critical questions about equity and influence. One of the key challenges is that power imbalances can lead to some participants being able to dominate the conversation or set the agenda. Decision-making, financial resources, and the ability to voice opinions often remain predominantly within the municipality, creating an inherent imbalance within participatory processes.

"Like yes, it's easy to talk over children, or to just to think, oh I already know what is good for them." BR3

A poignant sentiment reflects the discomfort surrounding this power imbalance: "De regie terugnemen over je eigen verhaal en daarmee over je eigen leven." This articulates the struggle to reclaim agency and assert influence over one's narrative and life—a feeling often echoed among marginalised voices.

The idea of engaging in dialogue rather than facilitating one-way interactions is emphasised. The term Jongerensafari illustrates the tendency for some participatory efforts to adopt a voyeuristic approach—observing and selecting only what suits their agenda.

So what is the essence of participation—is it solely about extracting desired information or is it about engaging in genuine dialogue? Is it truly inclusive when the power dynamics skew conversations towards specific outcomes?

The theme of one-way traffic in participatory processes highlights a crucial aspect: who holds the power to decide? When looking at participation methods - for example, the one described in the Participatiewijzer (Ministerie van Binnenlandse Zaken & Democratie in Actie, 2020) - the current approach of participation is quite linear —'We take what we want'. Methods are prone to selective extraction. Is it really the most beneficial that adults determine the rules and parameters, allowing young individuals or marginalised groups to participate on their terms? Can participatory frameworks be reevaluated and redefined so power dynamics are less pronounced? "De regie terugnemen over je eigen verhaal en daarmee over je eigen leven." Wij mogen praten, wij hebben wat te zeggen. "We hebben niet meer participatie nodig waarbij volwassenen de

"We hebben niet meer participatie nodig waarbij volwassenen de spelregels bepalen en jongeren op hun voorwaarden mee mogen doen."

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## Clarity

Dealing with increasing Complexity and Opacity

In governance and public involvement, complexity and opacity make it difficult to understand interconnected systems. There's a contradiction between clarity and inter-connectedness. More connectivity makes things more visible, but it also adds to the complexity of understanding government processes.

The government can seem like a "black box" to the public, where actions and decision-making are mysterious. This lack of clarity is especially noticeable among young people who might have negative ideas or not fully understand the roles of government entities. 'Jongeren hebben helemaal geen beeld bij de gemeente. Een jongere, als je 20 bent of in de 20, je gaat niet, wat moet je bij die gemeente zoeken? Je hebt er geen beeld bij. Als je al ervaring hebt, dan zijn ze vaak negatief.' (BR 11)

Officials themselves struggle with this complexity and have difficulty understanding the many functions and structures within their own systems. Some still seem to figure out what role they themselves play within the municipality. They also recognise the need for clarity in decision-making processes.

It all has to become visible. Young people don't see what we are doing here. Sometimes we don't even know where we are going. The system has simply become too complex to understand. For citizens, but sometimes for us too. I've been working here for 25 years, but I still occasionally come across a position and think: eh, okay?

How can transparency and accessibility in these systems be reevaluated? How can complex structures be demystified and made visible to both external stakeholders and officials?

During participation trajectories there can also be a lack of clarity between stakeholders. Ianniello et al. (2018) describe in asystematic review of citizen participation how citizens often have limited understanding of the goals and constraints of other stakeholders, leading to challenges in effective participation.

It's worth noting that civil servants might also struggle to see the positive effects of youth participation. Civil servants may not always be fully aware of the diverse perspectives and innovative ideas that young people bring to the table. This lack of visibility and understanding can further hinder effective engagement between the government and young people.

"Youth participation is simply not a standard thing. Yes, that seems very important to me, because it is not on top of your mind. So the question is always what can I do for youth participation? And not the other way around [what can yout participation mean for me]. Yes, and that's because it just won't come back here. Just like children's rights. So if it never comes back here, not on a billboard or in any other way, then it's not there."

# Being part of a whole

Navigating Individuality and Collective Identity

In this context, there is a tension between one's individual identity and belonging to a larger group, a collective. There is a complex interplay between being perceived as an individual versus being viewed as an integral part of a larger group. This tension is emphasised by the overall poor perceptions of both youngsters and civil servants as a collective entity, influencing how individuals perceive themselves within this broader context.

Individuals grapple with the balance of being seen as unique while also being recognized solely as a representative of a larger entity, such as "the municipality."

I think many colleagues also find it scary. Once you are outside, you are the municipality!

For public officials, this leads to a sense of unease—a feeling of representing an entire entity when stepping outside, as "the municipality," losing their individual identity in the eyes of citizens. This perception affects their interactions and how they wish to be perceived, often at odds with the stereotypes associated with their role. When looking at the activity in the Timmerhuis. It's interesting to see that how people think they are seen as public servants is often a direct contradiction of how they personally want to be seen; If they think that young people find civil servants lazy, they want to be seen as successful, strict versus approachable, shitty civil servant versus someone who helps us, invisible versus accessible.

Belonging to a group can evoke both comfort and adversity. The impact of stereotypes and prejudices attached to these groups—be it negative perceptions of young individuals or civil servants—casts shadows on an individual's sense of belonging and self-identity within the larger framework. These biases make it harder to feel valued and recognized as an individual rather than just an anonymous representative of a collective or even a scapegoat.

A challenge arises for policy advisers who, while proud of their work within the municipality, feel a sense of disconnect when interacting with individuals outside of it. When talking to civil servants most of them seem proud of their job, feeling like they work for the people in Rotterdam. However, some also tell of instances where they felt judged and even unsafe because they work for 'the municipality'. Prejudices and misconceptions contribute to the felt distance between 'here' - where I am appreciated for who I am - and 'there' - where I am viewed in a way that I don't associate myself with. Individuals might strive to set themselves apart from stereotypes wanting to be acknowledged for their unique contributions and complexities. It's about recognition beyond roles—highlighting

wanting to be acknowledged for their unique contributions and complexities. It's about recognition beyond roles—highlighting personal facets, vulnerabilities, and human nuances— and humanising individuals within these collectives.

They also need to look behind our facades. I am not the municipality, I am just a human being, I also make mistakes, I worry, I do not always agree with policy.

I'm a civil servant but I'm also just a nice mother [For young people participating, representing a specific group] can bring both a sense of pride and a sense of discomfort. Am I really the right one to tell this story?

# Significance

Feeling like you make a difference

The theme of significance revolves around the fundamental need to feel that one's contributions matter and are valued—a sentiment deeply intertwined with the sense of making a difference. Young participants seek more than merely having their voices heard; they desire the assurance that their opinions are genuinely valued and actively considered in decision-making processes. Some individuals have become disengaged, feeling that disappointed with politics and that their opinions go unheard and unheeded.

"Ik heb niet gestemd en ben ook niet van plan te gaan stemmen, de politiek doet toch niets voor mij. De politiek luistert niet naar jongeren, ze doen niets mét jongeren en spreken jongeren nooit aan." (Inholland, 2023)

Individuals express the significance of seeing their input reflected in subsequent plans or decisions—recognizing their opinions' direct influence and impact. This validation, like witnessing the planting of trees in response to advocating for more green spaces, substantiates the value of their contribution.

However, a prevalent sentiment among officials reflects a sense of powerlessness—feeling overshadowed by higher decision-making bodies. There's a perceived disconnect between their input and the overall decision-making process, fostering a sense of insignificance and a lack of recognition for their contributions.

'We are ultimately 'just' policy makers. For example, if you had been a manager or director, you would have gotten things done even more easily, so to speak. We can't change the entire municipality.' (BR 12, 13)

The council decides, I can't do anything about that. So what do I have to say as a civil servant? What can I do if I don't agree with their decisions?

I also don't feel like my input matters at all. I'm not really seen. The desire for acknowledgement is not solely about having control over decisions but about being seen and acknowledged as valuable contributors. Officials might desire recognition beyond their bureaucratic roles—striving to be acknowledged as individuals who actively shape and impact the lives of citizens.

What I especially want is for them to see me or the community as people who contribute to their lives.

The crux of this theme lies in the yearning for significance—participants and officials alike desire not just to be heard but to be actively recognised, valued, and acknowledged for their meaningful contributions, fostering a sense of purpose, fulfilment, and impact within participatory frameworks.

A pivotal part of this theme is the importance of feedback and follow-up—a crucial bridge between expressing opinions and witnessing tangible outcomes or changes resulting from contributions. Effective communication becomes a cornerstone in making participants feel acknowledged and valued, underscoring the necessity for reciprocal

engagement in participatory processes.

#### Validation

Seeing the success, knowing when you are doing something right The recognition of achievements in participatory processes often falls short, overshadowed by the tendency to underestimate its positive outcomes. The significance of these victories, however small, must not be overlooked or undervalued.

Simultaneously, it's essential to address the uncertainties and anxieties that accompany the initiation of participatory endeavours. These uncertainties often revolve around the apprehension of where to begin or doubts about the utility of voiced opinions, particularly among young individuals.

Perceptions of participation echo that of effective communication—an essential yet often unnoticed aspect. When participation is well-organized and successful, its efficacy is subtly camouflaged within the lack of commotion or controversy. Conversely, neglecting participatory practices almost guarantees discontent or issues.

Participation is just like good communication. If you don't do it, you're sure to end up in trouble. If you organize it well, no one will know that you have done well, because then it will remain quiet.

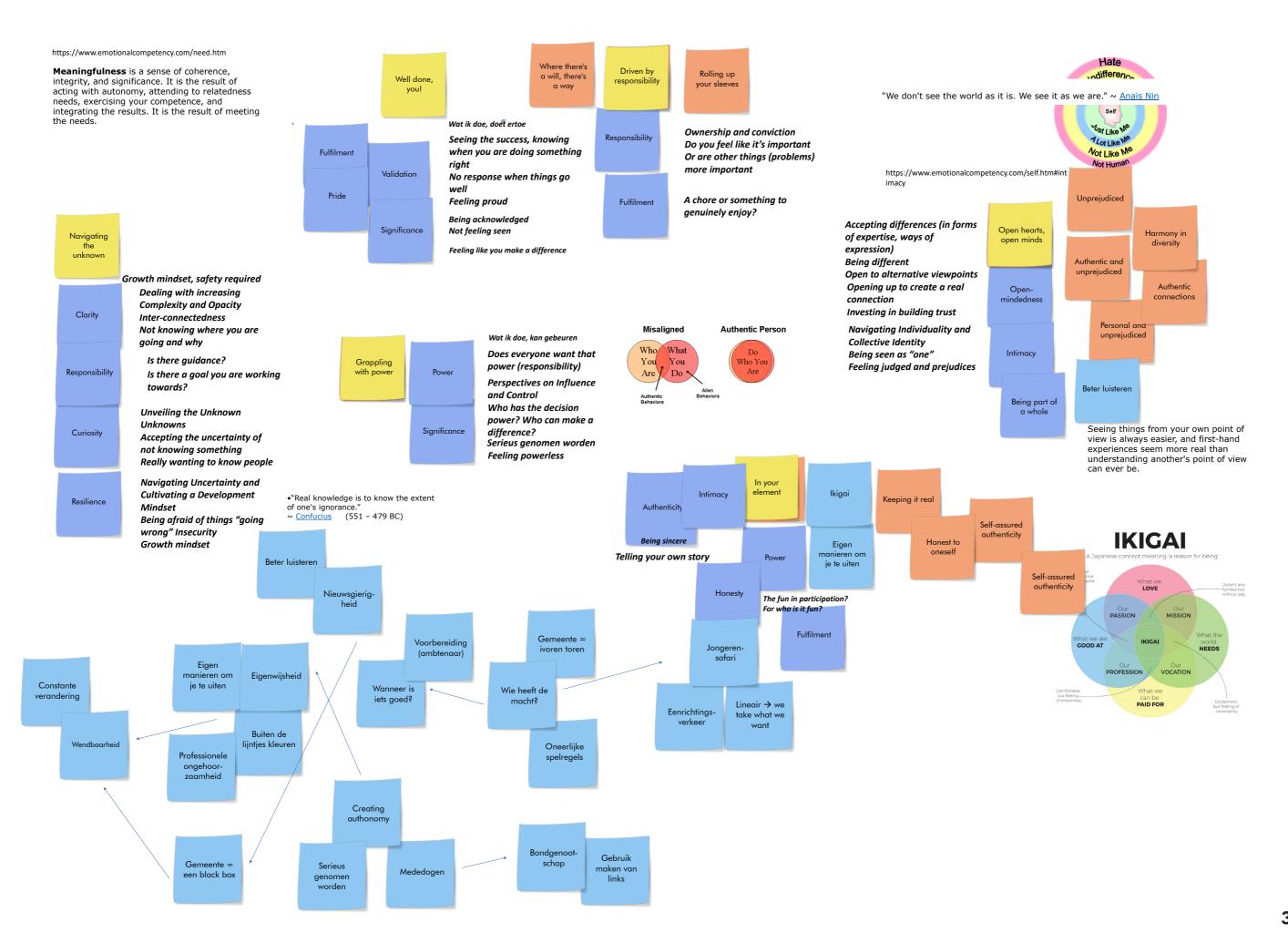
Navigating uncertainties around successful participation mirrors the challenges of knowing whether contributions or expressed opinions are impactful or utilized. This ambiguity can lead to uncertainties among youth about the value or implementation of their input. Feeling proud of one's participation and its outcomes is integral. Yet, in the intricate web of participatory processes, recognizing these successes becomes a pivotal but challenging task. The nuances of successful participation often go uncelebrated, urging for a shift in perspective towards acknowledging these victories, regardless of their scale.

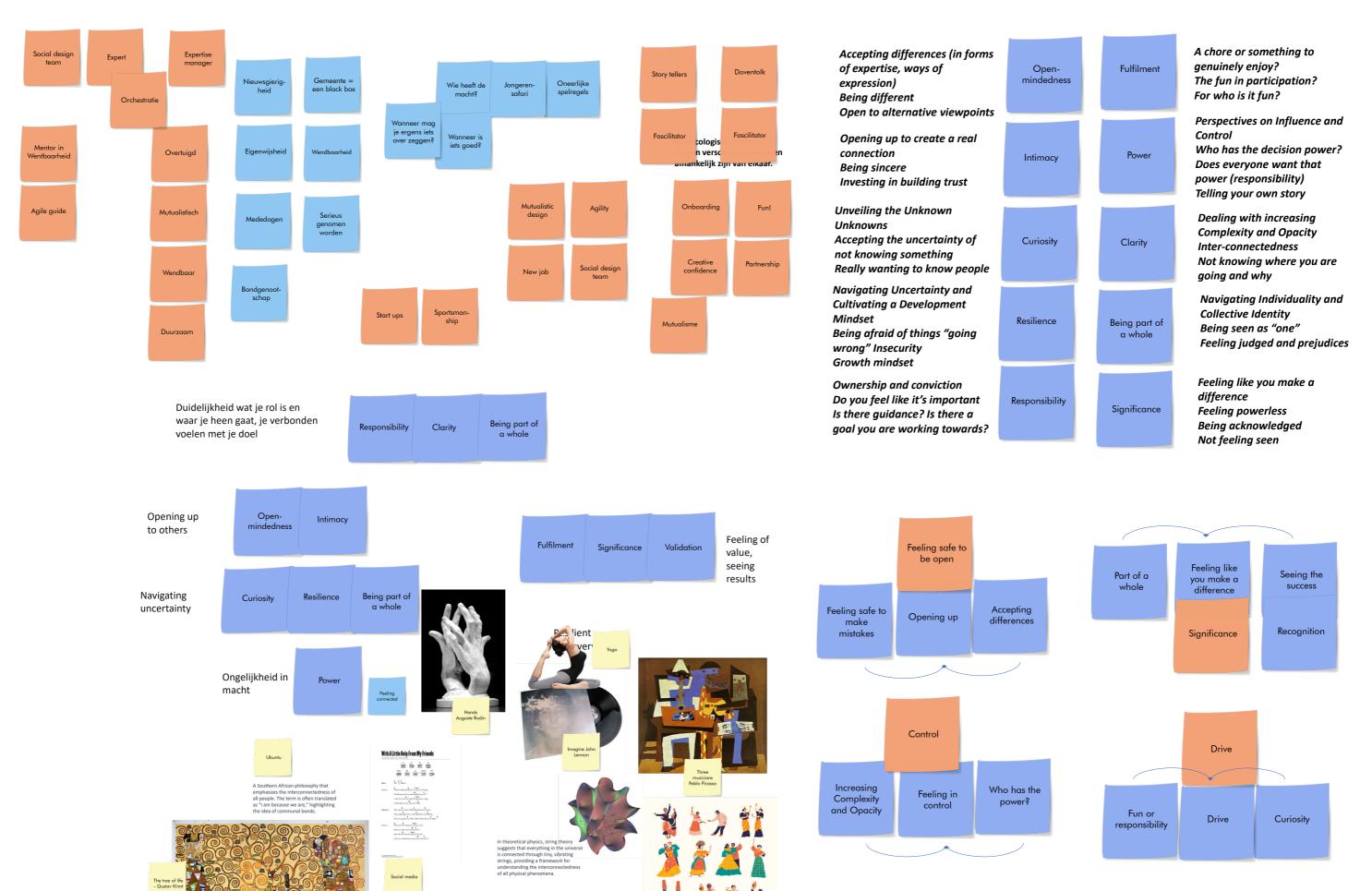
The theme underscores the need to develop a culture that actively acknowledges and celebrates successful participatory outcomes. This shift not only reinforces the efficacy of participation but also fosters a sense of pride and ownership among participants, encouraging their continued engagement.

In essence, understanding and appreciating success in participatory processes necessitate a change in perception—highlighting and celebrating even the smallest milestones, mitigating uncertainties, and reinforcing the value of contributions made, thereby instilling a sense of pride and accomplishment in all involved.

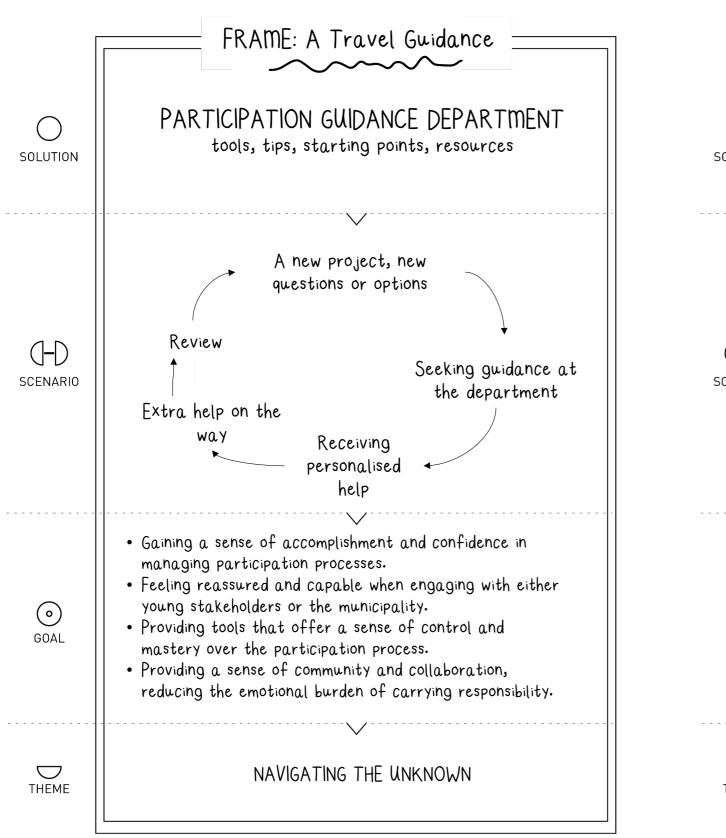
# Appendix N - From general research themes to phenomenological themes

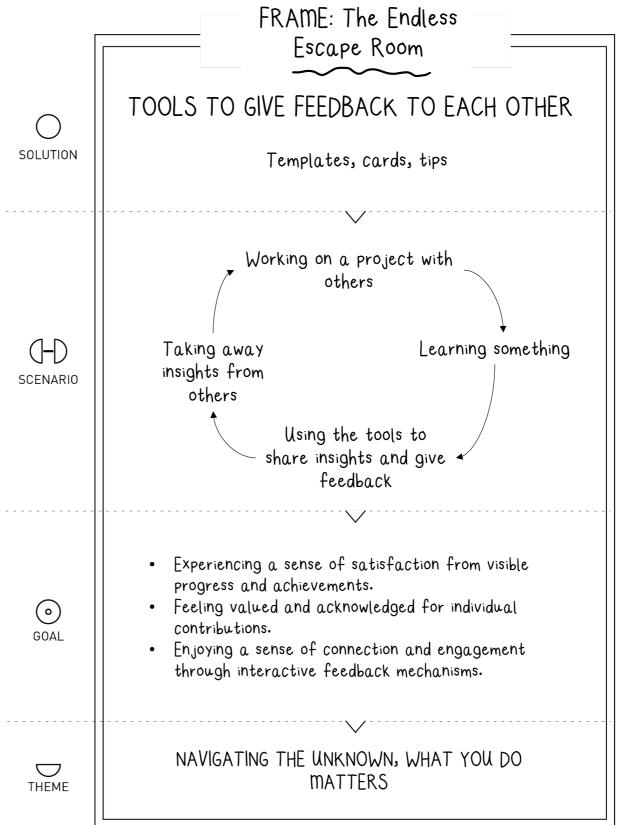


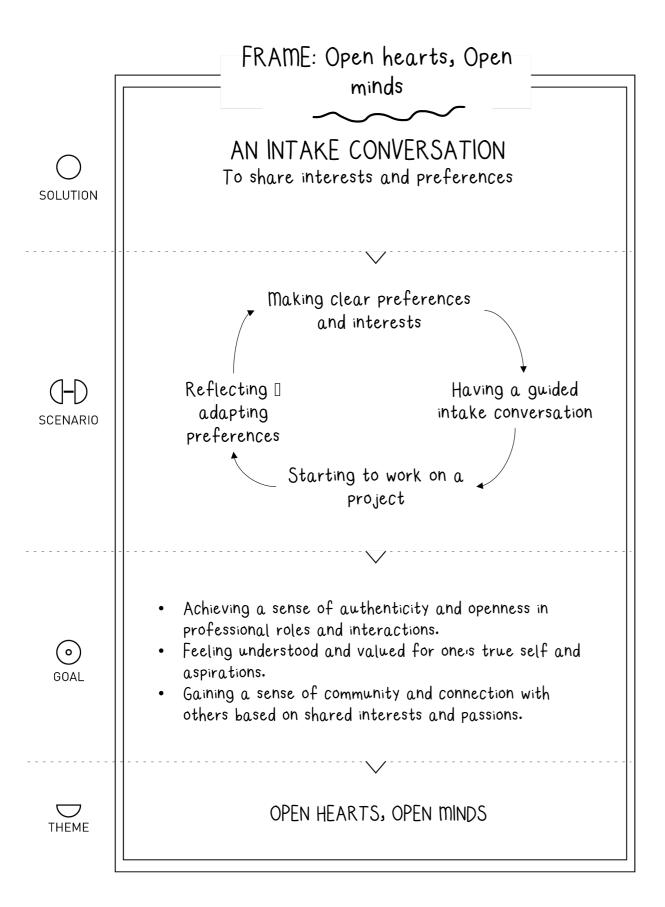




# Appendix O - NADI Model used during Transformation with stakeholders







## Appendix P - Iterations on Frames

Om het belang van het betrekken van jongeren te begrijpen moet je het een keer beleven, wellicht in een oefenomgeving (je brave space stretchen en op een manier die past bij je eigen karakter) dan ontstaat er begrip voor de behoeften van (een specifieke doelgroep onder) jongeren, dat is mooi, maar dan... Hoe kunnen beleidsadviseurs vervolgens het begrip koppelen aan acties (binnen de samenwerking met jongeren)? + Hoe kunnen beleidsadviseurs anderen overtuigen van jouw inzichten? (door het te combineren met andere inzichten zoals data, door intern te 'lobbyen')

If the problem space of o lack of meaningful youth participation in municipal policymaking is approached as if it is a problem of ... and ..., then we should approach it as

Original problem space: Young people are not sufficiently heard in policy making for issues that affect their lives.

A problem of accessibility (platform), organisational culture (including guidance, time, examples) and tools

If the problem space of a lack of meaningful youth participation in municipal policymaking is approached as if it is a problem of both civil servants and youngsters navigating the unknown, then they need a travel guide. If the problem space of a lack of meaningful youth participation in municipal policymaking is approached as if it is a problem of civil servants feeling that what they do matters, then we could create [a showcase/show/an exhibit (of their work and its results].

If the problem space of a lack of meaningful youth participation in municipal policymaking is approached as if it is a problem of civil servants and youngsters feeling that what they do matters while navigating the unknown together, then we could it approach it as an escape room.

If the problem space of a lack of meaningful youth participation in municipal policymaking is approached as if it is a problem of youngsters and civil servants having open hears and open minds towards each other, then we should focus on [scrutinising/cracking prejudices]. —— (vriendenboekje?)

If the problem space of a lack of meaningful youth participation in municipal policymaking is approached as if it is a problem of youngsters and policymakers not feeling driven by responsibility, then they need a vision board. [Giving them ownership; A cause and an easy way to act upon this. starting a revolution; having a vision for the future of Rotterdam and giving them the opportunity to act upon this]. Google's "20% Time" Policy: Google allowed employees to spend 20% of their workweek on paragraph projects. This autonomy and aware.

Google's "20% Time" Policy: Google allowed employees to spend 20% of their workweek on personal projects. This autonomy and ownership over their time led to the development of successful products like Gmail and Google Maps, as employees felt a sense of responsibility and ownership over their projects.

What kind of world do you want to live in? A vision board

#### 1. An investment - ROI

[leap and navigation]

If the problem space of a lack of meaningful youth participation in municipal policymaking is approached as if it is a problem of navigating the unknown, not being driven by responsibility & not seeing the success (well done, you!), then we should approach it as an investment. Focus on showing and knowing what's happening; on what could be happening and what investments should be made from all sides & what people will get out of it (results)

Openness about where the project is standing; extremely transparent

Showing what "youngsters like you!" and "civil servants like you!" experienced (testimonials)

and what is possible around the concept of

participation (If this is made more visible the

norm will also change). Something that takes

# Some notes from braindumps

convincing to see the effects and that it is worth investing time in. A bit like planning a big trip or making a plastic surgery appointment. You want to see what it will be like through plannings or reviews or seeing how it could be a positive or impactful decision.

What do you get out of it? [Wat gaan we eruit halen?]

Decision making support
Showing options
Showing realistic success stories

#### 2. Making influence transparent

If the problem space of o lack of meaningful youth participation in municipal policymaking is approached as if it is a problem of not being driven by responsibility and grappling with power dynamics, then we should approach it as an issue of making influence visible and transparant.

There should be a focus on showing why decisions are made and what influence people actually have (no sugar coating).

Like GitHub: Open-source library A bit like in Open Source Software Development: In open source projects, every contribution, whether it's code, documentation, or design, is visible and transparent. Platforms like GitHub show who made what changes, when, and why. This approach not only fosters collaboration but also clearly delineates the influence each contributor has on the project. Other examples: In some healthcare systems, there's a movement towards shared decision-making, where patients are more involved and informed about their treatment options. This approach makes the influence of both doctors and patients in healthcare decisions transparent. In scientific research, the process of peer review and publication makes the influence of researchers and their findings transparent. Authorship, funding sources, and research methodologies are typically disclosed, highlighting the responsibility and power dynamics in the research.]

Making results tangible: you can see/experience what the results of your efforts are

#### 3. Going on a journey abroad

If the problem space of a lack of meaningful youth participation in municipal policymaking is approached as if it is a problem of having open hearts & open minds and navigating the unknown, then we should approach it as going on a journey abroad

In this journey:

Choose your own Adventure: Both young participants and civil servants can choose their own adventure that resonates with their interests and aspirations. This approach is akin to choosing between a guided trek through a jungle and a self-led urban exploration in a city like London. Each offers a unique way to make an impact and learn, illustrating that participation can take many forms, each with its own set of challenges and rewards. But still, within these adventures you won't know what will be on your path. Preparation is Key: Like any journey abroad, thorough preparation is essential. This includes gathering preparatory materials and information that can be relied upon. It's about being well-prepared with fallback options and informed insights.

Backpack of Tools: Equip youth with a metaphorical backpack filled with tools and resources. This symbolizes having the necessary skills and knowledge at hand, ready for use whenever needed.

Gaining Knowledge Beforehand: Just as travelers research their destinations, youth should be encouraged to explore what's possible and anticipate potential challenges. This can be likened to reading travel brochures and blogs, offering a broad understanding of the landscape they are about to enter.

Not Journeying Alone: Emphasize that youth don't have to undertake this journey solo. They can be accompanied by peers, policymakers, or mentors. This collective approach fosters a sense of community and shared learning.

Guidance Along the Way: Consider the youth themselves as guides, showcasing their unique perspectives. Alternatively, a youth worker, experienced colleague, or schoolteacher can act as a guide, offering support and direction.

Reflecting on the Experience: Once 'there', in the midst of participation and engagement, youth can rely on support systems. This ensures a nurturing environment where they can confidently contribute and grow.

Sharing the Journey: After the experience, it's important to have avenues for sharing and discussing what was learned and experienced. This can include debriefing sessions, presentations, or creative expressions of their journey, encouraging a culture of sharing and continuous learning.

This perspective also emphasises the importance of experiencing and being receptive to unforeseen possibilities and paths. Having a general direction is important, but maintain a flexible approach that allows for detours and new discoveries. There is a balance between goal-oriented exploration and openness to the unknown.

Helping people be inspired by offering a general direction, guidance, freedom to choose their own adventure (which doesn't have to be far outside of their comfort zone) and plenty of information to be able to feel free to explore in their own way

#### 4. Collective learning; Sharing struggles and successes

If the problem space of a lack of meaningful youth participation in municipal policymaking is approached as if it is a problem of navigating the unknown and seeing the success, then we should approach it as a process of collective learning and knowledge sharing.

[Zowel intern binnen de gemeente als tussen stakeholders na sessies]

Emphasizing the documentation of "experiences" and "processes" (and how they made you feel) is crucial. This approach addresses the issue of "Wegvloeiende kennis" (knowledge drain); by documenting what has been done, we avoid starting from scratch every time.

There should be a focus on building upon what already exists, sharing and seeing struggles and successes, and creating a repository of actions and outcomes.

Documentation of what people did, are working on, and what is possible around the concept of participation will not only preserve valuable insights but also, by making this information more visible, help in shifting the norm towards more effective and inclusive youth engagement in policymaking.

#### 4b. An escape room

If the problem space of a lack of meaningful youth participation in municipal policymaking is approached as if it is a problem of navigating the unknown and seeing the success, then

we should approach it as an escape room Making visible what other people are doing, communicating well and creatively about this

Working with limited time and resources

Quick forms of feedback and making successes visible. People with different skill sets find their own "little projects" to work on that fit their interests and skills, but their contributions still add to reaching the overarching goal

The overarching goal is very clear to everyone involved

## 5. Extending your safe space

If the problem space of a lack of meaningful youth participation in municipal policymaking is approached as if it is a problem of navigating the unknown and not being seen, then we focus on extending people's safe space.

Focusing on making all stakeholders feel at ease, in their element. Het gevoel van jouw comfort zone doortrekken naar participatie. Mensen het gevoel geven dat ze het kunnen. Having a buddy

Getting to fall back on [something/someone] when things don't go as planned Affirmations, quidance

## 6. Starting a revolution

If the problem space of o lack of meaningful youth participation in municipal policymaking is approached as if it is a problem of grappling with power dynamics and being driven by responsibility, then we should approach it as an issue of starting a revolution.

ledereen powerless, verenigd worden onder een probleem, een gezamenlijk doel dat sterk gevoeld worden.

Het belang voelen

Unlikely allies; samenwerking

Regels breken?

Gekke onverwachtse richtingen; wendbaarheid Verhalen/propaganda/verenigende verhalen Ze willen allemaal Rotterdam verbeteren!

#### 4. Architecture

Implementing established building codes and design principles rather than creating unique plans for every construction.

But still speaking to the people that will be living there

1

If the problem space of youth participation in municipal policymaking is approached as if it is a problem of navigating the unknown with open hearts, open minds, then both youngsters and civil servants should be each others guide...

Municipality as a guide (Government Guide): Consider the municipality as a guide that helps citizens find their way in local and government services, guides and supports them.

Youngsters as a guide (Civic Guide): Also consider youngsters

as expert guides that civil servants to understand their environment and experiences, guiding and supporting them. What should a guide know: Where are we going? What's going to happen? They are human and personal, not difficult to approach. They keep it fun while staying in their expert role. They are open to questions and requests "You can also go on a trip without a guide, but a guide will lead you through it in a fun, human way."

"Wat daar nog beter had gekund was dat we beter up to date waren met de agenda van de gemeenteraad. Als jongere kost dat heel veel tijd om goed op de hoogte te blijven van wat er gebeurt in gemeenteland. En niet elke dag is er sprake van een opportunity window. Dus dat moment dat jij jouw advies moet indienen zodat er daadwerkelijk iets mee wordt gedaan. Ik had een heel openbaar vervoer advies geschreven, want gemeente Westland is de grootste gemeente zonder treinstation, maar dan zijn er wel alternatieven die we met elkaar kunnen verzinnen. En wat had ik gedaan? Ik had dat advies een maand nadat er een besluit over werd genomen had ik dat ingediend. Wat gebeurde er? Toen moesten we een jaar wachten voor we het er weer over konden hebben. [...] Dus als we veel meer op de hoogte blijven - en dat gebeurt dan door die ondersteuning vanuit de gemeenteraad - dan kunnen we ook veel beter op het juiste moment een nuttig advies geven. Want jongeren kunnen dat. Echt."

Dat je ook zelf kan kiezen wat voor "soort avontuur" je wil en bij jou past. Want een tocht door de jungle (met een gids?) is natuurlijk heel anders dan een stedentrip in Londen (en zo zijn er bij participatie ook veel manieren om impact te maken en te leren).

There should be an emphasis on clearly mapping out where "we are going". A travel journey so to say.

There should be an emphasis on creating an "experience"; documentation is also important. Making memories.

If the problem space of youth participation in municipal policymaking is approached as if it is a problem of navigating the unknown and (not) being driven by responsibility, then we should approach it as an investment.

Focus on showing and knowing what's happening; on what could be happening and what investments should be made from all sides

Openness about where the project is standing; extremely transparent

Showing what "youngsters like you!" and "civil servants like you!" experienced (testimonials) and what is possible around the concept of participation (If this is made more visible the norm will also change). Something that takes convincing to see the effects and that it is worth investing time in. Like planning a big trip or making a plastic surgery appointment. You want to see "reviews"; see how it could be a positive or impactful decision.

If the problem space of youth participation in municipal po-

licymaking is approached as if it is a problem of knowing when you are doing something right (well done you) and navigating the unknown, then it should be approached like onboarding

In plaats van het zien als een probleem dat jongeren door ambtenaren niet genoeg betrokken worden bij het vormen van beleid dat hen aangaat...

Kunnen we het gaan zien als een "; dat ambtenaren willen participeren in het leven van jongeren

Elkaars gids zijn. Mapping, discovering

Gemeentegids, Government Guide

Civic Guide - Way of life Guide, Experience Guide , Grass- Kan spannend zijn roots Guide, Ground-level Guide

Grass roots Guide?

Gemeente als gids: Beschouw de gemeente als een gids die burgers helpt hun weg te vinden in de lokale en overheidsdiensten, hen begeleidt en ondersteunt.

Wat moet een gids weten: Waar gaan we heen? Wat gaat er gebeuren? Menselijk, persoonlijk

**Pakliist** 

Fun (facts)

Open voor vragen en verzoeken

Data vs real-life contact. "Je kan ook wel op reis gaan zonder gids, maar een gids leidt je er wel op een leuke, menselijke manier doorheen"

Ze worden inderdaad het gezicht van de gemeente. Misschien moet je je daar bewust van zijn.

Een nieuwe baan

In plaats van het zien als een probleem dat jongeren niet genoeg input kunnen geven om beleid te vormen dat hen aangaat...

Kunnen we het gaan zien als het menselijker maken. Kunnen we het gaan zien als dat de overheid te ontoegankelijk voelt, barrières weghalen.

De overheid voelt heel ver

Gemeente als kaartenmaker

Gemeente als optiegever

Gemeente als procesbegeleider

Gemeente als uitlegger

Huisarts gesprek

Etnografisch onderzoek?

Wie participeert?

Kickstarter; online community with a goal Openheid over waar het project staat; extreem transparant lets leuks: we mogen helpen (met wat we zelf willen)! Laagdrempelig; nog in ontwikkeling, persoonlijk

Overdracht van projecten

Investering, het is een moeilijke keuze, een risico, Before and afters, voorbeelden waarin het goed

Weten wat de gemeente doet

Jongeren zoals jij, ambtenaren zoals jij

Verandert ook iets aan de norm

Een nieuwe baan/ carrière switch; Onboarding Feestelijk onthaal, wanneer doe je het goed (reflec-

Je wil je ontwikkelen en bent nieuw (dus je moet nog dingen leren)

Een bedrijf met veel multidisciplinaire teams (tech, graphic design, klantrelaties, marketing)

Goeie communicatie

Respect voor andere jargon

Teamleiders die verbinden en overbruggen Een orkest/koor; een gezamenlijk muziekproject van verschillende genres

Er zijn bepaalde mensen die van nature goed kunnen zingen, maar ieders stem is een toevoeging? Moet je het kunnen om mee te mogen doen? Kan spannend zijn; mag je vals zingen? Fouten maken? —> Misschien dan meer een soort jazzy bandje? lol

Een dirigent; muziektekst Duidelijk resultaat; applaus

It is rocket science

nieuwsgierigheid, goeie communicatie leren in een situatie waarin je geen fouten wil maken, een duidelijk doel Een internationaal onderzoeksteam met taalbarrières

Een groep vrijwilligers die een groot evenement organiseren

Relatietherapie Op reis gaan

Je goed voorbereiden Reageren op het onverwachtse

Openstaan voor nieuwe ervaringen Leren presenteren [credits naar Betsie]

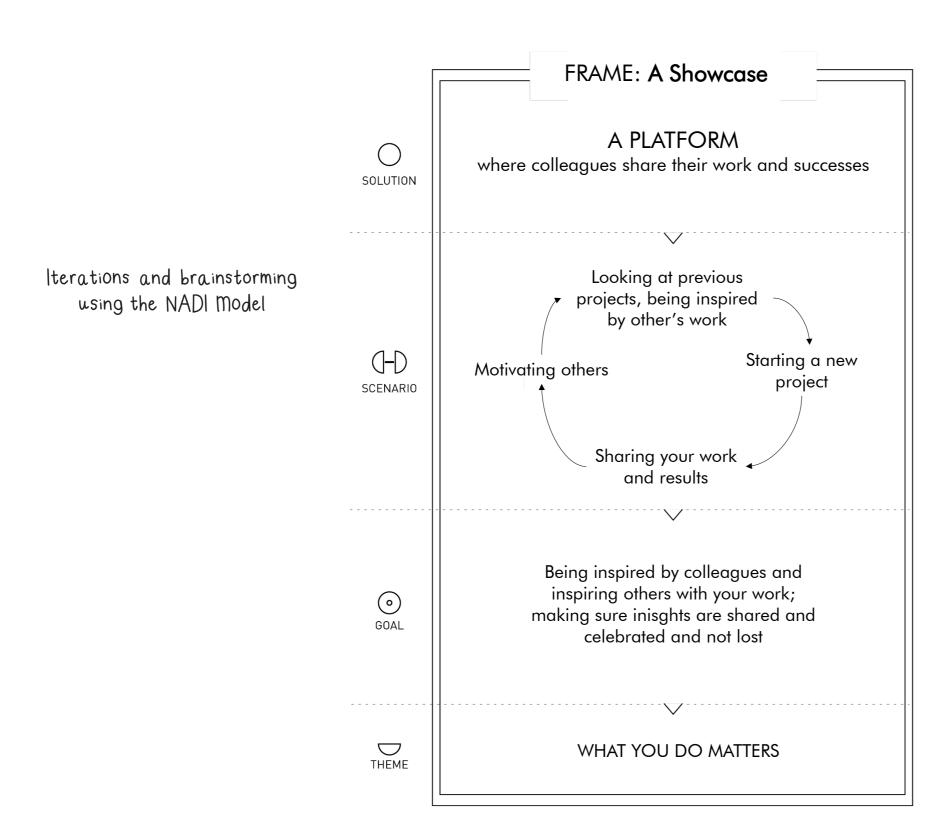
Spannend; waarom kunnen sommige mensen het al

zo goed

Ervaring op doen

Je verhaal delen; Een boekenclub? Theaterproductie

## FRAME: Een nieuwe klus

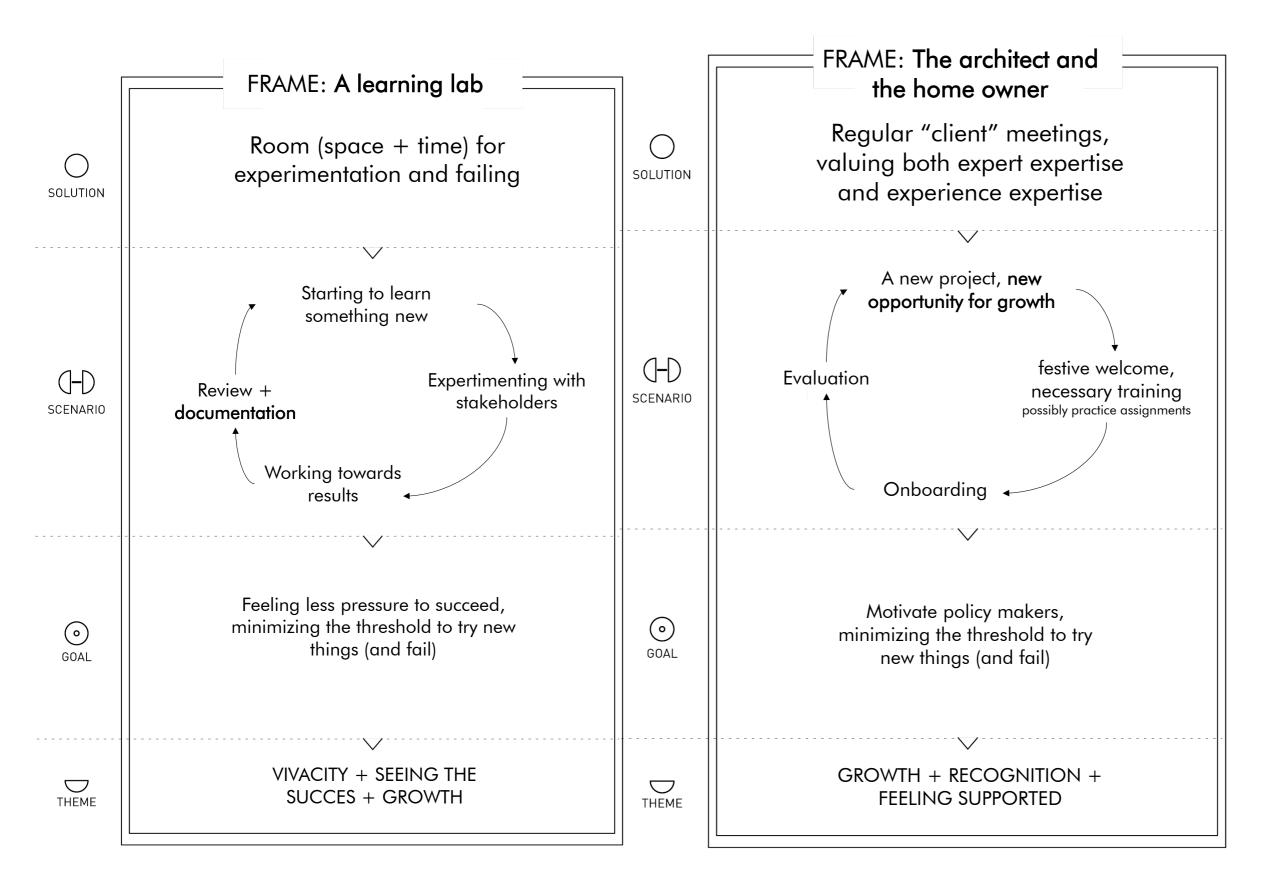


If the problem space of a lack of meaningful youth participation in municipal policymaking is approached as if it is a problem of civil servants feeling that what they do matters, then we could create a showcase of their work and its results.

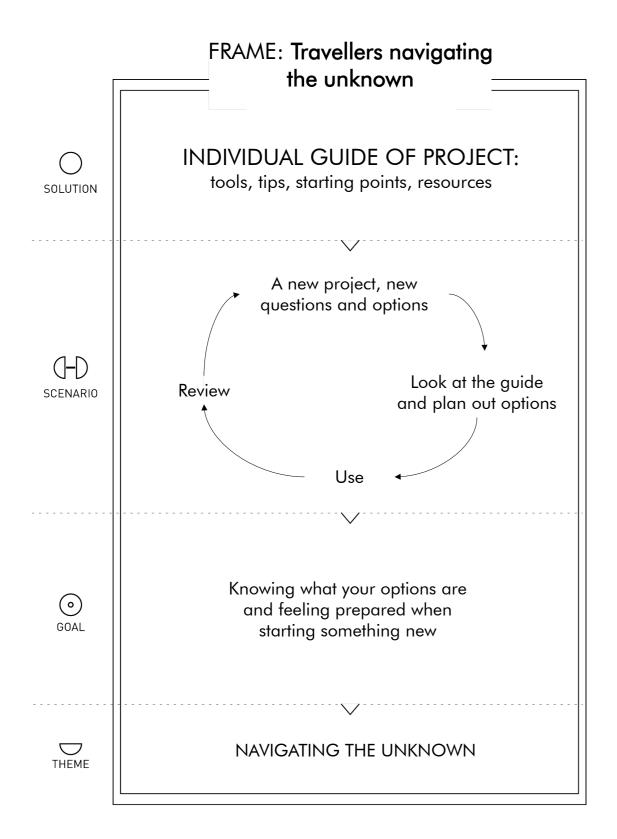
## Ideeën:

- Het idee van een bulletin board: **een fysieke** plek om successen te delen binnen de gemeente
- Een nieuwsbrief
- Een podcast
- Een online site waar je ook inspiratie op kan doen op basis van elkaars werk

FRAME: A Stage



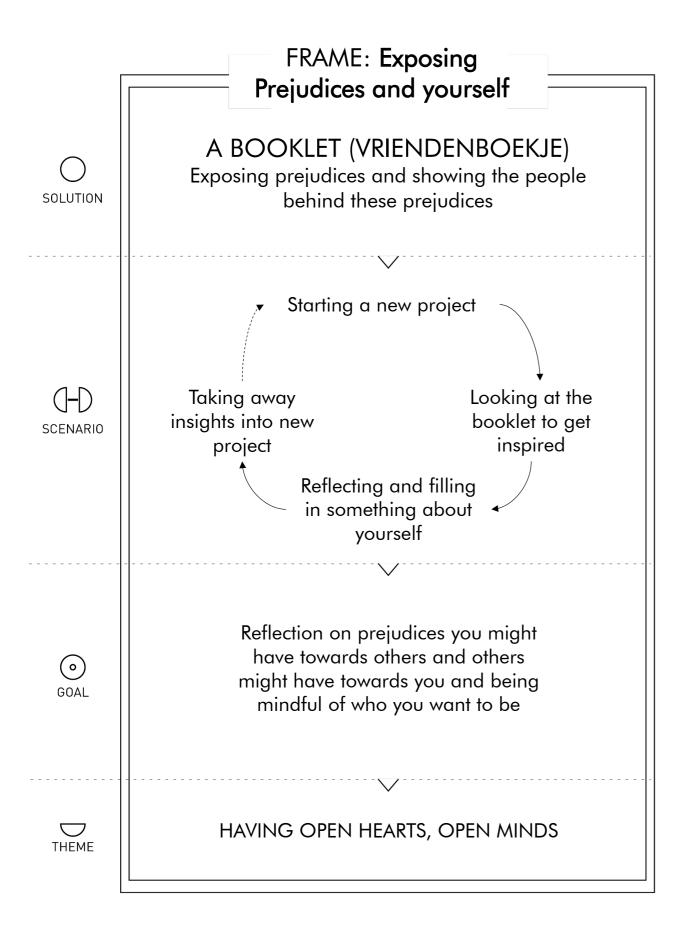
Regular "client" meetings, valuing both expert expertise and experience expertise



If the problem space of a lack of meaningful youth participation in municipal policymaking is approached as if it is a problem of both civil servants and youngsters navigating the unknown, then they need a travel guide.

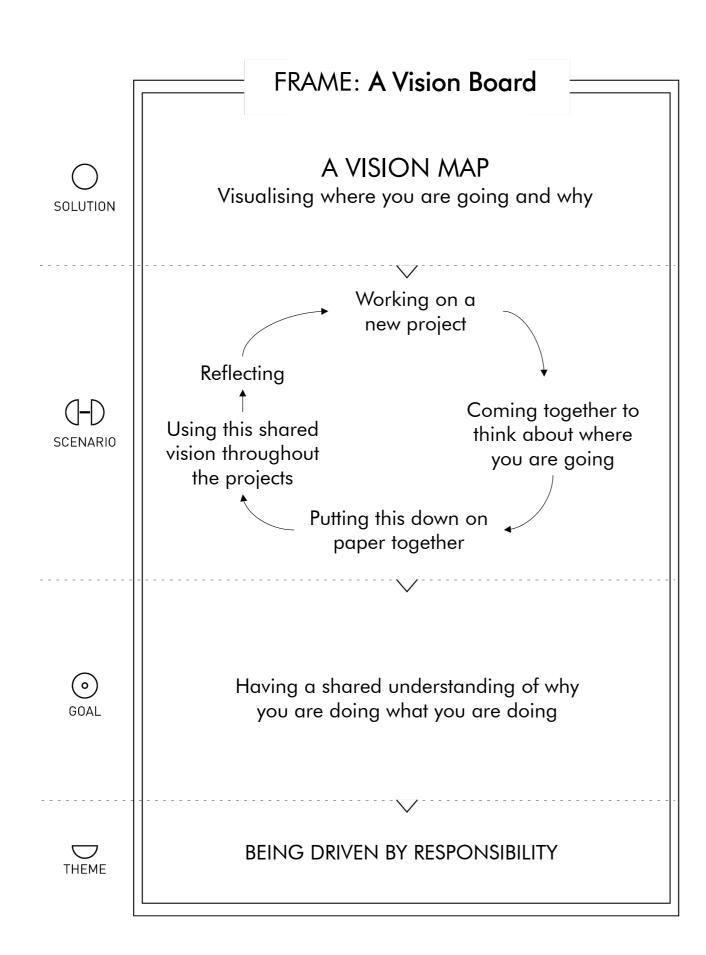
## ldeeën:

- Een reisgids
- Makkelijke manieren om opties met elkaar te vergelijken
- Een menselijke gids voor de mensen die niet klaar zijn voor een groot avontuur
- Paklijsten
- Je reis delen (op een leuke manier)



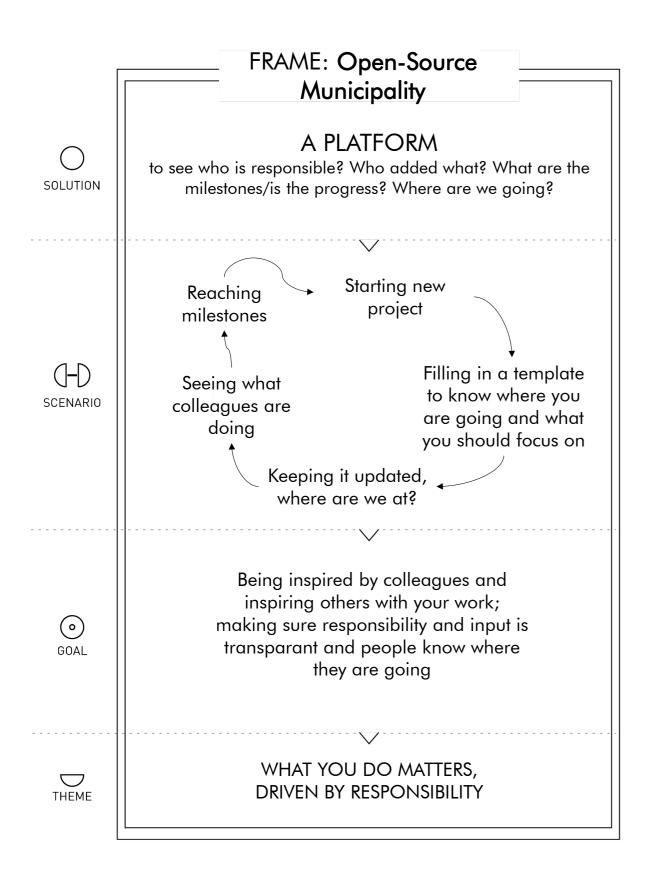
If the problem space of a lack of meaningful youth participation in municipal policymaking is approached as if it is a problem of youngsters and civil servants having open hears and open minds towards each other, then we should focus on exposing prejudices and yourself.

- Een prikkelend filmpje over vooroordelen en de mensen achter deze vooroordelen?
- Discussiekaarten
- Een boekje
- Een expositie van kunst (fotografie?)



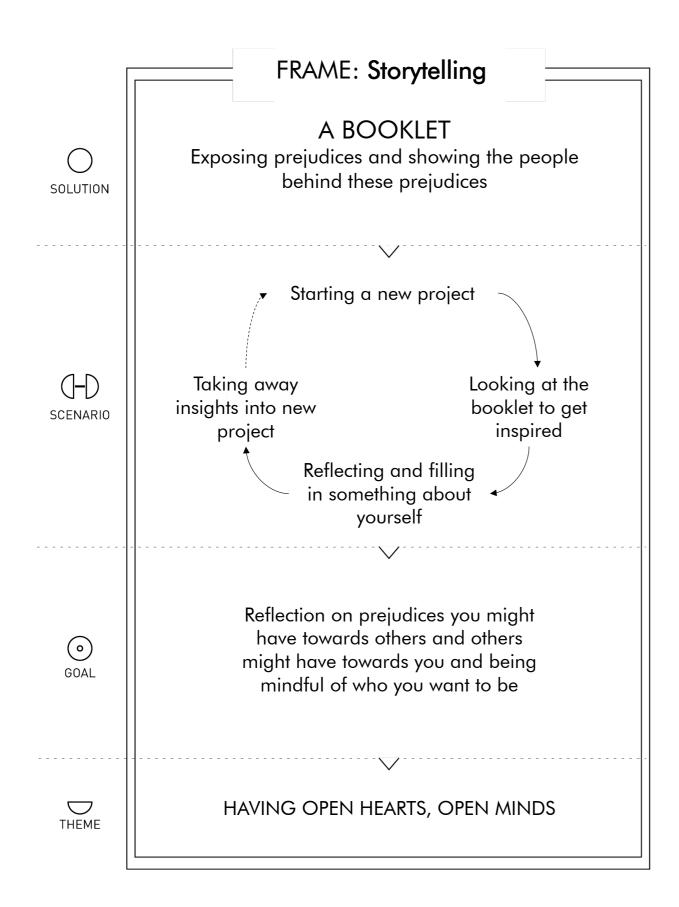
If the problem space of a lack of meaningful youth participation in municipal policymaking is approached as if it is a problem of youngsters and policymakers not feeling driven by responsibility, then they need a vision board.

- Een prikkelend filmpje over vooroordelen en de mensen achter deze vooroordelen?
- Discussiekaarten
- Een boekje
- Een expositie van kunst (fotografie?)



If the problem space of a lack of meaningful youth participation in municipal policymaking is approached as if it is a problem of civil servants feeling that what they do matters and being driven by responsibilty, then it should be an Open-Source Municipality

- Wie is verantwoordelijk? Wat heeft iedereen toegevoegd? (Taken zichtbaar) Milestones die bereikt zijn? Waar gaan we naar toe? Het zichtbaar maken van progress?
- Ingericht als een kickstarter campaign
- Een soort 'agenda' van het project zelf

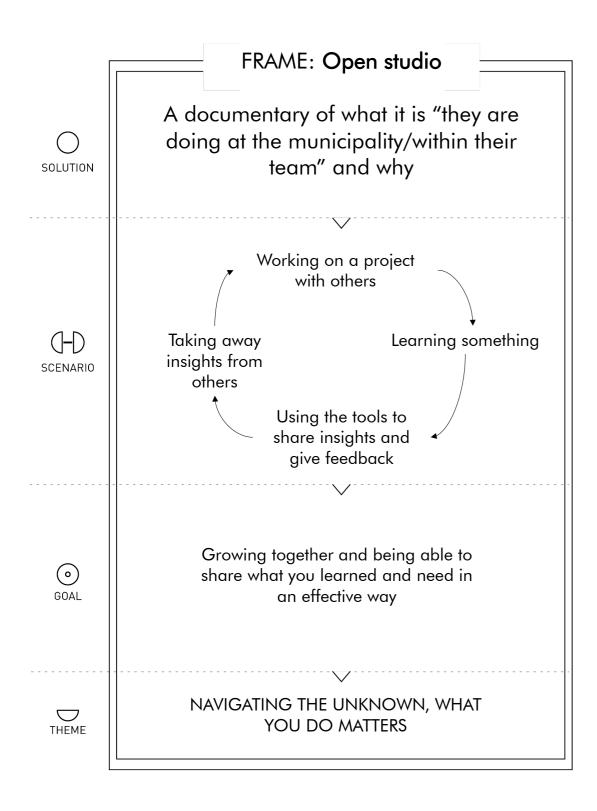


If the problem space of a lack of meaningful youth participation in municipal policymaking is approached as if it is a problem of youngsters and civil servants having open hears and open minds towards each other, then we might need to focus on storytelling.

If the problem space of a lack of meaningful youth participation in municipal policymaking is approached as if it is a problem of youngsters and civil servants having open hears and open minds towards each other, then we might need to focus on storytelling.

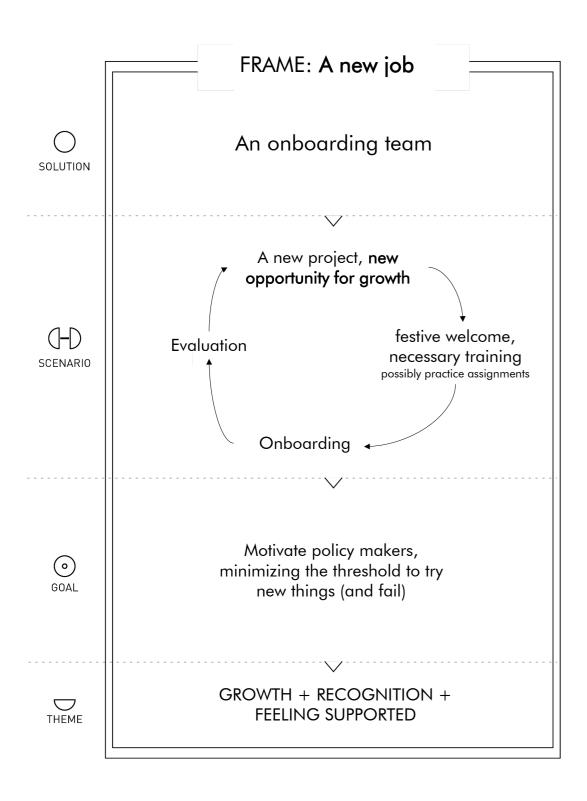
- Een prikkelend filmpje over vooroordelen en de mensen achter deze vooroordelen?
- Een boekje met verhalen
- Een vriendenboekje

## FRAME: Een nieuwe klus



If the problem space of a lack of meaningful youth participation in municipal policymaking is approached as if it is a problem of civil servants and youngsters feeling that what they do matters and being driven by responsibility, then we need a documentary.

Betsie: Een belangrijke online meeting die ze had bijgewoond waar niemand naar elkaar luisterde, je zag dat iedereen zijn eigen ding aan het doen was. Het was alsof ze de codes aan het roepen waren van de kluis, maar niemand anders schreef ze op. Ze waren allemaal bezig met hun eigen taakje



FRAME: Een nieuwe klus FRAME: Het is nieuw wer

FRAME: A new task

FRAME: Being the new growing colleague

FRAME: A different job

everytime FRAME: Growing as you start a new job

FRAME: A step in your

FRAME: Taking on a new

position FRAME: Taking a step in

your career

The human-centred civil

Deebedeidsexpert

De politiekspecialist De gemeentekenner

De burgerhulp

De kneepjes van het vak