

# *beyond street harassment*

cultivating agency over the public  
space for young people in Rotterdam

## **APPENDICES**

master thesis Strategic Product Design  
by Juliëtte van Driel  
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# A // Project brief



Name student **Juliëtte van Driel**

Student number **[redacted]**

## PROJECT TITLE, INTRODUCTION, PROBLEM DEFINITION and ASSIGNMENT

Complete all fields, keep information clear, specific and concise

**Project title** **A feminist, participatory approach to involving youth in exploring power dynamics in street harassment**

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)

For the third consecutive year, the Netherlands ranks 28th in the Global Gender Gap Index [1], lagging neighboring countries. Other issues that show the persistent gender inequality in our country are the considerable gender wage gap or the lower access to healthcare for Women of Color. These problems are not isolated, but deeply rooted in historical power structures that continue to shape our society.

Gender inequality takes many forms. One way it can be seen in our everyday lives is through our behaviour in the public space. Street harassment as defined by Fairchild [2] is 'unwanted sexual attention that occurs in public places (i.e. on the street) between individuals who are strangers'. In 2020, nearly half (47%) of the women surveyed in Rotterdam, reported being targets of street harassment [3]. However, homosexual, bisexual, transgender and intersex people are targeted as well. Experiencing this behaviour can have severe effects for the target, such as decreased self-worth, feelings of unsafety in public spaces, restriction in movement and social isolation [4,5] only to name a few. Research often focuses on the target's coping strategies and impact of street harassment, leading to a limited understanding of the reasons why offenders commit such acts [6].

To me, street harassment could be a symptom of something bigger: a culture of inequality in the public space. However, no previous studies have examined how deeply rooted power structures, such as gender inequality, shape our social structures on the street. I argue that design can contribute to strengthening a culture of equality through exploring the relational dynamics within street harassment.

The project is situated in Rotterdam and part of an ongoing PhD by Charlotte van Tuijl, which is embedded in the Healthy Start Convergence programme.

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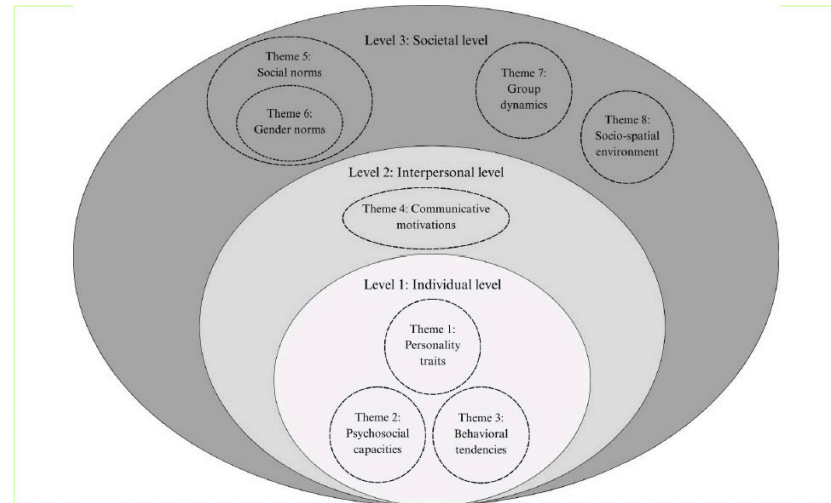


image / figure 1 Overview of identified factors that can influence street harassment behaviour [6]

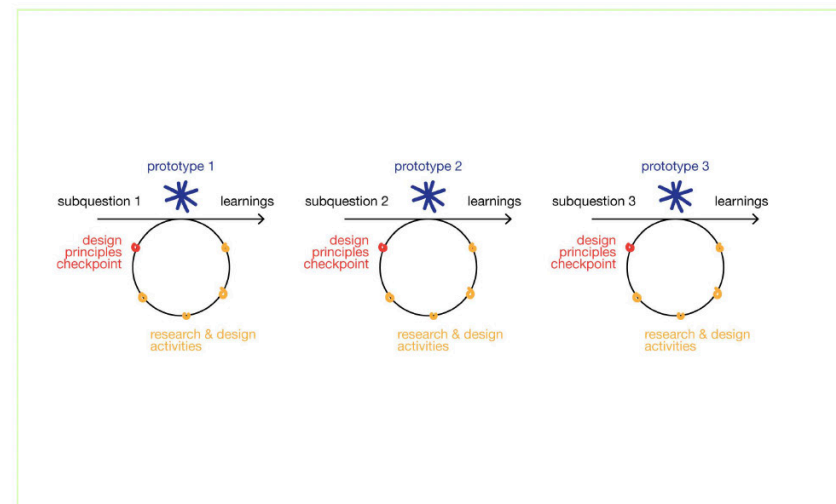


image / figure 2 Design Approach

→ space available for images / figures on next page



## 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)

As explained in the introduction, street harassment has severe consequences for the target [4,5], but also for society, as it perpetuates systemic inequalities. Unfortunately, it is difficult to reduce street harassment behavior. It arises from a complex mix of individual, interpersonal and societal influences [6] (Figure 1). The current strategy of the municipality of Rotterdam is raising awareness and launching an app for reporting street harassment [7]. However, the latter still places responsibility with the target. And even though street harassment recently became a criminal offense [8], in practice it is difficult to prove when an incident is punishable [9]. The truth is, we don't know why offenders commit such acts, making it difficult to know which lever to pull.

Addressing the relational dynamics within street harassment, rather than targeting individuals alone, may offer a more effective path forward. Power isn't just something an individual possesses; rather, it's a relational dynamic that arises within interactions. How do deeply rooted power structures shape power dynamics in the public space? And how can design strengthen a culture of equality in the public space through focusing on multiple perspectives and their relationality? By investigating this, this project aims to address the lack of adequate strategies to reduce street harassment in Rotterdam. As young people (18-22) are part of the demographic targeted the most, but also the group most involved as the offenders, they will be the group focused on.

### 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:

Design a strategic approach to counter street harassment in Rotterdam by involving youth aged 18-22 in exploring the power dynamics of this behavior from a systemic design perspective

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)

Given the complexity of the topic, I think it best to 'learn by doing', adopting a Research through Design approach [10]. Rather than separating research and design phases, I will go through multiple cycles of prototyping where the design activities will inform both research and design (Figure 2). The focus of the first cycle will be to gain understanding of the project context and the system it is part of through adopting a systemic perspective. To do so, I will draw on the principles of Social Network Analysis (SNA), as power is relational and SNA focuses on the relationships between network members rather than on the network members themselves [11].

As I will engage with stakeholders, and thus intervene in the context, I will draw on participatory design principles. Because design often perpetuates existing inequalities in society [12], I will draw on principles of Design Justice [13] and feminist design to avoid doing so. I want to be explicit about my own power and positionality in this project.

The research Charlotte van Tuijl is doing as part of her PhD will be used as a starting point for the project.

### 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

Kick off meeting 11 Nov 2024

Mid-term evaluation 31 Jan 2025

Green light meeting 9 Apr 2025

Graduation ceremony 7 May 2025

In exceptional cases (part of) the Graduation Project may need to be scheduled part-time. Indicate here if such applies to your project

Part of project scheduled part-time	✓
For how many project weeks	10
Number of project days per week	4,0

#### Comments:

Some weeks I will work 5 days, some weeks I will work 4 days.

### 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 want to start this project because I believe in a Rotterdam where everyone is heard and included, especially those who are systemically ignored or discriminated against. I want to contribute to creating an environment where people feel safe and welcome to participate in their communities and society.

My personal learning goals include:

- 1) Trying a participatory mapping exercise
- 2) Learning about doing feminist design
- 3) Taking into account my own subjectivity and positionality. I want to see myself as a stakeholder in this project, but how do I put that into practice?
- 4) As I will be designing for a sensitive topic, to counter behavior that I personally experience on a weekly basis, I want to practice being resilient during this project by integrating the Resilient Designer principles [14] into my planning.



# B1 // Future scenarios (English)

*Translated from Dutch by ChatGPT*

## **S1: The Innovation Jungle**

In a future where people feel even less connected to their neighborhoods, individualism is at its peak. The city has turned into a playground for independent explorers. Governments and organizations cannot keep up with the pace and fade into the background. As a result, you, along with others moving through the city, determine what public spaces look like. Standing still means falling behind—especially for young people like you, navigating the streets with an insatiable hunger for new perspectives. You are always making adjustments to the environment and leaving something new behind for the next traveler. Young people feel a duty to bring the new—to ensure that every passerby encounters something unexpected.

The city is buzzing with experiments. Perhaps you claim a street corner as a temporary workplace, turning every surface into a productivity hub. Or you paint over walls that were different yesterday, creating new meanings each time. Groups of young people come up with new sports every day, and you transform the Erasmus Bridge into a stadium in just one day. Nothing stays the same.

Because the public space never stops changing, it becomes an innovation jungle, where survival depends on adaptability. Although this is exciting for young people and adventurers, who learn and are shaped by all these experiences, the lack of shared norms and agreements means there is little stability. Those who cannot keep up with the pace stay inside to avoid being swept away in a whirlwind of change.

## **S2: Self-care Oases**

In a future where distrust in the government and companies has grown, and ethical and ecological awareness dominates the public debate, citizens increasingly feel the weight of societal problems on their shoulders. Especially the younger generations, who will live the longest on this planet, suffer from this. You are overwhelmed by the combination of constant responsibility and lack of change and no longer want to confront it. To prevent paralysis, you retreat into your carefully crafted environments where you feel safe and comfortable.

The public space transforms into a collection of green ‘self-care oases’, where you create and maintain your own small, safe gardens, with a focus on mental well-being and sustainability. Your engagement with society grows on a small scale: you cherish your immediate surroundings, and you see your personal space as an extension of yourself.

While traveling between quiet pods, mindfulness gardens, and green co-living zones, you wear filter glasses so that you only come into contact with what you already know. This way, you ensure you meet only like-minded people, creating harmonious and tight-knit yet exclusive networks. You find acceptance, safety, and a sense of home in the connections you make. In this society, everyone lives in their own society, and life for some slowly fades into a cycle of comfort that gradually erases the unknown.

### **S3: The Algorithmic Commune**

After years of scarcity in various areas—a shortage of teachers, an overwhelmed healthcare system, youth care turned upside down, and one housing crisis after another—you had enough of the constant uncertainty. Continuing like this no longer made sense. Crowds of people, tired of the endless search for a place where you could feel at home in this super-diverse city that kept letting you down, gathered in the town square with one message: never again.

As true Rotterdam people do—not talking but acting—a strict solution was implemented. The public space has been transformed into a well-organized system where everyone works together and belongs. Housing, education, and mental health care are distributed fairly, without waste, so everyone can meet their basic needs. Advanced technology is used to make and monitor this distribution. Privacy is a luxury of the past, and everything becomes public.

The city functions as a large interconnected system where everyone has a place and cares for one another. This means there is little space to be different or do things differently. If you don't conform to the system, you are placed outside the city walls after several warnings and left to your own fate. However, you find safety in a strong sense of community, where responsibility is shared, and no one is left behind—as long as you follow the rules.

### **S4: The Mosaic Metropolis**

In a future where awareness of social inequality has reformed governmental organizations, communities play an active role in shaping public spaces to serve everyone. Institutions have a supporting role rather than a controlling one, allowing the city to continue to develop. The public space thrives as a living laboratory where cultures, ideas, and social progress come together.

The city is known for its openness, and diversity and individuality are celebrated. There is a strong focus on being your own person and standing out from the rest. Some of you thrive in this freedom, while others feel lost in the constant demand for originality. To further distinguish yourself from the rest, many of you choose to make genetic adjustments.

Young people are encouraged to participate in public life from an early age, so you gain diverse perspectives and experiences from those around you. Raising children has become a public matter, a shared responsibility of the community. This allows parents to make time for their own development while also reducing the importance of biological families. Instead of adopting the traditions and values of a single household, you absorb a mix of influences. The city itself becomes a parent shaping you just as you shape the city. The characters and backgrounds slowly merge: gradually, the boundary between you as citizens and the city fades away.

## B2 // Future scenarios (Nederlands)

### S1 De innovatiejungle

In een toekomst waarin mensen nog minder verbinding voelen met hun buurt, staat individualisme op zijn hoogtepunt. De stad is veranderd in een speeltuin voor onafhankelijke ontdekkers. Overheden en organisaties kunnen het tempo niet bijhouden en verdwijnen naar de achtergrond. Daardoor bepalen jullie, samen met anderen die zich door de stad bewegen, hoe de openbare ruimte eruitziet. Stilstaan betekent achterblijven – vooral jongeren zoals jullie navigeren door de straten met een onstilbare honger naar nieuwe perspectieven. Jullie maken altijd aanpassingen aan de omgeving en laten altijd iets nieuws achter voor de volgende reiziger. Jongeren voelen een plicht om het nieuwe te brengen—om ervoor te zorgen dat elke voorbijganger iets onverwachts tegenkomt.

De stad bruist van experimenten. Misschien claimen jullie een straathoek als tijdelijke werkplek, waarbij elke oppervlakte een productiviteitshub wordt. Of je schildert over muren die gisteren nog anders waren, waardoor er steeds nieuwe betekenissen ontstaan. Groepen jongeren bedenken elke dag nieuwe sporten en jullie bouwen de Erasmusbrug in één dag om tot een stadion. Niets blijft hetzelfde.

Omdat de publieke ruimte nooit ophoudt te veranderen, wordt het een innovatiejungle, waar overleven afhangt van aanpassingsvermogen. Hoewel dit spannend is voor jonge mensen en avonturiers, die door deze al deze ervaringen leren en gevormd worden, betekent het gebrek aan gedeelde normen en afspraken dat er weinig houvast is. Degenen die het tempo niet kunnen bijhouden blijven binnen om te voorkomen dat ze worden meegesleurd in een wervelwind van verandering.

### S2 Zelfzorg-oases

In een toekomst waarin het wantrouwen in de overheid en bedrijven steeds groter is geworden, en ethisch en ecologisch bewustzijn het publieke debat domineren, voelen burgers de last van de problemen in de samenleving steeds zwaarder op hun schouders drukken. Vooral de jongere generaties, die nog het langst op deze aarde zullen leven, lijden hieronder. Jullie raken overspoeld door de combinatie van voortdurende verantwoordelijkheid en gebrek aan verandering en willen er niet langer mee geconfronteerd worden. Om verlamming te voorkomen, trekken jullie je terug in je eigen zorgvuldig vormgegeven omgevingen, waarin jullie je veilig en vertrouwd voelen.

De publieke ruimte verandert in een verzameling groene ‘zelfzorg-oases’, waar jullie je eigen, kleine, veilige tuinen maken en onderhouden, met een focus op mentaal welzijn en duurzaamheid. Jullie betrokkenheid bij de samenleving groeit op kleine schaal: jullie koesteren je eigen directe omgeving en jullie zien je persoonlijke ruimte als een verlengstuk van jezelf.

Tijdens het reizen tussen stille pods, mindfulness-tuinen en groene co-living-zones dragen jullie filterbrillen, zodat jullie alleen in contact komen met dat wat je al kent. Zo zorgen jullie ervoor dat jullie alleen gelijkgestemden ontmoeten, waardoor er harmonieuze en hechte maar exclusieve netwerken ontstaan. Jullie vinden acceptatie, veiligheid en een thuis in de connecties die jullie maken. In deze samenleving leeft iedereen in zijn eigen samenleving, en vervaagt het leven voor sommigen langzaam in een cyclus van comfort die het onbekende beetje bij beetje uitwist.

### **S3 De algoritmische commune**

Na jaren van schaarste op allerlei gebieden – een tekort aan leraren, een overbelast zorgsysteem, de jeugdzorg op zijn kop en de ene wooncrisis na de andere – hadden jullie genoeg van de constante onzekerheid. Zo doorgaan had geen zin meer. Massa's mensen, moe van de eindeloze zoektocht naar een plek waar jullie je thuis kunnen voelen in deze superdiverse stad die jullie keer op keer liet vallen, kwamen samen op het stationsplein met één boodschap: dit nooit meer.

Zoals echte Rotterdammers dat kunnen – niet lullen maar poetsen – is er gereageerd met strenge oplossingen. De openbare ruimte is getransformeerd tot een strak geregeld, georganiseerd systeem waarin iedereen samenwerkt en iedereen erbij hoort. Huizen, onderwijs en mentale zorg worden eerlijk verdeeld, zonder verspilling, zodat iedereen aan zijn basisbehoeften kan voldoen. Om deze verdeling te maken en het systeem te bewaken, wordt geavanceerde technologie gebruikt. Privacy is een luxe uit het verleden, en daarmee wordt alles publiek.

De stad functioneert als een groot, onderling verbonden systeem waarin iedereen een plek heeft en voor elkaar zorgt. Dat betekent dat er weinig ruimte is om anders te zijn of te doen. Als je je niet voegt naar het systeem, wordt je na enkele waarschuwingen buiten de stadsmuren geplaatst en aan je lot overgelaten. Toch vinden jullie veiligheid in een sterk gemeenschapsgevoel, waar verantwoordelijkheid gedeeld wordt en niemand achterblijft—zolang jullie je aan de regels houden.

### **S4 De mozaïekmetropool**

In een toekomst waarin het bewustzijn van sociale ongelijkheid de bestuurlijke organisaties heeft hervormd, spelen gemeenschappen een actieve rol in het vormen van de openbare ruimtes, zodat die iedereen dienen. Instellingen hebben een ondersteunende rol in plaats van een controlerende rol, waardoor de stad zich steeds verder ontwikkelt. De publieke ruimte bloeit als een levend laboratorium, waarin culturen, ideeën, en sociale vooruitgang samenkomen.

De stad staat bekend om haar openheid, en diversiteit en individualiteit worden gevierd. Er is een grote focus op het zijn van je eigen persoon en je onderscheiden van de rest. Sommigen van jullie bloeien op in deze vrijheid, terwijl anderen zich verloren voelen in de constante vraag naar originaliteit. Om je verder te onderscheiden van de rest, kiezen veel van jullie kiezen ervoor om genetische aanpassingen te doen.

Jongeren worden aangemoedigd om vanaf jonge leeftijd deel te nemen aan het openbare leven, zodat jullie verschillende perspectieven en ervaringen van de mensen om jullie heen opdoen. Het opvoeden van kinderen is een publieke aangelegenheid geworden, een gedeelde verantwoordelijkheid van de gemeenschap. Dit stelt ouders in staat tijd vrij te maken voor hun eigen ontwikkeling, maar vermindert ook het belang van biologische gezinnen. In plaats van tradities en waarden van één enkel huishouden over te nemen, absorberen jullie een mix van invloeden. De stad zelf wordt een ouder die jullie vormgeeft zoals jullie ook de stad vormen. De karakters en de achtergrond worden langzaam één: geleidelijk vervaagt de grens tussen jullie als burgers en de stad.



## B3 // Workshop: Question cards for step 3 (Reflecting)

### Questions

- Which future did you like the most? Why?
- Which future did you like the least? Why?
- In which future do you think you could be most yourself?
- In which future would you feel safest on the street?
- In which future would you be able to explore the most?
- In which future do you have the most control over your own life?
- In which future do you have the most influence on public space?

### Dilemma's

everything is taken care of for you, but you don't get to choose anything or you do everything yourself, but exactly the way you want it

a world where young people continuously adapt and renew the city, but older people and other groups feel excluded or a world in which everyone has a say, but change happens more slowly

public space is completely shared and no one has a fixed place or certain parts of public space are reserved for specific groups of people

never being allowed to talk to anyone on the street again or having to chat with everyone you meet



# C // Key take-aways per activity

## C1 // First street harassment hearing (AA1)

### Goal

The purpose of the visit was to understand the legal perspective on street harassment, especially now that it's officially a criminal offense. There were concerns about how it would be put into practice, particularly around proving when something is punishable.

### Result

Robin and I went to the Court of Rotterdam for the first-ever trial where someone was being prosecuted for street harassment.

### Observations

- Because it was the first trial of its kind, there was a lot of media attention.
- The suspect had trouble speaking Dutch and needed a translator. He was the only Black person in the room, with everyone else, including the judge and prosecutor, being white.
- The suspect was alone, wearing flip-flops and jogging pants.
- The judge seemed to find the situation somewhat amusing, with a casual, almost dismissive attitude, which felt off for such a serious case.
- The whole setup was a big display of power—the judge and prosecutor were elevated, wearing formal attire, and it was clear they had all the control. The defendant seemed almost powerless in the situation.
- Overall, the experience felt uncomfortable

### Way forward

- This trial showed a different kind of power: the authority of the court.
- If street harassment is a way for people to assert dominance, I'm not sure if putting them through this type of trial helps or just reinforces their sense of powerlessness.
- Even though the behavior was terrible, the way the defendant was treated in the courtroom might have made things worse, rather than helping to change anything.

## C2 // ‘Stem op een Vrouw’ book presentation (AA2)

### Goal

Explore connection between street harassment and women participation in politics

### Result

Me and Robin went to Amsterdam to attend Devika Partiman's book presentation. I bought two copies of the book.

### Observations

- Gender-based violence remains a widespread issue, and it significantly undermines democratic values. The treatment of women and minorities in politics has a direct influence on how these groups are treated in society. When women and minorities face poor or unequal treatment in political spheres, it sends a negative message that this behavior is acceptable in everyday life.
- The challenges faced by individuals who belong to multiple marginalized groups—such as being both a woman and Muslim, or a woman and Black—are even more pronounced. These individuals often face compounded discrimination, making it much harder for them to navigate both political and societal spaces.

### Way forward

Importance of the intersectional view > how to handle that?



# C3 // 'Not My Fault' exhibition on victim blaming (AA4)

## Goal

Better understand victim blaming

## Result

I went to Fairspace's "Not my Fault" exposition at WORM Rotterdam. There I read a lot of personal stories from people who experienced victim blaming after experiencing sexual violence.

## Observations

- Women experience sexual violence more often, but men also experience it. For them, there is an extra stigma, where people react as if the man should have liked the experience or act as if a real man would have been able to deal with the situation. This discourages the victims to talk about it and find help.
- Apparently, it is very common; the majority of women experiences sexual violence in their lifetime. So if most women understand this feeling, then why is there still victim blaming?

## Way forward

- Once again there is no space for men to share their feelings around this topic. I can imagine the numbers are actually way higher considering that many probably don't report the incident.
- Why do people react to sexual violence in this way? Is it because they are uncomfortable? Too confronting? Inner conflict?



Seksueel geweld komt vaker voor bij vrouwen, maar ook mannen ervaren seksueel geweld. Voor hen ligt er een extra stigma. Velen ervaren andere vormen van victim blaming, met reacties als "Dat is toch leuk?" of "Een echte man kan dat aan." Deze vooroordelen zorgen ervoor dat mannen zich vaak nog meer schamen en minder snel hulp durven zoeken, waardoor ze geïsoleerd raken in hun ervaring en leed. Hierdoor blijven veel ervaringen van mannen ongehoord.



# C4 // ‘Psst He Schatje’ traveling theater experience (AA5)

## Goal

Better understand how people see their own role in the public space - specifically whether they feel they contribute to others feeling (un)safe.

## Result

Me, Charlotte, Robin and Sijmen went to “Psst He Schatje”, a traveling theater experience that was in Arnhem at that moment. We went through the experience, which was a walk through a dark maze with live actors, guided by audio. We had a chance to talk to the maker, Lous van Noordwijk, experts from Stichting Meld Seksuele Intimidatie, some visitors and one of the actors.

## Observations

I asked several people about how they see themselves in the public space. People seem to find this a hard question, or at least one they haven't given much thought before. I brought a card set with evocative images. This helped to get the conversation going, but all people had trouble explaining how they saw their own role in public.

We asked the actor we spoke to if playing this part had any influence on how he sees himself in public space. He said it definitely did, he was more aware of how his behavior can come across to others. He now does not walk too close behind women or decides to sit next to a man instead of a woman on the train. I wonder if this is all positive. It's good that he is now aware of the effect his presence may have on others, but do we want a society in which men feel uncomfortable or guilty when they sit next to a woman somewhere? It made us think of the 'women only' train cars in Japan and Brazil or the 'women only' gyms that we have here in the Netherlands. Though understandable, as I myself often feel uncomfortable at my own gym, I don't think separation is ultimately desirable as it won't tackle the issue of people treating each other disrespectfully. It might even make it worse. Same goes for awareness - personally I feel less safe in my own neighborhood since I have started this project.

We also had a discussion about to what extent the theater experience corresponds with the 'real' experience of being intimidated. For me, the theater experience was not intimidating at all. It made me realize that a big part of the impact of a single harassment incident is in once again feeling the weight of all the incidents before. This led us to a discussion about how your identity and previous experiences shape your perception of new experiences. Similar events are interpreted, experienced and responded to very differently by different people. The actor pointed out that even though the theater experience is not the same as the real deal, it is still enough open up the imagination of people who are unfamiliar with the feeling and enhance their empathy.

## Way forward

- Reflecting on your own role in public is not something people do often, nor is it easy information to access. It is probably latent.
- Awareness can have negative effects as well.
- Your identity and previous experiences shape your perception. Similar events are interpreted, experienced and responded to very differently by different people. The event does not happen in a vacuum, but in the context of somebody's life.
- I think that being part of a minority shapes my personal experiences with street harassment. Most of the youth in Schiebroek are also part of a marginalized group. It makes me think of how oppressed people often imitate the behavior of the oppressor as a coping mechanism, e.g. bullied kids who start bullying, or women slut shaming each other. I have a feeling that even white cis men feel oppressed - even though it is by a system made for them. Does everyone feel oppressed? And if so, why do we treat each other like this? Is it the internalization?

# C5 // Guerilla street interviews Schiebroek-Zuid (PM1)

## Interview questions

*Translated from Dutch*

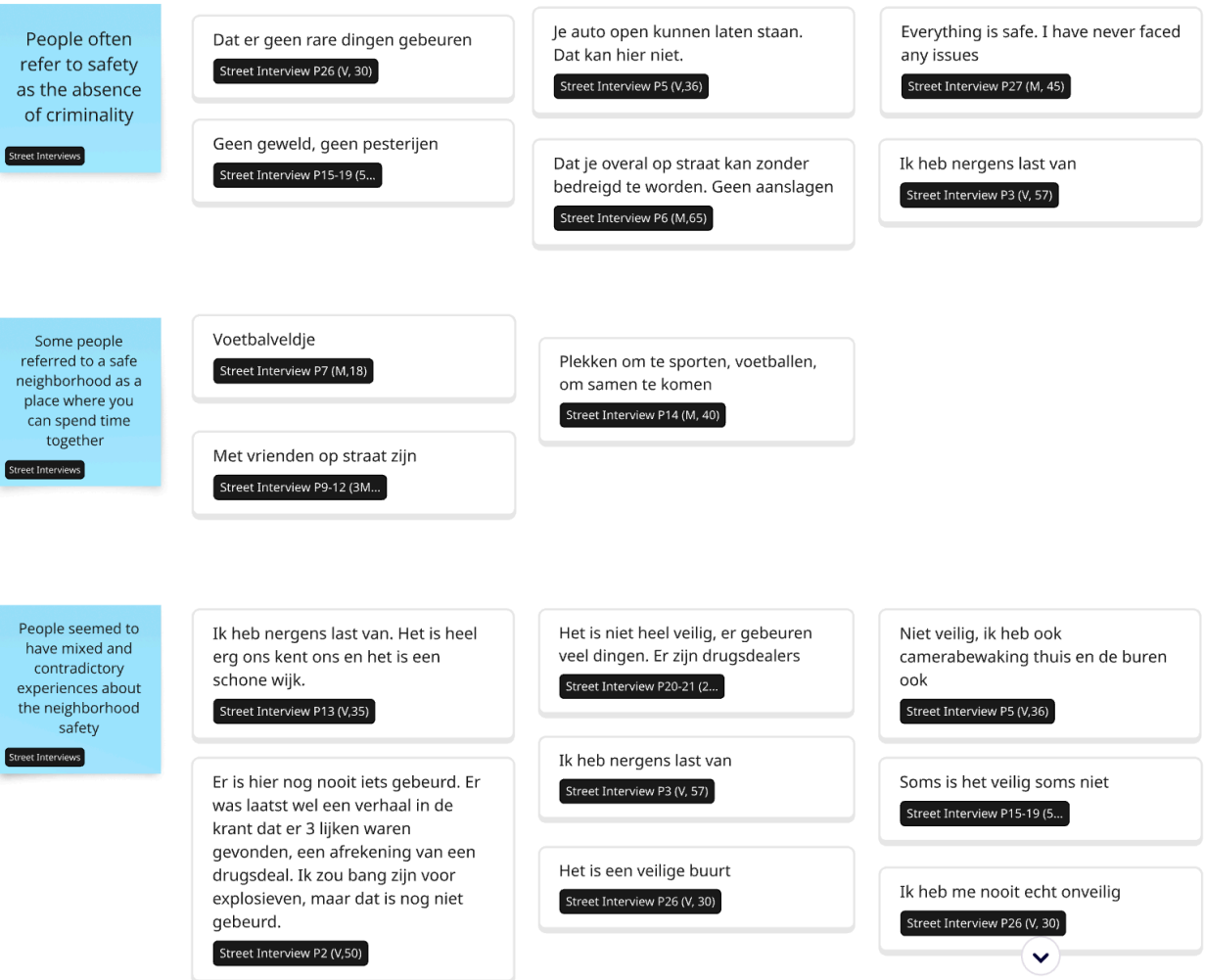
Age:

Gender:

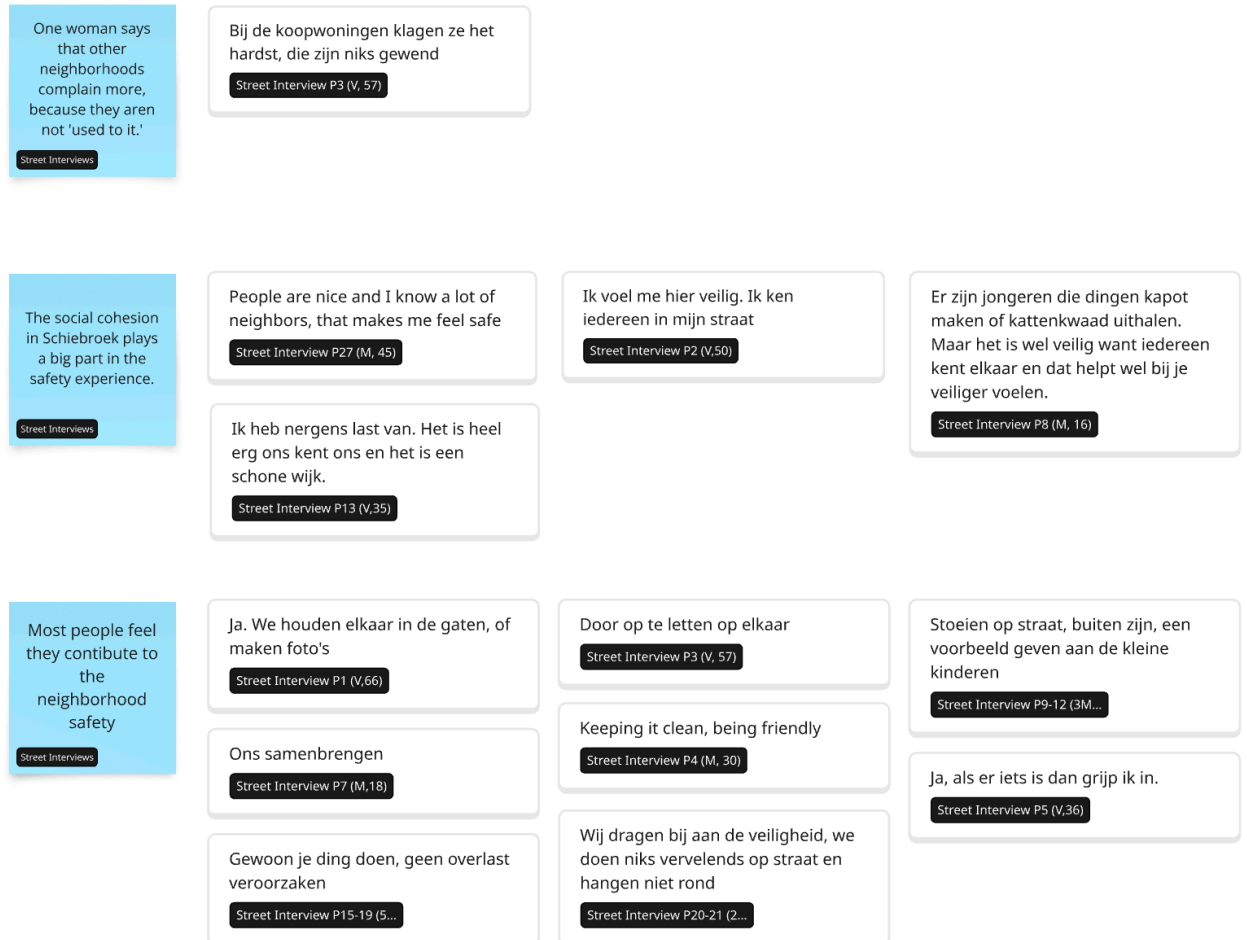
- What does a safe neighborhood mean to you?
- What do you think about the safety in your own neighborhood?
- Do you ever feel unsafe in your neighborhood? Why is that?
- What role do you play in this? Can you point to an image that fits with this?
- Do you contribute to safety? Or to a lack of safety?
- Have you ever experienced or heard about someone feeling uncomfortable because of behavior on the street?
- What happened then?
- Why do you think people do that?
- In your opinion, what is a good way to connect with people you don't know yet?



## Findings 1/3



## Findings 2/3





## Findings 3/3



## C6 // Interview street harassment coordinator Municipality of Rotterdam (I1)

- Rotterdam is one of the first cities with an approach to tackle street harassment
- Focus on behaviour change > approach focussed on 'soft side', prevention. More than half of the budget goes to prevention
- Activities: guest lessons at schools, dialogue tables in the neighborhoods, bystander intervention training
- "Het wetboek van strafrecht werkt normerend." / "Penal code has normative effect."
- "Veel van de mensen die werken aan deze aanpak, gemeentelijk maar ook daarbuiten zijn zelf jonge vrouwen." / "Many of the people working on this approach, municipal but also outside are young women themselves."
- "Bij jongeren gebeurt het vaker in een groep, oudere mannen zijn vaker in hun eentje, al dan niet onder invloed van alcohol of drugs. Dat zijn echt andere dingen." / "With young people, it happens more often in a group, older men are more often on their own, under the influence of alcohol or drugs or not. Those are very different things."
- "Dingen worden anders ervaren, bijvoorbeeld door eerdere ervaringen die je hebt gehad. Dus je kan het niet objectief vergelijken, zo van, het een is erger dan het ander. We merken wel dat verschillende uitingsvormen verschillende impact hebben." / "Things are experienced differently, for example because of previous experiences you've had. So you can't compare it objectively, like, one is worse than the other. We do find that different forms of expression have different impacts."
- "Ik volg de helft niet van wat er gebeurt qua straattaal en dat soort dingen. Maar zij kunnen dus zo goed levelen met die jongeren. Zij spreken echt diezelfde taal zeg maar. Dan merk je dat dat een bepaald vertrouwen wekt bij die jongeren. Ja, maar ik zou datzelfde gesprek absoluut niet met die klas kunnen voeren." "I don't follow half of what happens in terms of street language and things like that. But they can so level up so well with those young people. They really speak the same language. Then you notice that it inspires a certain confidence in those young people. Yes, but I would absolutely not be able to have that same conversation with that class."
- "Ik hoef niet te leren over seksuele straatintimidatie. Ik ben er 36 uur per week mee bezig." / "I don't need to learn about sexual street harassment. I spend 36 hours a week on it."

# C7 // Interview Eva Oosterlaken, Studio Futurall (I2)

## **Feminist design**

For me, feminist design is about considering the position you choose as a designer and considering the value of participating for participants. It's about being conscious of the context and of what you want to contribute; and then to think about how you can do that with your project. Strategy can be a role of the designer, but design is not the only discipline that can do this. Where design shines is when engaging the public. The value for the participant is of great importance here.

## **Co-design with communities**

It's about working in a way in which people can contribute from their perspective, drawing on their own life experiences. It's important that if somebody has a certain experience, to just let that experience be and to document that. Even if it's painful. You can always place it in a certain context later. For your graduation you can just make a chapter with all the things that made things project hard, all the contradicting narratives. Misusage of SH in the media, the framed connection to skin color and ethnic background, that in the neighborhood, it is not experienced as a problem, your own relationship to the whole thing.

Then about the value of a participative moment; which is twofold – there is moment itself and what comes out of it. For example, afterwards you can reflect on a method or use the contents as insights. The value of the session for the people who are there is also very important. What actually is the value for a participant to participate in it? It can vary per project.

*How can I connect to the world of the youth, how can I organize a session that resonates with them without already having assumptions?*

Ask youth workers beforehand for their opinion. Or at the beginning of the session, map your experiences together.

## **Systemic design**

You don't need to understand the whole system to understand your own role. I see it in a more relational way: I am connected to the partners I work with and they are in their turn connected with their partners. It's more about collaborating in a meaningful way then about understanding what is going on all the time. For me, the maps, if I make them, are not deliverables, but just ways to structure my thinking.

# C8 // Interview youth professional / coordinator street harassment, wmoradar (I3)

## Goal

Better understand the perspective of a professional that works with youth on countering street harassment + design principles checkpoint (participation with youth)

## Result

Interview with [name], who is the coordinator SSI at wmoradar. She is a real 'spider in the web', collaborating with many parties (gro-up, Dock, Municipality of Rotterdam, Dona Daria, Catcallsotrot, Borrelnootjez, Helpwanted.nl, stichting PlayBack, WORM...) and overseeing activities organized around the topic. We discussed best practices and went over my plan for the sessions with youth.

## Observations

- One of the most important things when trying to get youth to stop perpetrating street harassment is taking a wide-ranging approach. Parents, schools, youth workers, police force should all be included in crafting an approach that intervenes on multiple points and levels. Parents, for example, often don't concern themselves with street harassment, while it can be very fruitful if young people could discuss this topic in their home situation.
- She is currently working on a toolkit that combines all existing interventions, making it easier for professionals and parents to find whatever they need to address street harassment and to make the topic open for discussion. She stressed that no youth worker, no young person and no neighborhood is the same, so, the toolkit is supposed to have something for everyone.
- Once she did a project where youth could go to the hairdresser for free, in exchange for a conversation about street harassment. The youth were with their hairdresser, but they were also all together in the same space. The hairdresser played a big part in them lowering their guard. It was also very helpful that there were some older youth present as well. They can already look back a bit on

their younger self and explain to the younger youth that street harassment is not a very fruitful flirting tactic for example. As they are older, they have some kind of example role for the younger youth.

- With regard to the plans I had for the session, she thought I had good ideas. She advised to come prepared with multiple plans in case something does not work.

## Way forward

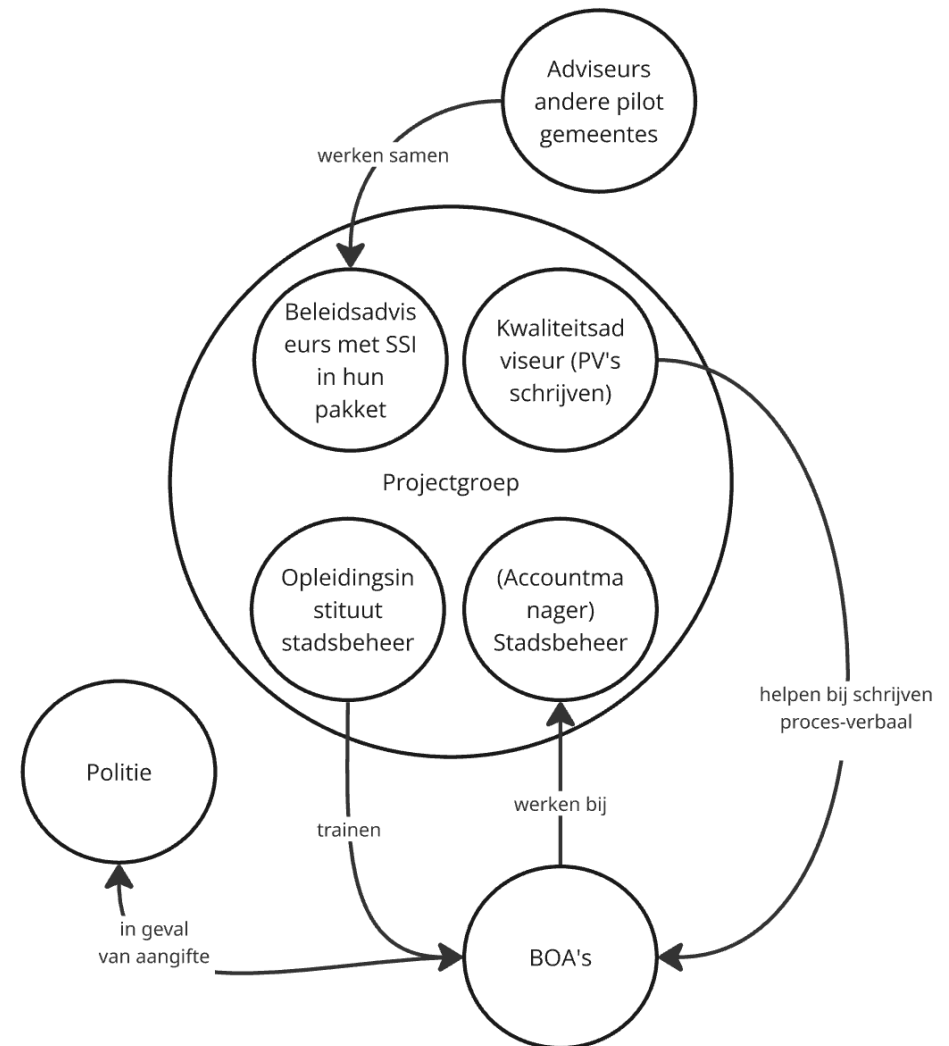
- Take multiple activities to the sessions and switch quickly if it does not work
- Final approach should be on multiple leverage points
- Take into account that no youth worker/young person/neighborhood is the same



## C9 // Interview Accountmanager BOA's, Stadsbeheer Rotterdam (I4)

The reason I wanted to speak with [name] is because they work at Stadsbeheer, where the BOA's come from. She was involved in executing the enforcement pilots for the ban on SSI, training the BOA's etc. I was curious about how the implementation of such a new law is going. I learned:

- Not all enforcement officers (BOAs) supported the initiative. Some simply thought: what nonsense.
- There are general BOAs assigned per city district, but also more specialized ones, such as youth BOAs.
- They work with specific actions: every two weeks, they go into the city to focus on hotspots identified through the Stop App, areas where many reports come in.
- “Of course, we’ve only written one official report so far [...] But we knew in advance that enforcement would be very difficult, because the law has so many elements that need to be proven.”
- At the time of the interview, there were 10–13 trained BOAs in Rotterdam; in March, 11 more were added.
- They do it undercover. If they are recognized during an action, “the whole operation is basically over.”
- The police are not participating.
- Interestingly, she (the interviewee) basically said: the approach will likely stay like this. And that’s fine. Because the real value lies in prevention—even though it’s technically a repressive measure. So that’s basically it.



Organizational structure

## C10 // Interview Stijn Sieckelinck (I5)

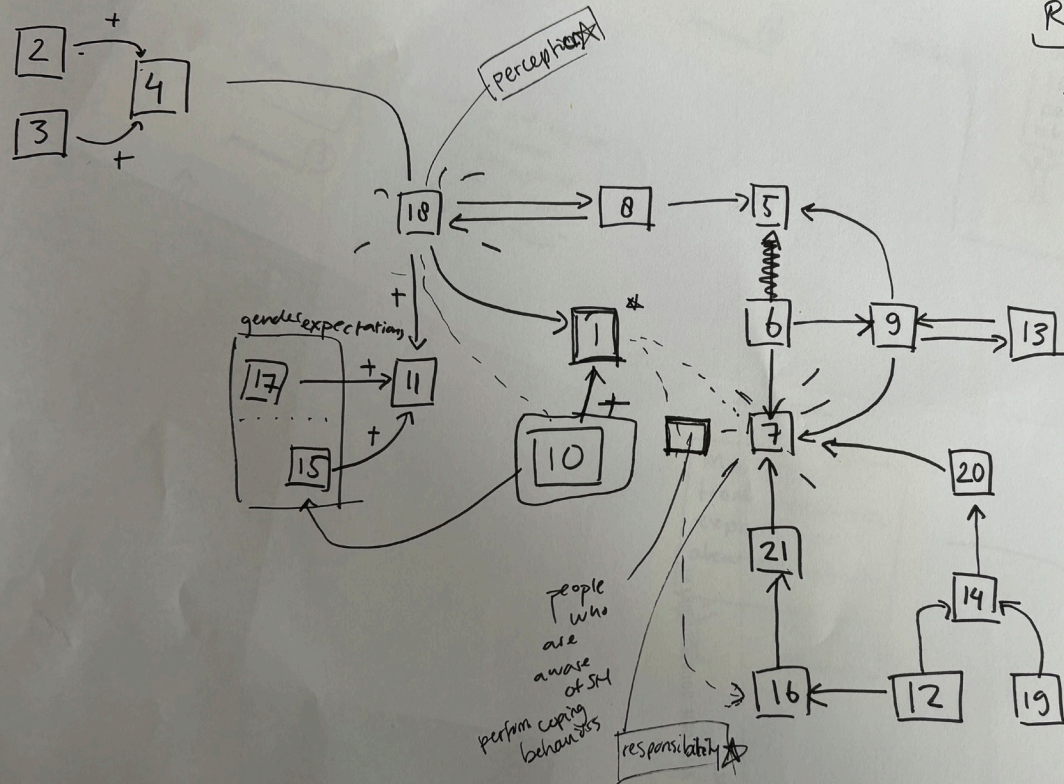
- Focusing too narrowly on one specific form of undesirable behavior (like street harassment) can make it harder to engage people meaningfully. A broader, more relatable framing helps connect with others and encourages learning from shared experiences.
- Young people (or those outside the institutional system) can bring perspectives and solutions that established actors no longer see. Their role is to contribute insights and approaches that challenge the status quo.
- When communication becomes abstract or principle-based, it's harder for many young people to relate. Keeping messages and actions concrete and grounded in their reality makes engagement more effective.
- Rather than telling people what to think or do, it's more powerful to invite or entice them to reflect and co-create alternatives. This applies especially when working with young people—once involved in hands-on activities, they tend to open up and engage.
- Group pressure is a “natural force”—many youth derive their identity and value from peers. Challenging this dynamic is extremely hard without providing an alternative social structure or supportive environment.
- Although reflection is key for growth and behavioral change, it's often difficult for youth. Embedding reflection in practical or physical activities (rather than formal conversations) leads to deeper insights and connection.
- Unsafe or harmful behaviors often emerge from a mix of people and locations. Places matter. Environments should be seen as part of the solution, not just the backdrop.
- Conflicts over or involving girls often stem from deeper societal patterns of objectification—shaped both at home and by broader societal norms. Girls may also begin to objectify themselves as a survival or adaptation mechanism.
- Young people carry **practical, lived, and local knowledge**. Combine this with professional and academic knowledge (e.g., from youth workers or institutions) to address issues more holistically and effectively.
- Support youth in becoming politically aware—not in a party-political sense, but in understanding that **they have influence** over their environments and communities. Help them find allies and use their voice.
- Involve youth from the city itself in workshops and public dialogues. When they take the lead, it shifts institutional mindsets and helps authorities understand the value of peer-to-peer influence and lived authority.
- Solving complex public space issues requires layered collaboration—youth, youth workers, institutions, and adult organizers all have roles to play. No single group can tackle it alone.
- Rather than imposing top-down expectations on youth, institutions should recognize the unique knowledge and influence youth have through their daily participation in public life. This builds intrinsic reflection, not just rule-following.

# C11 // System mapping session (DA1)

With Meike Huisman, Reframing Studio



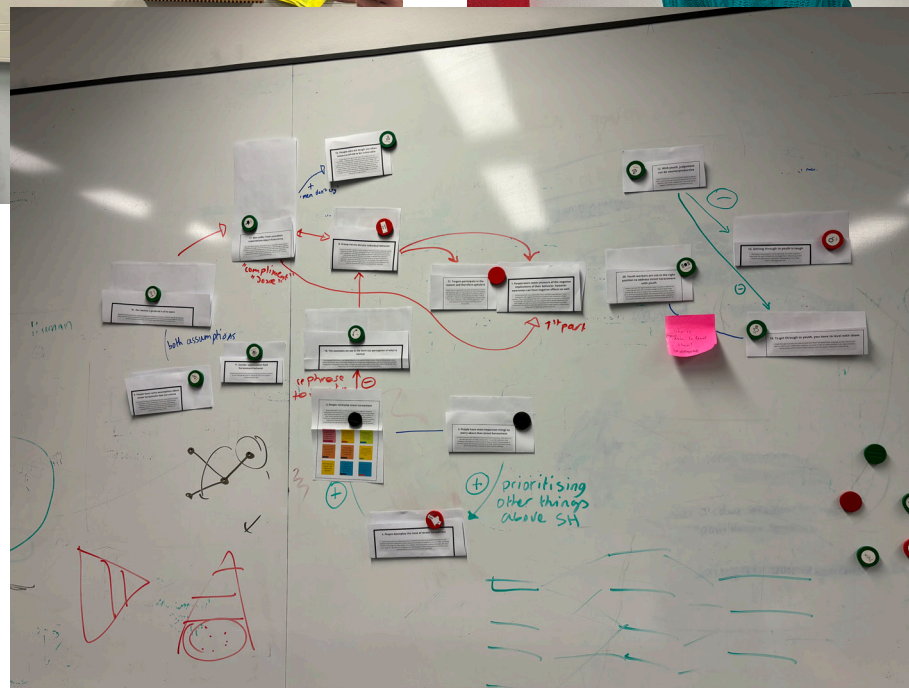




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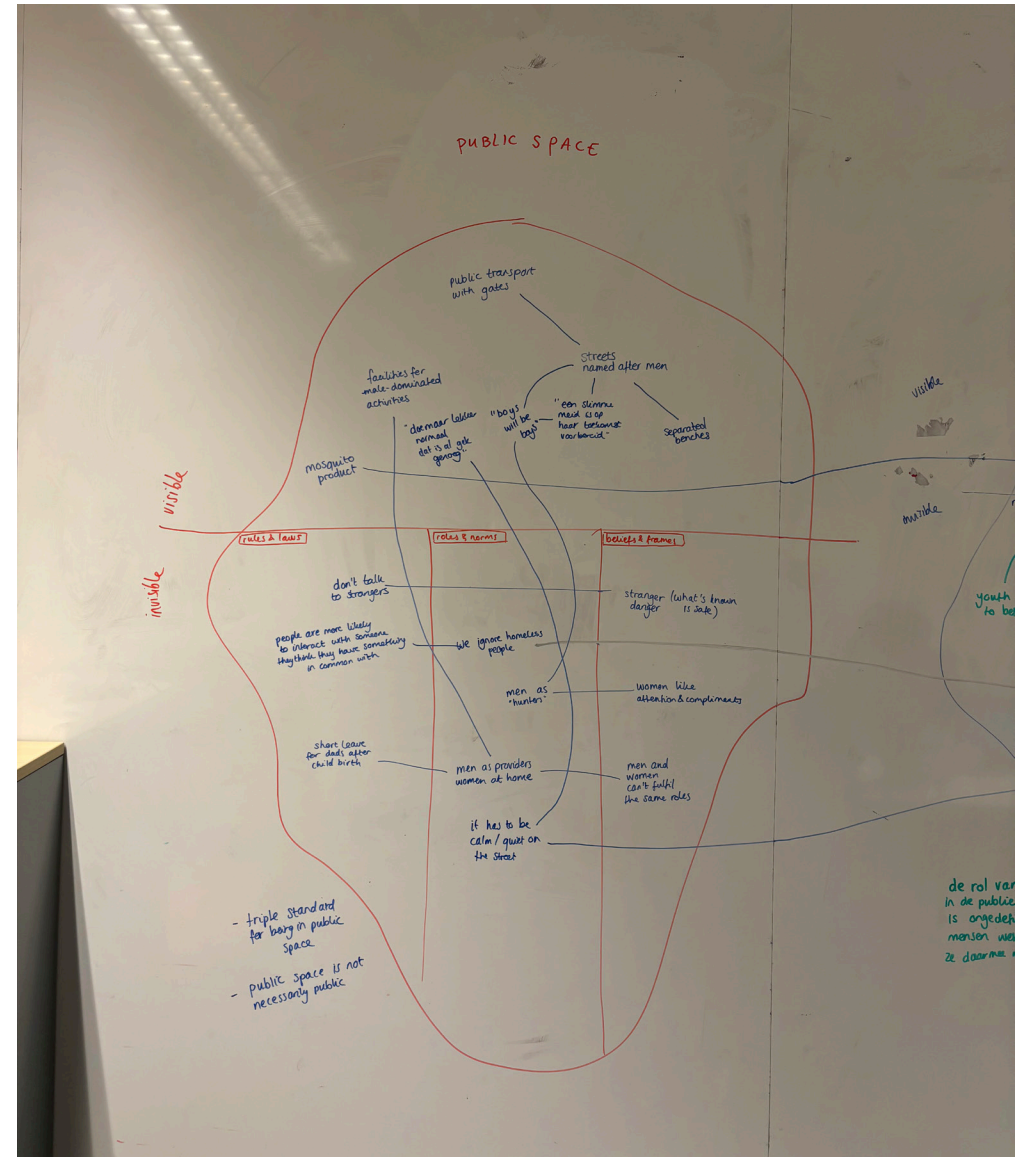
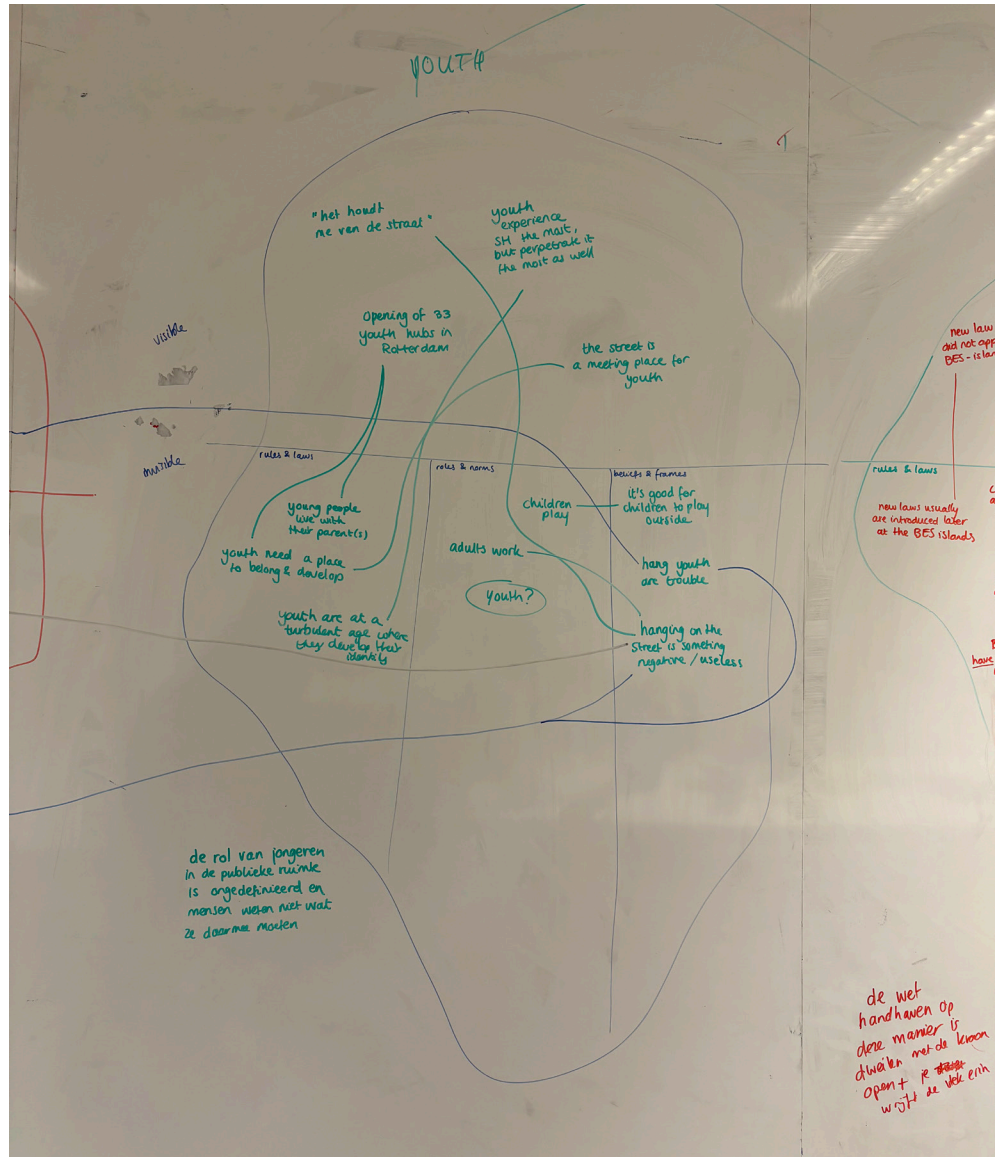


# C12 // System mapping session Systemic Design Salon (DA2)

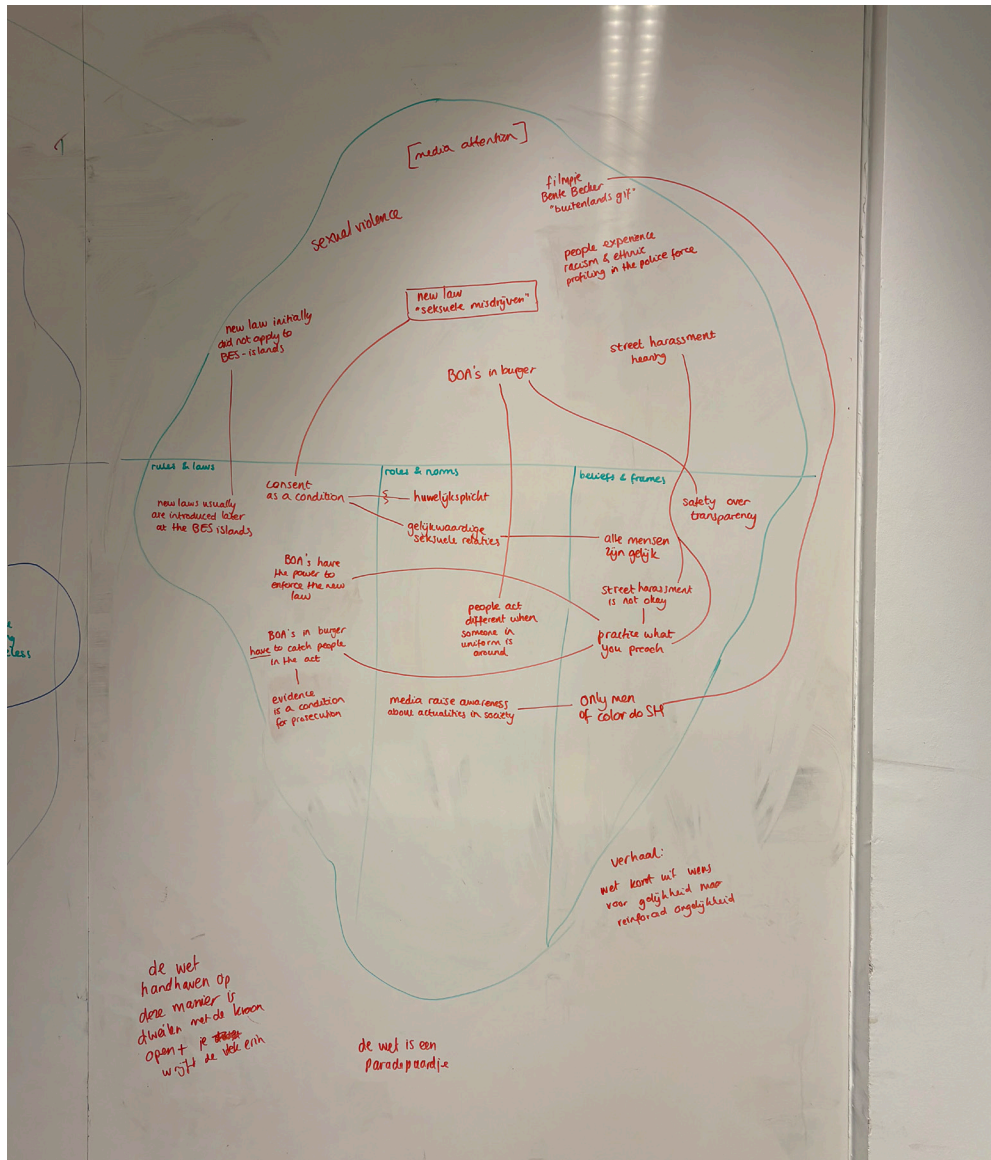




# C13 // Iceberg-session (DA3)







# C14 // Future archeologies method (DA5)

## Goal

Exploring how to 'take people to the future' > Test 'Future archeologies' method (use subjective experience of tactile exploration in order to dream preposterous future worlds)

I followed the instructions from this paper:

Maciejko, M., & Lecuna, A. (2025, January 7). Future Archeologies: A Novel Method for Creating Artifacts-from-the-Future. <https://scholarspace.manoa.hawaii.edu/items/797cf594-7407-4c86-be0d-6df3feedff54>

## Result

1 hour workshop with 3 (ex-) IDE students, with 6 steps  
Following the method, I first created the 'Future Mystery Bags' using objects I selected from the Flexruimte & PMB garbage and I sewed them into bags. For the material of the bags I chose a material that was not too sturdy because I wanted the participants to feel the textures of the objects, however it should not be too thin either as I also did not want them to be able to identify the objects.

## Observations

- I placed the 'time machine' + mystery object bags on the table before the participants arrived, so they could see them right away. Even though the box was clearly 'oud papier', the whole thing sparked crazy curiosity. While waiting for the others, one participant expressed that she was becoming impatient to know what was in there.
- Introductory letter worked well to introduce the story and the context. It was nice to have it read by one of the participants, because that...
- The participants immediately came up with all kinds of creative products and purposes. I wonder if that works the same way with





non-designers. Maybe do some creative exercise first

- Sometimes some really interesting things were said, but then they kind of floated away
- Help questions were needed sometimes and helpful
- Scenario exercise was too big, better to specify it 'a scenario of an interaction your character could have'
- last step of critical reflection is important and should be shaped more. what is the end goal of such a workshop? final step > make it actionable.
- objects were interesting through shape but it would be nice to have more variety, e.g. softer objects, objects with different textures

### Way forward

- Think of what the goal of such a workshop is. Do we want the proposterous objects/worlds to be used as input for scenarios? Or is this the scenario building? Done live in the workshop?
- Adjust the case / worksheets > more specific to the context of youth in public space
- Better guide the reflection
- Test with 'non-designers' & youth



# C15 // Game night @Youth hub Schiebroek (PM4)

Gisteravond zijn Charlotte en ik naar de Jongerenhub in Schiebroek geweest om een spelletjesavond bij te wonen. Die spelletjesavond wordt georganiseerd door de jongerenwerkers in samenwerking met één van de jongeren, T. Elke woensdag komen ze bij elkaar in de hub. De ene week doen ze dan spelletjes, zoals gisteren, en de week erna hebben ze een gespreksavond, ookwel 'de tearoom'. Op de spelletjesavond is iedereen welkom, mits het een jongen is, terwijl op de gespreksavond een select groepje jongens deelneemt. T. legde gisteren uit waarom hij wil dat er alleen jongens aanwezig zijn: hij zei dat als er meisjes bij zijn, de jongens alleen maar daar mee bezig zijn, en ze dan niks kunnen doen of bespreken.

Toen Charlotte en ik aankwamen op de hub waren er al veel jongeren, ik denk zo'n 20. Vrijwel alle jongens droegen een trainingsbroek en hadden hun jas aan. Het zat dus helemaal vol en ze waren druk bezig met elkaar, dus niet iedereen had door dat we binnenkwamen. De twee jongerenwerkers die er waren, G. en J., had ik voor de kerst al ontmoet. We zeiden gedag en deden onze jassen uit. Een paar jongens kwamen naar ons toe, gaven een hand en stelden zich voor. Op tafel stonden bakken met chips en popcorn. Veel mensen hadden flesjes met frisdrank, zoals AA. De sfeer was relaxed en gezellig.

Er werd Perudo op tafel gezet en G. riep iets in de trant van: "Jongens, Perudo! Wie speelt?" Een paar jongens gingen aan tafel zitten. Ik kende dat spel al dus besloot ik mee te doen, in totaal speelden we met zijn zessen. Ze speelden het spel iets anders dan ik het kende dus we hebben de regels nog even besproken. Ik stelde voor om een regel toe te voegen waarbij je van de ingeleverde dobbelstenen een toren bouwt op het midden van de tafel; als je de toren laat omvallen bij het toevoegen van je dobbelsteen, dan moet je er nog een inleveren. Dat vonden ze wel wat, ik denk omdat het wat spanning toevoegt aan het spel. Het ging er luid aan toe en een aantal dingen vielen me op. Ten eerste waren de jongens constant bezig met stoer doen. Perudo

is ook wel een spel waarbij je moet bluffen en moet doen alsof je zeker bent van je zaak. Ik vraag me af of ze zich zo gedragen omdat het spel dat vraagt, of dat ze het spel graag spelen omdat het past bij hun normale omgangsvormen. De jongens die niet meespeelden, gedroegen zich ook stoer. Zo gingen ze onderling bespreken wie van hen 'de president' is, en weer een ander stel jongens was aan het bepalen wie 'de CEO' is. Toen een van hen vroeg: "Wat doet een CEO dan?", wist de ander even niet wat hij moest zeggen. Toen antwoordde hij: "Leg jij dan uit wat een CEO doet!". Na wat gebikker heen en weer dropen ze af.

Tijdens het spelen van het spel kwamen er constant jongens langs om hoi of doe te zeggen, die gaven dan iedereen aan de tafel een box. Sommigen moesten even nadenken over wat ze met mij gingen doen. Soms kreeg ik een box, soms een hand, maar ik werd wel altijd erkend en betrokken.

Wat me ook opviel tijdens Perudo was dat niemand mijn bluff callde, ook niet als dat wel logisch was geweest. Ze waren meer bezig met elkaar 'pakken' dan mij. Ik kreeg dus een andere behandeling. Ik vraag me af of dat kwam doordat ik de enige vrouw was die meespeelde, en ook wit, of dat het misschien gewoon was omdat ik nieuw was en ze me welkom wilden laten voelen. Ik denk dat het goed bedoeld was, maar eigenlijk deed ik dus niet helemaal mee. Ik voelde me een beetje het kleine zusje dat mocht meespelen met haar grote broers. Achteraf geeft het me een beetje een dubbel gevoel: het is lief dat er rekening met mij wordt gehouden, en niet gek dat je niet hetzelfde met vreemden omgaat als met bekenden, maar vraag ik me af wat de rol van gender en etniciteit hierin is. Hoe was het gegaan als ik een man was, of een man van kleur? Of iemand met een lichamelijke beperking? Toen Perudo was afgelopen, gingen ze een ander spel spelen. Ze vroegen mij of ik een stoel wilde verplaatsen, want dat was een spel dat je 4 mensen speelt. Er sloot een witte jongen aan die blijkbaar

geen Arabisch sprak, want af en toe spraken de jongens kort in het Arabisch maar toen spraken ze elkaar erop aan dat ze gewoon Nederlands moesten praten met hem erbij.

Ondertussen gebeurde er van alles in de rest van de ruimte. Charlotte zat op de bank mee te kijken met een potje FIFA. Op een gegeven moment hoor ik dat het er aan die kant van de ruimte wat luider aan toe gaat, tot een van de jongens heel hard ‘kankerhoer’ schreeuwt tegen de ander. G. had nog niet eens tijd gehad om in te grijpen en meteen werd de schreeuwer door de groep gecorrigeerd met gejoel en vermanende geluiden. Er werd hem gezegd dat hij normaal moest doen. Bij mij aan tafel zei een van de jongens iets van: ‘meteen eruit gooien, ik heb hier echt geen zin in’.

Eén van de jongens had zijn kindje mee van 2,5 jaar oud. Niemand keek daar gek van op en iedereen lette een beetje op het kindje. Hij hobbelde een beetje in het rond met zijn snotneus. Dat zorgde voor een grappige sfeer, want waar eerst gangsterrap werd afgespeeld via de TV, werd daarna kindermuziek geluisterd. Op een gegeven moment werd de snotneus van het kindje door een andere jongen met een stuk keukenpapier gesnoten en schoongemaakt. Later kwamen we erachter dat niet iedereen het kindje kende of zijn naam wist, terwijl dat wel zo leek. Blijkbaar maakte dat niet uit voor hoe ze met het kindje omgingen.

Op een gegeven moment werd er op de deur geklopt, waarna er een jongen snel naar buiten ging om te achterhalen wie dat deed. Na een tijdje kwam hij terug en rapporteerde hij de naam van het meisje die dat gedaan zou hebben aan de groep. Er werd over haar gezegd dat ze aandacht zocht.

Op het einde kwamen een paar jongens doe zeggen en vragen of we volgende week weer kwamen. Een deel was al op de hoogte en was wel al benieuwd naar waar we volgende week over gingen praten.

Ik had eerder al kort met een van hen gepraat over mijn onderzoek, waarover hij had gezegd dat mensen zich ook wel snel geïntimideerd voelen tegenwoordig, dat je een meisje niet eens gewoon kan aanspreken. Dat gesprek had mij ook erg nieuwsgierig gemaakt naar volgende week. We zwaaiden gedag en liepen naar de tramhalte. Charlotte stapte uit op Rotterdam Centraal en ik bleef in de tram zitten richting West, waar ik woon. Tegen het einde van de rit stapten er drie jongens in die er precies zo uitzagen als de jongens met wie ik net spelletjes had gespeeld in Schiebroek. Ze droegen dezelfde kleding en gedroegen zich op dezelfde manier. Op de een of andere manier kreeg ik het idee dat ik anders naar ze keek dan ik ‘normaal’ zou doen. Waar ik anders misschien een soort discomfort had gevoeld, voelde ik me nu meer op mijn gemak. Dat deed me denken aan een van de ‘challenges’ als beschreven in mijn verslag: “A safe neighborhood is one with a lot of social interaction and great social cohesion, however people are hesitant to interact with the unknown”. Was deze spelletjesavond mijn ‘interaction with the unknown’?



# C16 // Reflecting on the generative sessions with youth workers (PM9-10)

## Schiebroek-Zuid

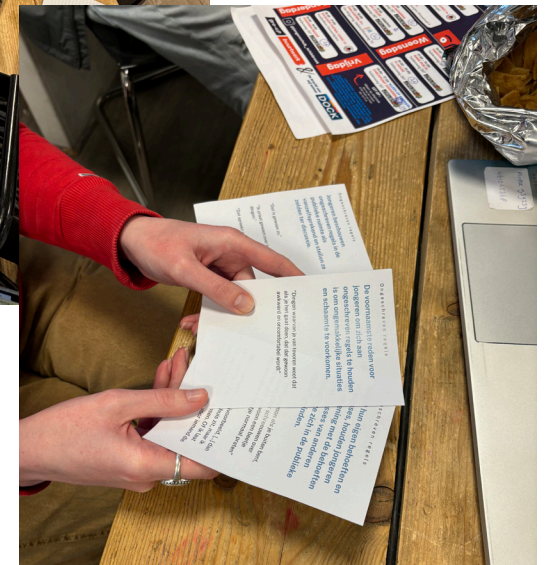
We had a meeting with three youth workers to reflect on the generative session. During this discussion, we reviewed how the session went, how the collaboration went, and what key insights were gained. Additionally, we discussed possible next steps for the project.

### Looking back on the session

Overall, the youth workers had a positive experience with the session. They were surprised how openly the young participants engaged in the conversation. This was largely attributed to the role T played in co-organizing and co-facilitating the session with us. His intrinsic motivation and leadership had a significant impact, highlights the importance of having a participant who can guide the dynamic and encourage others to actively take part.

There were also points for improvement. The two female youth workers pointed out that they felt a lack of opposing perspectives. The group consisted only of boys, and the only women present were the two female youth workers and me and Charlotte, but we were not in a position to challenge certain viewpoints or ask counter questions in the way that female peers would have been able to do. Additionally, the youth workers noted that group hierarchy played a role: some younger participants did not seem to fully express their thoughts, as the older boys, of which some of them were older brothers, tended to have 'the final say'. For some, the session felt long and the statements used in the discussion could perhaps have been more extreme to provoke deeper debate.

To improve, we suggested that the group size should be adjusted so we can better pay attention to each young person. One of the youth workers suggested that younger and older participants should be



separated to mitigate the effects of hierarchy. Additionally we had a short discussion on the effect of us, unfamiliar researchers, being present. We agreed that because we had already joined them for the game night before, they were comfortable enough to share things with us, but they were still a bit more conscious of their behavior.

### **The value for youth**

The youth workers explained that the youth had also had a positive experience with the session. They thought it was interesting, but it was also new for them, so some of them found it a bit exciting. According to one of the youth workers, it made them reflect more on the reasons behind their behavior: "They started thinking: why do they actually do what they do?" Some youth workers received follow-up questions from participants after the session, showing that the topic had triggered something.

### **The value for the youth workers**

From a professional perspective the session provided valuable insights for the youth workers. One youth worker shared that the session highlighted the need for greater focus on this topic and the topic of identity formation. She said that this topic should be introduced in schools as early as grades 7 and 8, so young people become more conscious of their own values before they enter the phase of forming social groups. For all youth workers, the session offered new entry points for initiating more specific conversations with youth on these issues.

### **Sharing insights**

During the meeting, we shared insight cards with the youth workers. Most of the findings were familiar and aligned with their own experiences. One youth worker highlighted the role of division around this topic, theorizing that that is what makes it so hard to address and stating "The unwritten rules are unwritten for a reason." The youth

workers found the insight cards useful for their 'Sfeerverslag', to report about the session to their supervisor, and expressed a preference for a version focused solely on insights from Schiebroek, without input from other neighborhoods.

### **Continuation of the project**

I briefly explained how we reframed the issue and what my plans are for the next two months. We had a short conversation on the collaboration between youth workers and decision-making bodies, such as the municipality. According to one of the youth workers, a big shift is occurring within the social welfare sector, with a growing emphasis on demand-driven work, e.g. not planning activities but only doing activities that come from youth. However, siloed structures within the municipality and social organizations remain a challenge. The youth workers explained that decisions are often made by individuals with limited practical knowledge, and that so many people causing delays and requiring multiple bureaucratic steps before meaningful change can occur. This reminded me a lot of Betsie's graduation project and how experiencing and being present are crucial to understanding youth. I wonder what impact I can make on this in these two months. As a next step, I asked to test the workshop that I am designing at the youth hub and potentially at a school. I will send a proposal to [name] to do so.



## Bospolder-Tussendijken

I had a meeting with the youth worker from Bospolder-Tussendijken to reflect on the generative session. During this discussion, we reviewed how the session went, how the collaboration went, and what key insights were gained. Additionally, we discussed possible next steps for the project.

### Looking back on the session

Overall, the session was perceived as enjoyable. The youth worker explained that at first, the youth found it a bit daunting when they heard what it would be about, as they initially thought the topic was focused on sex. The term "sexual street harassment" triggered that assumption. The youth worker then explained what the session was actually about and reassured them that participation was entirely voluntary. This put them at ease, and they became interested in the discussion. This highlights the importance of involving the youth workers thoroughly in the planning and approach of the session. The youth had shared with the youth worker that they appreciated having different people come in for a change and found it interesting to engage in conversation with individuals they didn't know. They expressed that they enjoyed the session, found it engaging, and would like to participate in similar activities more often. They also thought it was fun and social, and they thought the pizza's were tasty.

### The value for youth

The youth worker noticed that the session encouraged the youth to think more deeply about the topic. In her opinion, even if it simply made them reflect on their actions, that already gave the session value. Later during the meeting, two of the young people who had participated in the session arrived at the youth hub. One of them mentioned he had a good time during the session, and the other one



said that he is now more aware of how he is perceived when he is in public. The youth worker noted that it would be beneficial to involve youth in these post-session discussions so they can share their own experiences and insights.

### **The value for the youth worker**

For the youth worker, the session was also a valuable learning experience. She had previously attended training sessions on sexual street harassment and programs like GirlsTalk by Rutgers, but those were mostly theoretical. They do discuss cases and once she had to prepare a mini-lesson. These trainings provided a lot of knowledge, but it wasn't always clear how to apply it in practice. By attending this session and observing how the conversation was facilitated, she explained that she gained tools to use in her own work and that it also motivated her to discuss similar topics more often with the girls club. "Hoe jullie met hun in gesprek gaan, en dat ik dan bij zo'n sessie ben echt, in plaats van zo'n training te volgen, daar leer ik ook van, want dan weet ik ook van, hoe kan ik bepaalde dingen benoemen of vragen. Hoe gaat het als de jongeren er echt bij zitten? Trainingen zijn vooral zenden en informatie opzuigen, soms een casus of een miniles voorbereiden. En dat is goed om te doen, want daar leer je natuurlijk ook van, maar ik leer echt het best als ik het echt doe of als ik het echt zie. Dus daar heb ik echt wel wat aan. Het heeft me ook wel gemotiveerd om dus ook met die meidenclub in het vervolg het meer te hebben over dit soort dingen."

### **Reflecting on the collaboration**

In terms of execution, the youth worker had no specific feedback other than that everything was well-organized. A previously adjusted activity worked well, and breaks were scheduled at the right time. She was satisfied with how everything went.

The collaboration was experienced as very positive. The fact that there were two preparatory meetings beforehand helped clarify the session's

goals and structure. Additionally, the follow-up meeting to reflect on the session was greatly appreciated. She explained that often, in these types of projects, there is initial coordination, followed by the session itself, but no further engagement afterward. She appreciated our continued involvement.

*"Jullie zijn natuurlijk vooraf twee keer langs gekomen, dat vond ik goed, zo werd het mij ook duidelijk wat het doel was, en hoe de sessie eruit zou gaan zien, waardoor ik dat van tevoren al wist. Nu ben je hier ook voor de reflectie van de bijeenkomst. Ik vind dat eigenlijk heel goed. Meestal met dit soort dingen, dan stem je van tevoren af, en dan komen ze op locatie, en dan is het daarna zo van bedankt, tot ziens, en dan zie je elkaar nooit meer. Dus ik vind het juist wel goed dat jullie zo betrokken zijn."*

### **Sharing insights**

Even though the youth worker knows the group well, she still found it fascinating to hear their perspectives on certain statements. It provided an opportunity to get to know them in a different way. At the same time, many responses were predictable, given her experience with the group.

On a content level, the session did not necessarily provide new information, as the organization already offers many training programs on topics like street harassment. However, it was emphasized that regularly discussing these themes remains important.

*"Omdat ik vaker trainingen heb gevolgd, was het inhoudelijk qua informatie niet per se interessant. Want dan krijgen we al heel veel informatie. Bij ons in de organisatie zijn er veel trainingen die we kunnen doen, ook omtrent straatintimidatie. We hebben dan Make a Move, Girlstalk, Lefgozers. Die informatie is beschikbaar, maar het is altijd fijn om een opfrisser te hebben en er weer bij stil te staan, want*

*het is wel een heel belangrijk onderwerp.”*

I gave the insight cards I prepared earlier. Normally, they don't get feedback or any insights after such a session, so the fact that I did that was already experienced positively. She did not seem to have a strong opinion on the fact that the insights were returned in the form of insight cards. She later acknowledged that they would be useful to show to the youth. I also gave the cards to the two young people who came in during the meeting, and they briefly went through them, one of them saying: “Ja, het is wel echt waar.”

Regarding one card that addressed youth being divided on what street harassment actually is, the youth worker noted that even in training programs, there is still a lack of clarity on this issue. Additionally, the collaboration was praised once again:

*“Complimenten dat jullie ook terug komen met de resultaten. Dat is niet vanzelfsprekend. Dat geeft me ook het idee dat het ergens goed voor is geweest, dus bedankt daarvoor.”*

### **Continuation of the project**

I briefly explained how we reframed the issue and what my plans are for the next two months. I asked her what is needed for constructive identity formation in youth. The youth worker referred to literature from her studies (Social Work) and mentioned the saying: “It takes a village to raise a child.” She emphasized that a young person's environment plays a crucial role in their development.

One key insight was that young people often feel misunderstood by other people in public spaces:

*“Ik denk dat het deels zit in begrip van anderen. Ik denk dat jongeren heel vaak niet begrepen worden door andere mensen die de publieke ruimte gebruiken. Dus ik denk dat dat heel belangrijk is, want ik denk*

*dat dat ook weer zorgt voor een veilige basis. Heel vaak nu wordt de jeugd gezien als lastig, ‘de jeugd van tegenwoordig’, terwijl ik denk van, dat hoeft helemaal niet zo te zijn, dat is vaak een vooroordeel wat mensen hebben. Terwijl ik zie hier zo vaak dat een van mijn jongeren... Laatst was er buiten ruzie tussen twee kleine kinderen. S gaat naar buiten en hij lost het op. De manier waarop hij dat doet, dat zou een volwassene iemand niet kunnen. Dus er zit heel veel potentie en heel veel kracht en heel veel liefde ook in die jongeren. Dus dan denk ik van, ze moeten gewoon, mensen moeten gewoon meer begrip tonen. Tuurlijk kunnen jongeren ook lastig zijn, maar ze zitten ook in een ontwikkelingsfase. En kattenkwaad hoort nou eenmaal bij het opgroeien.”*

Regarding collaboration with the municipality, the youth worker mentioned that their team leader maintains contact with the local government. It was also discussed that having a representative from the municipality present during such a session might not be ideal for the youth.

Collaboration with schools does exist, but in a different form than in Schiebroek. There are no guest lectures. Instead, the focus is more on raising awareness and ensuring that young people know that the youth hub exists, who the youth workers are and what they do.



# C17 // Workshop test 1 (PM11)

## Plan

### Introduction

- Welcome!
- Today we'll be testing part of a workshop.
- The aim of this workshop is to give young people more ownership over their surroundings by involving them in exploring and shaping more inclusive and supportive public spaces.
- This is my first time running it, so I'm really curious to see how it goes. If anything is unclear, please let me know!
- The workshop consists of three steps: Imagining, Reflecting, and Passing it On.
- Today we'll be working with possible futures. I've created four different future scenarios. In the first part of the workshop, we'll try to imagine what these futures look like. For each future, I've created an object and a short story to help us visualize it. In the second part, we'll discuss these futures. In the third and final part, we'll reflect on what we've learned and try to pass that on.
- Any questions?

### Icebreaker: One Word Future Goal

First, we'll do a quick exercise to set the mood.

Purpose: To activate participants' imagination in a simple and safe way.

- Ask participants to imagine they are 20 years in the future, standing in a truly inclusive public space.
- One by one, have each person share a single word that describes this future (e.g., "bright," "calm," "colorful," "friendly").
- Write all the words down on a board or flip chart.
- Group reflection: What kind of space are we creating together?

### Step 1 – Imagining Possible Futures

- Now we'll dive into the first part: imagining possible futures.
- I have four different future scenarios here, each with an accompanying object from that future. We may not get to all of them, and that's okay.
- We'll go through the objects and futures one at a time. First, we'll look at and discuss the object, then we'll read and talk about the future scenario.

#### Questions about the objects

- What stands out to you about this artifact?
- What do you think it's used for?
- How do you think it works?
- In what kind of environment would this be used?
- Who do you think this artifact was designed for?
- Who do you think would make something like this?
- What do you think of the artifact?
- What does this object tell you about the future it comes from?

#### Questions about the future scenarios

- How does this future make you feel?
- What do you like about this future?
- What do you not like about this future?
- Who benefits from this future? Who might be excluded?

### Step 2 – Reflection

Participants take turns picking a card from a stack.

#### Discussion Questions (cards)

- Which future did you like the most? Why?
- Which future did you like the least? Why?
- In which future do you think you could be most yourself?
- In which future would you feel the safest?
- In which future would you be able to explore the most?

- In which future would you have the most influence or say?
- Which elements would you like to see in your own community?
- Which elements would you not want to see in your community?

### Step 3 – Passing it On

- The idea in this final step is to practice articulating what you find important to share with others.
- Participants will write their insights on post-its and place them on a large sheet per theme.

### Closing Discussion

#### General

- How did you experience the workshop?
- What did you find most interesting or surprising about it?
- Were the assignments clear and easy to understand? Why or why not?

#### Content

- Which step did you find most valuable (Imagining, Reflecting, or Passing it On), and why?
- Was there enough space for you to share your ideas and feel heard?
- What was it like to think about the future of public spaces? Easy or hard? Why?
- Did working with future artifacts inspire you? Why or why not?

#### Suggestions & impact

- What would you change to make the workshop more fun or more effective?
- Do you feel that this workshop helped you to look at public spaces differently?
- Would you recommend this workshop to others? Why or why not?



# Reflection

## Introduction

The introduction was very long-winded and dull, partly because I couldn't clearly explain the goal of the workshop myself.

## Icebreaker: One Word Future Goal

This icebreaker didn't work well; it caught the participants off guard. The question was too difficult. It's better to do something more active that helps participants loosen up and brings a bit more energy into the room.

## Step 1 – Imagining Possible Futures

- Start with a picture of what actually happens in this future, and only move to value judgments during the discussion (step 2). Right now, those things are getting mixed up, and participants sometimes found it unclear what such a future would actually look like. Then they were already forming opinions about whether they liked it or not, which got in the way of the exploration. There are quite a lot of elements in each scenario, and there are four scenarios, so I need to help participants better immerse themselves in that world.
- Also important to explain that these futures aren't necessarily desirable, just possible. Maybe make a clearer distinction between the steps, so that in the first step the goal isn't to judge, but to be curious.
- The questions about the futures should really help participants empathize with the future — what would this look like, what would that be like, etc.
- Participants often focused on whether something was realistic, or whether someone would actually use the object. How do I get them out of that mindset? The goal isn't to think about whether it could work, but what it would mean.





- The scenarios weren't too long, but it was hard for participants to listen to them. Reading them out loud puts people on the spot. They would've liked to be able to read along.
- Idea: podcast-style narration with sound effects, or silent disco headphones.
- The scenarios used words that were too difficult.
- The objects were clear, except for the sign from the "self-care oasis" — that needs a different text on it (something like "caution").
- The scenario about the "mosaic metropolis" needs clearer structure, because it wasn't clear that genetic modification and the importance of biological families were two separate elements.
- After I explained the axis diagram (assenstelsel), participants said they would've loved to have that kind of framework from the start, to place and compare the futures. It would also help remember which scenario is which.
- There should be more explanation at the beginning about speculative thinking.
- Idea: a large A2/A1-sized sheet with the axis diagram, where the scenarios and objects can be placed.
- Doing the object first, then the scenario, makes the scenario more interesting because they're curious about where the object came from.
- With the youth conformity test, it was tricky that there was only one phone. It would be more fun if everyone could do it and get some kind of result to share.

### Step 2 – Reflection

- The activity with the cards was fun and simple in terms of format; the questions were good and easy to answer.
- However, it felt quite far removed from the participants and their own lived experience. So if you want them to say something meaningful about it, you need to help them first come back to the present.

- Writing the scenarios in the second person ("you") might help, and framing them more as a "day in the life."
- If I explain the axes (framework) first, then those questions might make more sense too.
- How can I help participants move between the imagined futures and the here and now?
- For example, if they like certain elements: > How could you apply that in your own neighborhood?

### Step 3 – Passing it On

- This part really didn't work at all; participants didn't understand it, didn't get why they were supposed to do it, and found it too difficult.
- This was where it painfully showed that I also wasn't quite sure where it was supposed to go.
- It was unclear what kind of answers participants were expected to give (concrete suggestions, general tips, etc.).

### Closing Discussion

- It lasted 52 minutes, so there's still room for one more activity.
- Participants enjoyed it.
- Participants didn't take it very seriously, because they don't really think about public space and how it's designed. So there was no sense of ownership over "the problem." Maybe the workshop is too high-level?
- The scenarios and objects help with imagination, but the futures still feel quite distant.
- "With these scenarios, I could really picture it immediately, I got a feeling from it right away."
- Be clearer up front about the goal, that these futures are fictional and meant to facilitate discussion.
- Reading the scenarios was fun and sparked curiosity.
- The cards with questions worked well.

# C18 // Workshop test 2 (PM12)

## Plan

### Introduction (10 min)

- Welcome, I'm Juliëtte, and I'm studying...
- Today we're going to test a workshop.
- From my graduation project, I learned that public spaces don't really align with what young people need. This workshop is meant to involve young people in shaping public space.
- The goal of the workshop: to have conversations with young people about what public spaces could look like in the future, in order to learn what they find important for the future of their own neighborhood.
- The workshop is still in development. If there's anything you don't understand, please let me know!
- Explanation of what we'll do: There are three steps: imagining, reflecting, and a call to action. We'll be exploring possible futures of public space. I've created four different futures. In the first part of the workshop, we'll try to imagine what those futures might look like. For each one, I've made an object and a story to help with that. In the second part, we'll talk about these futures and what you think of them. In the third and final part, we'll focus on what's important to you for your own neighborhood. And at the end, I'll ask you a few questions about how you experienced it.
- Any questions?
- Please sign the consent form [Consent form].

### Introduction Round + Icebreaker (5 min)

Say your name + where you live + your favorite place in the public space in your neighborhood

### Step 1: Imagining (30 min)

- Now we'll start the first part: imagining possible futures.

- I've developed several future scenarios for public space. I did that using a coordinate grid (axis model). This helps to come up with different kinds of futures. We put two important uncertainties on the axes — things we think are important for the future of young people and public space, but that we're unsure how they will develop. That results in four different futures.
- For each future, I wrote a story and made an object from that world. For each one, we'll first look at the object, and then listen to the story.
- Important: these futures are not necessarily futures we should want. The goal of this first step is to imagine what the futures look like. It's not yet about forming an opinion. We want to stay curious and try to understand what's going on in these different futures.

Per future:

- Use the object [objects]
- Listen to the story [scenario audios]
- Write in the box what kind of world you think this is

Questions about the objects

- What stands out to you about this object?
- What do you think this object is used for?
- Who do you think this object is made for?
- Who do you think would make something like this?
- What does this object tell us about the future it comes from?
- What does this object tell us about how people interact in this future?

Questions about the scenarios General:

- What stands out to you about this future? What do you think that means?
- What is different in this future compared to now?
- What do you think is the most important thing in this future?



- What is something we consider important now that seems unimportant in this future?
- What do you think education looks like in this future?
- How do you think people interact in this future?
- What is the main purpose of public space in this future?
- Who has the most influence over public space in this future?
- Who is responsible for the culture in public space here?
- In which part of the axis model do you think this future fits?
- Who benefits from this future? Who might be excluded?

Specific follow-up prompts:

- S1: How would you greet people in a city where everyone is always on the move? Would it be different from now?
- S2: In this future, people wear filter glasses to only meet like-minded people. How do you think people interact here?
- S3: If privacy no longer exists and everything is public, how would that change relationships with your neighbors?

## Step 2: Reflecting (20 min)

- In the last part, we saw and heard stories and objects from different futures. Now we're going to talk about what you think about them.
- We'll use these cards. I'll place them in the middle.
- One by one, you can pick a card and answer the question. After that, the others can respond.

## Step 3: Call to Action (10 min)

We've imagined different futures and shared what you think of them. Now I'd like to hear what's important to you for your own neighborhood. We'll do this in two steps:

Step 3.1:

- First, we'll write down elements from the futures that you would or

wouldn't want to see in your own neighborhood.

- On small cards: "I would like to see this in my neighborhood: ...", "I don't want this in my neighborhood: ..."
- You can stick them onto the big axis poster next to the future they belong to.
- Quick round: everyone shares what they wrote

Step 3.2:

- The last step is to promote something you think is important — like a campaign.
- Choose a question from the sheet, cut it out, and paste it on one of the poster templates or on a blank A3.
- Then draw or make a collage to design your poster. You can do this individually or in pairs. You can also make more than one!
- Quick round: show your posters

## Wrap-up

Experience

- How did you experience the workshop?
- Were the activities clear and understandable? Why or why not?
- Was there enough space for you to share your thoughts and be heard?

Critical thinking

- How did it feel to think about the future of public spaces? Was it easy or hard? Why?
- What did you think about working with the future scenarios and the objects?
- Did you hear an opinion today that made you think differently?
- Was there something that stuck with you from what others shared?

Engagement

- What did you find most interesting or surprising about this

workshop?

- Would you recommend this workshop to others? Why or why not?

General

- If you could change one thing, what would it be?
- Do you think this is a good way to involve young people in shaping public space?

## Reflection

### Step 1: Imagining

- The axes of the matrix were clear, but there was some discussion about the words at the ends, e.g. what is 'thuis horen'? In a discussion afterwards the participants agreed that 'erbij horen' or 'fitting in' would better cover the meaning of that axis end. Also for the responsibility one, the responsibility part was often forgotten, leading to the participants only discussing about individual vs collective. So I suggest including those words at the ends as well (individueel > in je eentje verantwoordelijk, collectief > samen verantwoordelijk, thuis horen > erbij horen)
- The addition of the matrix sheet worked really well. Not only did it help the participants to remember the futures, but having to give the futures a place on the matrix sheet sparked immense discussion and rich conversation. The participants started thinking immediately about collective vs. individual, discover vs. belong, and comparing the futures on those aspects. They did not always put the objects in the quadrant that I assigned the objects to, which was interesting and fine. It was good to see that the futures were understandable but complex enough to spark such discussions.
- Its important to clearly explain what they are supposed to do with the objects. They were a bit confused at first, but I think it also



made it interesting. Also explain that they are concepts, not real things.

- Its important to clearly distinguish between different futures, stating something like, this was the first future, now we move on to the second future.
- S2 seems to have some difficult words
- It would be nice if the names of the futures would be visible somewhere, so it is easier to address the futures specifically. Now, the participants kept saying 'this one' or 'that one', and pointing to the object. That was really nice as well, that there were physical objects representing each future, but it would be nice if they had a name that was not just mentioned in the audio. Maybe the objects could get a tag or something.
- Object 3 took too long and it was too much reading. The letter alone would have been enough. I will remove the QR code, and the letter should be shorter as well, perhaps with a little bit difficult words, and maybe I should put it in an envelope
- The participants did not think that the audio's were too long and it was nice to listen to them instead of having to read them themselves.
- The questions were all very helpful to steer the participants towards exploring the meaning of a future more thoroughly
- Add question: "Do you feel like the object has a different meaning than you initially thought, having listened to the scenario?"

## Step 2: Reflecting

This worked really well, they wanted to do this longer

## Step 3: Call to action

- Step 3.1: Here I did not explain well enough that the elements should come from the futures, so the participants started writing down a variety of things of which most things could be related to the futures, e.g. 'veel groen', 'ruimte voor het individu', 'ik ben toch

geen nummer'. However some things seemed random, like 'fatbikes' and 'leuke terrasjes'. I think if I would specifically ask for elements of the futures (also by writing it on the cards) that the next step will also generate less superficial answers.

- Maybe this should be the end of activity 2. To kind of 'wrap up' the discussion part.
- Step 3.2: This step was experienced as great fun by the participants. The questions were helpful and the provided materials helped the participants to get started. However, the materials were a bit 'steering' in the sense that they were also just flipping through the magazine looking for things they liked. I suspect the materials shaped their answers a bit too much. Maybe would be better if they first thought of what they wanted to advertise for, and would then go through the materials. It could also help to provide more neutral materials. The participants explained that they found it easier to make the posters because of the materials provided, so I think it is good to keep that in.
- Add step before: choose one thing that you find really important for your own neighborhood, then give poster assignment
- We did not have enough time for this step, losing a lot of richness. More time + prepare in depth questions about the posters.

## Wrap up

- Overall the participants were very positive about the workshop. They found it interactive and engaging. It provided a lot of room for exploration and discussion. I think that the workshop is very adequate in catering to the needs of young people. I think it also contributed to positive identity exploration in the sense that they were also experimenting with behaviors in the group.
- "Ik vond het echt heel leuk. Ik deed het eigenlijk een beetje voor [naam], maar nu achteraf ben ik toch blij dat ik geweest ben. Ik vond het echt wel, ja, leuk." (T2P1V)



- They liked it was interactive “Ik vond het heel interactief.” (T2P4M)
- “In het begin wist ik niet zo goed wat we moesten doen, maar ik denk dat het ook wel goed is om ons het uit te laten zoeken.” (T2P1V)
- “De objecten enzo hielpen echt met het verbeelden, vooral die geluidsfragmenten.” (T2P1V)
- “Doordat je andermans meningen hoort, leer je op een andere manier naar de publieke ruimte in de toekomst kijken.” (T2P1V)
- “Want dat vond ik echt best wel goed aan dit ding, aan het begin is het allemaal best wel een beetje vaag wat we nou precies aan het doen zijn, en toen kwam deze opdracht van ‘wat vind je nou zelf?’ en toen had ik het idee dat die hele voorbereiding van wat we daarnet deden dat dat echt ergens naartoe bouwde.” (T2P3M)
- “Ik vond het het meest verrassend waar het heen ging. Zeg maar, aan het begin dacht ik oke leuk we zijn deze gesprekken aan het voeren, maar toen we die poster kregen dacht ik, oooh, wow. Dat vond ik wel echt oprecht leuk. Dat ik dacht van oh hier deden we het voor en we hebben er oprecht iets aan gehad, aan het eerst formuleren van je mening en dan pas over jezelf nadenken.” (T2P3M)
- “Ik vond die verschillende werelden wel interessant.” (T2P1V) “Het is ook wel leuk om daar een discussie over te voeren.” (T2P2V). “Ik heb er nooit over nagedacht dat je inderdaad dus ook zo’n toekomst zou kunnen hebben.” (T2P1V)
- “Ik had misschien wel hetzelfde antwoord gegeven zonder de voorbereiding, maar niet met hetzelfde idee erachter. Ik heb nu meer een mening gevormd en een bewuste keuze gemaakt.” (T2P1V) “Je hebt meer een idee van waar je het over hebt.” (T2P2V)
- “Ik vond het jammer dat we zo weinig tijd hadden.” (T2P4M) “Ja, ik had hier ook nog wel even over kunnen zitten.” (T2P5M)
- The goal of the workshop was not always very clear to them. I think this is partly because the workshop has multiple goals, and partly because one of the goals, which is providing first-hand

insights into what youth find important in public space, is not completely fulfilled. There was not anyone present who was going to do something with those insights. In that sense I wonder if the workshop ‘does what it’s supposed to do’, if it contributes to giving youth more agency over the public space







# C19 // Workshop test 3 (PM13)

## Plan

### Introduction (10 min)

- Welcome, I'm Juliëtte, I study in Delft
- Today we're going to test a workshop.
- It's about public space. Public space includes all places that are accessible to everyone. Think of streets, squares, parks, playgrounds, and libraries. These are places where people come together, can move around, and engage in activities such as playing, walking, or cycling.
- My graduation project showed that public space doesn't actually match what young people need. This workshop is intended to involve young people in shaping public space. The goal of the workshop is to engage in conversation with young people about what public space might look like in the future, to learn what young people find important for the future of their own neighborhood.
- The workshop is still in development. If you don't understand something, please let me know.
- Explanation of what we're going to do:
- Three steps: imagining, reflecting, and calling for action.
- Today we'll work with possible futures of public space. I've created four different futures. In the first part of the workshop, we will try to imagine what those futures look like. For each future, I've created an object and a story to help us with that. In the second part of the workshop, we'll discuss these futures and what you think of them. In the third and final step, we will see what you find important for your own neighborhood. At the end, I'll have some questions for you about what you thought of the workshop.
- Questions?
- Sign consent form [Consent Form]

### Introductions + Icebreaker (5 min)

Introduce yourself + how old you are + where you live + your favorite place in the public space of your neighborhood

### Step 1: Imagining (30 min)

- Now we'll start with the first part: imagining possible futures.
- I've thought of different futures for public space. I did this with a grid. A grid can help us come up with different future scenarios. We've placed two important uncertainties on the axes. These are things we think are important for the future of young people and public space, but we're not sure how they'll develop. This results in four different futures.
- For each future, I've written a story and created an object that comes from that future. For each future, we'll first look at the object, and then listen to the story.
- It's important to say: the futures are not necessarily ones we should want. The goal of this first step is for us to imagine what the futures look like. So it's not yet the intention to judge them. The goal is to be curious and to try to understand together what happens in the different futures.

For each future:

- Use the object [objects]
- Listen to the story [scenario audios]
- Place it in the grid box

Let's begin with the first future. First, we'll look at the object... Now let's listen to the story... Did you understand everything that was said in the story? ... Now we'll move on to...

### Questions about the objects

- What stands out to you first about this object?
- What do you think this object is used for?
- Who do you think this object is made for?

- Who do you think would make such an object?
- What do you think this object says about the future it comes from?
- What do you think this object says about how people interact with each other in this future?

### Questions about the future scenarios

#### General

- What stands out to you about this future? What do you think it means?
  - What is different in this future when you compare it to now?
  - What do you think is the most important thing in this future?
  - What is something we find important now, that doesn't seem to be important in this future?
  - How would education look in this future?
  - How do you think people interact with each other in this future?
  - What is the main goal of public space in this future?
  - Who has the most influence over public space in this future?
  - Who is responsible for the culture in public space in this future?
  - Which box in the grid do you think this future belongs to?
  - Who benefits from this future? Who might be excluded?
  - Do you have a different idea about the object now than before you heard the story?
- 
- S1: How would you greet each other in a city where everyone is always in motion? Would it be different from now?
  - S2: In this future, people wear filter glasses to only meet like-minded people. How do you think people in this future interact with each other?
  - S3: If privacy no longer exists and everything becomes public, how would that change relationships with your neighbors?

#### **Step 2: Reflecting (20 min)**

In the previous step, we heard stories and saw objects from different

futures. Now we're going to discuss what you think of these futures. We'll do this with these cards, which I'll place in the middle. You can take one card at a time and answer it, and then the rest can respond.

...

We've imagined the different futures and discussed what you think of them. Now I'm curious about what you think is important for your own neighborhood. Since you all live in different neighborhoods, let's talk about the schoolyard.

The end of the second activity: We'll write down elements from the futures that you would or wouldn't want to see in your own neighborhood. With small cards: "This element from one of the futures is something we'd like to see in our own neighborhood: ...", "This element from one of the futures we definitely wouldn't want in our own neighborhood: ..."

You can place them on the big sheet next to the future they belong to. Round: share what you've written with each other

#### **Step 3: Call to Action (10 min)**

The last step is that we're going to make a campaign for something you find important.

I have a sheet with questions here. You can choose one and cut it out. Think of something important for your neighborhood/schoolyard. For example, one of the things we wrote down in the previous step or something that comes to mind when you see these questions.

Now we're going to make a campaign poster in response to the question.

You can stick it on one of these poster templates or on a blank A3 sheet. Then draw or use collage materials to make your poster. It can be done individually or in pairs. You can also make more.

Round: Show the posters

#### **Wrapping up**

### Experience

- How did you experience the workshop?
- Were the tasks clear and understandable? Why or why not?
- Was there enough space to share your ideas and be heard?

### Critical Thinking

- How did it feel to think about the future of public spaces? Was it easy/difficult? Why?
- How did you like working with the future scenarios and objects?
- Did you hear an opinion today that made you think?
- Was there anything that stuck with you from what others shared?

### Engaging

- What did you find most interesting or surprising about this workshop?
- Would you recommend this workshop to others? Why or why not?

### General

- If you could change one thing, what would it be?
- Do you think this is a good way to involve young people in shaping public spaces?

## Key take-aways

- They find it fun and engaging
- The introduction could still be refined. For example, make it engaging. And how to explain speculative design?
- Culture / background influences how the futures and questions are interpreted!!
- The participants related the futures to things they had learned at school, like in social studies or something similar.
- Level of abstraction should be adjusted to the specific case, but more research is needed on how to do that.
- Test how usable the output is > I7 said it doesn't really matter, because the goal is the conversations anyway.
- The futures are actually too extreme / negative. Could it be more positive? Young people are also concerned about the future.



## D // Information about the adjusted law ‘Sexual Offenses’ (Wet Seksuele Misdrijven)

In an interview with a representative of the municipality of Rotterdam (I1), I learned that Rotterdam was the first city in the Netherlands with an official approach to counter street harassment. The approach was created in 2017-2018 and mainly focused on repression. Back then, the municipality of Rotterdam already criminalized SH through a General Local Regulation (Algemene Plaatselijke Verordening). Later this was undone by the supreme court as this regulation was framed as curtailing the freedom of expression, a law contained in the constitution. A ‘lower’ governmental institution is not allowed to curtail laws set by ‘higher’ governmental institutions. Consequently, in collaboration with other parties, a lobby for the criminalization of street harassment on a national level started. This became reality in July 2024. In the meantime, a national workgroup for countering SH was created. The working group members learned that it is more fruitful to invest in prevention rather than repression. Thus, in 2021, the approach was revised.

Since July 1st, 2024, street harassment is a criminal offense in the Netherlands (Ministerie van Onderwijs, Cultuur en Wetenschap, 2024). The already existing law ‘Sexual Offenses’ (Seksuele Misdrijven) was revised based on the belief that all sexual relationships should be equal and consensual. Consequently, the proposal for the revision of the law included expanding criminal law protection against sexual assault and rape, online sexual abuse (e.g. sexual comments via social media or unwanted sending of nude photos and sex videos) and sexual harassment (Eerste Kamer, 2022). With the passing of this law by the House of Representatives (Tweede Kamer) on July 4th, 2023, street harassment got independently criminalized as an offense against public order. In the law, street harassment is defined as ‘sexually intrusively approaching another person in public by means of remarks, gestures, sounds or touches in a manner that is to be considered fearful, humiliating, offensive or degrading’ (translated and rephrased, Eerste Kamer, 2022). It is punishable by imprisonment not exceeding

three months or a fine of the third category, which is a maximum amount of €10.300. For youth aged 12-17, a fine can lead up to a maximum amount of €5150 (Ministerie van Algemene Zaken, 2024). Though most of the budget from their approach to counter street harassment goes to preventive practices, the representative of the municipality of Rotterdam was positive about this development. They explained: “The penative code has a normative effect.” They expect it will enhance the likelihood others taking the issue and the victims seriously.

# E // Questionnaire for participants at the end of the generative sessions

## Deel 2

### Sessies straatintimidatie Vragenlijst

Persoonnummer: \_\_\_\_\_ (staat op je envelop)

Geboortedatum: \_\_\_\_\_

Wat vind je van de volgende uitspraken?

	helemaal oneens	een beetje mee oneens	niet eens of oneens	een beetje mee eens	helemaal mee eens	weet ik niet
--	--------------------	--------------------------	------------------------	------------------------	----------------------	-----------------

1. Ik werd gehoord tijdens de sessie(s). ☐ ☐ ☐ ☐ ☐ ☐

2. Mijn mening werd gewaardeerd tijdens de sessie(s). ☐ ☐ ☐ ☐ ☐ ☐

3. Ik voelde me tijdens de sessie(s) veilig genoeg om persoonlijke ervaringen te delen. ☐ ☐ ☐ ☐ ☐ ☐

4. Ik verlaat deze bijeenkomst met een fijn, vervelend, neutraal gevoel, omdat:

☐ Fijn gevoel ☐ Vervelend gevoel ☐ Neutraal gevoel

☐ Ander gevoel, namelijk: \_\_\_\_\_

Waarom heb je dit gevoel?

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5. Zou je in de toekomst aan soortgelijke sessies meedoen, mocht de mogelijkheid zich voordoen? (bijvoorbeeld op dit onderwerp of een ander onderwerp wat je interessant vindt)

☐ Ja ☐ Misschien ☐ Nee ☐ Weet ik niet

Waarom?

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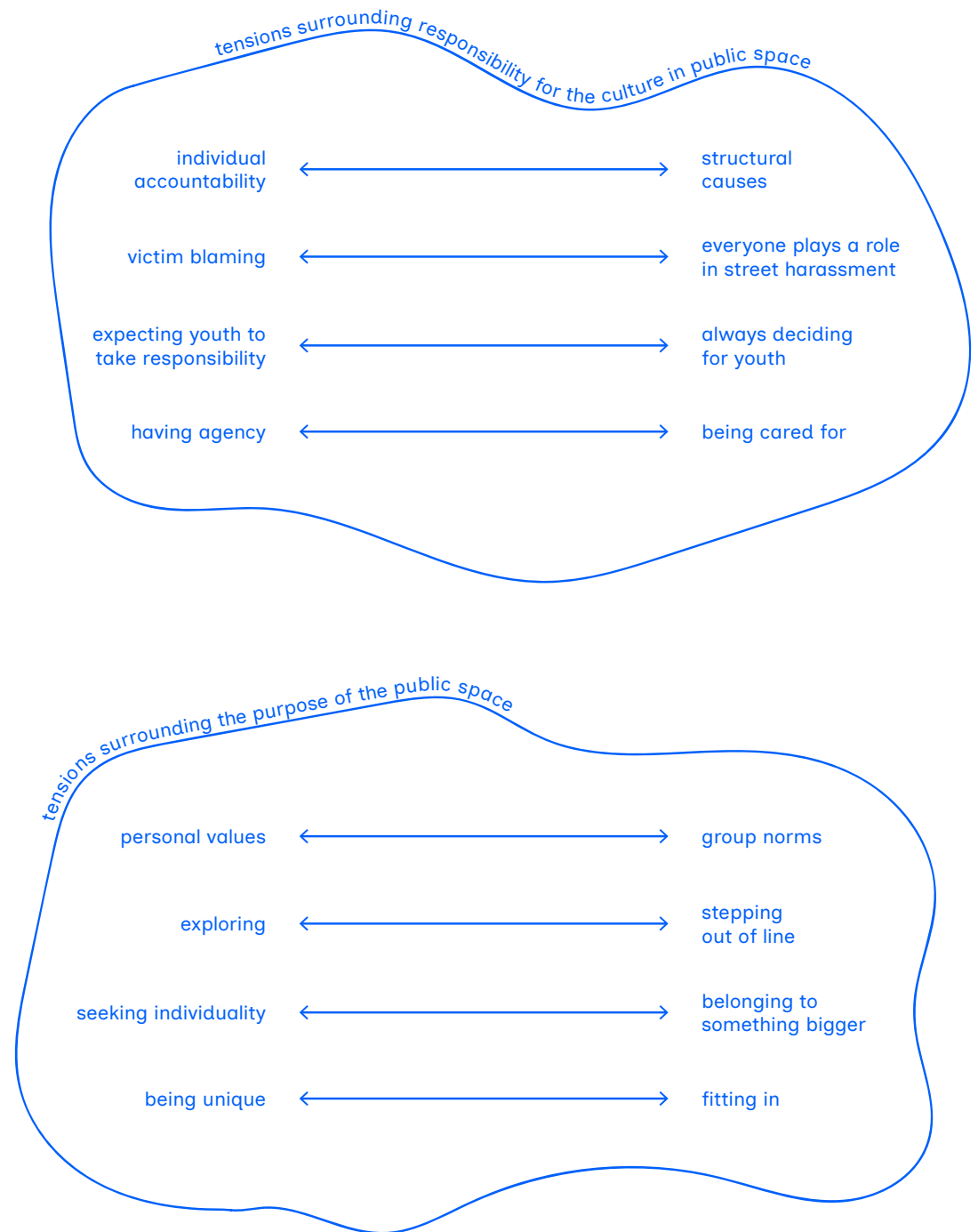
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# F // Tensions Futures matrix



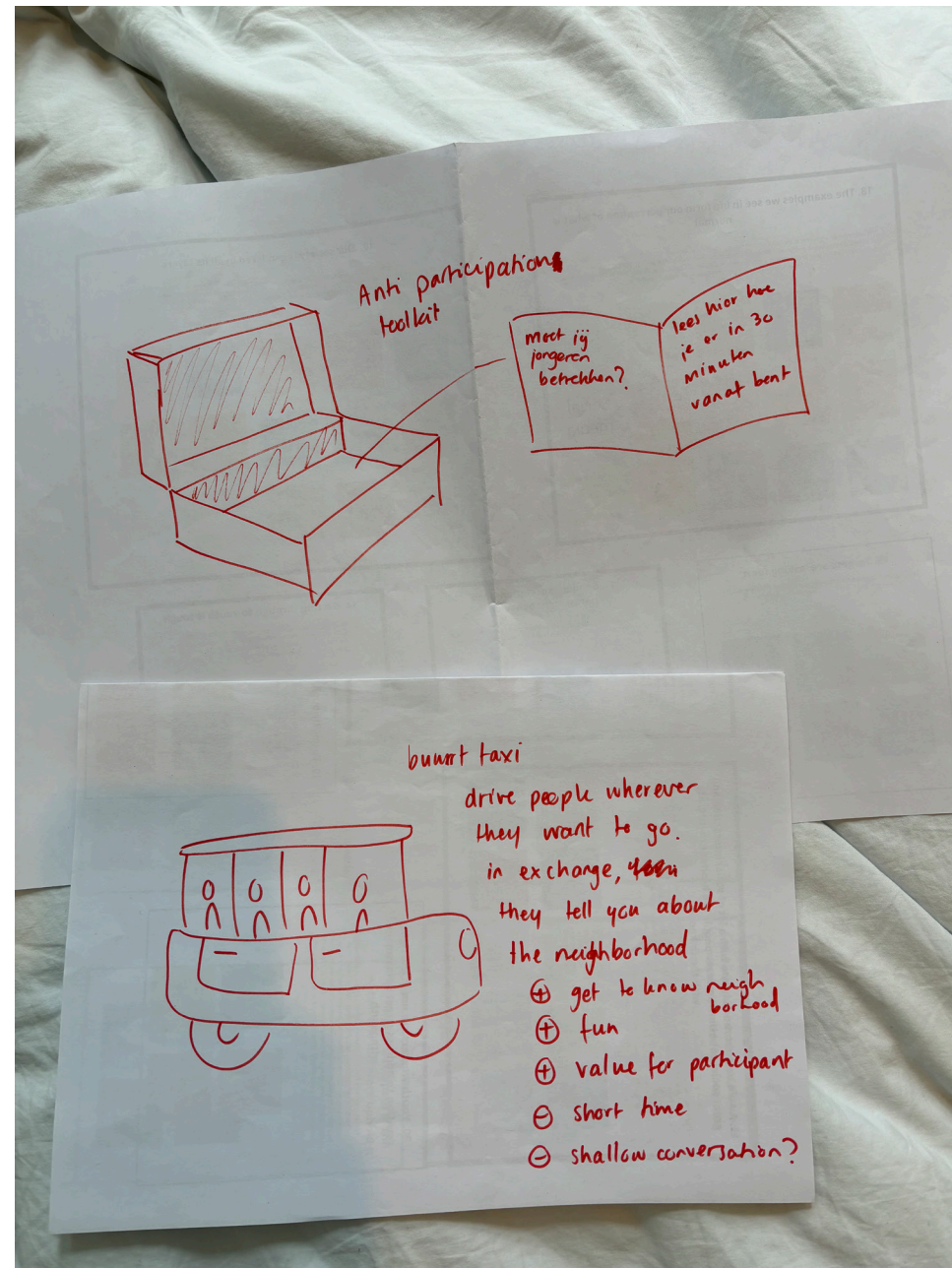
# G // Ideation

Jeugdbeweging

Translate  
perspective of  
youth back to  
politics through  
lobby  
experiments?

Kapper

Nationale  
buitenspeeldag  
> nationale  
hangdag



meedenkdagen

I have this idea of  
doing workshops with  
youth and posting the  
outcomes on this  
website that should  
have some kind of  
lobby function

reizende  
installatie