Appendix

Appendix A: Project brief

![DESIGN FOR our future]

TUDelft

Personal Project Brief – IDE Master Graduation Project

Name student Robin Smits

Student number 4,853,709

PROJECT TITLE, INTRODUCTION, PROBLEM DEFINITION and ASSIGNMENT
Complete all fields, keep information clear, specific and concise

Project title

The next generation addressing street harassement

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)

In the multicultural city of Rotterdam, the streets are a public space where everyone comes together. Recent research shows that 84% of women in Rotterdam have experienced street harassment at least once. Youth starts experiencing street harassment from the age of 12 year old (CBS, 2022). This is a crucial age, since these teenagers are yet to establish their social norms and behaviour.

Street harassment is defined as unwanted attention in public towards a stranger, which is usually of sexual nature (Fairchild, 2023). This can be verbally, non-verbally or even physically. However, experiences of sexual approaches are not always considered as sexual street harassment by the target. A possible explanation for this mismatch, could be the increased adaptive behaviour by the target (for example taking a different route, or not making eye contact) and the normalisation of street harassment (Fischer & Vanderveen, 2020).

Within each context people can take up different social roles. Regarding street harassment this means that someone can be a provoker in a certain setting and have a different role in another. The target is often female and the perpetrator male, but this is not always the case. Other individuals who are more likely to be a target are for example people from the LGBTQI+ community (Fileborn,2021a). As we change social roles depending on the context, it is important to consider the multiple roles youth can take within a group and the factors influencing this (figure 1).

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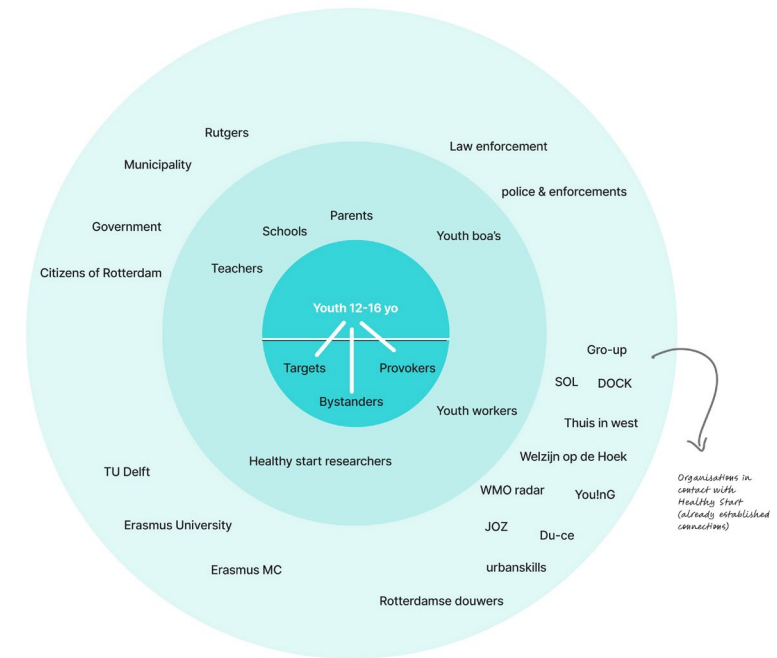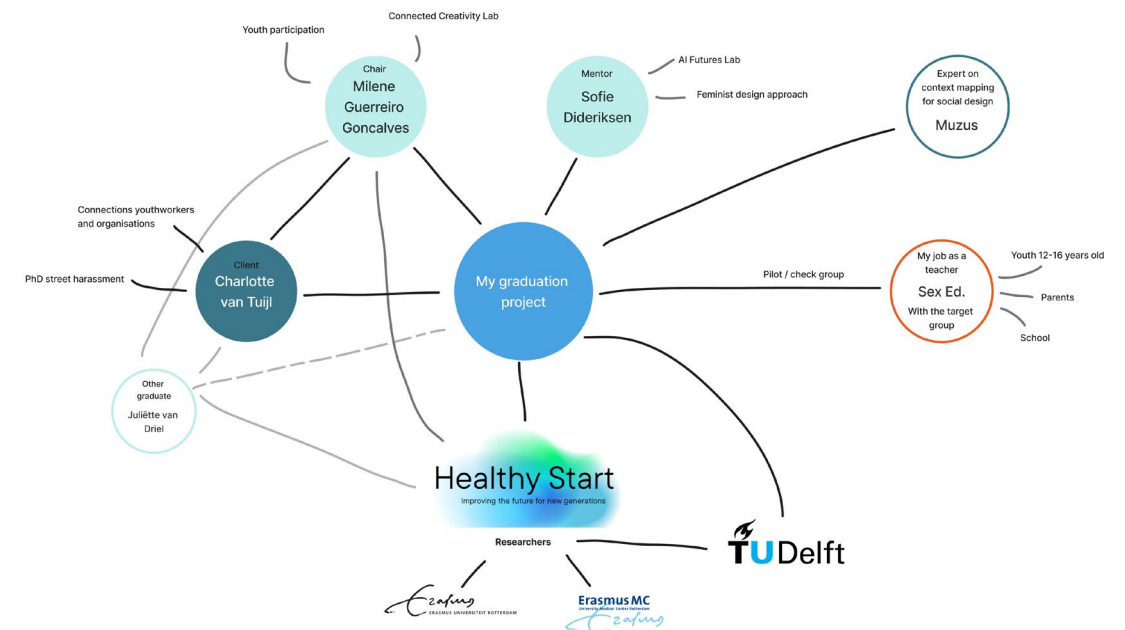

image / figure 1 Stakeholdermap

image / figure 2 Access points for my graduation project

Personal Project Brief – IDE Master Graduation Project

TUDelft

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)

We still lack understanding of why the behaviour of the street harassment occurs, what factors drive the provoker and what, according to youth, we could do to change the interactions and counter street harassment (Van Tuijl et al., 2024). In addition, there appears to be a high degree of adaptive behaviour by targets and unwanted normalization of the problem (Fischer & Vanderveen, 2020).

With my graduation I want to contribute to a better understanding of how the next generation of our society is experiencing and responding towards street harassment. By focusing on youth (12-16 yo), we can collaborate with those who already face street harassment but are yet to establish their social norms and behaviour in the public space (CBS,2022). Moreover, in different contexts and different group dynamics, their behaviour can change depending on for example the power dynamics in a particular situation (Van Tuijl et al., 2024).

What factors influence this fluidity of their roles? How does youth experience and respond to street harassment? And ultimatily, what should change to work towards a safe atmosphere with and for everyone in Rotterdam?

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:

Understanding the experience and behaviour of youth (12-16 year olds) regarding street harassment to explore design interventions in the context of Rotterdam.

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)

Through participatory design, and the use of context mapping in particular, I want to unravel the group dynamics in which street harassment occurs and explore how youth addresses such experiences. By involving the target group in each phase of the design process, I want to explore design interventions with them that make the findings valuable and tangible for all stakeholders. For this project I have different access points as can be seen in figure 2.

I will consult Muzus as experts on context mapping and have knowledge of the target group due to my work as sex education teacher. For this project the research and knowledge by Charlotte van Tuijl as PhD candidate will be used as steppingstone.

To create an overview of the intersectionality of street harassment and the power imbalances at play, I will use the Matrix of domination, and the black feminist design approach as a lens through which inequality can be analysed (D'Ignazio & Klein, 2020).

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	18 sept 2024
Mid-term evaluation	25 nov 2024
Green light meeting	23 feb 2024
Graduation ceremony	8 apr 2024

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	25
Number of project days per week	4,0

Comments:
Some weeks I do work 5 full days, depending on my job schedule

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)

Since starting my masters, I have had a special interest in social design and designing for sensitive topics. During the course Exploring Interactions I designed a sex education method that eventually led to teaching at a high school in Delft and I became deeply involved with the topic. With this graduation project I want to explore something that I am passionate about and prove my skills in participatory design and context mapping.

My personal learning ambitions are:

- Enhance social design skills on sensitive topic
- Learn about the feminist design approach
- Participatory design with youth
- Strengthen network with design agencies
- Create prototype material for in portfolio

Appendix B: Activities overview

Activity type	Phase	Label	Activity	Date	What I took from it (main insights):	Notes connected to other activities
Interviews experts on youth	1	IE1	Interview Lysanne te Brinke	10-10-2024	Advice to work with both target groups: school & youth hub. Advise youth workers, initially reluctant and are not necessarily good at the facilitating role / participatory work.	Influenced creative session 1
	1	IE2	Interview Irene Fierloos	03-10-2024	Let youth workers recruit youth.	Influenced creative session 1
	1	IE3	Interview Joyce Weeland	29-10-2024	Children's resilience is co-determined by their living environment.	
Interviews designers	2	ID1	Interview Heleen Bouma Muzus	30-10-2024	Division two sessions, briefing and expectations of participants.	Influenced creative sessions
	2	ID2	Interview Tomasz Jaśkiewicz	21-10-2024	Using civic prototyping and objects in session 2	Influenced creative session 2
	2	ID3	Interview Jos Kraal	16-10-2024	Ethics in research & session design	Influenced sessions
	2	ID4	Interview Niko Vegt	05-11-2024	Abstract level and translation necessary from session 1 to session 2	Influenced sessions
	2	ID5	Interview Jeff Love	17-10-2024	Data in research & session design	
	2	ID6	Interview Mathieu Gielen	21-10-2024	Session design with youth & kids	Influenced sessions
	2,3	ID7	Interview Anniek, Afdeling Buitengewone zaken	05-11-2024	Sensitizing booklet design	Influenced sensitizing
	2,3	ID8	Interview Maureen, Zeewaardig	21-11-2024 24-01-2025 06-02-2025	Participatory research in Rotterdam, session design 1&2	Influenced creative sessions
Interviews experts on Street harassment	1	IS1	Interviews jeugdboa's & youth workers interview executed by Charlotte, analysed by me (N=5)	09-2024	Insights in youth, youth workers, boas and context Example: "They have, say two, personalities, at home and on the street. It's two different things. and online another 1" More can be found in appendix C	Appendix C
	1	IS2	Interview Lous van Noordwijk	24-09-2024	Powerplay between men and the importance of correcting each other as men.	
	1	IS3	Interview Emancipator	14-10-2024	Sensitivity towards boys' stereotypes and responsibilities. Reflection on question "what if it were your mom/sister"	
Interviews with youth (workers)	1	IY1	Interview 2 youth workers Bloemhof SOL	10-10-2024	The organic and dynamic nature of youth work and its importance in social security while remaining a chill spot	Planning & relation building for Sensitizing, CS1,CS2
	1	IY2	Interview Youth worker Feyenoord SOL	18-11-2024	Allocation of different groups of youth over youth hubs and not all being as approachable.	Planning & understanding for Sensitizing, CS1,CS2
	3	IY3	Interview Sunaida	13-01-2025	How to participate with youth according to youth and definition questioning street harassment "So do you think young people see street harassment as a problem? Sunaida: We ourselves? Not always. But street harassment, In what sense?"	Reflections on youth participation & analysis
	5	IY4	Evaluation Interview with youth worker Bloemhof. Interview conducted by Charlotte.	13-02-2025	Evaluation of our approach in Bloemhof as used in chapter 9	Feedback on creative sessions used for recommendations

Interview technical experts		IET	Interview Lars Geluk, Emergence		Cost estimation and use of Kinect Xbox or short throw projector with software touchdesigner.	Influenced feasibility of design and recommendations
Observations in context	ALL	OBH	Activities at youth hub SOL Bloemhof	1x per week (often Wednesday evening, girls club)	Interactions between youth workers, youth & researchers (&me)	
	1	OC	Court hearing	02-10-2024	Current structural system and inequalities in the law.	Influenced analysis matrix of domination
	ALL	OSC	Sex education lessons at highschool Stanislascollege (given and observed by me)	1x per week (friday morning, 6 lessons per group, 15 students)	Immersion in the experiences of youth and opening up conversations about sensitive topics.	Influenced sessions with youth
	1	OBT	Interactive scavenger hunt participation project BoTu	28-10-2024	Creative ways of research feedback. Working with children cannot be as regulated as with adults. Cultural differences in organisation of participation: all Syrian kids brought 5 brothers/sisters/nephews, etc. Communication in neighbourhoods languages.	
	2	OZ	Kimerly's girls club Slinge	26-11-2024	Highlighting fights amongst girls and starting dialogue from videos.	Influenced creative session 1
	1	OSE	Indoor Soccer event SOL	22-12-2024	Focus on boys: "I think girls would have come too if the girls football clinic went through. But in the end they were too busy with organising everything for the guys, so I think the focus was just on this" & amount of researchers and organisations attached to this youth	
Trainings	2	T1	Emanci- pator training	04-11-2024	How to conduct a session about this topic session exercises like everyone who. + The double stigma for men through boy who started to talk about his experience with sexual assault. and	Influenced creative session 1

	1	T2	Rutgers Lefgozers	15-11-2024	Online module about boys' male box expectations, stereotypes and how to handle this dealing with boys.	Influenced creative session 1
	2	T3	Reframing studio training	10-12-2024	Reframing in social design projects and example of free playground	
	4	T6	Social impact hub ethics lunch lecture	17-12-2024	When to ask informed consent and when pictures are ethically allowed and when not for research purposes.	Influenced reflections and learnings on creative sessions
	5	T4	PONT: vaktaal of vaagtaal	16-01-2024	The role of language in societal design implications within governmental organisations	
	5	T5	PONT: training governance for designers	20-01,13-02& 20-03-2025	How participation falls within our society and organisations and who is responsible	
Events	2	DDW1	DutchDesign Week with conversation posters	22-10 until 27-10-2024	Vulnerability and sincerity importance as facilitator sessions + session design and grounded legacy within social design	Influenced creative sessions
	2	DDW2	Workshop social-designer & scientist: cross-pollination	23-10-2024	What measures do we have to see if our user might catch fire if they use our project. How do we measure the non-physical impact that our non-physical products might have? -> Role of matrix of domination	Influenced creative sessions
	2	DDW3	Workshop co-creation in education	24-10-2024	Inspiration and use of toolkits, double talent expert & experience, importance of physical presence in the context	Influenced creative sessions
	1	E4	Stem op een vrouw boekpresentatie	21-10-2024	Intersectionality within the dutch political domain	
	2	E5	2Do/formaat Youngins Participatory theatre	22-10-2024	Multi-complex problems youth faces and feeling of being unheard within the system	Influenced creative session 1+2
	1	E6	"PSSt hey schatje.." theatre installation	28-11-2024	Deflecting the responsibility of the harasser and can men really understand how street harassment feels, without being considered less strong by the system?	Influenced creative session 1
	1	E7	Exhibition "niet mijn schuld" victim blaming	25-11-2024	Experiences and double stigma for men.	Influenced creative sessions
	3	E8	Netwerkevent kinderparticipatie	27-01-2024	Writing a positionality statement & workshop co-creation steps with youth	Influenced flowchart

	3	E9	The city she loves me - theatre Zuidplein	15-02-2025	Reflection on how participation is misused	Influenced flowchart
	5	E10	Exhibition systemic design course	20-02-2025	Choice for use term "harasser" over other terms. Confirmation of my own insights and inspiration on how to present and formulate them in diverse ways. And back-up of analysis	
Creative sessions	2	S1	Testing exercises on different topic (internet)	11-10-2024	Youth easily hides sensitivity in humor. For materials: the combination of post-its and paper works well, arrange good quality materials and many colours of markers.	Session 1
	3	S2	Booklet pilot with project collaborators (N=3)	18-11-2024	Changes in exercises	Booklet created on knowledge from DDW & ID8
	3	Sensitizing	Booklet Delft	22-11-2024	(see chapter analysis)	Booklet created on knowledge from DDW, ID8 & S1+S2
	3	Sensitizing	Booklet SOL bloemhof		(see chapter analysis)	Booklet created on knowledge from DDW, ID8 & S1+S2
	3	Creative session 1	Creative session pilot with Charlotte	28-11-2024	(see chapter analysis)	Booklet created on knowledge from DDW, ID8 & S1+S2
	3	Creative session 1	Session 1 with youth Delft P class (DP)	29-11-2024	(see chapter analysis)	Main activities that influenced this activity: ES, T1, ID2, ID3, ID4, ID5, DDW, T2, T3, E6, E7, D2, Ethics & OZ
	3	Creative session 1	Session 1 SOL Bloemhof	03-12-2024	(see chapter analysis)	Main activities that influenced this activity: ES, T1, ID3, ID4, ID5, DDW, T2, T3, E6, E7, D2, Ethics, OZ & session 1 DP
	3	Creative session 1	Session 1 with youth Delft H class (DH)	29-11-2024	(see chapter analysis)	Main activities that influenced this activity: ES, T1, ID2, ID3, ID4, ID5, ID6, ID7, ID8, DDW, T2, T3, E6, E7, D2, Ethics & OZ
	3	Creative session 2	Session 2 SOL bloemhof	09-12-2024	(see chapter analysis)	Main activities that influenced this activity: ID2, ID3, ID4, ID5, ID6, ID7, ID8, DDW, T2, T3, E6, E7, Ethics, Creative

						session 1, Matrix of Domination
	3	Creative session 2	Session 2 in Delft (DH&P)	17-12-2024	(see chapter analysis) Connection bullying behaviour and difficulties staying at school voluntarily (not showing up).	Main activities that influenced this activity: ID2, ID3, ID4, ID5, ID6, ID7, ID8, DDW, T2, T3, E6, E7, Ethics, Creative session 1, Matrix of Domination
Design activities	1	D1	Stakeholder map	23-09 & 13-10-2024	Who is involved and who to take into account	Connected Interviews IE1,2,3 & IS1,2,3
	2	D2	Storyboards video's bespreken jongerenwerkers (N=3)	27-11-2024	Creation video's session 1 and feeling for perceived world youth (checked in session)	Influenced creative session 1
	3	D3	Co-creating flowchart with Charlotte	20-01-2025	Form of reflection on participation	Flowchart
	4	D4	Ideation session Charlotte	22-01-2025	Ideation	
	4	D5	AI image generation brainstorming	25-01 & 28-01-2025	Visual conversation idea development	
	4	D6	Idea's evaluation with Sunaida, youthworkers, project team, teachers (total N=13)	22-01 - 26-01-2025	Strengths and importance for the concept as elaborated on in chapter 7	
	4	D7	Matrices for idea selection with Charlotte	27-01-2024	Idea direction selection	
	5	D8	Storyboarding and concept development session with Charlotte	28-01-2025	Concept creating	
Analysis	1	A1	Matrix of Domination session Sofie	17-10-2024	How to use matrix of domination	
	3	A2	First analysis between session 1&2 +Charlotte	04-12-2024	Followup questions and different perceptions of strangers	
	3	A3	First analysis between session 1&2 with AI	05-12-2024	Formulation of Matrix of Domination and objects for session 2	
	3	A4	Analysis clustering session Charlotte	09-01-2025	Different goals for the concept and extent to which the direction addresses that	
	3	A5	Analysis clustering IDE student Lutsia	08-01-2025	Connection search for belonging and street harassment	

	3	A6	Analysis cluster Lysanne	13-01-2025	Youth exploration theory	
Prototypes	5	TM1	Test moment 1		More information in appendix N	
	5	TM2	Test moment 2	18-02-2025	More information in appendix N	
	5	TM3	Test moment 3	19-02-2025	More information in appendix N	
	5	TM4	Test moment 4	20-02-2025	More information in appendix N	
	5	TM5	Test moment 5	06-03-2025	More information in appendix N	
	5	TM6	Test moment 6	11-03-2025	More information in appendix N	
	5	TM7	Test moment 7	21-03-2025	More information in appendix N	
Presentation	4	P1	Ambition presentation Healthy Start	24-01-2025	Ethics in youth participation reflection	
	4	P2	Lunch presentation for Afdeling Buitengewone Zaken	10-02-2025	Discussing youth involvement in social dilemmas	Flowchart (Chapter 9.2)
	5	P3	FAST funding application	20-03-2025	Highlighting the impact of the concept	

Appendix C: (activity IS1) Snippets from interviews Charlotte

Interviews transcribed and conducted by Charlotte van Tuijl, analysed and translated by me. These quotes are small parts of the interviews. Highlighted quotes are used within the report.

JB01M (Jeugd Boa 1, Man)

00:07:21 JB01M
Yes for example Moroccan culture, Turkish culture prefer not to talk to women. It's very crooked, I know too. In this day and age it's very weird too, but they just prefer not to talk to a woman.

00:05:19 JB01M a low-threshold contact moment where it usually starts, for example a game of table football with the youth and eventually you build a bond that way.

00:07:55 JB01M
That's important though, because that's, say tone makes the music. Everybody knows that, but that's the most important thing in this profession.

00:12:56 JB01M
The young people among themselves. Yes basically yes, what we see. Of course you always have target group youth, so you have youngsters, you have boys and girls and yes girls among themselves nowadays it's just like that. Yes also a lot of girl groups that fight among themselves a lot and what they especially yes recently where they fight it out has often been on the Zuidplein.

00:31:19 JB01M
Yeah, you can hardly blame them. Because they've never known what is or isn't right. And if their parents don't say anything about it because of course they are a perfect child at home, because they probably often are. **Because when we have them on a home visit, you shouldn't know how scared they are of their parents, you know, and that's the crazy thing. They have, say, two personalities, at home and on the street. It's two different things. And online another 1.**

00:37:52 JB01M
Me, I **always app with the guys.** Yes, and if something needs to be

arranged and, for example, preferably as soon as possible for the person, I try to do that too [via Whatsapp].

00:24:43 JB01M
If youth experiences SSI? No, no, I don't really think so. No, no, okay, not experienced yet though. Can. Will happen one day. But I don't think so. No, because that's just... Yes, it is, say, a certain peer pressure, but I don't think it's about booing. I think a certain peer pressure is like, for example, the culture thing that's going on now. Which boy has the most chickies. They say so lol. **Who has the most girls?** At that age, that does play a role, so to speak, because that's status for them too. How many chicks have you managed to fix? This is how they talk among themselves. **How many girls have you been able to fix on Snapchat? Were you able to fix or you know.**

00:49:00 JB01M
No, not necessarily. Because yeah, **what we were just talking about, you don't necessarily see SSI right back yet with those youth or anything.** I also don't think you should link SSI to youth. That they are just too young for that, so to speak. **But that's my opinion on it. But I think a lot of colleagues share this opinion, so to speak**.

Because I **notice often in closed cultures, it's taboo,** and with me it's then an entrance of okay, how do you think about that? Are you doing it now? Are you using at all, are you menstruating et cetera. And with mothers it's cousins, parents, fathers. She's a bit more difficult, so in that I do see a role for me yes.

JB02M (Jeugd Boa 2, Man)

00:40:54 JB02M
Unsafe...? No making the neighbourhood unsafe I see as... it can certainly be a social problem if a neighbourhood is disturbed several times in, say, different places by a number of people through curses or at least actions that their not er... do the girls or men can't have. That can also, I definitely see that as a problem that can make the neighbourhood unsafe. Definitely. Just whether we there, whether I've seen that before, not yet.

00:09:57 JB02M
It is quite difficult here. What I work in, apart from the big incident that happened at Zuidplein. You know that one? In which the ME got involved et cetera. Well, that's where things went wrong with the colleagues working in this area. Feyenoord. And then you have to consider, for 3 years another 3 years, 4 years you built up a bond with that person and through one arrest it's completely gone. So in

the **neighbourhoods mainly on the North side, Afrikaanderwijk, Kop van Zuid and those are harder to make contact with, and those young people in Zuid, i.e. Vreewijk, Bloemhof and Hillesluis, that's still doable.** They are a bit more positive, they can take more, they don't immediately ignore it. And as soon as you are across the street from Feyenoord, you already feel the aura, because yes, I can greet you, but you're not going to want to. For instance, the other day **I was with a colleague who was also at Feyenoord, we were going to try to have a chat with them on a football pitch. Well they didn't look at you so we stood there**. We tried an entrance here and there, but it wasn't doable, so you really do notice a difference in that. So for the Feyenoord colleagues, I think it's quite difficult here to have a chat.

00:12:54 JB02M
(street harassment) **Yes, I must say, it is a social problem, quite a big one, because many cultures are used to doing that and it was always accepted,** the boundaries have been pushed further and further. So apart from nightlife, that's actually where it starts and the debauchery that's done towards women, that that got worse and worse and those young people see what older cultures or men at least in cultures often men do that, those who adopt it blindly and yes. I only see it getting worse actually, because it goes from touching to rejecting to scolding to pushing, pulling. And then should you not like that person on the street, or should that person be rejected on the street and that person happens to know the person who was rejected by you, that continues on social media. So I do see a big problem on SSI related to young people, because they don't have a boundary. That's lol. Older men can still understand. After behaviour, men can still understand okay, yes, I get it, I can understand it.**I am curious to know whether it is because they are not yet fully developed. Or is it also just because they just don't know that boundary?**

00:21:22 JB02M
Because you're with 2 3 guys and you address it and then's nice, but I see those guys 9 times out of 10 don't do it alone, and I think then by yourself just go up to her, just walk nicely just past her and say, Hey, I think you're a nice lady, **but that boundary is hard these days.** People are not very social and what I noticed during my SSI assignments I had during the shifts I did, I asked a lot of young people of how would you like a boy to approach you, but out of 10 girls I spoke to all under 18, they didn't want to be approached at all. And all the older ladies I spoke to, who were 25 years or older, said, yes, I would prefer a man who would just approach me in a normal way, like, can I ask you something, you look good, et cetera. Just one on one. **But the younger ones prefer not to have that, because they really prefer to be on phones. They also indicated that**

And then what I said that Dutch young man. I'm curious to know how it goes with them. How do they think about it, do they talk about it, because **I don't see them very often in Rotterdam South, so I can't gauge that. If you have 4 or 5 of those ethnicities, you're good.**

JB03M (Jeugd Boa 3, Man)

00:02:56 JB03
No exactly. No, during the training I had also indicated myself of like, how it was conveyed to boys, we are going to enforce it and things like that. I said okay, but does it take into account that youth also have to have a way of approaching girls? You know. **Not everything has to be through social media. (flirting)**

00:12:54 JB03M
Really different, different. The other one saying yes, I wouldn't like it. The other one says yes, I'd totally smash them (get aggressive), the other one who acts nonchalant again and who says of yes, I don't care, you know, but then you know they do care actually, but who just doesn't want to show it (how youth responds to prevention)

00:32:24 JB03M
Yeah, I was just going to say quiet places, that doesn't happen often, **because people avoid it.** Yeah, because I can ask you too. If you have to walk home and you see a dark alley completely empty, but you see some guys standing further down there, you don't go in there, you go around it.

00:38:56 JB03M
I'm going to tell you a funny fact, though. Do you know Socrates? What year did he live? Do you know? Or what century?
A very long time ago. If you start looking up texts by him about youth.

You will literally see today's youth. Those just match one-to-one with the youth of his time with behaviours. Only without phones, and without scooters, fat bikes and things like that, but behaviours are exactly the same how it's described.

00:55:08 JB03M
No, no, no, definitely not. It's out of the question (to harass in certain cultures). No yes. Because I do know, if you were to treat someone like that in Turkey and you tried to do something with a women or whatever, doesn't matter, which guy walks by. You just get beat up. Yes with us, women are really sacred. Yes yes, doesn't matter if it's your wife or anyone else's. You just shouldn't treat someone that way. (cultural influence)

Appendix D1: The stopApp
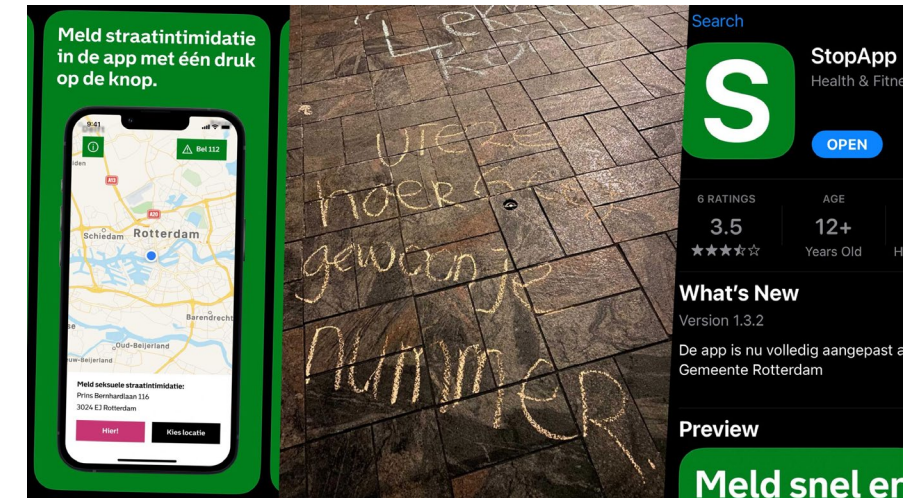
The Stopapp is an initiative from the municipality of Rotterdam, developed to gather data and locations on where street harassment is common. With the stopApp, people in Rotterdam are able to report street harassment immediately if they experience or see it. Therefore it is designed for the use of both targets and bystanders. In Appendix D3 (5D), will further examine the role of bystander interventions. The goal of the stopApp is for the municipality to be able to enforce specific places within the city. Thus to enable better enforcement in **the disciplinary domain.**

However, for the app to reach this goal it should gather a lot of data and time to analyse. Reporting a dispute requires an extra step for targets and therefore behavioural change within **the interpersonal domain.** Even though the app was initially used often, a quick decline was found and the app is now barely used (report 2020/'21 fischer & vanderveen).
This could be due to the fact that there is no immediate benefit for the person reporting the dispute.

Image: OPEN Rotterdam. (2023, January 3). 605 downloads en 276 meldingen: Wat deed de StopApp tegen seksuele straatintimidatie in 2022? https://openrotterdam.nl/605-downloads-en-276-meldingen-wat-deed-de-stopapp-tegen-seksuele-straatintimidatie-in-2022/

Text:

Fischer, T. (2022, January 12). Seksuele straatintimidatie in Rotterdam onverminderd groot probleem. Sociale Vraagstukken. https://www.socialevraagstukken.nl/seksuele-straatintimidatie-in-rotterdam-onverminderd-groot-probleem/

After reporting, the target can ask for help, indicating that they would like more support. In this case the municipality of Rotterdam can call the reporter to ask if they are okay. Within this conversation they can refer to other institutions and offer a free empowerment training. Even though this might help people that have been through traumatic events, it also contributes to indicating that targets have to learn to cope with this behaviour and be more resilient, shifting the responsibility to the victim rather than to the harasser. This reinforces the idea that targets should have protected themselves, rather than focusing on combating violence at the structural level and therefore contributes to victim blaming.

In **the interpersonal domain** it thus does not give power to a target or bystander, nor does it take away any power of the harasser. Also, being constantly preoccupied with the potential insecurity of the environment reinforces the sense of insecurity and will therefore be more harmful to targets, rather than addressing harassers. The app relies on action from a target or bystander. Therefore, in **the hegemonic domain**, it will also mainly reinforce cultural patrons, because it assumes the perception of targets and bystanders, as seen in bystander intervention, it reinforces already living stereotypes, sexism and racism

Also no data is gathered on who the harassers are and the app does not help to address the disciplinary domain in any immediate way nor does it have any direct link to **the structural domain** (no connection with the law). Thus at the moment, it is just asking civilians to monitor for the government unpaid. In Conclusion, I've learned from this analysis that despite the fact that a major social problem takes time to change social norms, it is also important for an intervention to link direct impact back to the target group.
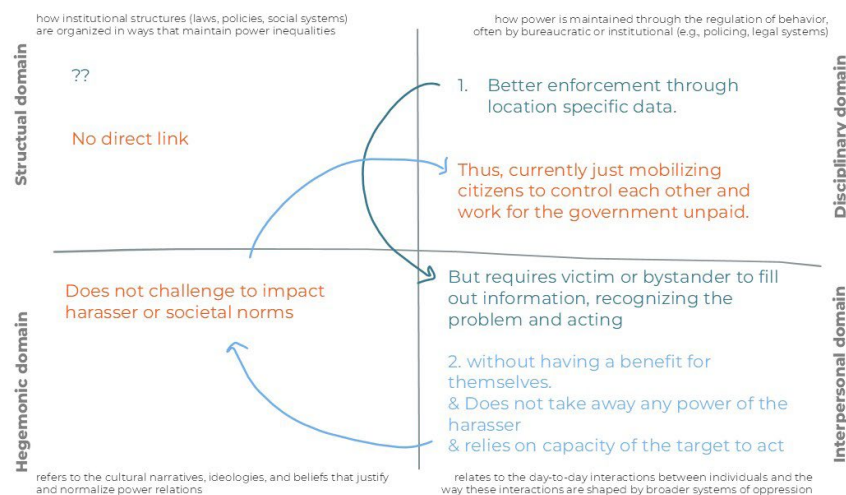
Analysis as done for the StopApp through the Matrix of domination (read from green > blue > orange)

Appendix D2:
Cards against harassment
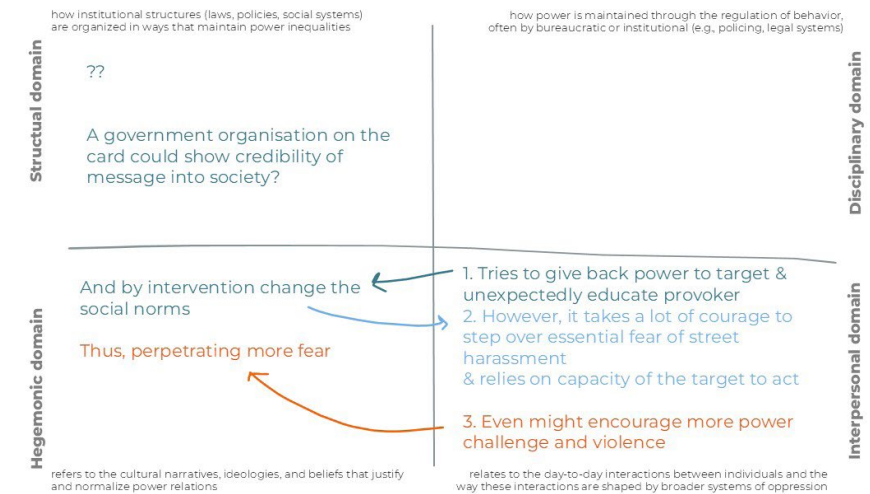
Analysis as done for "Cards against Harassment" through the Matrix of domination (read from green > blue > orange)

An interesting design intervention that in contrast DOES make an attempt to give back power to the target, is cards against harassment. This card deck is not developed in the context, but analysed as a source of inspiration. When a harasser makes a comment, the target can hand out a business card in response. This card deck, designed by a woman in Minneapolis very much plays on the lower levels of interpersonal & hegemonic not any high-level structural or disciplinary domain.

It tries to intervene within the moment within the **interpersonal domain** and via that way achieve a change in social norms in the **hegemonic domain**, lowering street harassment. However, it takes a lot of courage to step over the essential fear, relying on the capacity for the target to act as well because often the offence happens unexpectedly. Let alone it requires you to be able to go over and hand it to someone physically.

Tone of the language on the cards is also an important factor within **the hegemonic domain;** it might not be understood or logical for everyone. It requires ableism, to understand what is said on the cards and why street harassment is a problem.
A response might also be perceived by the harasser as a power challenge, that they might try to regain that power in other ways. And therefore, more incidents could happen, eventually leading to more fear instead of less street harassment.

Appendix D3: The 5D method

Analysis as done for "The 5C method" through the Matrix of domination (read from green > blue > orange)

Bystanders are individuals who are present within the situation, but are not directly involved in street harassment. They can be part of the group dynamics, knowing either the harasser or target, or neither. Since their presence provides the opportunity to take steps to intervene in that event as it unfolds, many interventions and campaigns focus on bystanders (Fileborn, 2017). The benefit of bystander intervention is that it shifts the responsibility for sexual violence prevention away from individual victims and onto the broader community. According to research done on bystander intervention, bystander intervention showed great opportunities. A variety of factors were seen as crucial to achieving justice, with bystander intervention frequently highlighted as one important aspect. Many participants (n=42) strongly valued the potential of bystander intervention to condemn harassers' actions and, to some extent, hold them accountable. Participants said for example:

"I would feel justice had been achieved if, when men catcalled me in the street, everyone nearby who heard and saw it collectively turned on the men and condemned their behavior."

(Participant 51, cisgender woman, heterosexual) (Fileborn, 2017)

Image: University of Cambridge. (n.d.). Be an active bystander. Breaking the Silence. https://www.breakingthesilence.cam.ac.uk/prevention-support/be-active-bystander

Text:

Fileborn, B. (2017). Bystander intervention from the victims' perspective: Experiences, impacts and justice needs of street harassment victims. Journal of Gender-Based Violence, 1(2), 187–204. https://doi.org/10.1332/239868017X15048754886046

The 5D method ((L'oréal Stand-Up, n.d.);(Fairspace, n.d.)) enables a bystander, in this case defined as stranger towards both target and harasser, to use different strategies to help a target in the situation of street harassment. By arming potential bystanders with intervention skills, they may take steps when they observe street harassment (Fileborn, 2017).

The 5D's stand for Distract, Delegate, Document, Delay, Direct.

The campaign promoting the 5D method worldwide through influencers

StandUp is a campaign funded by a big internationally known beauty brand, being able to include celebrities and thus enlarging their reach within society (L'oréal Stand-Up, n.d.). In **the hegemonic domain** this helps to spread the message to a broad audience. However, it would have been most valuable if men were targeted to stand up to the behaviour of other men (Emancipator, n.d.). With this in mind it could be debated if a woman's beauty brand therefore is the best platform to draw men's attention.

L'oréal stand-up. (n.d.). [L'Oréal Paris staat op tegen intimidatie op straat]. Retrieved 13 November 2024, from https://www.loreal-paris.nl/stand-up

Emancipator. (2023, June 27). Emancipator Men's emancipation -. https://emancipator.nl/en/mens-emancipation/

However, again we see this intervention barely addressing the **structural or disciplinary domain**, therefore influencing only a part of the system that is maintaining the oppression. The only intervention strategies that slightly touch upon these domains are:
Strategy Delegate: can include people that are in power to act upon rules. For example train conductors could get some off the train or if police are close, they can be informed. However this is very secondary.
Strategy Document: might help to collect evidence against a harasser, and therefore indirectly in a legal case, thus addressing the structural domain.

Raising awareness with bystanders might also raise awareness for potential harassers, due to the fluidity of roles, which can contribute to prevention of the behaviour by addressing the norms of potential harassers.

Lastly in **the interpersonal domain**, this intervention relies heavily on the capability of bystanders to recognize, acknowledge the situation and be able to intervene. Huge barriers exist here. For example, It has been widely found that men tend to interpret situations in which street harassment occurs as 'flirting', while women (or targets) in the situation interpret them as very unpleasant (Kara & Toygar, 2018; Knapp et al., 2019). Also, as with the law, bystanders might feel too unsafe themselves to intervene. Despite bystander intervention being a valuable direction for tackling street harassment, due to the attention this direction already has, this research will focus on prevention addressing potential harassers. As noted before, due to the fluidity of roles this might also address potential bystanders and targets.

Knapp, Hall, J. A., & Horgan, T. G. (2013). Nonverbal Communication in Human Interaction (8th ed.). Boston, MA Cengage Learning. - References - Scientific Research Publishing (8th ed.). Cengage Learning. https://www.scirp.org/reference/referencespapers?referenceid=2553485

Kara, D., & Toygar, S. A. (2018). Gender differences in attitudes toward sexual harassment of health care employees: a Turkish case study. Journal of Interpersonal Violence, 34(17), 3574–3591. https://doi.org/10.1177/0886260518815711

Appendix E: List of criteria for creative sessions

Inspired by a list of needs and wishes in product design, these were the requirements and wishes for the design of the creative sessions:

Requirements	Wishes
The creative sessions will foster group work.	The creative sessions will expose insights on group dynamics
The creative sessions will be organised with participants from the age 12-16.	The creative sessions will trigger reflection on the social norms of participants
The creative sessions will be organised with participants from mixed genders.	The creative sessions facilitate discussion between boys and girls about the influence of their gender roles.
The participants will not experience emotional distress due to the creative sessions.	The participants will be able to be vulnerable in their emotions during the sessions.
The creative sessions show how the participants currently experience the issue.	The creative sessions trigger reflective thought on previous and future alternative behaviour.
Within the creative sessions youth can create an artefact.	Within the creative sessions youth can create an artefact that can be built within the scope of the project.
The artefact shows the needs of the youth.	The artefact shows what youth want to change to match their preferred imagined future.
The results of the project are communicated to all stakeholders involved in the project.	The results of the project are communicated to a broad audience and shown during the night of street harassment in Rotterdam.

Appendix F: Storyboards "stop op de knop"

Video 1 — Jongen 1 / Groep jongens 2 — Beeld handelingen — 4 fietsers (1 heeft camera)

Fade in
- Fietsen met groep
- Zien fietser langsfietsen die inhaalt - Sound fade in
- Fietsen dicht op elkaar in groep
- Maakt zich los van groep
- Fietst richting andere fietser

* joelen en schreeuwen *
Hey! Inhaler, Hij wil je snap! — Helemaal niet!

- Slaat plotseling af, fietser volgt snel
- Versnelt
- Gaat naast fietser fietsen
- Ook rechts komt vriend ernaast

Hey stop eens! — Hey jij daar! — Niet zo moeilijk kijken, kom hier dan pussy — "Ik wil alleen maar weten hoe het gaat, je kan toch antwoorden?

- Sneller fietsen
- Sneller fietsen
- Kort omkijken naar vrienden
- Tot stilstand komen
Fade out

Doe niet zo moeilijk!" — WTF TERINGHOND ik praat tegen je — BEN JE IDIOOT

Video 2 — Meisje 1 / Man 2 — Beeld handelingen — 1 man, 1 vrouw, 1 camera

Fade in
- Iemand zichtbaar in bushokje overkant straat
- Steekt straat over 'kijkt' op en neer
- Geluid van naderende voetstappen
- Zit op snap op een bankje Voeten in beeld
- Steekt hand uit

Hey! — Ewa meisje — Wat zie je er leuk uit meisje — Euh gemeen het he — Mag ik je snap? — Hier ik geef je mijn telefoon, dan kun je toevoegen

- Kijkt kort op (telefoon weg)
- Schuift ongemakkelijk op de bank
- Kijkt kort om zich heen
- Iemand gaat naast haar zitten
- Schuift op

"Nee dank je" — Maar vind je me niet leuk dan? Ik ben super lief hoor — "Nee ik heb een vriend" — Jij verdient sowieso meer he — Hoe heet je? Wat is je naam?
Maar yuzu ik ben beter voor je dan hem.

- Schuift ongemakkelijk op de bank en beel schokt onrustig heen en weer
- Haar hand wordt vastgepakt
- Trekt zich los
- Loopt weg
- meisje zet het op een rennen Persoon staat nog op
Fade out

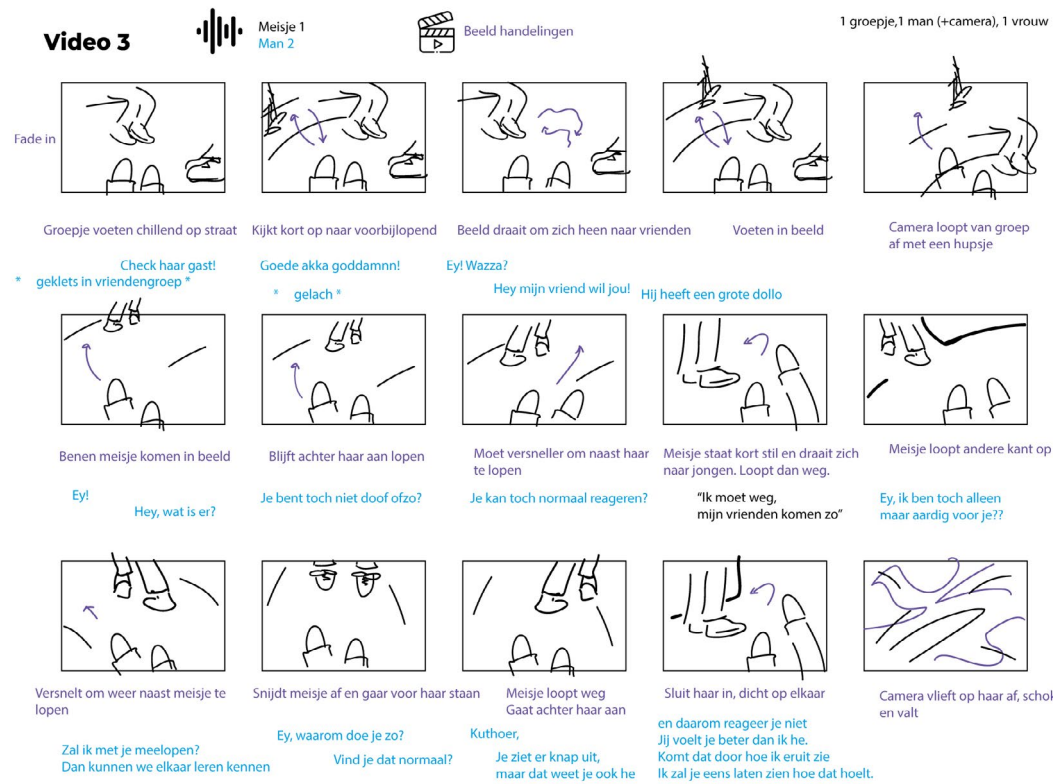Ik ken hem niet, maar dat zie ik gewoon want waar is hij nu dan? — Hey hier hou mn hand vast, voel je, dat is connectie he — Hey, uh uh nee ey meisje, lach eens leuk — Kom hier hey, niet weg gaan nou, waarom wil je weg he — Blijf hier! KK hoer!

"Laat me met rust"

Video 3

Meisje 1
Man 2

Beeld handelingen

1 groepje, 1 man (+camera), 1 vrouw

Fade in

Groepje voeten chillend op straat

Check haar gast!
* geklets in vriendengroep *

Kijkt kort op naar voorbijlopend

Goede akka goddamnn!
* gelach *

Beeld draait om zich heen naar vrienden

Ey! Wazza?
Hey mijn vriend wil jou!   Hij heeft een grote dollo

Voeten in beeld

Camera loopt van groep af met een hupsje

Benen meisje komen in beeld

Ey!
            Hey, wat is er?

Blijft achter haar aan lopen

Je bent toch niet doof ofzo?

Moet versneller om naast haar te lopen

Je kan toch normaal reageren?

Meisje staat kort stil en draait zich naar jongen. Loopt dan weg.

"Ik moet weg,
mijn vrienden komen zo"

Meisje loopt andere kant op

Ey, ik ben toch alleen maar aardig voor je??

Versnelt om weer naast meisje te lopen

Zal ik met je meelopen?
Dan kunnen we elkaar leren kennen

Snijdt meisje af en gaar voor haar staan

Ey, waarom doe je zo?
            Vind je dat normaal?

Meisje loopt weg
Gaat achter haar aan

Kuthoer,
Je ziet er knap uit,
maar dat weet je ook he

Sluit haar in, dicht op elkaar

en daarom reageer je niet
Jij voelt je beter dan ik he.
Komt dat door hoe ik eruit zie
Ik zal je eens laten zien hoe dat hoelt.

Camera vliegt op haar af, schokt en valt

Appendix G: Ground safety rules for sessions

The ground safety rules, as can be seen below, were made based upon the Convivial Toolbox (Sanders & Stappers, 2013) and the input of teachers sex education within the school.

At the start of the sessions the rules were highlighted plenary and on a big sheet of paper they were put up to be visible in the room at all times

Verwachtingen & afspraken

☐ Er zijn geen foute antwoorden

☐ Privacy van alle kanten

☐ Respect

☐ Luisteren naar elkaar

☐ Lachen wel, uitlachen niet

☐ Je mag altijd stoppen met het onderzoek

☐ Als je je niet fijn
    of niet prettig voelt,
    geef ▬▬▬▬▬ een seintje

Sanders, E. B. N., & Stappers, P. J. (2013). Convivial Toolbox: Generative Research for the Front End of Design. Bis Pub.

Appendix H: All insight cards used for clustering

No overview in different projects done with youth in hubs
number: 1

Insight

From collaborating with youth hubs the limited time of youth workers and the high demand of their involvement in different projects and research became appearent. But who keeps track of what neighbourhoods are asked to participate in which programs?

We as researchers did not have any overview and neither did youth workers.

There is an network of different projects, youthhubs, research programmes and institutions, but no insight in who does what

Youth hub Bloemhof also says yes to a lot of things.

Source / data:

Observations Youth hub

South is research tired
number: 2

Insight

Zuid is onderzoeksmoe. Or translated: research tiredness

Researchers walk in and out youthhub. Youth workers "assign" youth to the needs of researchers and are very occupied themselves with interviews etc. Therefore they get tired of all different people asking things from them and constantly using them for their research

"You can also participate if you want" - Robin to boy who walks into session
"No, [youth worker] already has some other sessions for me" - Boy in BH

Source / data:
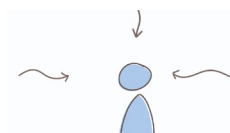
Researchers vunerability as start for conversations
number: 3

Insight

As a researcher it can be a valuable tool to be vulnerable yourself and share things about yourself, to enable a more vunerable conversation with youth.

Do not expect youth to open up without doing so yourself

Source / data:

Interviews DDW
Working with youth at school Delft
Interviews Youth workers

Researchers are a visitor in the world of youth, but not equals
number: 4

Insight

"For people like you (points at researchers) it is different. But in our culture, our parents have expectations like that we marry and find a wife" - Boy BH (18yo)

Source / data:

Creative Session 2 BH
Interviews designers /design agencies
Straatvonk

Socioeconimic background influences way youth participates
number: 5

Insight

There is a difference in youth who will execute assignments that are given to them, simply because a researcher asked to do so and youth who will actively think for themselves.
Different communication styles (cf. Annette Lareau) à youth from lower SES usually do not question what is said by authoritative figures, such as researchers, parents or youth workers.

Girls in BH could not clearly tell what they had done during the sessions. There was a certain ignorance in which they told youthworkers how the sessions went.

therefore they follow instructions from authority figures, like researchers, without actively questioning or thinking for themselves. This effects both their attitude in the sessions as their answer.

Source / data:

Creative sessions
Research
Observations youth hub

Youth needs relational trust, thus time investment
number: 6

Insight

Collaboration should start with investing time rather than an agreement. To build a connection a lot of time should be invested

With youth it takes longer to build a relation:
youth workers indicate that sometimes after 6 months they are still not getting through to youth.

"I have worked with them for half a year now, and they will now slowely let me in theirworld, so I just started to be able to do assignments with them."
– Intern in youth hub Bloemhof

Source / data:

Observations YH BH
Interview Interns BH
Session 2 BH

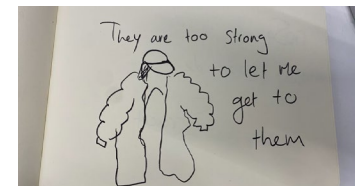## Within a vunerable environment, youth builds strong safety barriers
number: 7

Insight   "The thicker the coats the thicker their barriers" : the role of winterjackets as physical layer of (mental) protection

The more they are in vunerable environment, the stronger they will build barriers around their emotions and the harder it is to have sensitive conversations with them

Source / data:

Creative sessions BH, DP&H

Youth may not ask their parent permission, but forge signature
number: 8

Insight

Youth did not hesitate to forge parents signature. Very few parents respond to emails if directly contacted. Therefore it is hard to get approval from parents

Source / data:

Ceative sessions

Dependance of youthworker on youth

number: 9

Insight

Youth workers are also dependent on the trust of their youth and therefore want to "stay on their side".

If youth is not able to chill in a youthhub or does not like the atmosphere, they will simply not show up and the youthworker will lose their valuable access to this hard to reach group.

Source / data:

Observations YH BH
Sessions BH

Youtworkers can be gateways to connect with youth

number: 10

Insight

Youthworkers can act as gatekeepers who have already built trust. The youth workers know the youth, respect them and are respected. They walk a line between being equalls and having a role of influencing positive development for the youth. Their tone of voice is a balance between the same level (talking along, using street language, joking and laughing, saying things directly from the environment of youth) but also setting clear boundaries (teaching norms and values, making it clear what they do not think is okay, showing that they disapprove of certain behaviour and expressing it harshly).

Giving them an active role in the facilitation could be crucial for research.

Source / data:

Observations YH BH
Session 2 BH

Youthworkers need to resonate with the topic adressed

number: 11

Insight

Important that the youth worker can resonate with you and the topic of research as well as with their own youth. This way they can act as an role as
spokesperson for your research. The youth will respect the topic as they respect the youthworker

→ If they dont see the importance, they won't bridge the gap. They might "supply" you with youth to do your research with, but the role they take is different
Role of: Engagement / involvement / participation or lead ????

Either way it takes time to build relation

Source / data:

Creative sessions BH
Observations Youth Hubs

Connection between youth worker & youth is organically

number: 12

Insight

Youth workers describe their contact with "their" youth as organic: They chill together and try to feel what their youth needs and when they can intervene.

build up trust through playing football, games and chilling together. Always being open and in contect with youth, yet leaving it open for them when they want to walk in or talk

"We only started vibing after I played table soccer with them"

Source / data:

Observations YH
Interview Bassam
Interview Interns
Session 2 BH

Delft wrote majority of examples directed to women

number: 13

Insight

In Delft 19/34 in group DP included comments commonly directed to women and 12/19 comments in DH were eaxamples of comments commonly directed to women

Source / data:

Creative sessions

Youth has their own things on their mind than societal issues

number: 14

Insight

Multi-problem situation in many lives of youth. Do they really care about street harassment if they have more prominent issues to deal with? (e.g., how do I make sure to fit into the group to not be alone, education choices, marriage expectations from family) Youth is busy with themselves, so not always interested in involvement in research on bigger societal issues. Youth mostly care about their own world: so for them to be passionate about something it should come from youth themselves, otherwise it is hard to emphasize with the problem and they will not care

"If they would want to let their opinion be heared, they would join the "jongerenraad." These guys have other things on their minds"

You also just have young people who don't care what happens in the neighbourhood. They are busy developing themselves and still discovering what they find important. They just don't need this.

Source / data:

Creative sessions
Interview activity IY1
Observations Youth hub

Youth different perspectives on criminality due to exposure

number: 15

Insight

Some of this youth is so involved in criminal behaviour around them, that they have a different perception of what is very bad and what is still acceptable.

they do not apply different social norms, but they are simply more used to directly being exposed to crime.

do not look up to offences as much as young people in socially demographically richer neighbourhoods do

Slinge:
Girl (14) proudly uses that her "VOG is still clean" as a way to argue that her fights with other girls are not that bad.

Source / data:

Observations Youth Hub

Youth is very hesitant towards collecting data

number: 16

Insight

Informed consent forms are difficult to understand. When talking about the different procedures, youth showed understanding and were okay, but initially they resisted to sign or consent to anything.

Source / data:

Creative sessions

Things will be arranged as soon as you physically show up
number: **17**

Insight

Youth workers start to arrange things as soon as we are there. So Literally showing up to be able to make contact

Communication through email or whatsapp is slow

You never know if and when youth will show up

Source / data:

Observations YH BH
Session 2 BH & D

Boys correct each others answers in group setting
number: **18a**

Insight

Within the group of guys, they held each other accountable for the answers they gave.

In a session, if a guy says something like: "oh, I always smile to strangers"

Then the other guys said: "oh bro, no way"
And in response they either adjusted their answers or defended

Source / data:

Creative sessions

Group dynamic "helps" in uncovering the truth
number: **18b**

Insight

Or within groups, if people start giggling, as researcher you then also know, that the answers may not be truthful. This is a layer that will not be apparent in one on one interviews or survey's etc.

Because of the group dynamic also we get more feeling of what is true and what might not be true.

Source / data:

creative sessions

Girls are more "achterbaks"
number: **19**

Insight

Girls on the street are more fierce and go behind each other's backs, whereas this is less the case with boys.

Girls create groups where they leave induviduals out, or attack other groups of girls for something they did to "one of them".

Guys are more individual on the street and more individually oriented.

Source / data:

Interview Youth worker Slinge

Collecting their true opinion: their answers shift perspectives
number: **20**

Insight
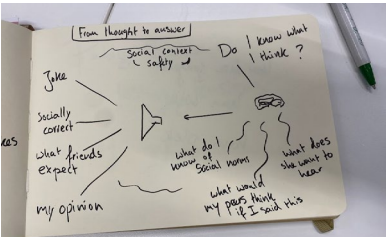
Shifting between answering with social norm, answers their parents would want them to say, making jokes their friends might find funny and acting ignorant to not be vunerable by showing interest

(teenage behaviour of example DH where they just wanted to show that they did not think school was cool so did not actively participate)

Source / data:

Creative sessions

Youth doesnt have one/ their true opinion (yet)
number: **21**

Insight

Youth is busy exploring who they are, what they want in life and what their friends, parents, etc. around them think. They change a lot over a short timespan and therefore their answers to research might not be consistent. They will also change answers on base of what they think is expected from them to answer to stay out of trouble or live up to expectations

"it is not about status"
Also:
"if you have an audi people respect you and you can get girls"

Source / data:

Creative sessions

Bloemhof wrote majority of racist examples
number: **22**

For the brainstorm in BH, a lot of their examples [10/23] included race or skin colour.
6/23 comments in BH were examples of comments commonly directed to women

In Delft only 1 example (1/53) was of racist nature.

Source / data:

Creative sessions

Boys are expected to defend themselves
number: **23**

Insight

Boys are expected to be able to defend themselves

"Jongens kunnen zich gewoon verdedigen, maar meisjes niet"
'Boys can just defend themselves, but girls can't'

Boys other table: It's a boy, he can defend himself

00:19:36 Robin: Yes, so if it's a boy, it doesn't matter anymore?

Girl 2: Its about your physical ability to defend yourself.
-Session DP

Source / data:

Creative sessions DP&H

Youth feels tension of different expectations from different sides

number: **24**

Insight
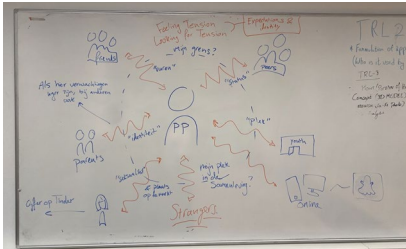
"It is not just researchers, everyone wants something from these kids.
Us (youthhubs), school, their parents.." – Youth worker BH

Source / data:

Creative sessions
observations

Youth feels conflicting expectations

number: **25**

Insight

The more conflicting the pressure that youth feels, the more they might try to find ways to release the tension they feel

conflicting clash of expectations

mom expects me to marry, normal in maracco culture, girls dont want that anymore, they expect lots of money, big cars, I need to do well in school
- boy BH

Source / data:

Research
Creative sessions

Streets give freedom to explore yourself without supervision

number: **26**

Insight

Youth in Rotterdam that we talked to, they are mostly on the streets. And that's also a place where they are separate from their parents, teachers, etc..

Therefore it is a safe space to experiment with your identity.

So it would be very logical if that is the place where they release tension energy towards each other .

The street has no rules

Source / data:

Creative sessions
interviews
Research

Street harassment can be measuring groupstatus towards others in society

number: **27**

Street Harassment can be done to show your social status within society as group that you belong to or individual

Source / data:

Research
Creative sessions

Street harassment can be measuring where you stand within group

number: **28**

Insight

Street Harassment can be done to show your social status towards yourself

Street Harassment is a way to asses where you stand within society: how do people respond or not respond. What does that say about you?

"It is not group pressure per se, it is part of it, but it is not because of the group. It comes from within the individual." - Session 2 BH

Source / data:

Ceative sessions

Youth is constantly firing and getting fired

number: **29**

Insight

In the "street" language of young people, firing each other means throwing nasty remarks towards each other. Your comments set someone under fire / atttack. "Firing" is therefore a word for calling out someone within a group.

"We are used to constantly firing each other. Also group leaders. Everyone is firing and gets fired" - boys BH

they're saying: It doesn't matter if you're the group leader or if you're just like the youngest, you're constantly firing and being fired.

Source / data:

Research
Creative sessions

Playing with norms for their benefit

number: **30**

Insight

Boy 1: I really had that a lot by the way hehe.

Boy 2: That a chick went up to you and she started asking you snap?

Boy 1: No, stood a couple of guys and someone is one of those chicks with a headscarf and a mobile. And then Chick of those guys had to go to me with questions.

Boy 2: And then?

Boy 1: Then I just said I have a girlfriend. That's really the best tactic ever bro

Boy 2: How come you don't just accept that snap brother

Boy 1: Brooo it's a foreigner with a headscarf

Source / data:

Creative sessions DP&H

Youth is experimenting with what flirting is

number: **31**

Insight

14yo is the age where they start exploring with flirting

Boy 1: "Ben je een voetbalveld? Want ik wil wel 90 minuten en elf verschillende posities met je spelen."

'Are you a football field? Because I do want to play 90 minutes and 11 different positions with you.'

Source / data:

Ceative sessions
work at schools

You should not flirt in real life accoring to youth

number: 32

Insight

Youth opinion is that you should not give a stranger a compliment

Charlotte: Maybe then you think we should give compliments to strangers at all. No. Well, why not?

Boys other table: It's not necessary.

Girl 1: For example, fifty years ago it could be just fine in itself, but now t is very quickly contained as something else. especially if it's a man against a woman or something.

Source / data:

Ceative sessions

Physical interactions are connected to their digital world

number: 33

Insight

Social media like snapchatt is intertwined with interactions in real life

Source / data:

Creative sessions

Snapchat often first step of connecting to new people

number: 34

Insight

Social media like snapchatt plays a crucial role in establishing first contact

Can I have your snap?

Source / data:

Ceative sessions
Interviews YW & Boa4
Work at school
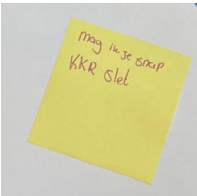
Street Harassment is a system of influencing factors

number: 35

Insight

"It's a whole it's a knot where you can't just single out things."

- youth in session 2 BH

Source / data:

Research
Creative sessions

Street Harassment is bullying on the streets

number: 36

Insight

For youth, Street Harassment is seen as bullying a stranger on the street. For both bullying and SH, it is a complex powerplay of status, group dynamic and being seen as "less"than the perceived norm of highest in society:

example man vs women
1 race vs another
age
friengroups
familys

Source / data:

Creative sessions

Street Harassment is showing disrespect

number: 37

Insight

For youth, Street Harassment is not to show respect. Respect and disrespect were mentioned often in the creative sessions.

Source / data:

Creative sessions

Unclear if there is a difference between looking and staring

number: 38

Boy 1: What is the opposite of euh. not touching someone? To as against groping someone.

Boy 4: And being blind? I don't know, not looking

Boy 2: Just that you see a naked person and you're not going to look.

Boy 2: Not looking at women in public.

Boy 1: Bro, that's just allowed.

Boy 2: Yeah, but so that's the opposite of street harassment

Boy 1: Bro. Looking at someone is not street harassment.

Boy 2: Yep.

Boy 1: Okay, then where should I put my eyes? In my ass or something?

Boy 2: Yes

Boy 2: There's a difference between looking and staring.

Boy 1: No, I don't think so

Source / data: Creative sessions DP&H

Amongst each other youth normalizes crossing the line with comments

number: 39

Insight

Within groups youth says a lot of very socially unaccepted things

Boys other table: "Als onze klas wordt geleaked naar buiten gaan we echt met z'n allen naar de prison."

'If our class gets leaked to the outside we really do go to prison together.'

Source / data: Creative sessions DP&H

Everyone is allowed to gossip within their group

number: 40

Insight

Within groups youth opinion is that everything can be said

"Ik denk dat de meiden doen en ik denk dat jongens dat ook doen. Als je iemand aantrekkelijk ziet dan zeg je dat. En uh ja, ik denk dat bij beide beide partijen. En bij non-binair zal dat ook wel zo zijn."

'I think girls do and I think guys do too. If you see someone attractive you say so. And uh yeah, I think with both of them. And with non-binary it will be the same.' - boy DP

"as long as the other person doesn't hear it, it's okay. So you have to speak softly." - boy BH

Source / data:

Creative sessions DP&H

Harassment Factor depends on chance of survival

number: 41

Insight

The extent to which street harassment is worse or less severe depends on the survival chances of the target. In the sessions yout pointed this out as the factor in which the street harassment was okay or not okay

Charlotte: Would it have been different if they had done that with multiples?

Boy 1: Yes, then it would have been very bad right away. And then the intimidation factor just goes up ten times then. So then yes. Then it is a bit worse.

Source / data:

Creative sessions DP

Dependend on the perception of experience of the target

number: 42

Insight

Street harassment is about how the target perceives the situation and feels within that moment.

Boys other table: It just depends on how you interpret something. if I say that right.

Girl 2: And depends on who is saying it to.

Boys other table: The person who interprets your comment. If someone who is easygoing, then yes. Someone who has a little. Past with street harassment can think something of.

Source / data:

Creative sessions DP

Avoid a chance of negative experience by fleeing

number: 43

Insight

The fear of what might happen decides behaviour: avoid strategy

sowieso denk ik beter om te vluchten dan te wachten tot er misschien wel ergens gebeurt en dan pas iets proberen.

anyway, I think it's better to flee than to wait until something might happen and then try something. - Girl in DP

Source / data:

Creative sessions DP

Youth hardly interacts with strangers

number: 44

Insight

Youth hardly interacts with strangers

"Ik zie vaak alleen maar met buren en ik praat nooit met een vreemde."

'I often only see with neighbours and I never talk to a stranger.' - girl DP

Few stranger contact

Source / data:

Creative sessions DP&H

If you chill outside is also dependent on you home situation

number: 45

Insight

Youth in BH more outside and on the streets, while DP more in a closed environment

Source / data:

Observations YH

Girls have a plan, boys hang

number: 46

Insight

girls use the streets to go to different activities, as a means of transport from A to B
while boys tend to hang more in a set spot
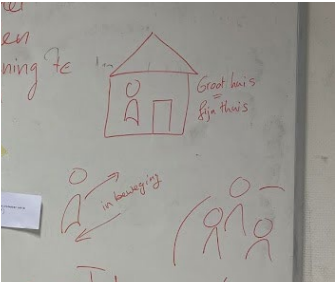
Source / data:

Interview Kimberly

Strength of community with time spend on the streets

number: 47

Insight

In BH there is few stranger contact and a strong feeling of safety, since the youth know a lot of people from the neighbourhood since they spend a lot of time outside.

The youth from more affluent neighbourhoods spends less time outside the house and only has interactions with others when for example walking a dog.

Source / data:

Creative sessions
Interviews
Research

Devision of who belongs where on the streets

number: 48

Insight

arrangement and appropriation of public space: certain groups are chilling in certain areas:

Square X is where the older boys are, square Y where the younger boys hang etc.

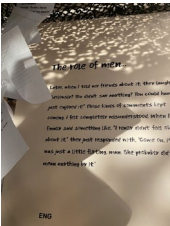Some are not allowed to go to the snackbar around teh corner

Source / data:

Observations YH
Creative sessions BH

Double stigma for men

number: 49

Insight

SH also happens with men, but harder to admit since there is not only victim blaming working against them but also the perception that men should like sexual affection and cannot become a victim or target of street harassment or any form of sexual assault

Source / data:

Exhibition Victim blaming
Research
session 1 BH & DP

Boys & Girls stay seperated in youthubs

number: 50

Insight

Girlsclub once a week

Youthubs work with activities which are almost all boys and girls seperated.

Girls are aloud to come in anytime as well, but only show when they are specifically invited for a Girlsclub

Source / data:

Observations YH BH

Youthhubs focus their activities on boys

number: 51

Insight

Focus in youthhub is on activities for boys.

"Girls are a harder group to reach. They don't regularly show up, but they alwasys have things to do." - Youthworker

"I think a lot of girls would have come to a girls football clinic. But the focus just ins't there. In the end they were too busy with organising everything for the guys." - Sunaida

Source / data:

Observations YH BH
SOL youth event

Street Harassment is based on the looks

number: 52

Insight

Street harassment always focused on appearance >

when asked if they themselves had ever chased someone

'no, ma'am, I fall for the inside'.

Source / data:

Creative session DH

lack of "interest" stems from historic systemic barriers

number: 53

Insight

"Jongeren willen zelf niet"

The argument that youth does "not want to participate", could be compared with the argument that women do not want to be involved in politics. It could therefore be argued that the reason is because of the structures that are in place that have always denied them real acces, rather than them not being valuable involvement. Therefore they are not used to having a relevant voice in the system and do not preceive it as necessary.
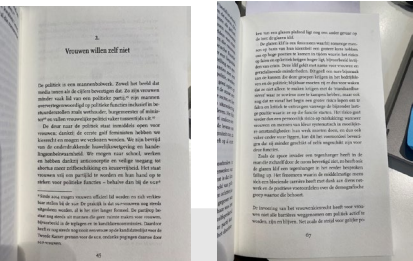
Source / data:

Book "stem op een vrouw"

Youth can speak a secret language amongst each other

number: 54

Insight

Next to the many terms youth use that will be unfamiliar for a large percentage of adults, "straattaal", often especially in mulitcultural neighbourhoods, youth will switch languages if they want to say something that they do not want the researchers to understand

They can use Maroccan/ Turkish / arabic

Source / data:

Creative sessions BH

Aware that what is online cannot be earased

number: 55

Insight

Youth highlights exposing and taking pictures without consent as forms of Street Harassment.

They are very aware that once someting is online, it cannot be earased and if a bad picture of you is made into a sticker, the whole group and even strangers in school might use it, possibly against you.

This generation is learning this quickly the hard way. The online world is hard to escape. There are little other routes or outfits to wear.

Source / data:

creative sessions

Safety paradox of familiarity	number: 56

Insight

you feel safer if people or surroundings are familiar to you

Source / data:

research
creative session bh

Boys deserve violence when they 'ask for it'	57

Insight

Youth indicates that you do not help someone who gets intimidated 'if they ask for it' (misbehave, not fullfill norm, are "other")
(als ze het zelf uitlokken, zelf fout zijn)

Source / data:

Creative sessions BH

Impulsive	number: 58

Insight

Street harassment is impulsive behaviour without much thought within the moment (see report Fischer & Vanderveen, 2020)

Source / data:

research

Boys vs Girls	number: 59

Insight

There is a big tension between boys and girls that comes naturally from their differences...

Source / data:

Research & observations

Appendix I: Different clusterings for analysis
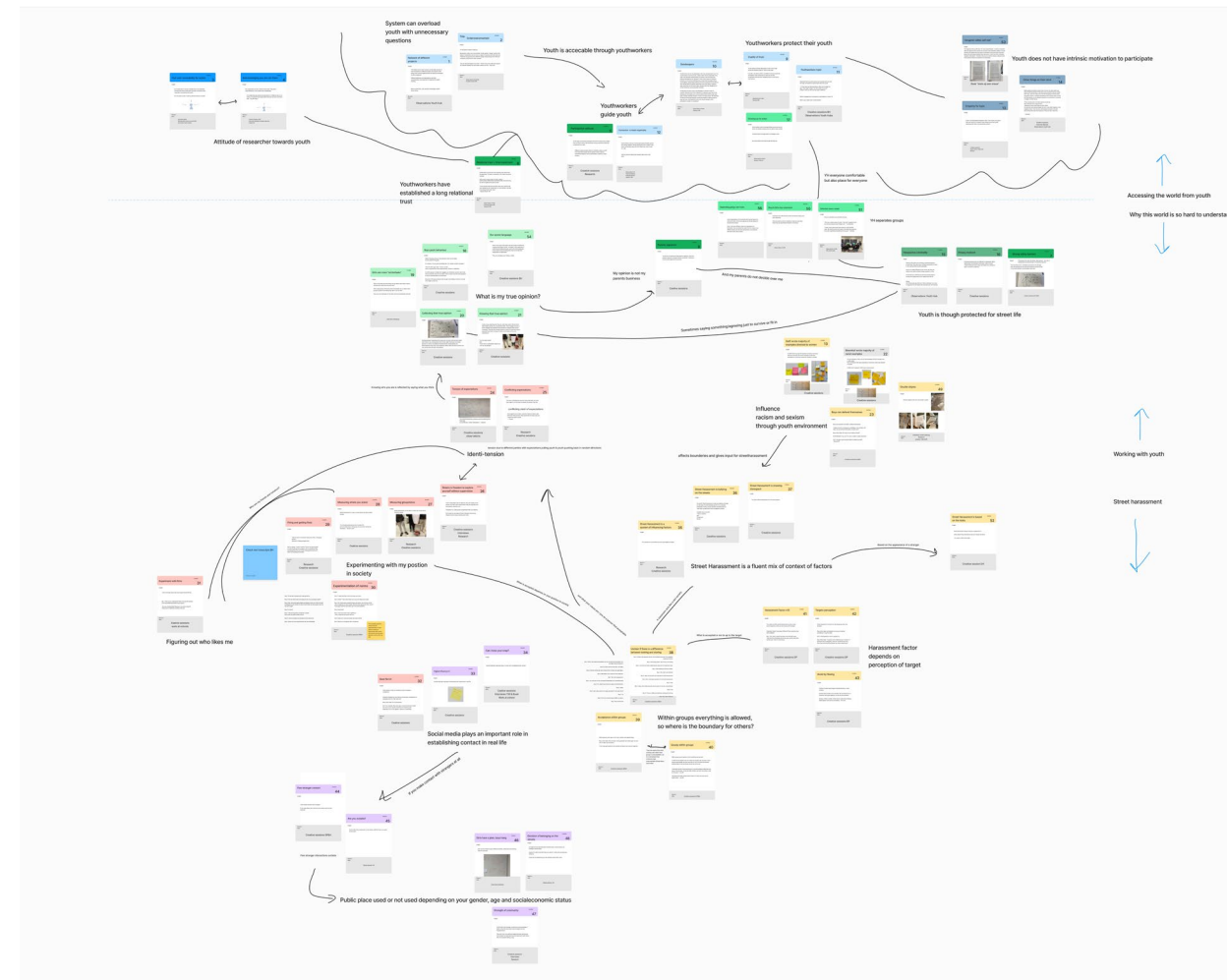
Text cluster 1

In working together with youthhubs, the clustering shows that while it's great to tap into the trust that youth workers have already built and use their relation with youth (6, 10), there are barriers to consider. The acces through youthhubs should not overwhelm youth with different researches not directly in their interest (1,2). Youth workers play a delicate role - they guide the youth (5, 12), but also need to protect them (9, 11, 17), and they really depend on keeping a good connection with their young people (10). Youth workers have an intrecate relation with their youth - they guide them (5, 12), but also feel responisble (9, 11, 17), and they really depend on keeping a good connection with them (10). Due to the high demand of different parties

that want something from this group of youth and participation not being an intrinsic motivation for them, youthworkers might hold off colaborations(53,14,13).

Researchers should be careful in their approach (3,4) and consider that a youthub is a place where all youth should feel comfortable. To achieve this safe space for everyone, orginsations seperate groups into age and gender and try to keep track of who is where (56,50,51)

Between the age of 12 and 18, youth wants to become independant of their parents opinion. A space to explore their identity independently is crucial to have the freedom to figure out who they are (8, 24,25). They have not settled on their "true" opinions yet, and their perspectives are fluid with answers shifting (18,19,20,54). Social conformity and survival strategies often influence their expressed views (24, 25) and they experience a tension due to different parties with expectations pulling them into different directions. Their path is not yet determined and characterised by ongoing experimentation with societal positioning (29, 28, 27, 26, 30).
Amongst each other they can be harsh, and especially in Bloemhof, they show heightened resilience and emotional guardedness (15, 16, 7). Besides trying to find their friend group, they are also starting to experiment with romance and figuring out who might like them (31).

The acceptability of verbal expressions is dependend on the societal position of a person and personal values and boundaries. To determine their own position towards the social norms, youth constantly cross lines within their group dynamics. It is unclear where their boundaries lay and at the same time they deliberately cross bundaries (38, 39, 40). They are aware that what is being said within their group is unacceptable, yet it is normalized that they make inappropriate comments. Regarding street harassment, they indicate that what is accepted or not is a contextual framework that fluently changes per situation (35, 36, 37, 52). How severe the harassment is, is up to how the target perceives their comment (41, 42, 43). The comments that can be made are based on the appearance of a stranger (52) and originate from influences of racism and sexism out of their environment (49, 23, 13, 22).

This behaviour does not only occur in the physical streets, but social media plays an important role in establishing first contact and building interactions in real life (32,33,34). That is if contact with strangers is made at all, because youth indicates that they hardly interacts with strangers outside. If they meet people on the street is dependant on how much time they spend outside (44,45). And how the public space is used depends on gender, age and socialeconomic status (46,47,48).
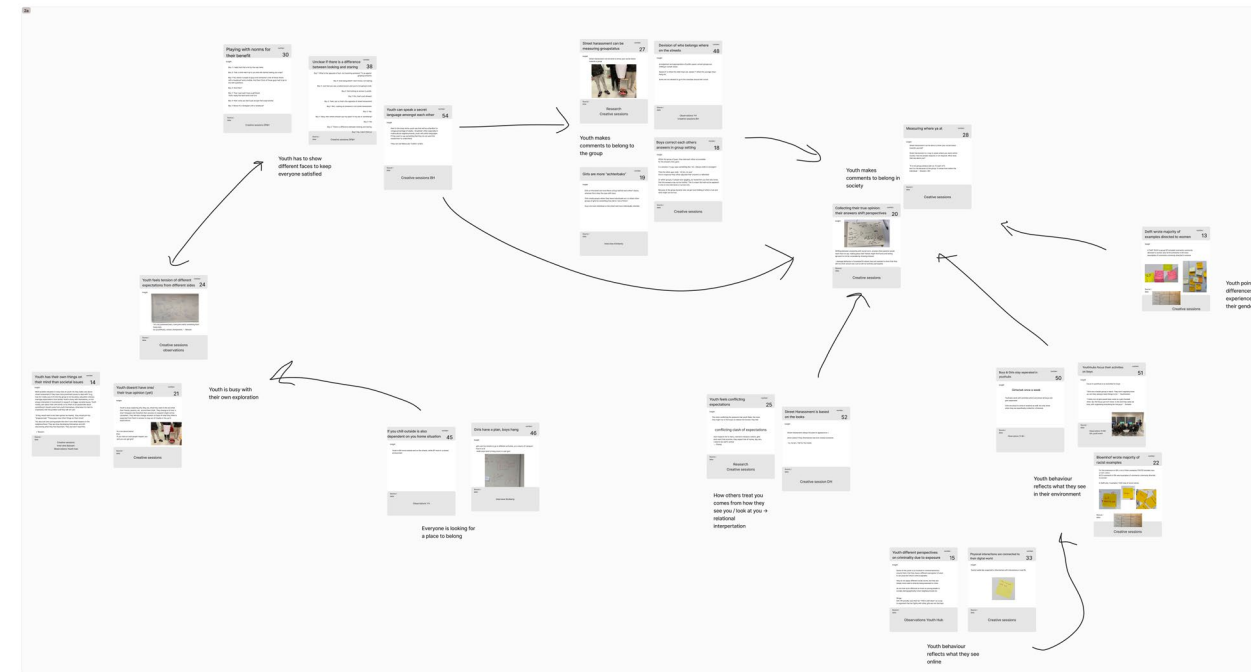
Text cluster 2A - Exploration youth

At the age 12-18, youth is busy with their own exploration and forming their opinion as part of their identity development (21,14,24). Within this development of identity, they are looking for the groups that they belong to (45,46) They feel tension from a lot of different sides on how they "should be", become or behave. To keep different parties satisfied, they show different faces: at school, towards their parents, friends, etc. (30,38,54). These "faces"are apperant in their attitude, comments and behaviour.

To find a sense of belonging within a group, they try out a certain role that fits this group (27,48,18,19). Therefore their voice is a mixture of reflection of their surroundings (30,31,13).

Their behaviour is based on their perception of themselves. This is influenced by stereotypes in society, like gender (13). Their interactions are based on their perception of interpersonal relations with this person (25,52).

In relation to street harassment, this means that youth can make comments towards strangers to access where they belong in society (20,28)
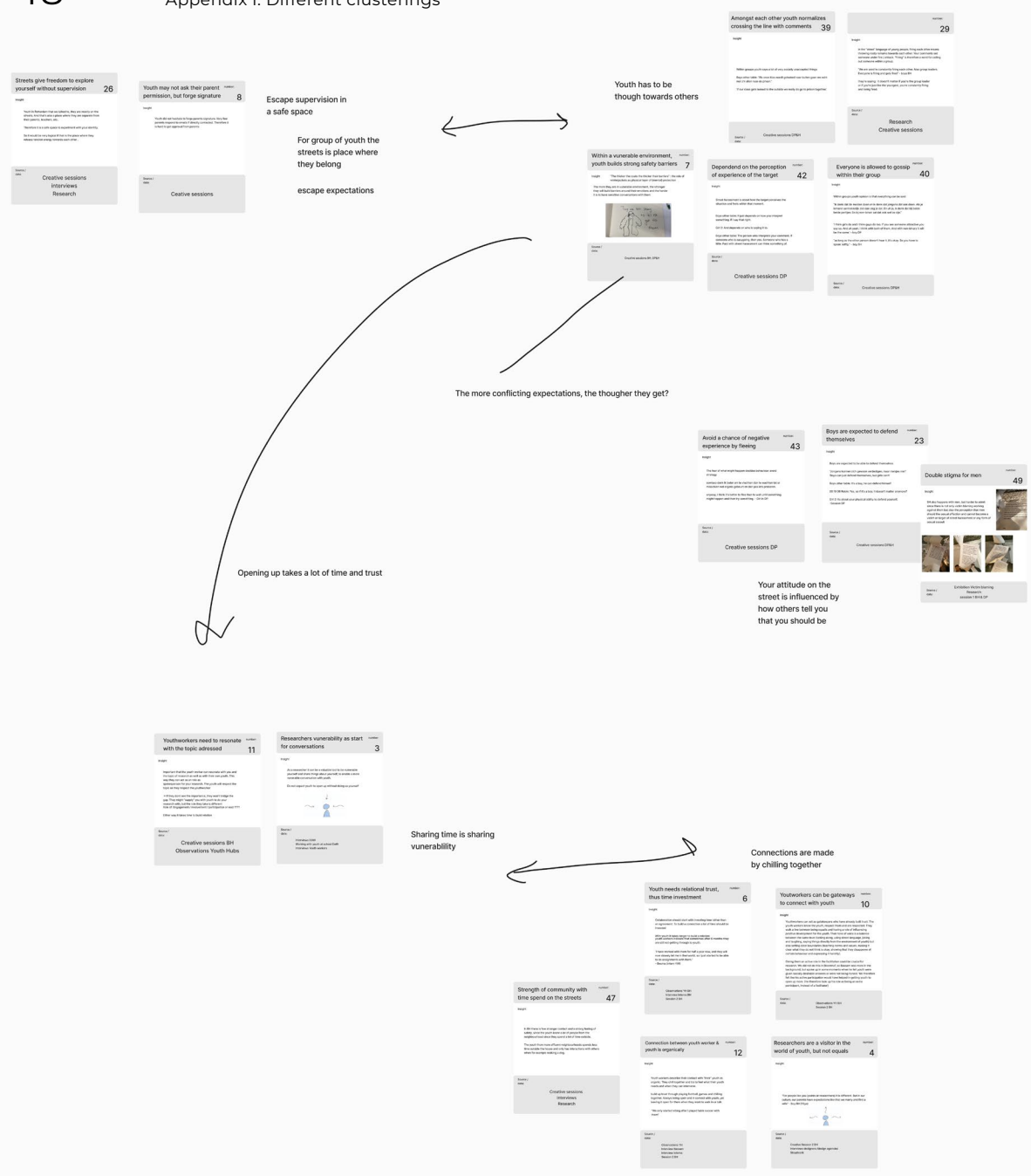
Text cluster 2B - the streets

The streets have no rules. All different kinds of people come together, without knowing or having expectations from one another. This gives youth freedom to escape supervision and find a place where they belong as individual (26, 8). Simultaniously due to this "new owned"

freedom, they cross the lines of each others feelings and what is excepted or not within the social norms of society. In response youth builds strong safety barriers to not be vunerable (7, 42, 39, 29, 40). Their attitude on the street is influenced by how others tell them that they should be 43,23,49).

Opening up towards others (perhaps hesitant since this freedom might be taken away or restricted or suspicious of anyone "other"than within the group?) takes a lot of time and trust is not easily gained (11,3). Connections are made by chilling and "hanging" a lot together and when a lot of time is shared more vunerability is shared as well (6, 47, 12, 10, 4)
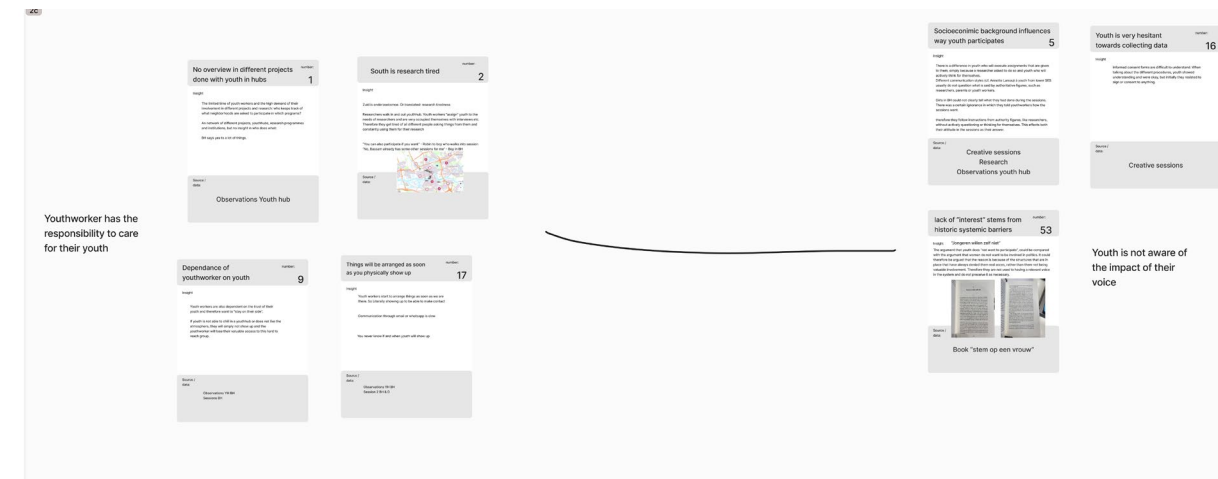
Text cluster 2c - impact of your voice

Youthworkers have a duality in their role of guiding the youth and also being on their side. They speak the same language, but also try to advice the youth and putting them on the right track. On the other hand, they are part of the system and in contact with a lot of different parties (1,2,9,17). They see the value in their connections with the young people and their living world. However youth might not be aware (yet) that their voice matters within the system and could make an impact (53, 5, 16).
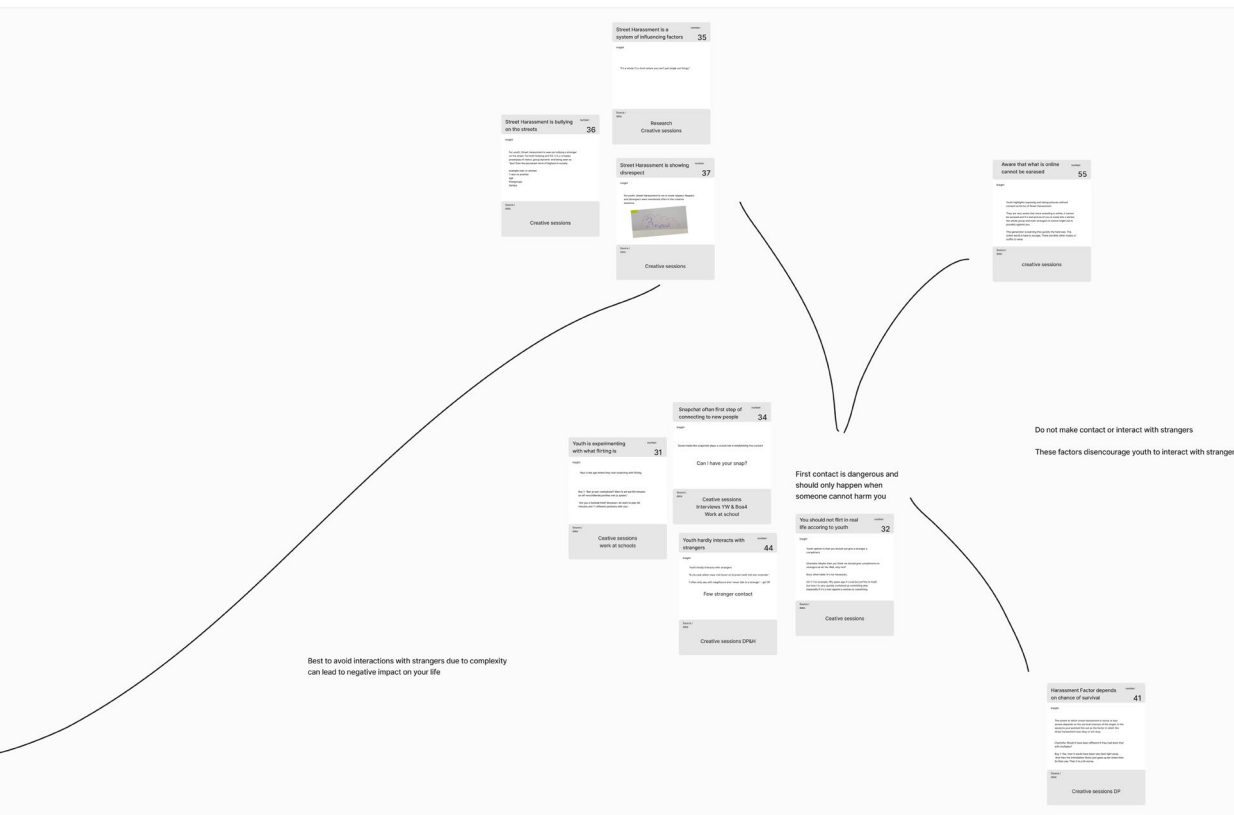
Text cluster 2d - Street Harassment

Due to the suspiciousness towards strangers mentioned in 2b, youth might avoid interactions with strangers. They do not see a need to interact with strangers and due to complexity of interactions in their opinion it can only lead to negative impact on your life (35,36,37). Establishing first contact is dangerous and therefore safer done online, where someone is not physically able to harm you (31,34,44,32). This chance of survival is an important indicator for the severeness of street harassment (41). However they are also cautious of what they share of themselves online, since they know from own experiences that once something is online it cannot be erased. It is therefore best to stay as anonymous as possible (55).
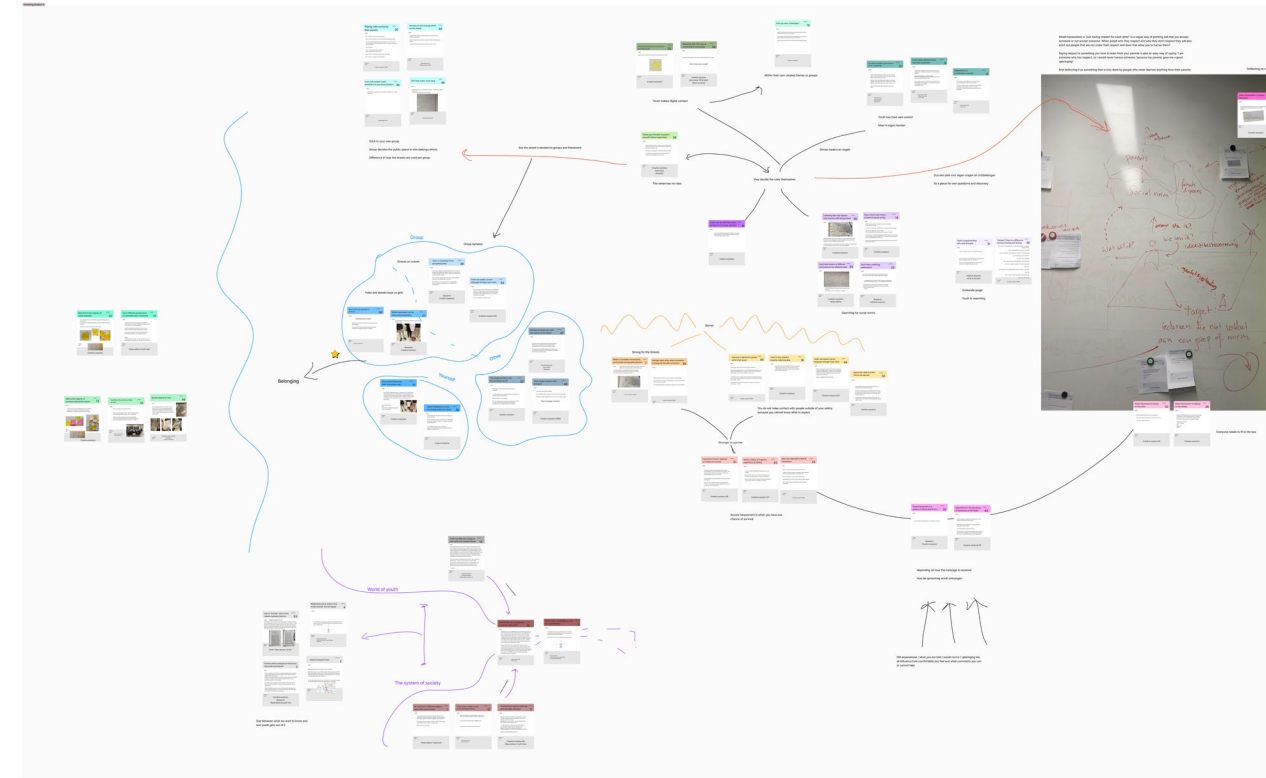
Text cluster 3

World of youth and how society works does not always allign and they feel this gap (14). Youthworkers try to get them involved in the system and society, and they and the youth themselves are constantly assessing what might be interesting for them (10,3). Research on the other hand, does often not align with their perception and world (1,17,11).

Gap between what we want to know and wat youth gets out of it (4,2,5,53).

How youth perceives their environment can be devided into themselves, their groups and others. These three aspects of their world are dynamic and they are constantlty looking for where they belong (21,28). Unless youth knows them, they are of the opinion that you do not interact with the "other" (32,44,47). Groups of friends are defined by gender (50,27) , culture (29,54) and the physical space where they meet and hang out (30,48,45,46)

Sexism (22, 15) , racism and social norms are indirectly influencing their behaviour (13, 51, 49)

On the streets, youths make their own rules. They don't have their parents telling them what to do (8) and can discover for themselves who they are (26). But the street itself is also divided into different groups with their own norms and values (45, 46, 30, 48). Within this created framework, it is important to stick to your own group. Your physical location on the street is determined by the group you belong to and each group uses the street differently. Within group dynamics and amongst groups they are looking for their social norms and do so by crossing boundaries and reacting to each other and around them (20,18,24,25). Not only on the physical street, but also online. These two worlds are closely linked (33, 34) . They define the frameworks and rules of these groups themselves (19). And also in their contact with youth workers, they are in control (12,6,9). They look for boundaries and for allies (31, 38). Three questions are central for the streets as a playground of experimentation:
- who am I?
- Where do I stand?
- What do I want?

Unsupervised free space is crucial for identity building and expression. Expressing oneself or groups is to measure oneself against a benchmark (37). With public space as a place for one's own questions and discoveries, relationships and power relations also surface (52,36). In the case of street harassment, the target is addressed based on the expected power relationship between the provoker and the target and in anticipation of whether this expectation is true. Whether this harassment is then perceived as harmful or bad, according to youth, depends on how the target receives the comments or behaviour. They indicate that this reception is often influenced by old experiences / what you are told / social norms / upbringing etc. All these factors influence how comfortable you feel and what comments you can or cannot take (35,42).

Additionally, they indicate that how severe a situation is, depends on the chance that the target has to survive. When this is taken into account, it is plausible to conclude that youths themselves are stronger when they do not engage in contact with strangers (40,16,54,55), because then they do not run an unnecessary risk of danger (i.e. higher chance of survival) or do not make themselves vulnerable (because then there is no chance of becoming a victim of someone else's actions) (7,39). The more time young people spend with strangers around them, the stronger they can build walls around them. This could relate back to why it takes a lot of time to build trust with young people who spend a lot of time on the streets before they show their true self. Also, this is a virtuous circle they end up in because this toughening up to avoid becoming a victim also causes them to be tougher towards each other, thus perpetuating the tone.

Appendix J: Ideation session at Healthy Start

The ideation session was held with Charlotte van Tuijl as expert of the research and an additional healthy start member present in the office (Eva Borkhuis).
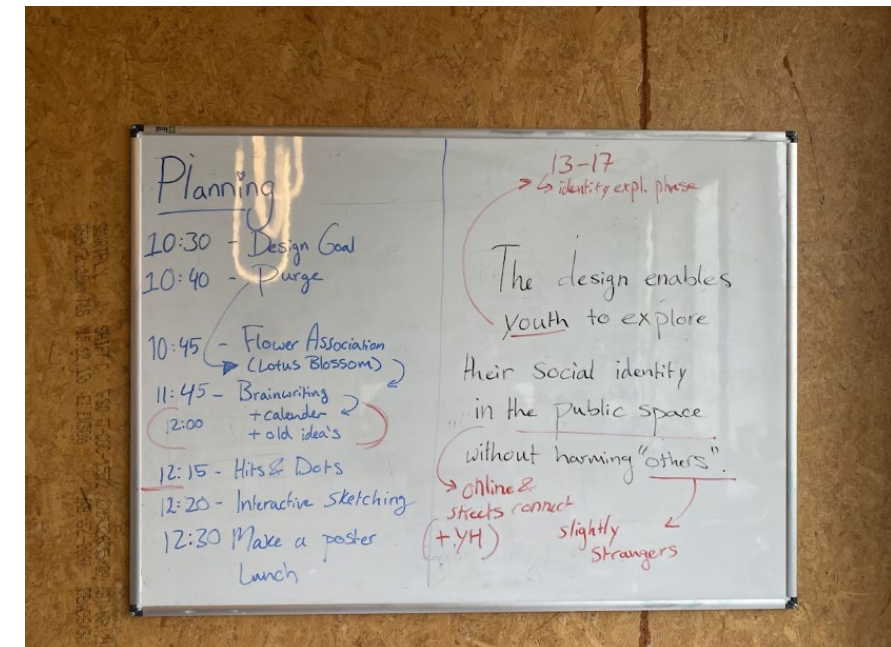

The planning for the session and design goal revised with the team

The design goal was formulated and revised. The final design goal is explained in chapter 7.1. The methods used are drawn from Creative facilitation (Heijne & Van Der Meer, 2019). First all idea's were purged by writing everything we had in our mind on paper and laying the papers aside. Then a lotus association was carried out:
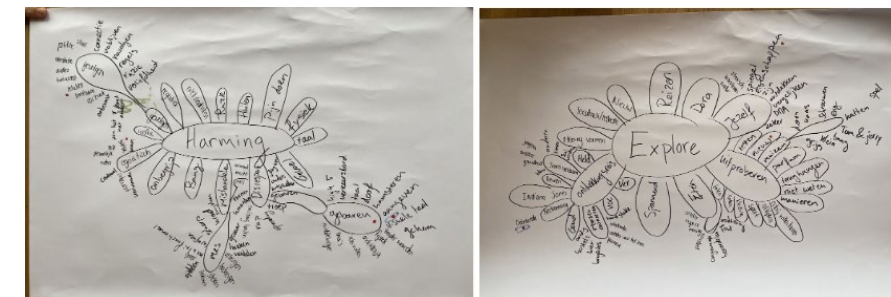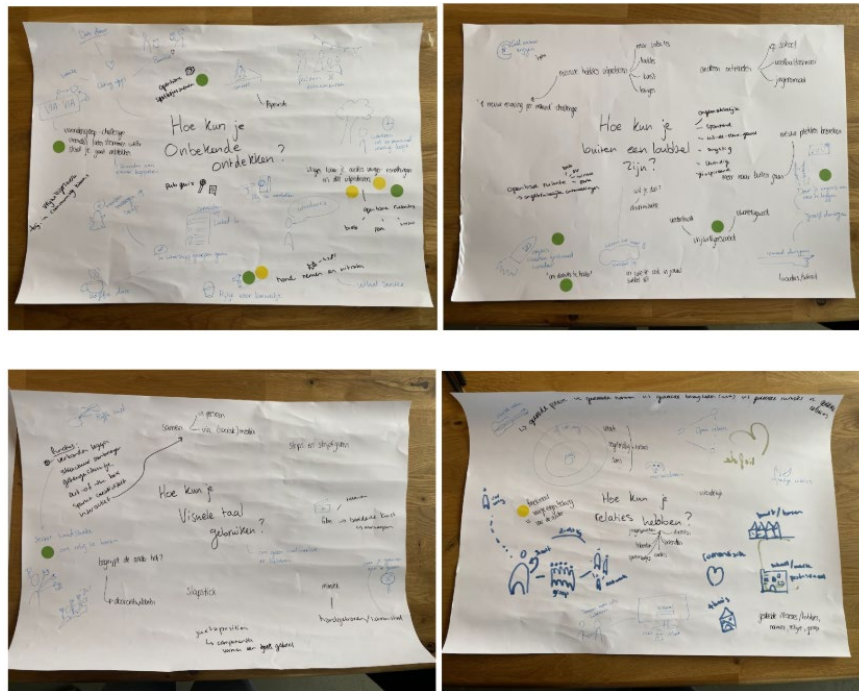
"How might we"'s were used each for 4 min and then the sheets were passed to the next person, hitchhiking on each other's ideas. With Dot voting, each person got 3 green, for potential ideas and 1 yellow, for surprising ideas. In this way two directions were found and separately the concepts were sketched out.
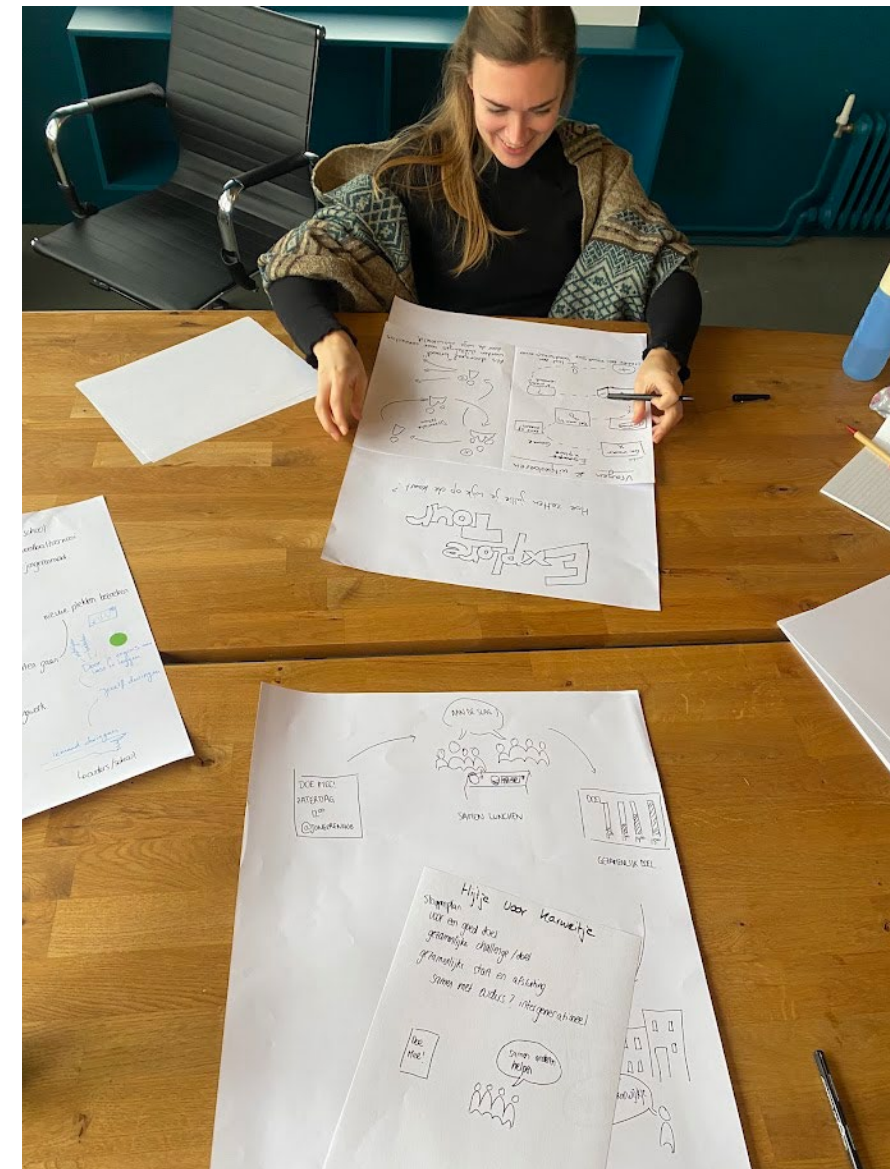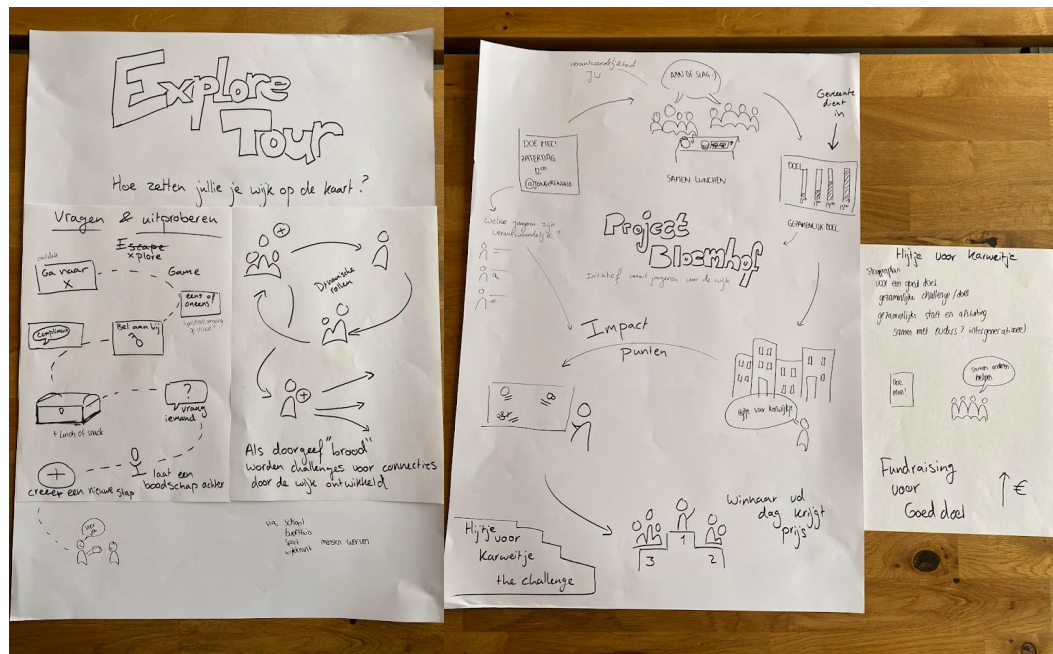

Heijne, K., & Van Der Meer, H. (2019). Road map for creative problem solving techniques. Boom. https://www.boom.nl/hoger-onderwijs/100-8535_Road-Map-for-Creative-Problem-Solving-Techniques

Appendix K : Ideation into 8 idea directions

Below you can see all different ideas up on the wall and how they were clustered to form 8 different potential directions that could be discussed and evaluated with stakeholders. The sketches of the six different idea directions are also shown. These were with evaluation with stakeholders.
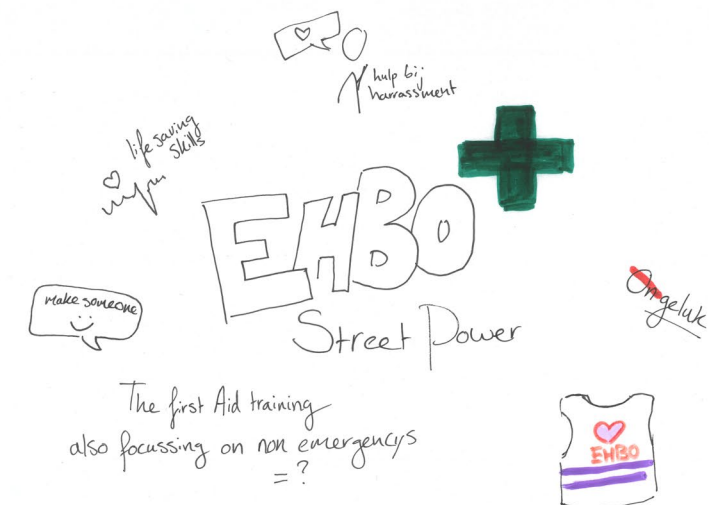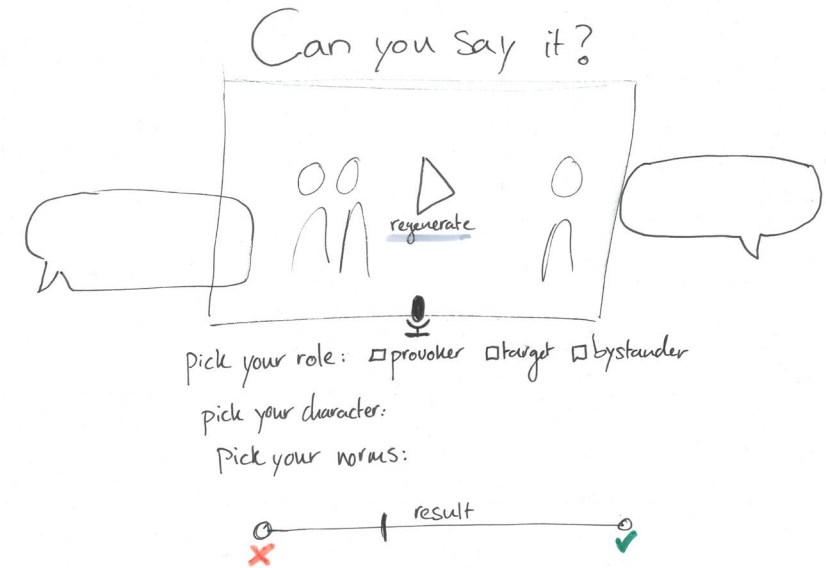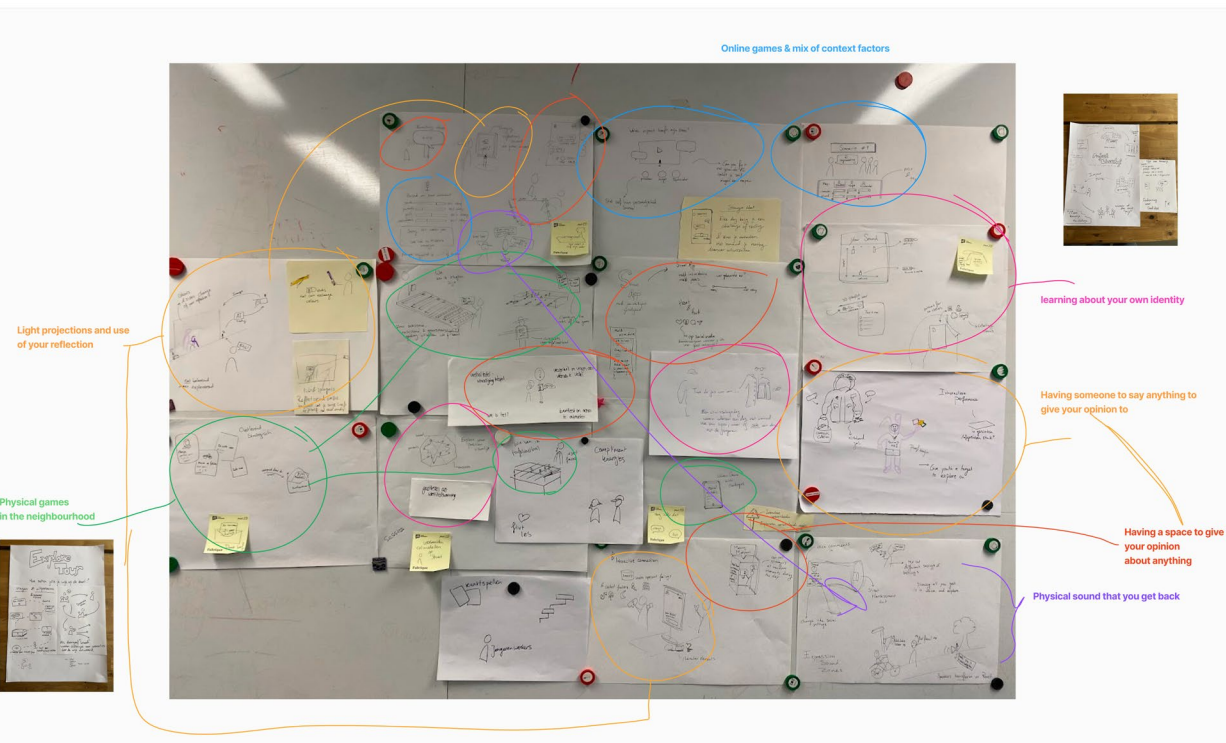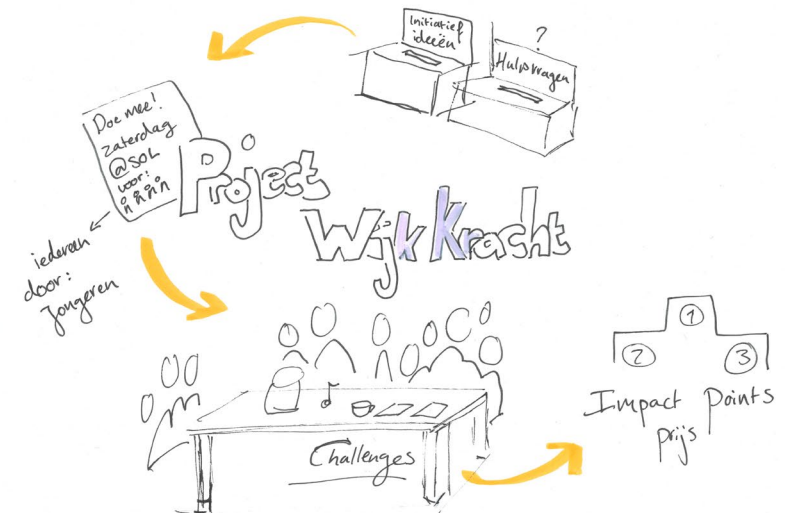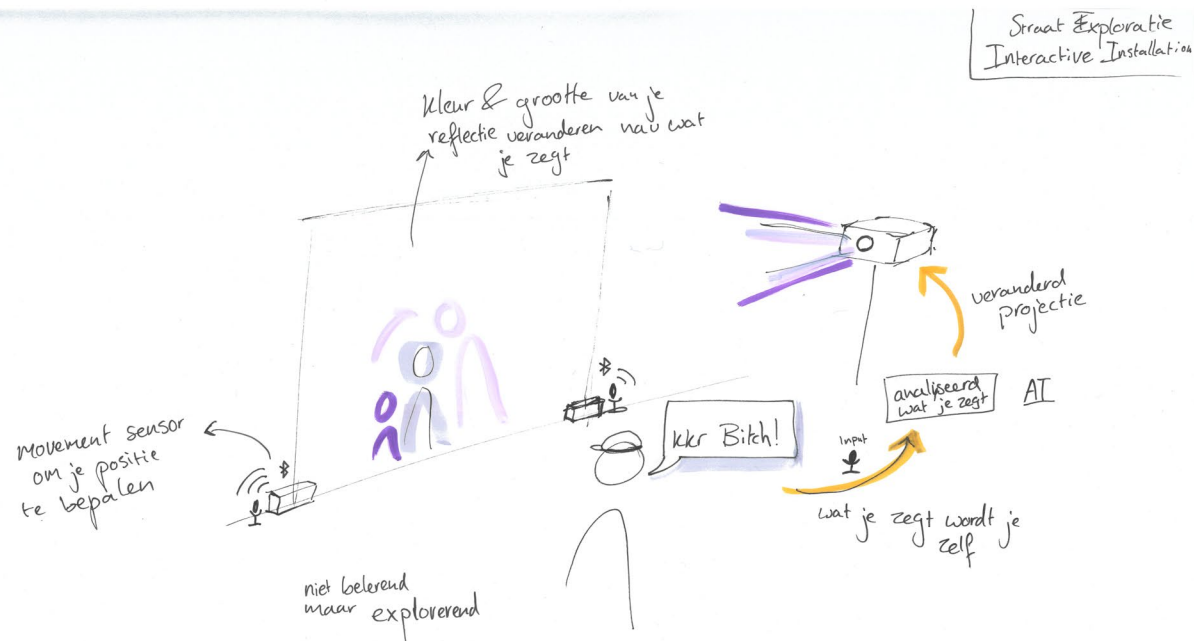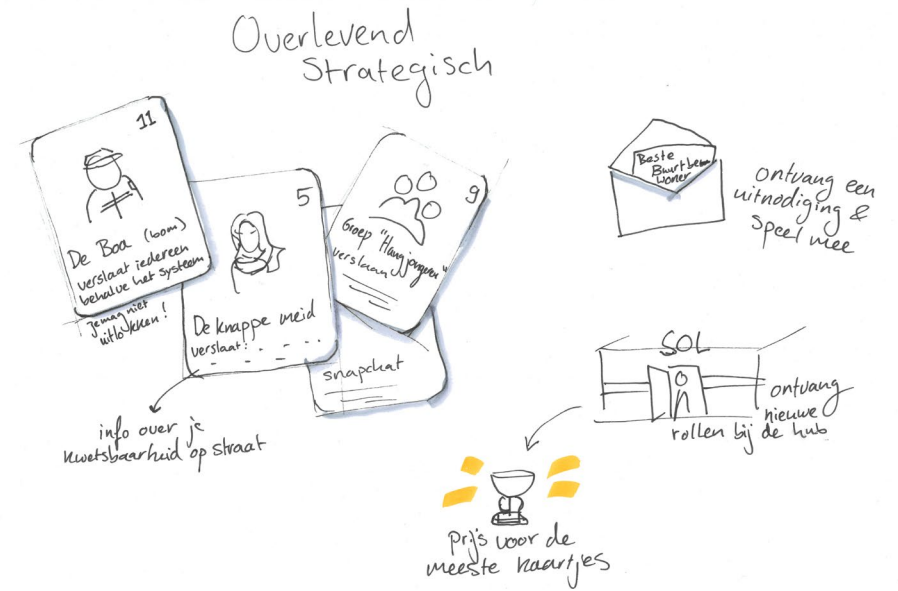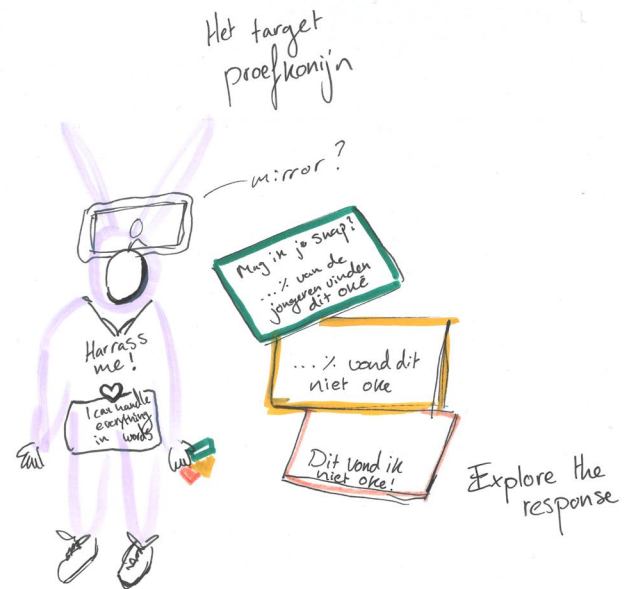
Appendix L: List of criteria for idea's into 8 directions

The criteria used for the concept

Needs	Wishes
Does not require harrassing a stranger	Provokes positive contact with a stranger
Located in the public space	Free to walk up to or away from
Clear message and instructions	Simple and logical to understand for youth
Role of user is not set	Role of user can dynamically shift based on own behaviour
Multiple people can interact	Can be used within group setting
Includes group interaction components	Group interaction influences the use
Reflects social positions	Reflects societal positions
Provides space for verbal expression	Provokes different verbal interactions
Safety plan in place that maintains psychological and physical safety for all participants	Evokes strong emotions
Individuals cannot be blamed for their use / without permanent consequences	Feel free to explore
No ethnic profiling or stereotypes of cultural groups	Includes differences for cultural groups
Based on short interactions (can be within a larger timeframe)	Impulsive interaction
Includes elements familiar to youth culture	Youth recognise themselves in the design
Fits in the experienced world of youth	Reflects the experienced world of youth
Requires no prior knowledge or skills	Accesible for everyone
Can be used in collaboration with stakeholders	Can involve youthhubs and youthworkers
Creates dialogue	Creates dialogue between different age groups
Reflecting on your own position on the streets	Prompts reflection without explicit questions
Value for youth to participate	Cool for youth to participate
Does not tell you right or wrong in a lecturing manner	steers into positive change of personal social norms
Incorporates different context factors	Changes based on context
Reflects different power structures	Empowers youth
Can be used in different contexts	Fits to different neighbourhoods
Addresses collective social norms	Aims for long-term shift in collective social norms
Shows the nuanced nature of street harassment	Makes you experience the nuanced nature of street harassment
Has a physical interaction	Integrates physical and online interactions
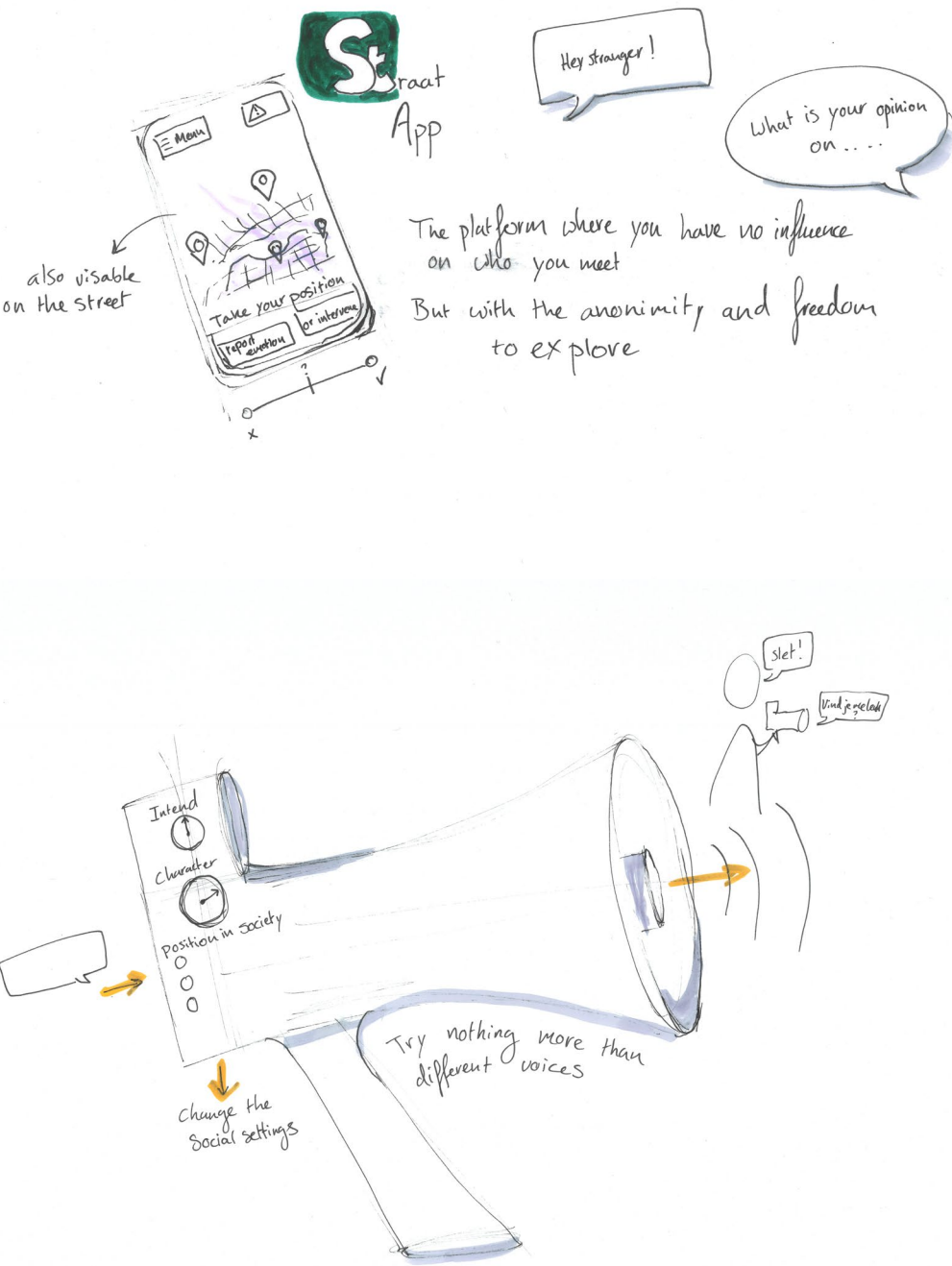
Appendix M: Matrix of Domination for Concept

The matrix of domination was used to analyse the "Reflected Voices" concept and iterate on it for the concept Street Exploration.

The concept attempts to address societal assumptions about youth on the street and simultaneously street harassment within **the hegemonic domain**, by triggering reflection. Thus the intervention is reliant on discussions and personal reflection amongst youth.
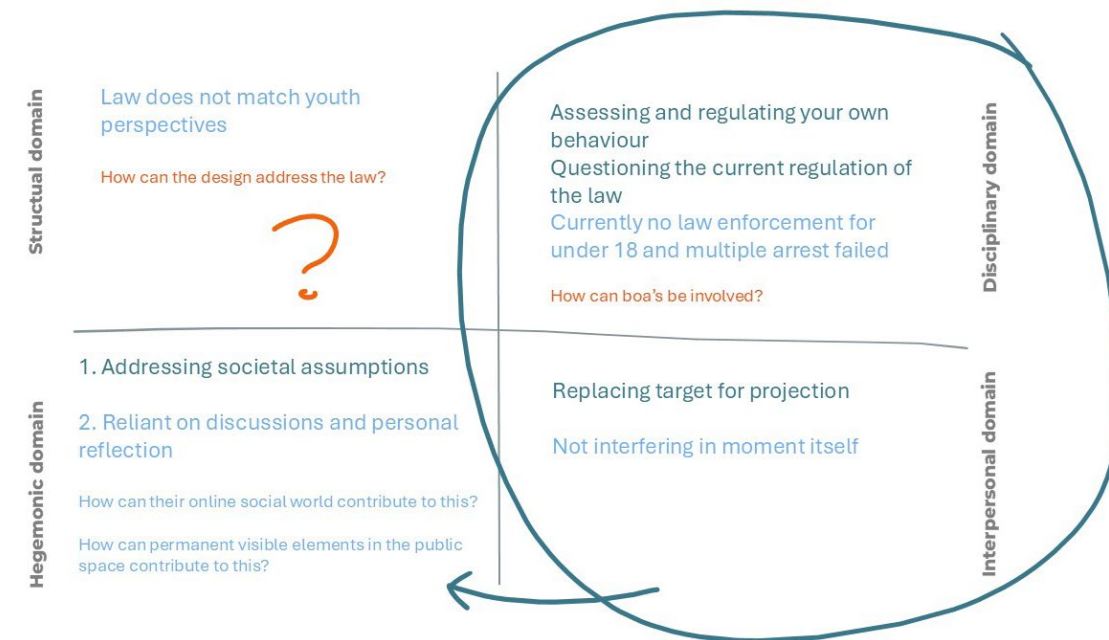
Assessing and regulating your own behaviour could address **the disciplinary domain,** if youth is aware of the laws and control each other, however due to their tendency for boundary crossing behaviour this is unlikely. The installation should address them with the right tone of voice to make the behaviour of street harassment uncool, so that youth becomes an active bystander for peers.

Within **the structural domain,** the research has found that currently law does not match youth perspectives and therefore addresses this gap. However this could be made more clear within the concept.

As elaborated on in chapter 4, the current enforcement of the law fails having no law enforcement for under 18 and multiple attempts of arrests turning out to be minors. This concept could have the potential to very effectively show why the disciplinary domain is currently failing: having youth to explore with their identity and voice (thus being more prone to being arrested). With current prevention strategies failing (the question what if it were your mom, chapter 4.3), this concept addresses a gap.

Within **the interpersonal domain,** the target is replaced with a wall to which you can assess comments and words. Potentially inspiring youth to say more bad things, however also to say more positive things. To prevent from enforcing negative behaviour, perhaps examples and incentives of positive behaviour should be given.

However, it is still reliant on reflection, not interfering in the moment itself. Since the projection could potentially only occur during events, it would be a very monumentairy solution. As a youth worker pointed out in the evaluation: It would be great to also have a more definite change visible in the neighbourhood.

Structual domain

Law does not match youth perspectives

How can the design address the law?

?

Disciplinary domain

Assessing and regulating your own behaviour
Questioning the current regulation of the law
Currently no law enforcement for under 18 and multiple arrest failed

How can boa's be involved?

Hegemonic domain

1. Addressing societal assumptions

2. Reliant on discussions and personal reflection

How can their online social world contribute to this?

How can permanent visible elements in the public space contribute to this?

Interpersonal domain

Replacing target for projection

Not interfering in moment itself

The analysis shows that with the concept the least impact is made upon the structural domain and the disciplinary and interpersonal domain are both embedded in the reflection and change happening in the hegemonic domain.

While analysing the following questions emerged:
How can the design address the law?
How can boa's be involved?
How can it give more incentives for positive behaviour?
How can permanent visible elements in the public space contribute to this?
How can their online social world contribute to this?

Design decisions made on basis of this analysis were:
Addressing structural and disciplinary domain -> having information about street harassment (and the law) around the installation in a way attractive for youth

How to encourage to say positive things -> otherwise you become too small and thus see very little interaction. You have to also say positive things to keep interaction with the installation.

-> Are there any other incentives for positive behaviour?

Appendix N: Prototypes for the concept

This appendix will describe each prototype. The next chapter will describe how they were tested in different testing moment

Prototype 1: ProjectionPlay
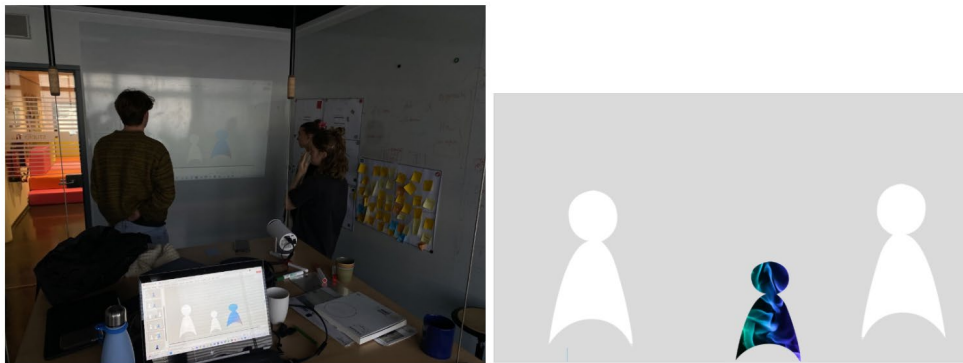
Aim: Testing the value of interaction and if intention is clear

Research questions: How would the interaction work?
Does youth understand the interaction?
Does the interaction invite exploration?

Prototype: Projected visuals from Powerpoint

Setup:
With powerpoint different visuals were made and simply animated to roleplay what the interaction with the projection could look like, projected on a wall.

Prototype 2: Mirrors

Aim: Discovering what added value mirrors could bring to the concept
Additionally giving youth a fun activity to which they might show up

Research question: How would youth design/decorate the mirrors?
Prototype: Different shapes and sizes of mirrors with diverse materials to decorate

Setup:
Markers, mirrors, collage materials were put on a big table. Youth was encouraged to decorate mirrors either for themselves or for the project and allowed to decorate multiple mirrors if they wanted to.

Mirrors were made by:
me, Charlotte (to engage and encourage participation)
5 design students
2 boys in Bloemhof, Rotterdam
1 intern in Bloemhof, Rotterdam
3 girls in Delft

Prototype 3: Visual Collage

Aim: The visual appearance the projection should have
Research questions: What meaning do users connect to the colours?
What shape should the projection have?
Do users see the reflection as self or other?

Prototype: Collage material and pictures printed of different shadow shapes and visual styles (mixed with random collage material)

Setup: P5.js workshop showing how coding works, followed by collages made by youth that participated earlier on. Their view on how the projection should look and feel based on the test of prototype 1.

Prototype 4: Projection P5.js

Aim: Testing the interaction engagement
Prototype: Do users understand that their words affect the projection?
Do users link the installation to street harassment?
Do users see the reflection as self or other?
Do users correct each other?
Setup:
Visuals projected on a wall. P5.js code:
* Shadow follows the mouse to enable projection mimicking movement of participant
* Mouse pressed: mouth appears to indicate words of participants are captured
* Arrow up: shadow becomes bigger
* Arrow down: shadow becomes smaller

Appendix O: Testing moments

Moments in which prototypes were tested and co-created. The prototypes are elaborated on in chapter 7.4.
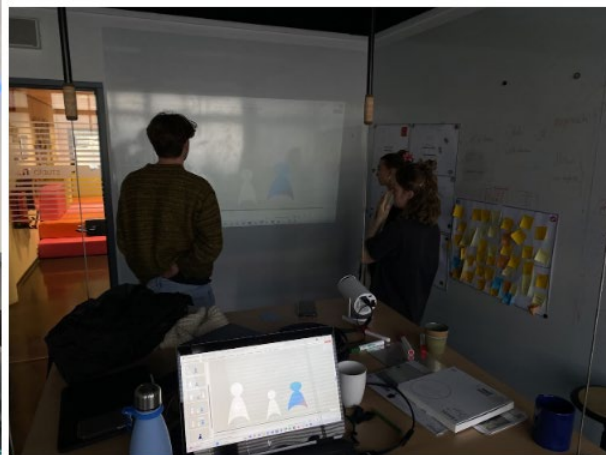
Test moment 1 (TM1)
Location: IDE faculty, Delft
Date: 18-02-2025

Participants: N=4, design students (1 boy, 3 girls)
Prototype: ProjectionPlay (1) & Mirrors (2)

Insights:
· indicated that mirrors should have clear instructions (otherwise they did not know what to say) that you can talk
· Could the words of one also be reflected to others? Or should it focus on your own words: It could be very strong to show it has both impact on yourself and the person you talk to
· It is unclear if this shape should represent me or others since it is so abstract: could be both, that could also be strong
· Big and small is logic, but what is the meaning of colour

Test moment 2 (TM2)
Location: Youth hub, Bloemhof, Rotterdam
Date: 18-02-2025

Participants: N=3, 2 youth, 1 intern (3 boys)
Prototype: ProjectionPlay (1) & Mirrors (2)

Findings:
· youth indicated that examples were important to guide the user what comments could be explored (otherwise they did not know what to say)
· It needs to be very clear that you are interacting with the installation, otherways bystanders not involved in the interaction would think a crazy person was screaming at a wall
· All indicated the colours should have meaning: like bright colours for positive and dark for negative. Interestingly one boy pointed out that he would perceive a colour like red or yellow as positive, since it is light. Perhaps he has a positive association with red, which most people could perceive as negative (equals wrong), due to Feyenoord
· Breaking mirrors with hammers is a bad idea

Test moment 3 (TM3)

Location: Youth hub, Bloemhof, Rotterdam
Date: 19-02-2025

Participants: N=2, 2 youth workers (2 girls)
Prototype: ProjectionPlay (1) & Mirrors (2)

Findings:
· Coloured fire could represent the behaviour of firing
· Mirrors should have examples
· Youth will find the interaction engaging

Test moment 4 (TM4)

Location: School, Delft (organised outside of lessons voluntarily showed up)
Date: 20-02-2025

Participants: N=14, 13 youth, 1 design student (1 boy, 13 girls)

As a reference to the topic and creative sessions, the sheets from the creative sessions from the school were put up on a wall. Youth actively used what was written on the sheets, even adding more examples of street harassment to some of them.

Prototype: ProjectionPlay (1) & Mirrors (2)

Findings:
- Projection shape should be a bit more realistic, but not too realistic: If the outline is very abstract it is unclear whether it should visualise the person themselves, but if it looks too much like someone else then again it is not yourself at all but just a stranger)
- According to participants, colours could indicate different emotions
- like bright colours for positive and dark for negative
- Could also have different emoticons and shapes in reflection
- Could be installed on the street like a traffic light
- According to participants, the projection should reference the mirrors
- According to participants, could start with an instruction video
- You need examples of what you can say: both positive and negative
- Girl indicated: If it would be projected at night I would be very shocked if suddenly there was a shadow next to me and it would scare me
- Should have an information sign like an exhibition
- While drawing mirrors we have a lot of time to talk about street harassment
- Participants thanked me when leaving, they clearly really enjoyed the testing moment

Mostly girls showed up, which is in line with what was found in research about girls mostly coming to organised activities, while boys hang out.

Test moment 5 (TM5)

Location: School, Delft (organised outside of lessons voluntarily showed up)
Date: 06-03-2025

Participants: N=2, 2 youth (2 girls)
Prototype: Mirrors (2) & Visual Feel (3)

Findings:
Girls want to be very involved in the continuation of the project
For mirror:

When someone shouts something this could be symbolised with a mouth according to the participants. Different icons could appear for "normal" reactions. So this is what the projection should look like: Background colours changing, now negative:

Fire is nice! If it looks more like an explosion it feels more negative whereas if it looks more like fogg it feels more positive:

cut-out visuals created by me, as instructed by the 2 girls:

Test moment 6 (TM6)

Location: Youth hub, Afrikaanderwijk
Date: 11-03-2025

Participants: N=4, 3 youth (3 girls 15-17yo), 1 youthworker BH
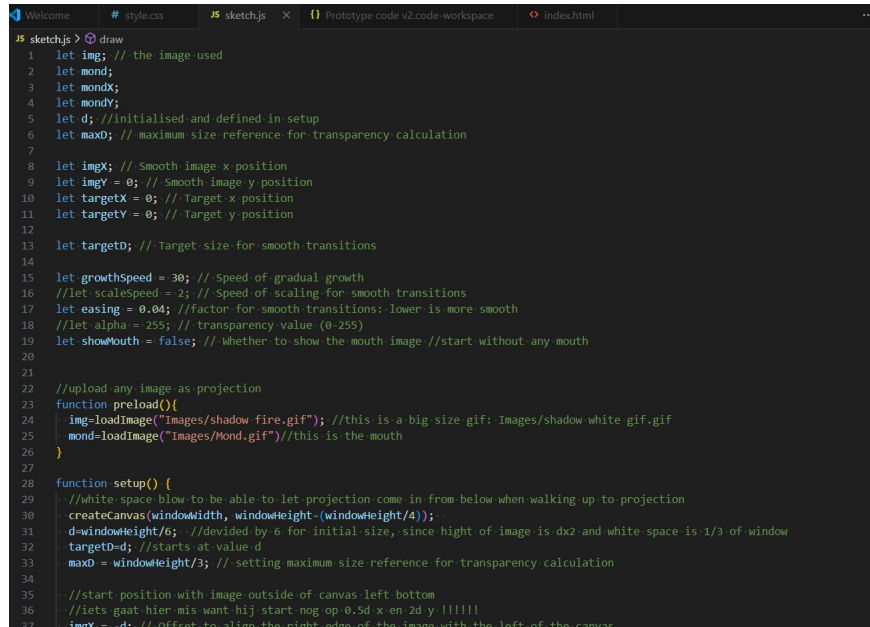**Prototype:** P5.js (4)

Findings:

- Participants have to laugh and genuinely enjoy testing the prototype
- At first tried touching the wall, exploring what would have effect
- Mouth was clear and looked fun
- Not sure why all these colours are moving so weirdly
- After the projection became smaller, the participant screamed: "Ow no!" The other girls also started to shout things to bring the projection back up.
- "Do you think this is something everyone wants to use?" (me)
  Girl 1: "No I think this is something really for youth"
  Girl 2: "Yeah I think especially youth will enjoy trying this out"
  Girl 3: "I think older people want to read about it, but youth will really interact with it"
- I would say different things if this shadow shape was a women or if it was a man:
  Youthworker: "It would be inappropriate if I said something negative to a girl"
  Girl: "I wouldn't say something positive to a guy, but I would easily give a girl projection a compliment"
- Expressed they think the idea is very nice and start trying out different words and sentences
- Expressed they would want the projection in the neighbourhood for at least a week, so that they could tell others about it
- According to the girls, People are going to try to make as small as possible, Guys especially
- Are going to say cancer all the time on purpose, but they do that anyway
  "Guys have nothing to say but cancer whore, That's what you are as a girl to them by default"
- Spacers (junkies) are going to come anyway but they will also go away eventually, so not a big problem but something to take into account for the context according to youth worker
- Your words can belittle someone, so that makes sense

Appendix P: P5.js code for prototype

Example of what the code looks like in lay-out from Visual studio Code

```
let img; // the image used
let mond;
let mondX;
let mondY;
let d; //initialised and defined in setup
let maxD; // maximum size reference for transparency calculation

let imgX; // Smooth image x position
let imgY = 0; // Smooth image y position
let targetX = 0; // Target x position
let targetY = 0; // Target y position

let targetD; // Target size for smooth transitions

let growthSpeed = 30; // Speed of gradual growth
//let scaleSpeed = 2; // Speed of scaling for smooth transitions
let easing = 0.04; //factor for smooth transitions: lower is more smooth
//let alpha = 255; // transparency value (0-255)
let showMouth = false; // Whether to show the mouth image //start
without any mouth

//upload any image as projection
```

```
function preload(){
  img=loadImage("Images/shadow fire.gif"); //this is a big size gif:
Images/shadow white gif.gif
  mond=loadImage("Images/Mond.gif")//this is the mouth
}

function setup() {
  //white space blow to be able to let projection come in from below
when walking up to projection
  createCanvas(windowWidth, windowHeight-(windowHeight/4));
  d=windowHeight/6;  //devided by 6 for initial size, since hight of image
is dx2 and white space is 1/3 of window
  targetD=d; //starts at value d
  maxD = windowHeight/3; // setting maximum size reference for
transparency calculation

  //start position with image outside of canvas left bottom
  //iets gaat hier mis want hij start nog op 0.5d x en 2d y !!!!!!
  imgX = -d; // Offset to align the right edge of the image with the left
of the canvas
  imgY = height; // Align the top edge of the image with the bottom of
the canvas
  noCursor();

  // Disable context menu to allow right mouse functionality
  document.oncontextmenu = () => false;
}

function draw() {
  background(255);

  // Gradually adjust the size towards the target size with easing
  d += (targetD - d) * easing;

  // Calculate transparency based on size
  // When d is small, alpha will be low (more transparent)
  // When d is large, alpha will be high (more opaque)
  //alpha = map(d, 20, maxD, 50, 255); // map from minimum size (20) to
maximum size (maxD)
  //alpha = constrain(alpha, 50, 255); // ensure alpha stays between 50
and 255

  // Update target position based on mouse movement with mouse
in the middle
  targetX = mouseX - 0.5 * d;
  targetY = mouseY - d;
```

```
    // Smooth transition for position
        //easing used to make movement following mouse smoother
(however 3x quicker response than easing for size)
    //Increase easing for quicker follow of mouse, decrease to smoothen
    imgX += (targetX - imgX) * 1*easing;
    imgY += (targetY - imgY) * 1*easing;

    // Constrain imgY to ensure the bottom of the image does not go
above the canvas bottom
    imgY = max(imgY, height - 2 * d);


    // Set transparency before drawing the image
    //tint(255, alpha); // white tint with variable alpha

    //draw the image
    image(img,imgX,imgY,d,d*2);

   // Draw the mouth image if the right mouse button is pressed
   if (showMouth) {
    // Position the mouth in a fixed corner, independent of d
    let mondX = windowWidth - (mond.width * 0.5); // Fixed on the right
corner
     let mondY = windowHeight * 0.05; // Slightly below the top (5% of
canvas height)
     image(mond, mondX, mondY, mond.width * 0.5, mond.height * 0.5);
// Fixed size
    }

    //now I draw a line to be able to see where the ground is
    stroke(230); //colour in light grey tone to not make it too dominant
in the visual
     strokeWeight(10) //thick enough to have projections feet on the
ground
     line(0,windowHeight-(windowHeight/4),windowWidth,windowHeig
ht-(windowHeight/4)); //line on the bottem of canvas as defined
    }

function keyPressed() {
  if (keyCode === UP_ARROW) {
    targetD += growthSpeed; // Increase the target size
  } else if (keyCode === DOWN_ARROW) {
     targetD = max(20, targetD - growthSpeed); // Decrease the target
size, minimum size is 20
   }
```

```
}

// als je rechter muisknop ingedrukt houdt dan komt de gif van de
mond want dan is showMouth true
function mousePressed() {
  if (mouseButton === RIGHT) {
    console.log("Right mouse button pressed");
    showMouth = true; // Set showMouth to true
  }
}

function mouseReleased() {
  if (mouseButton === RIGHT) {
    console.log("Right mouse button released");
    showMouth = false; // Reset showMouth
  }
}

function windowResized() {
  resizeCanvas(windowWidth, windowHeight - windowHeight / 3);
  d = windowHeight / 6; // Update size scaling
  maxD = windowHeight / 3; // Update max size reference
}
```

Appendix Q: Feasibility options for the implementation

worksheet used during the Interview with expert on interactive installations

Appendix R: Budget for the installation

Object beschrijving	Comments	Kostprijs	Aantal	Bedrag
Doorontwikkeling	**Sub-totaal**			**5686**
Kinect Xbox (sound and proximity sensors)		100	1	100
Touchdesigner software licentie	Licentie voor 1 jaar	286	1	286
Kosten programmering	Ondersteuning en technische check (150 euro/uur)	150	30	4500
Installatie setup	Afhankelijk van locatie en electriciteitstoegang, en muur: set-up, bevestiging beamer, electriciteitskabels en waterproofing materiaal	800	1	800
Kosten per gebruik	**Sub-totaal**			**1600**
Short-throw beamer*	Huurprijs per dag. Aanschaf zou 6000 euro kosten.	800	2	1600
Nice to have**	**Sub-totaal**			**680**
Spiegel papier	Voor deelnemers om hun eigen spiegel te maken die opgenomen kan worden in de installatie 2 rollen van 10m*90 cm	300	2	600
Spiegel stiften		40	2	80
	Totaal			**7966**

*Vanaf 8 keer gebruik is het voordeliger de beamer aan te schaffen.
**Deze kosten zouden de ervaring van de jongeren nog verder verbeteren, maar zijn niet noodzakelijk voor de werking van de installatie.

Appendix S: Evaluation of the concept with the matrix of domination

Throughout this project the matrix of domination is used as a tool to evaluate interventions. Looking at the final concept through these four domains was done by reflecting upon the four domains (figure below) and assessing them with a LLM (Claude) (see figure next page).
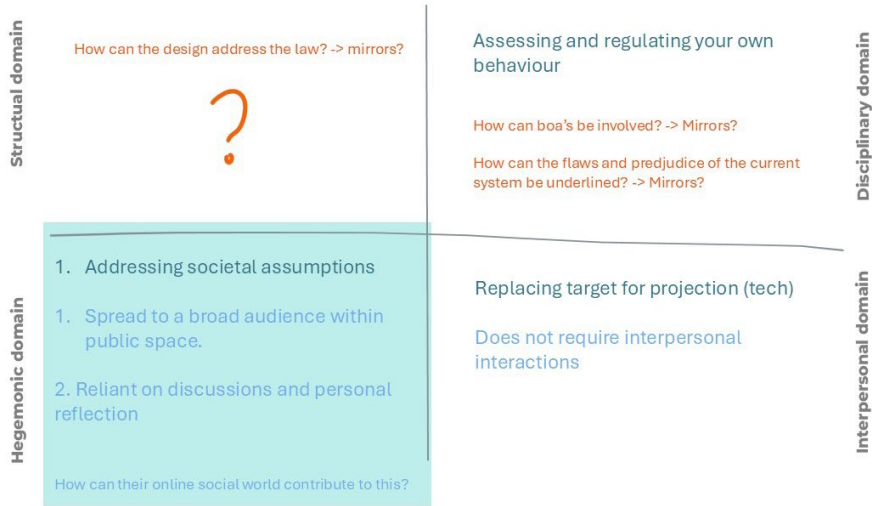
Street Exploration primarily targets **the hegemonic domain,** making street harassment visible from youth perspectives. It opens up public dialogue being present in the streets. The installation transforms abstract discussions into tangible experiences that challenge prevailing social norms.

While the intervention avoids reinforcing stereotypical norms that current prevention strategies tend to strengthen, it is important to stay aware of the framing of "positive" and "negative" comments, which might unintentionally reinforce certain cultural values without accounting for diverse communication styles. A key consideration for future development is how the installation addresses intersectional experiences of harassment across dimensions of identity and context factors (chapter 11).

In **the interpersonal domain,** the design integrates examples of street interactions (both positive and negative), inviting for individual reflection through visual feedback. The installation aims to build youth awareness of the impact of their behaviors while maintaining their agency in public spaces. By encouraging positive interactions while still allowing for exploration, it shifts the exploration from others towards the wall, creating a free environment without harmful consequences.

The design challenges the narrative that youth need external control, instead promoting engagement and self-regulation. By integrating youth voices directly into the design and providing immediate feedback, it engages youth in the discussion of the problem. This approach may not only target potential harassers, but also establish clearer social norms that empower potential bystanders to recognize problematic behaviors. Within this domain, further development of group interaction capabilities would strengthen the installation's impact.

The mirrors with information show potential to integrate the disciplinary and structural domain, while remaining engaging to youth. The projection challenges the blurriness of right and wrong behaviour, publicly questioning both the law and its execution. However, while **the structural and disciplinary domain** are acknowledged, stronger connections could be established, such as direct feedback about acceptable behaviour to enforcing authorities. Thus, like most interventions, enhancement in these domains could be made (chapter X). Further testing is recommended to determine how these domains can be more effectively incorporated into the design and how the mirrors could be designed to do so.

✳ Good morning, Robin

Look at the text. Analyse the design intervention based on the matrix of domination, highlighting per domain what the strengths and weaknesses are for the intervention.

Claude 3.7 Sonnet ⌄   Choose style ⌄

PASTED
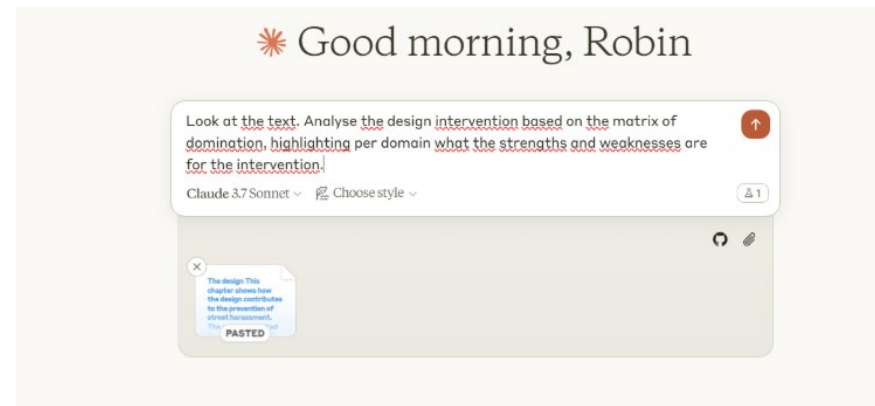
Summary

The "Street Exploration" intervention shows promise in addressing street harassment through an innovative approach that centers youth voices and provides space for identity exploration. Its primary strength lies in how it challenges traditional disciplinary approaches while creating opportunities for interpersonal learning.

However, the intervention could be strengthened by more explicitly addressing structural inequalities, clarifying how diverse cultural perspectives are integrated, and considering how intersectional experiences of harassment might be addressed. Additionally, the design would benefit from more consideration of how it might handle group dynamics and power imbalances between different youth groups.

If you look very critically, does anything else stand out with this concept based on the prevention of street harassment?

Claude 3.7 Sonnet ⌄   Choose style ⌄

Appendix T: Storyboard for final video

Video 1

🎬 Video cues   mutual cue
🎵 Voiceover   Groep jongens 2

1 neighbourhood
1 youth back
1 youth interact
1 group unrecognizable

Black screen — First sound then increasing post-its — Example 1, Example 2, Example 3

untill full, increasingly more — Examples through each other increasing

Black screen — Fade to light — All voices and postits suddenly stop — Are these comments okay to say to people? By you? others? to friends? strangers?

Turning through neighbourhood Delft shot — Street harassment is a problem that youths also come into frequent contact with

interaction in the street (far distance) — from whistleling to stalking or touching: research 20/21 50% of all youth in NL faces SH

Person is waling, context is changing — Between 12 and 17, you are exploring yourself, — with and without subtle presence of others — while many different parties also have many different expectations of you: school, online, parents, friends...

Video stands still / Person stands still

Orange lines appear and wiggle — In this exploration phase of their development, youth take on different roles to explore their own norms, values and identity.

Turning through neighbourhood Bloemhof shot — The streets are a safe space, where you can explore and cross boundaries But there clear lines on what behaviour is accepted do not exist:

Above youth interaction shots — so how do you explore the impact of your voice, without harming others?

Street Exploration is an interactive installation within the public space wheere you(th) can explore the impact of your voice

Wat is deze?

Eyy kijk die kleuren

What the fack doet dit — Kanker

Broer kom kijken dan

Ey je ziet er echt ziek uit!

Mirrors indicate how to use the installation — and what you could say to this stranger shadow

And invites to have positive interactions — Fade to black

Of sla de camera uit?

Interview about installation — "(SUNAIDAS INPUT)"

The installation responds based on yoiuths perspective and input

Because your words can make an impact — How do you use them?

Street Exploration — "From potential dangers to smiling strangers" — Fade out