

Urban Living Lab Rotterdam, The Netherlands



Building Trust and Capabilities with Youth and Professionals

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The Context of the Urban Living Lab Rotterdam: Feijenoord Neighbourhood

The Hefhouse Urban Living Lab is located in Feijenoord, a neighbourhood in the south of Rotterdam. Rotterdam is the second biggest city in the Netherlands, famous for having the biggest harbour in Europe.¹ The neighbourhood is bordered on the west by the old harbour areas of the Binnenhaven and the old railway track (now underground) and on the north and east by the Koningshaven, and the Nieuwe Maas. Even though geographically the neighbourhood is located quite central within Rotterdam, the old harbours, railway tracks and river make it a relatively isolated area.

Most people associate the name Feijenoord with the well-known football club Feyenoord, founded in 1912 when two clubs from the neighbourhood merged. When the club became more successful a new bigger, and now famous, 'de Kuip' stadium was built in the adjoining neighbourhood IJsselmonde. Currently there is not a big connection between the football club and the neighbourhood anymore, other than the Feyenoord Foundation donating and organising sporting events in the neighbourhood.

Feijenoord was one of the first extensions of the city on the south side of the Nieuwe Maas river. Most houses built in the area in the late 1900's have been developed by private developers which often resulted in high densities and low quality² In the 1970's, many houses were renovated or demolished and replaced by social housing

developed by housing corporations. The neighbourhood has around 7,800 residents² living in 3,311 houses.³ The share of rental houses in the neighbourhood is very high compared to the Dutch average: 89 per cent of housing stock are rental houses, only 11 per cent are owner-occupied houses (as compared to 42 per cent in the Netherlands). A big share of the residents has a non-Dutch background: 85 per cent.³ Both the education and income levels lag behind the Rotterdam average.

In recent years, the neighbourhood has seen a significant influx of new residents with higher education and income levels, particularly around Feijenoordkade.⁴ Creating houses for these residents with a higher education means creating new, expensive and luxurious housing instead of the current social housing. The policy of the municipality of Rotterdam to create higher segment housing and create a pull for people with a financially strong position can, according to van der Tuin, be seen as gentrification.⁵ The research of van der Tuin can be confirmed by the increasing number of houses realised in Feijenoord as well as the quickly rising average property value of the houses in the neighbourhood from €91,000 in 2015 to €221,000 in 2022.⁶

Currently the neighbourhood faces the problem of scoring low on living experience and assessment of quality of life, in comparison to the city of Rotterdam in general.³ The current residents of the neighbourhood feel like they are being pressed out of the neighbourhood, contributing to a seemingly growing distrust between residents and municipality. (MM, NZ)

Description of the Hefhouse Urban Living Lab

Our urban living lab is situated within the Hefhouse — it is an initiative of Erasmus University Rotterdam, Hogeschool Rotterdam (University of Applied Science) and Albeda College, which is an organisation that provides secondary vocational education in the Rotterdam region. The educational parties all share the goal to strengthen the link between education and research while learning from and working with citizens. In other words, they try to align education and research with topics that are relevant to local residents and to carry out activities that have a noticeable impact in the neighbourhood. In the Hefhouse, students learn through real life experiences by engaging with stakeholders and local communities.⁷ The Hefhouse was set up with the help of the City of Rotterdam. It is a hub for innovation and learning as well as a place for local youths. The Hefhouse is named after “the Hef” (also known as Koningshavenbrug), an iconic old train bridge and listed as a national monument since 2000.

The urban living lab is based on a pre-existing collaboration between the above-mentioned educational parties and a foundation: Stichting L.E.S.⁸ an independent foundation run by local youth and residents. The aim is to support and strengthen local youth. The foundation was set up as a response to the difficult living circumstances in the neighbourhood and spurred by a series of tragic events. A group of community leaders concluded that the problems in the area could only be solved by the community itself. With the help of, and stimulated by a neighbour manager of

the City of Rotterdam, the foundation was able to rent space in an accommodation in the neighbourhood.

When the Trustmaking project joined the Hefhouse community, the collaborating parties were already sharing an accommodation in the neighbourhood. The basic wooden accommodation, formerly a facility to help drug addicts, is situated near the famous nineteenth century rail bridge, now defunct. The collaboration in the Hefhouse is a partnership between equals. This is reflected in the structure of the building: the educators and researcher occupy the eastern wing while the youths occupy the western wing. The two wings meet in the middle where common rooms including a large kitchen are situated. Also in the middle is a large open court, flanked by the two wings. The lay-out of the building and the way it is occupied represents the equal 'ownership' of the Hefhouse in a way that is easy to read and immediately understood by both recurring users and incidental visitors.

The governance and the organization of activities are based on this principle of equal ownership. Each of the parties is responsible for the management of its own wing, while the common rooms are managed collectively. There is no strict predefined timetable for the common rooms. Use of the common spaces is based on trust and respect for the needs of each other and lightly coordinated. Likewise, most rooms in the whole building, except for a couple of rooms with valuable equipment, are open to everyone. Here as well, trust and respect are important factors for using the building collectively in this way. The governance and building structures facilitate both organized (curated) and chance meetings. Even though

meetings are often organized for specific groups, due to the open character of the space and its people, they are open for others. There are no outsiders in the Hefhouse (well, that's a large statement to make, but let's at least say that once part of one of the partnering groups, one is part of the Hefhouse community). Local youths meet students who meet teachers who meet civil servants who meet community leaders; this is the obvious primary function of the Hefhouse.

But there is a secondary function of the Hefhouse that might be as important, which is that people that work at the same organization, but at different departments or projects, have an opportunity to meet and work together, in a more intensive way and in a more informal setting. It goes without saying that the city government consists of many departments. It is inevitable that people and projects are not always coordinated and, in some cases, even work against each other. The same is true for the large educational organizations, which have grown and become more complex in the last decades. Collaboration within and between these types of organizations normally takes place through functional meetings, focusing on efficiency, and taking place in formal settings and limited in time. Meetings mostly take place either at the 'home base' of one of these organizations, or, increasingly, in on-line environments. In other words, the setting of these meetings is either 'owned' by one of the parties or are abstract 'non-places'. In both cases the setting of the meetings will not be experienced as a collective space. These conditions inhibit the development of a shared experience or reality, of getting to know each other in an open non-biased way. In other words: the development of trust.

The Hefhouse governance structure shows the large number of organizations that are in one way or another involved in the Hefhouse community. It shows that a couple of educational departments of different institutions are already working together. It also shows there is a lot of potential for intensifying the collaboration and setting up new collaborations between the partners of the Hefhouse. As described above, working together in a 'third space' creates the opportunity to truly collaborate. (MM, NZ)

Description of ULL Activities

We have implemented several activities in order to build institutional, interpersonal, and self-trust amongst stakeholders.

Preparation

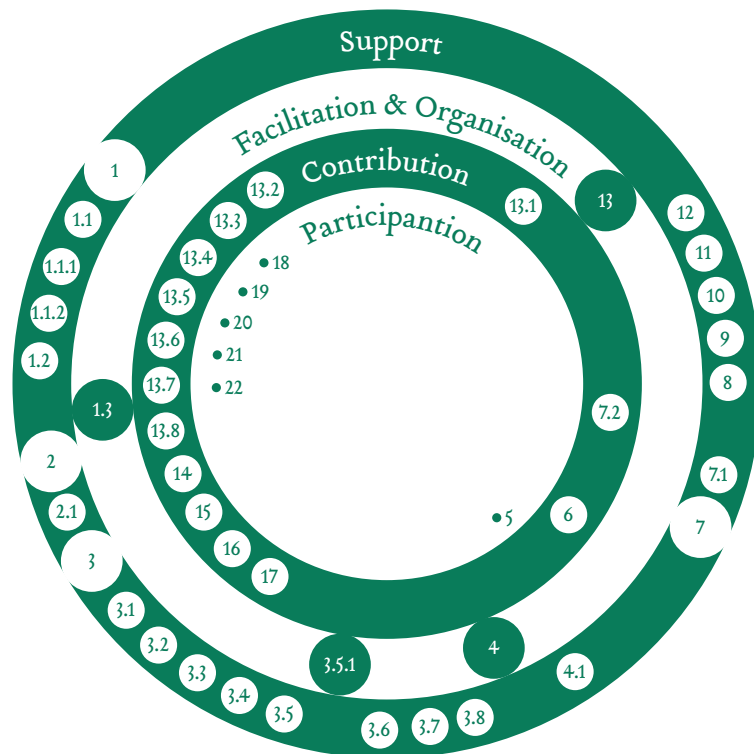
In order to set up an ULL in Rotterdam and start activities, we had two meetings. In the first meeting, an academic exchange between the project team and EMI op Zuid (part of the Hogeschool Rotterdam) took place. The project teams from Vienna and Oslo attended the meeting and presented their ULL activities. The contact person from EMI op Zuid also introduced its youth research in Rotterdam. Since the Hogeschool Rotterdam, one of our local partners, is involved in the Hefhouse, we could establish the partnership with other stakeholders working in the Hefhouse. The second meeting was held in Hefhouse.

The local partners, local youths and a resident joined this meeting to get to know one another and discuss what is going on in this neighbourhood. The Trustmaking project team proposed ideas for future ULL activities and invited them to join.

Group Activities

Four group activities took place during February and March 2024. The first group activity was a walk in the neighbourhood together with youths and young professionals. This gave us all a chance to get to know one another and the neighbourhood in detail. We had three small groups; in each group, young professionals were guided by youths who introduced the neighbourhood and showed different places that are meaningful for them. We then had a discussion altogether about why some places are meaningful, whether they want to see any improvement in the neighbourhood, and if so, how. A month later, we had the second group activity, which was an eating and bowling event where youths and young professionals met to have dinner and play bowling. The third activity involved a group of students from Baltimore University who stayed in Rotterdam for two weeks and did a field study in the neighbourhood. They presented the result of their field study to youths and young professionals who then shared their thoughts and opinions. The last event was the Iftar dinner hosted by youths with invitations to young professionals.

FIGURE 1: Stakeholder map



RESEARCH AND EDUCATION

- 1. Erasmus University
- 1.1 School of Social and Behavioral Sciences
- 1.1.1 School of Health Policy & Management
- 1.1.2. Impact Space
- 1.2 Rotterdam Arts & Sciences
- 1.3 Erasmus X
- 2. Albeda College
- 2.1 Social Work
- 3. Hogeschool Rotterdam
- 3.1 EMI@Zuid
- 3.2 Willem de Kooning Academy
- 3.3 Rotterdam Arts & Sciences
- 3.4 Institute for Social Studies
- 3.5 Institute for the Built Environment

- 3.5.1 Rotterdam Academy of Architecture & Urban Design
- 3.6 CoE HR Tech
- 3.7 Talentontwikkeling
- 3.8 Creative 010
- 4. Delft University of Technology
- 4.1 Faculty of Architecture
- 5. Morgan State University
- 6. University Utrecht

PUBLIC SECTOR

- 7. Municipality of Rotterdam
- 7.1 Social Domain
- 7.2 Urban Development
- 8. Municipal Health Service
- 9. Police Department
- 10. Ministry of Defence

FIGURE 2: Map



NGO

- 11. Samen Ondernemen Leren
- 12. Stichting Workshop
- 13. Stichting L.E.S.
- 13.1 Local Business Council
- 13.2 Youth Council
- 13.3 Sister Society
- 13.4 Social Media & Communication
- 13.5 Homework Guidance
- 13.6 Sport
- 13.7 Social Support
- 13.8 Film Crew
- 14. Legal Support

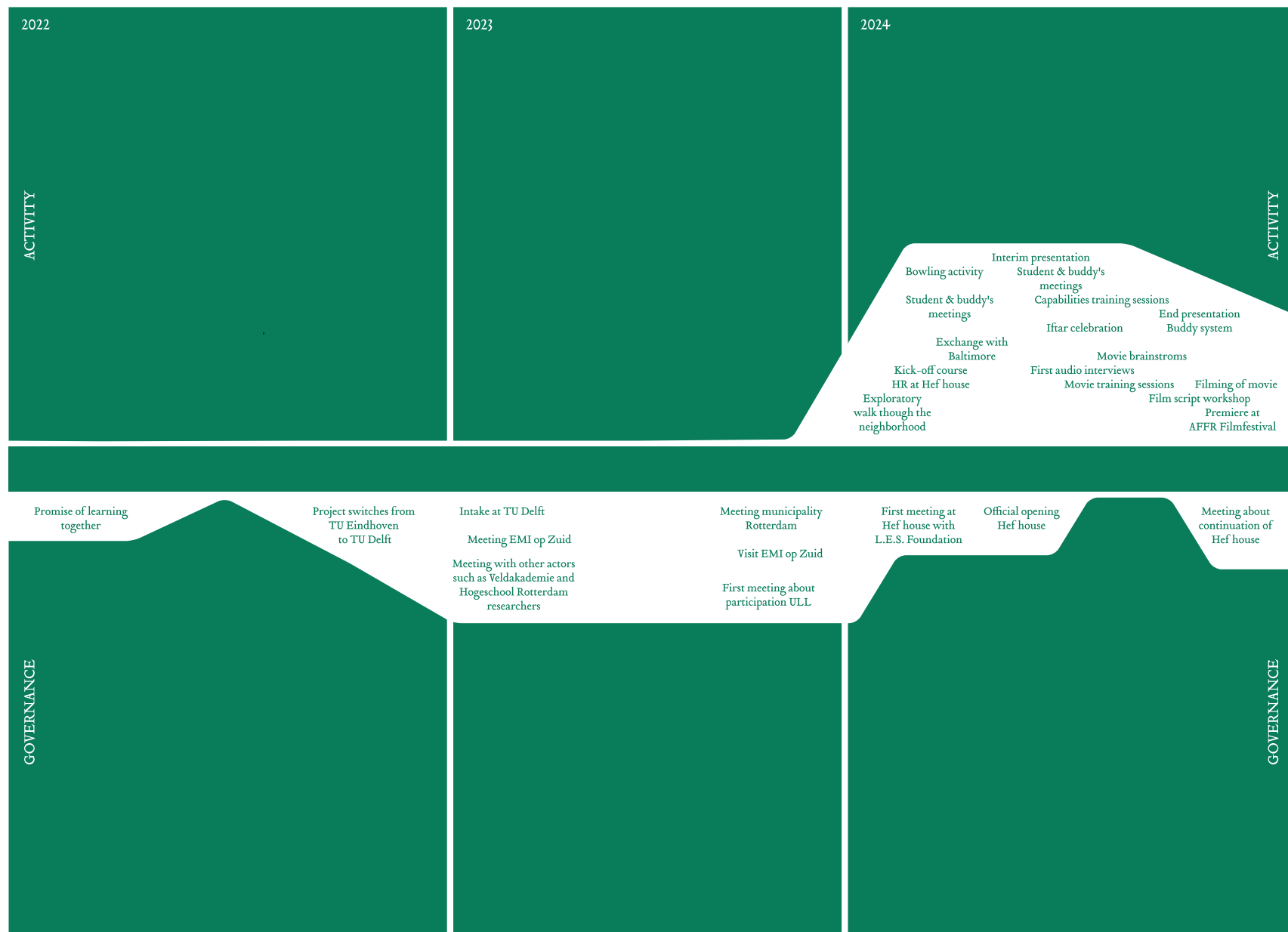
PRIVATE SECTOR

- 15. DNA Storytellers
- 16. Inclusiefabriek
- 17. Serious Film

RESIDENTS AND VISITORS

- 18. Hogeschool Students
- 19. RAVB students
- 20. Morgan State students
- 21. Neighborhood Garden
- 22. Local residents

FIGURE 3: Timeline



Buddy System

The buddy system ran between March and June 2024. There were six pairs of youths and young professionals who have different backgrounds in terms of their level of education, ethnic background, and socio-economic status, but who were from a similar age group (mostly 20s and 30s). Although some pairs had difficulties at least at the beginning, in general the buddy system was positively assessed in terms of building interpersonal trust. Each pair decided how often and for how long they would meet to discuss the improvement of the neighbourhood. The outcome of their discussion was presented on two different occasions (interim and final presentations) in the form of design posters in April and June 2024.

Training for General Communication Skills

Three training sessions were offered to youths and young professionals in May 2024. The aim of the training was to increase the general communication skills of co-creators. We believed that this would help youths to empower themselves, and for young professionals to effectively communicate with youths. Below, the content of each training session is described.

During the first training session, participants reflected on how they present themselves to others and how their first impression might create assumptions and biases. So, for instance, without knowing the background of the trainer,



FIGURE 4: Training session Photo: Noor Zaat. → See page 306.



FIGURE 5: Screening of the documentary film and follow-up discussion at the film festival. Photo: Francesca Ranalli. → See page 308.

participants described her solely based on her appearance. The important learning was the iceberg model which implies that the appearance represents only a small part of a person. They learned how having assumptions and biases affects communication. In the second training session, participants had a chance to practise the stream of consciousness dialogue, which is a dialogue method developed by the trainer. Participants had several rounds of one-to-one conversation where the speaker talked about their feeling for the neighbourhood for three minutes and the listener listened actively without any interruption. The purpose of this dialogue was, for speakers, to discover their own values as they explain the neighbourhood as home ground, and for listeners, to learn actively listening and to get to know one another more deeply. In the last session, participants learned how to collect their own stories and the stories of others. Also, storytelling was a topic so, after discussing what makes a good story and how to attract attention, they prepared and shared their own story with others.

Filmmaking as a Means of Communication

Films provide opportunities to tell stories you want to tell. As a means of communication with the wider public, the project team decided together with interested youths to co-create a documentary film about the neighbourhood. During July and August 2024, a series of meetings took place to discuss ideas for the potential theme of the film. In parallel, two training sessions were offered specifically

for building a film-scenario. To collect material for the scenario 14 interviews were conducted and audio recorded. Based on these extensive talks with old and new residents and with the help of a storyteller, a scenario was made. It was decided the documentary would focus on the disappearance of the Stampie square. The square was an important place for the local youths but was replaced by a row of seven houses. The disappearance of the square was a traumatic experience for many youths.

In September and October 2024, the actual film making took place. Four people that were interviewed in the first round were prepared to contribute to the film (two old and two new residents). Most of the people that were interviewed in the first round were hesitant to appear in the film. The topic was sensitive and was about their direct living environment. The film makers felt a lot of responsibility to make a balanced movie.

The documentary film was shown at the 2024 edition of the Architecture Film Festival Rotterdam. During the follow-up discussion, the film makers and panellists spoke about the current situation in the neighbourhood. The disappearance of 'Stampie' and the way the city organised the planning process was regarded as an example of the under-representation of a large proportion of residents. More representativeness and equality of residents in decision making processes were considered crucial to respond to the actual needs and interests of residents. The establishment of the L.E.S foundation by local youths is one of the first steps.

One of the purposes of our ULL activities was to develop communication skills of, and trust between, youths and young professionals. In order to monitor the development of this over the course of time, we did semi-structured interviews with both parties. Broadly speaking, interviews covered four different aspects: Institutional trust and its development: how is public participation currently done? What is your opinion? Interpersonal trust and its development: are your partners (for youths these are young professionals and vice versa) reliable? Are they capable to co-create urban spaces with others? Do you trust them? Self-trust and its development: are you confident in co-creating urban spaces with others? How good are you at communication?

Impact of ULL Activities on the Development of Different Types of Trust

We had interviews with six youths, four of whom did interviews at two different phases (thus, 10 interviews altogether). The first and second round of interviews took place before and after the general communication training sessions. Six young professionals were interviewed as well at three different phases (thus, 18 interviews altogether). The first round of interviews took place in March 2024 when we started group activities. The second and third round took place before and after the general communication training sessions. Having multiple rounds

of interviews allowed us to monitor the development of communication skills and different types of trust as well as how ULL activities (i.e., group activities, buddy system, training) played a role. The result of interviews was complemented by observations. (DL)

Statement of Youths Involved: From a Low Institutional Trust to an Improved Self-Trust

'I think you (the Trustmaking researchers) can be a bridge between the neighbourhood and professionals' (Intvw.5).

During our very first meeting with the local foundation and young people, we experienced a general scepticism towards our project's aim of involving youths, professionals, and researchers. Throughout the process, the interviewed youths expressed a general trust towards the project team and our 'honest characters' (Intvw.1). Yet, most youths involved expressed a low institutional trust. The main reason they provided for this is the difficult accessibility that comes by not getting invited by the local institutions to learn about plans in their neighbourhood (three interviewees out of six) or being simply reached through letters without a real interest in their opinion (Intvw.4) or through third parties, such as the foundation L.E.S. or local schoolteachers (respectively Intvw. 2 and 6). Except for the two young representatives (age 28 and 35) of the local foundation, none of the youth interviewees knew to whom they could ask questions about neighbourhood plans or address their needs in their

neighbourhood. Intvw.1 explains that ‘if one doesn’t have connections in the neighbourhood then his/her opinion doesn’t count; and the problems are never going to be solved, because the municipality does not listen’.

According to both the representatives of the organisation and other interviewed youths, in this context of low institutional trust, the local foundation L.E.S. serves as a mediator. According to all the interviewees, the young representatives of L.E.S have the potential to collect the opinions of local youths and work as a bridge between them and the authorities. Intvws. 3 and 4 explain that it is difficult to express their opinion as individuals, but as a group they can make the difference. As the representatives of the foundation also live in the neighbourhood and act as role models, they have the trust of the local youths and it was through them that we established our relationship with the local youths.

Along with the focus on analysing young people’s trust, we also explored their knowledge of city planning, communication skills, and attitude towards new themes. Youth showed a great interest in city planning, and thanks to the local foundation and the organizations connected with the Hefhouse, they all agreed that after the project they knew whom to ask for information. Through our project, they did not feel they improved their knowledge about planning in general, but they all improved their ability to understand the information and knowledge on how and whom to ask for help regarding neighbourhood planning. In particular, Intvw. 4, 5, and 6 became more confident and felt empowered because of their deep engagement in our project.

Building Trust Through a Different Range of Activities

From the interviews and the observations during the activities that we organized, we learned which key factors connected with local youths and ultimately gained their trust and commitment to our project. These were: clarity of intent (Intvws. 1, 3, and 4); a different range of activities for them to learn and improve their knowledge (Intvws. 1, 5, and 6); showing our ‘honest character’ (Intvws. 4 and 6); ‘kept our promises’ (Intvw. 3); and learned to see city spaces from a ‘different perspective’ through the buddy system (Intvw. 5). By offering a variety of activities, we were able to capture different interests. For instance, Intvw. 5 was actively engaged with the buddy system, while Intvw. 4 and 6 were only involved in the movie making activities. Regarding the training sessions on general communication skills, because of the choice of three different types of sessions on different communication practices, participants with different interests were more interested in (and satisfied with) some of them more than others. For instance, Intvw. 5 appreciated the first session, while Intvw. 6 was enthusiastic about the third session. However, they all failed to understand the connection between the three sessions and the overall goals. Only Intvw. 6 emphasises that it takes time and effort to open up to others and to build the knowledge to work together, thus more than one session is needed. A lesson learned is that in future the participants’ involvement in the organization and a clearer explanation of the potential learning skills might help them commit more to the overall project.

Regarding less formal activities to develop social ties and to get to know each other, these are essential for young people to open up and thus, commit to the overall project. 'It was nice to end with a fun bowling after the hard work' and it is also 'icebreaking' (Intvw. 4). By promoting positive relationship-building, empowerment, and supporting a safe, open, and non-judgmental space to co-learn, leisure can be a meaningful way of engaging youth, especially those caught in marginalization dynamics.⁹

Building Ties through Gender and Interests

Two of the organized activities had an unexpected and positive outcome. The buddy system revealed the role of gender in creating strong connection by bringing together the only two female young professionals (out of seven) with the only local young girl (out of six main participants). This positive connection relates to the focus of the buddy system in co-creating space in their neighbourhood by sharing knowledge of the young professionals with the experience of the local youths. The group of three young girls explored together the neighbourhood during the first walk (group activity) that we organised at the beginning of the project. The gender experience of safe and unsafe spaces helped them find common interests and goals and thus, commit to the project by defining together strategies for designing inclusive spaces. Youths can develop ways to use their neighbourhood strategically and to avoid unpleasant settings, especially in terms of dislike and fear.¹⁰

In a similar way, the film making sessions guided by one of the project team members through a bottom-up approach attracted the interest of five youths - two of them were actively involved and committed to the actual making of film. For one of them, it was thanks to his passion for film making that he took a key role in shooting and making the film, while for the other one, it was due to his interest in the process of looking at the neighbourhood from the perspective of the residents. The bottom-up approach and the flexible meeting dates and hours helped the group do the activities they wanted to do, feeling free to be themselves, relaxed because it was their own project, and therefore able to talk more fluently and openly (Intvw. 6).

Definitions of Trust and Takeaway Messages

The youths gave their meaning of trust ranging from being synonymous of justice and honesty (Intvw.1), honest with one true self and transparent despite political and religious beliefs (Intvw.4 and 6), respectful of each other's opinions (Intvw.3), and being able to truly listen to each other's ideas (Intvw.5). They felt that the trust towards the project increased over time as 'building trust takes time' (Intvw.6). The bonding activities, such as eating, playing and just being there at the Hefhouse, were essential for Intvw. 4 to slowly increase trust in the project and in the researchers. While all the participants admit their limited knowledge of urban planning, two of them believe that youth involvement in this is important, and one of them recognises the need to involve different

age groups as they all have different needs and visions. Regarding their communication skills, while one of them was already confident from the start, after our project, the other participants feel that they had learned to be more confident (Intvw.4), to have increased their communication skills in general (Intvw.5), and for one of them even being able to communicate with a more positive attitude and better understand other people's perspectives (Intvw.6). For Intvw. 1, the project helped young people to know better how to communicate and learn that it is possible, and it is their right to approach the municipality about projects in their neighbourhood. 'We can make an impact, but it's going to take a lot of energy and time' (Intvw. 6), and 'we need to work together' for it to happen (Intvw. 5). (FR)

Note: Interviewees 1–6 are local youth that were interviewed by Francesca Ranalli between May and July 2024.

The Dutch Winter School: From the Academic Exchange to the City Exploration

The winter school in the Netherlands took place in February 2024 after the winter and summer schools in Vienna and Oslo. In order to foster the exchange and cross-learning among the four urban living labs, we invited our consortium partners to several locations in Delft and Rotterdam – at Delft University of Technology, Academie van Bouwkunst, and Gemaal op Zuid. Apart from the internal project meetings and cross-learning sessions, we had an academic exchange with six colleagues

in the Netherlands: Prof. Dr. Ellen van Bueren, Dr. Celine Janssen, and Dr. Joris Hoekstra from Delft University of Technology; Prof. Dr. Catrin Finkenauer and Dr. Loïs Schenk from Utrecht University; and Dr. Angela van der Heijden from Hogeschool Rotterdam. The aim of this event was twofold: On the one hand, to have a discussion on how capabilities, capacities, trust, and co-creation are related as well as how urban living labs can foster the interrelationships among them. On the other hand, we intended to create an interdisciplinary network to promote knowledge creation and transfer on the related topics.

Another highlight of the winter school was a series of excursions in Rotterdam. The consortium partners had a chance to explore the beautiful city by visiting five different places that explain the socio-spatial context of our project: 1) the Niteshop; 2) Store Store Rotterdam; 3) Park 1943; 4) Rotterdamse Munt; and 5) Buitenplaats Brienenoord. Our website contains information of our visit to each place. (DL, FR)

Summary of Outcomes and Lessons Learned

In addition to the documentary film, we have a list of locally specific trust making principles as an outcome of the project.

1. **The Power of Regular and Physical Meetup:** Both the youths and young professionals mentioned that the ULL activities helped them build trust in each other as they met regularly through group activities, buddy system, and training. Also, since young professionals used some spaces in the Hefhouse regularly, some of them had a brief encounter with the youths. Such non-organised, small interactions (e.g., having a chat over coffee) appears to have a positive impact on building trust as well. In general, regular and physical meetups ideally with food throughout the whole ULL phases are useful. It may be even better for trust building if activities are self-organised by stakeholders as it would give a community feeling.
2. **The Role of Similarities and Differences:** Similarities help create trust. Gender played a role when building small groups for group activities, such as the first walk in the neighbourhood, as people with the same gender naturally came together. This was also the case when arranging the buddy system. Not only gender but also age had an impact on building trust as buddies with a similar age could easily find something in common and, thus, understood each other better. While having similarities help building trust, differences do not necessarily lead to distrust. Indeed, the two groups of youths and young professionals have many differences in terms of the level of education, ethnic background, socio-economic status, and the type of knowledge they possess (local vs. professional knowledge). Nevertheless, the latter specially created an interest towards each other which is the

first step towards trust. If you have the right setting – including stakeholders respecting one another – both similarities and differences can have a positive impact on trust building.

3. **Boundary Matters:** Setting a boundary is important to prevent potential conflicts between the project team and other stakeholders. Promising too much and/or setting the expectation of stakeholders too high can lead to disappointment which affects trust negatively. Within the boundary, stakeholders may be given freedom to decide on, for instance, the content of group activities or training sessions. If, for any reason, there must be a change to the boundary, the project team should be transparent and communicate as soon as possible with the stakeholders.
4. **Stakeholders Should Be Able to See the Benefits:** The actual commitment from both sides appears to be crucial to build and maintain the level of trust between youths and young professionals. The contribution of stakeholders depends on several factors, one of which is the perceived benefits. In our urban living lab, youths and young professionals were compensated, for example, by food or training sessions. Moreover, we conveyed the direct and indirect benefits they would earn from participating in the ULL activities such as training. Yet, we had challenges to attract youths partly because they had to go to work. A more active form of compensation may be used so that stakeholders do not have to make a financial sacrifice. Another idea is to have a tangible and feasible goal (such as a film) set together with stakeholders which may have a small

but actual impact on their neighbourhood. This may increase the motivation of stakeholders, thus more commitments. By working towards it, they can earn trust from each other.

5. **The Role of Communication Skills:** As written above, the youths and young professionals had many differences which nevertheless can be appreciated if properly communicated and understood. Young professionals, in particular, believed that there is a positive relationship between communication skills and trust. Indeed, most of them perceived communication skills as a condition of trust. A number of local youths also raised issues with the way the municipality communicates with the residents in general and youths in particular. Communicating with youths requires certain skills, which was the reason why we invited both youths and young professionals to training sessions on communication skills.
6. **The Role of Intermediaries:** Intermediaries play an important role in trust building at least at the beginning. Thanks to the existing contact, the project team could connect with stakeholders in the neighbourhood who already have trust-based relationships with residents and youths. This allowed us to gain a certain level of trust from the youths. This also applied to young professionals. As they had trust in the project team, they joined our activities with an open mind.
7. **The Role of Facilitators:** According to our experience, in addition to intermediaries, facilitators play a crucial role in building and maintaining trust among stakeholders. In our urban living lab,

it was the project team who acted as facilitators. By organising various ULL activities, we tried to bring youths and young professionals together and help build trust and understanding. In case of conflicts, facilitators can mediate by facilitating communication between stakeholders. (DL)

What's Next

Trustmaking in the Hefhouse will continue with developing and supporting a team of young film makers. This team will continue to collect local stories and in the process develop skills and start a dialogue within the neighbourhood. The development of the film team will build on the experiences of the first movie. The team will seek the support of local film makers and storytellers to develop a more elaborate film making course. The ambition is that younger film makers will join and that a wide range of topics can be dealt with. One under-represented group is young women, and the women within the Hefhouse, organised in the Sister Society advocated for a movie about the life of young women in the neighbourhood. The aim of the film making project is threefold: to tell stories, initiate a dialogue and develop skills. When young film makers have acquired skills, they are expected to give back to the community for example by helping others to develop these skills as well.

Another way of continuing the Trustmaking project will be the continuing presence of the Rotterdam Academy of Architecture. The Academy will organise design studios that will build on the lessons learnt in the first studio.

Furthermore, as the governance structure shows, there is a lot of potential in intensifying collaboration between the educational and government and non-government organisations. The ambition is to develop a collective strategy in the Hefhouse. A first meeting with this aim already took place with a wide range of educators from different institutions in attendance. (MM)

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