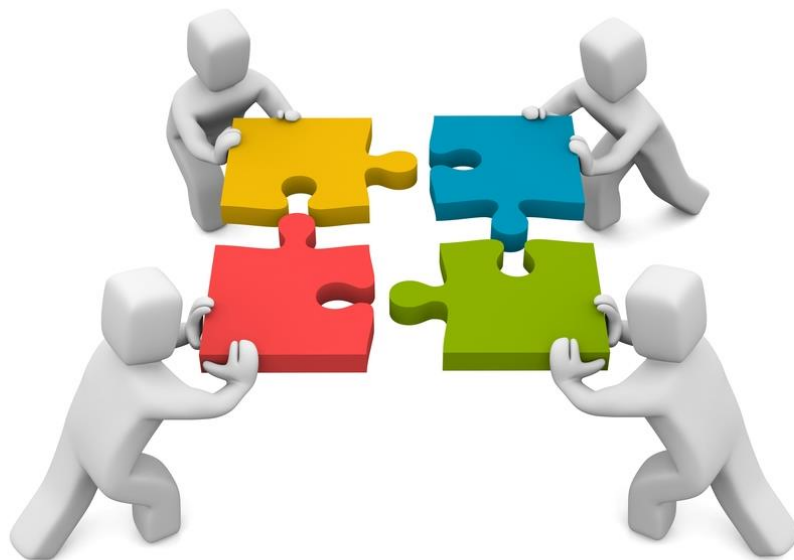


Co-creation between citizens and the government

Influence of settings on intention of citizens to join co-creation



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ABSTRACT

The society is changing. People want to make their own decisions and want to have a say. Governmental bodies have to deal with these developments. Governments know how to inform citizens or how to ask them for advice, however actually working together, also called co-creation, is an unknown process. Whether citizens want to join this process of co-creation and how this process has to be executed, with face-to-face communication or using a digital medium, is unknown. It was examined if citizens had the intention to join co-creation and if the setting of the co-creation had an influence on the intention to join co-creation, with the Theory of Planned Behavior as the fundament. An online questionnaire was used. The first part consisted of questions to investigate the general intention to join co-creation (N=354). The second part consisted of an experimental research to discover the influence of the setting on the intention to join co-creation. Participants had to read one of three different settings, the jury of citizens (N=115), the digital platform (N=118) or the initiative of the citizen (N=121). The intention to join this specific setting was measured. In the third and final part participants had to value the importance of setting characteristics. The results showed that the general intention to join co-creation is high and this intention is influenced by the expected personal gratification, the perceived value of citizen participation and the perceived behavioral control. The highest intention to join co-creation was for the digital platform. Most of the people thought it was important to get feedback of the co-creation process and they wanted to decide the time and place of the co-creation. This research increases the scientific and practical knowledge about the involvement of citizens in the decision-making process.

Keywords: Participation, Co-creation, Citizens, Governmental body, Theory of Planned Behavior.

1 – INTRODUCTION

‘We are not in an age of change, but a change of age’ --*Jan Rotmans (2014)*

For decades governmental decisions were top-down decisions. Citizens chose a person which represented their interests and they had to trust the politicians to make the right decisions. However, the society is changing. Hierarchy and control do not belong in this age and therefore collaboration and participation are needed (Bingham, Nabatchi & O’Leary, 2005). Various developments have caused that the old governmental concept is insufficient. Firstly, there is an increase in people’s abilities and willingness to engage in policy making processes, the ‘do it yourself’ culture is increasing (Hilgers & Ihl, 2010). The reason for this is that people become more individualized and better educated, new technologies enable people to participate in governance processes and democratization becomes more important for people (Van Dijk, 2009; Marsh & Akram, 2015). The secondly, trust in the public sector has decreased (Rotmans, 2014). Henn and Ford (2012) emphasize that a lot of young people feel this distrust and disengage with the government. Thirdly, there is pressure on budgets and also many other economic, social and environmental challenges (Alves, 2013). Alves (2013) suggests that the public sector needs a new business model because of all these developments. It has to include the external environment. New ideas and policies should emerge from society and governments have to act as a facilitator for society (Rotmans, 2014). Alves (2013) argues that citizens have to be involved in the design and implementation of new policies, because without involvement, democracy is incomplete (Dalton, 2007).

Governments have to include citizens in the whole policy process and create new ideas together. Citizens have good ideas, because they experience the direct effects of policies (Alves, 2013). In this way governments have a broader scope of ideas and not only the ideas from internal resources (Hilgers & Ihl, 2010). The positive outcomes of this involvement are that it reduces costs, citizens are more satisfied and it improves the image of the government (Alves, 2013). Therefore it is important that governments change their ways of policymaking. Governments start to realize that the aforementioned developments take place and that they have to change their policy process by including citizens. This is reflected in an arrangement of the national government that establishes participation with citizens, companies and social organizations. This arrangement is called the ‘Code Social Participation’. Governments have to meet the requirements of this code (Rijksoverheid, 2014).

The province of Overijssel is an example of an organization that puts this arrangement into practice. Participation is important for this organization, so it has the ‘Participation code’. This code ensures participation at the beginning of a project between policymakers and citizens, social institutions and companies (Van Damme, 2014). One of the spearheads of the coalition is the collaboration with municipalities, other provinces, the state, companies, knowledge institutions, social institutions and citizens. For their projects they need to know what is happening in the society. The code prescribes that participation has to take place in the policy processes of infrastructure and area developments. The most common targets of this kind of participation are informing partners (companies, municipalities, social organizations, etc.) and citizens, and asking advice about concept policies. However, public meetings do not suffice anymore (Lyhne, Nielsen & Aaen, 2016). What this society really needs, is creating new policies together, called co-creation. This is still unusual, but the first initiatives have been started. For example the project “Green, greener, greenest”. This was a project where citizens of Overijssel could come up with ideas for greener cities and villages, to create a better habitat for children. Hundred randomly selected inhabitants of Overijssel chose the best idea. This project was a success, but governments are still struggling how to deal with participation. They are searching for the best ways to include participation in the policy process. Therefore research is needed on this topic.

Nowadays governments know that the involvement of citizens is important in changing society and they understand the positive outcomes of this active involvement (Wagner, Vogt & Kabst, 2016). However, co-creation is a new process and governments do not know how to establish this process and whether citizens want to join this process (Wagner, et al., 2016). Nabatchi and Amsler (2014) mentioned that an important part of the engagement process is the design of the process, for example the use of online or face-to-face communication. It is unknown which setting is suitable for the participation process and how this influences the decision of citizens to participate (Nabatchi & Amsler, 2014). Linders (2012) argues that with all the new technologies, social media could be a great opportunity for participation. Nevertheless, governments have to deal with different kinds of people, who probably have different preferences (Nabatschi, Amsler, 2014). So the main research question of this research is:

What influence does the setting of the participation have on the intention of citizens to take part in co-creation?

To answer this question, information is needed about the intention to join co-creation, different kinds of settings and the characteristics of these settings. The results of this research increase the scientific knowledge about citizen participation, but it also contributes to the executing phase of participation. The results describe how governments could implement participation in their policy process in a way that people want to join the participation process. Therefore, the research could have an impact on the scientific and practical knowledge.

In the next section, theory about citizen participation, factors that influence the intention to participate and participation settings are described. The third section explains the used methodology and in the fourth section the results are shown. Finally, the discussion with the remarkable results, the limits of the research, the future research possibilities and the conclusion will be mentioned.

2 - THEORETICAL FRAMEWORK

In this theoretical section, the concepts of citizen participation and co-creation will be explained. The Theory of Planned behavior (Ajzen, 1991) will be used as a basis to explain whether or not citizens want to join citizen participation. The factors that contribute to this will be mentioned. Finally, how co-creation could take place will be described. Characteristics of participation settings and personal preferences will be mentioned thereafter.

2.1 Citizen participation

Citizen participation means that people from society take part in the policy process. Van Dijk (2009, p.3) defines policy participation as 'taking part in public affairs by both governments and citizens trying to shape these affairs in a particular phase of institutional policy processes, from agenda setting through policy evaluation'. Van Dijk (2009) mentioned that governments and citizens have a critical role in the participation process. The focus of this research is on citizen participation or, more specifically, citizens who are actively involved as participants in the policy process (Irvin & Stansbury, 2004). The definition of Van Dijk (2009) also includes that participation in policy making could take place in different kinds of stages of the policy making process. The five phases of this policy cycle are agenda-setting, policy formulation, decision making, policy implementation and policy evaluation (Jann & Wegrich, 2006). Citizens could be involved in all the five phases of the policy cycle. An example of citizen participation in the agenda-setting phase is a forum (Van Dijk, 2009), where citizens could give their ideas about, for example, the construction of a road. An example of citizen participation in the policy formulation process could be an information session about a plan for new living place, where citizens could give their opinions about the plan.

2.1.1 Participation ladder

There are different kinds of levels of participation. The higher the level, the more involvement and influence the citizens have. Arnstein (1969) describes these levels in the participation ladder. The ladder consists of eight steps (see Figure 1). The first two steps are called nonparticipation. Citizens have no say and the power holders decide everything. After the nonparticipation there are the degrees of tokenism. In these levels people may hear and be heard. Citizens could give their advice about new ideas for policies, but the power holders still have the right to make the decisions. The highest levels are the degrees of citizen power. Citizens are enabled to make policies in collaboration with the power holders. The ultimate citizen power is that citizens could make decisions by their own. In that case the power holders are no longer needed and are replaced by the citizens. Van Dijk (2009) argues that every step higher on the participation ladder is more difficult to reach, because policy makers should be willing to renounce their power and citizens should be willing to take this power and see the advantages of this power.

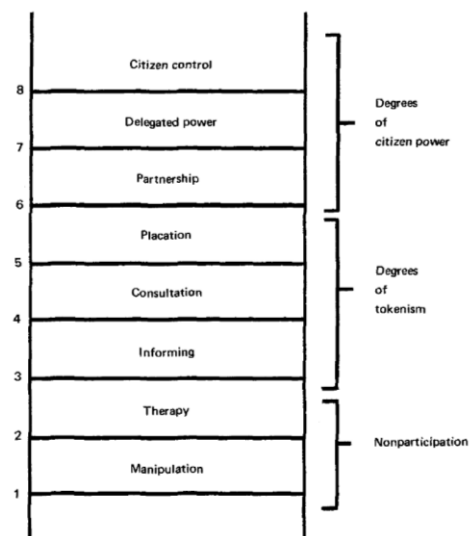


Figure 1.
Participation ladder (Arnstein, 1969)

2.1.2 Co-creation

The focus of this research is on a specific form of participation, namely co-creation. Co-creation is the 'joint creation of value by the company and the customer' (Prahalad & Ramaswamy, 2004, p. 8). In the governmental context is the company the government and are the customers the citizens. Hilgers and Ihl (2010) mentioned a new name for the concept co-creation. Instead of the well-known concept crowdsourcing, governments can include citizensourcing in their policy process. Hilgers and Ihl (2010, p.72) define citizensourcing as: 'the act of taking a task that is traditionally performed by a designated public agent and outsourcing it to an undefined, generally large group of people in the form of an "open call"'. This kind of participation belongs to the degree of citizen power of the participation ladder, because with citizensourcing citizens are performing as policy makers and can make decisions. Citizensourcing does not fit in only one of the policy process phases, because with this form of participation people are involved from the beginning of the policy process and go through the whole process of policy making in collaboration with the government.

The advantage of citizensourcing is that the knowledge and ideas of citizens improve the policy process and the final policy (Hilgers & Ihl, 2010; Newig, 2007). Policies will have a higher quality and this enhances the rate of support and adoption of policies (Reed, Dougill & Taylor, 2007), if policies are based on the desires of the citizens (Pedersen & Johannsen, 2014). Other positive outcomes of co-creation are the increase of trust in governmental institutions (Richard, Carter & Sherlock, 2004) and citizens become more informed about the governmental activities (Hilgers & Ihl, 2010). The final advantage is that the co-creation process could be seen as a control mechanism. Citizens can control the governmental bodies and this enhances their integrity (Pedersen & Johannsen, 2014). Disadvantages could be that people become fatigued if they are increasingly asked to participate and that they perceive little reward and capacity to influence the process (Burton, Goodlad, Abbot, Croft, Hastings, Macdonald & Slater, 2004). In this way, they lose their motivation, especially if they do not perceive the impact of the participation. Participation could also cause delay in the policy making process if too many perceptions are taken into account (Vedwan, Ahmad, Miralles-Wilhelm, Broad, Letson & Podesta, 2008) and costs increase, because meetings between the government and citizens have to be coordinated (Pedersen & Johannsen, 2014). Another disadvantage is that mostly people with a higher socioeconomic status join participation initiatives (Kathlene & Martin, 1991). Therefore, are the given opinions not representative for the viewpoints held by the whole community. This also happens when the participation is on a voluntary basis (Bassoli, 2012). Some people will participate faster than others and this creates underrepresentation.

Co-creation is a difficult process for policy makers in governmental bodies. Rodriguez Bolivar (2015) mentioned that policy makers do not want to give up their power to make policies and laws. According to the policy makers, citizens can give advice about new ideas. However, with co-creation citizens get too much power, because making policies is one of the duties of the government itself (Rodriquez Bolivar, 2015). It is important to structure the policy process and to implement co-creation with some rules (Nabatchi, Ertinger & Leighninger, 2015). In this way policy, makers have to deal with the participation process and can experience all the advantages.

2.1.3 Requirements for participation

Scientific research provides some requirements for participation. These requirements are needed to let participation be successful. Innes and Booher (2004) mentioned that the power of the dialogue has to be used. Co-creation does not include consultation, juries or advice meetings, but co-creation benefits from conversations and dialogues (Needham, 2008). When everyone in the dialogue is equally empowered, informed and heard, participants will experience that other viewpoints are useful and a widely supported policy or action could be the result (Fung, 2003). Other key points for success are that stakeholders have to know the objectives, the expectations (Reed, 2008) and they have to be involved in the policy process as early as possible (Thomas, 2013). Participation also needs skilled people who know how to use the power of the dialogue and could lead the process (Reed, 2008). Nabatchi, Ertinger and Leighninger (2015) mentioned that participation has to be a standard in the policy making process, it has to be institutionalized. In this way, the process is clear and policymakers know what they could expect and what they have to do. The final important aspect (Van Dijk, 2009) is that a lot of people are not convinced that policymakers will use the given viewpoints or advices. The result is that people are unmotivated to join. Policymakers have to make clear that advices and other viewpoints will be taken into account. The role of the policymakers has to change from experts into facilitators of the citizens (Pedersen & Johannsen, 2014).

2.2 Theory of Planned Behavior

To find out why citizens want to cooperate with the government or not, the Theory of Planned Behavior (Ajzen, 1991) will be used. Ajzen (1991) developed the Theory of Planned Behavior, to explain the establishment of behavior. The theory describes that intention is the predictor of the behavior and intention has three predictors, namely the attitude, the subjective norms and the perceived behavioral control (see Figure 2).

Intention is a predictor of behavior and is defined as 'the indication of how hard people are willing to try, of how much of an effort they are planning to exert, in order to perform the behavior' (Ajzen, 1991, p.181). The stronger the intention, the more likely the performance is, the final behavior. The first factor that influences intention is attitude. The attitude is 'the degree to which a person has a favorable or unfavorable evaluation or appraisal of the behavior in question' (Ajzen, 1991, p.188). When a person has a favorable evaluation of the behavior the intention to behave will be higher. The second factor that influences intention is subjective norms. A subjective norm is defined by Ajzen (1991) as 'the perceived social pressure to perform or not to perform the behavior' (p.188). When people in the social environment of a person are positive about the kind of behavior, the intention to perform this behavior will be higher for this person. The third factor is

perceived behavioral control. This means ‘the perceived ease or difficulty of performing the behavior’ (Ajzen, 1991, p.188). People must have the feeling that they possess the skills and resources to perform the behavior. This factor also directly influences the behavior (see Figure 2). The three independent variables of intention are also positively related among each other. For example when an attitude of some kind of behavior is favorable, the perceived behavioral control is also perceived as higher.

This theory could be used to predict if someone will perform or has the intention to perform a specific kind of behavior. In this research the behavior is joining co-creation, so participating with the government. However, it has to be taken into account that there is a gap between the intention to behave and the actual behavior. People can have the intention to behave, but a lot of factors could cause that the behavior is not executed. By measuring the intention, the behavior can be predicted. However, it is not certain that this behavior will actually take place.

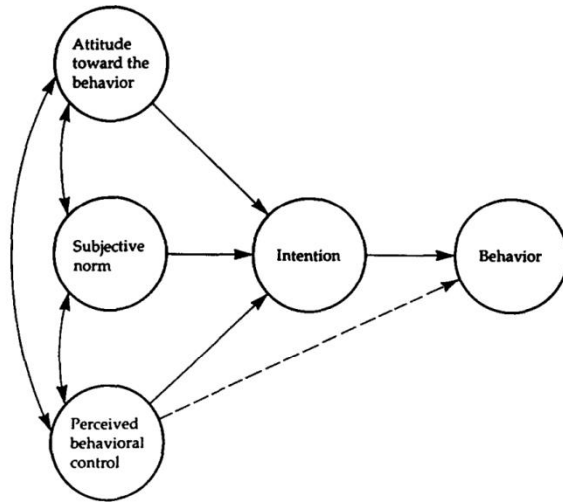


Figure 2.
Theory of Planned Behavior (Ajzen, 1991).

2.3 Participation behavior

There is much written about why citizen participation is important and how it becomes an effective process. Little is known about the factors that influence the intention to participate. The Theory of Planned Behavior (Ajzen, 1991) can be used to predict if people have the intention to participate. People can have an attitude toward participation, feel the subjective norms and assess their abilities for participation. Ajzen (1991) suggests that the attitude, subjective norms and the perceived behavioral control are determined by beliefs. Behavioral beliefs includes the consequences of the behavior and these beliefs create a favorable or unfavorable attitude against the behavior. The subjective beliefs contain the expectations of the behavior that other people have and these subjective beliefs have influence on the subjective norms. The last group of beliefs is the control beliefs and they are about the perception of the person if he or she is able to perform the behavior. These beliefs influence the perceived behavioral control. People also have these beliefs about participation. They look at the consequences of participation to create an attitude, they use the opinion about participation of people around them and they assess their own skills that are needed for participation. Therefore a new model (see Figure 3) is created by the researcher for this research to describe the specific factors that influence the intention to participate and eventually participate, with the basis of the Theory of Planned Behavior (Ajzen, 1991). All the variables and the specific beliefs for participation will be explained in this section.

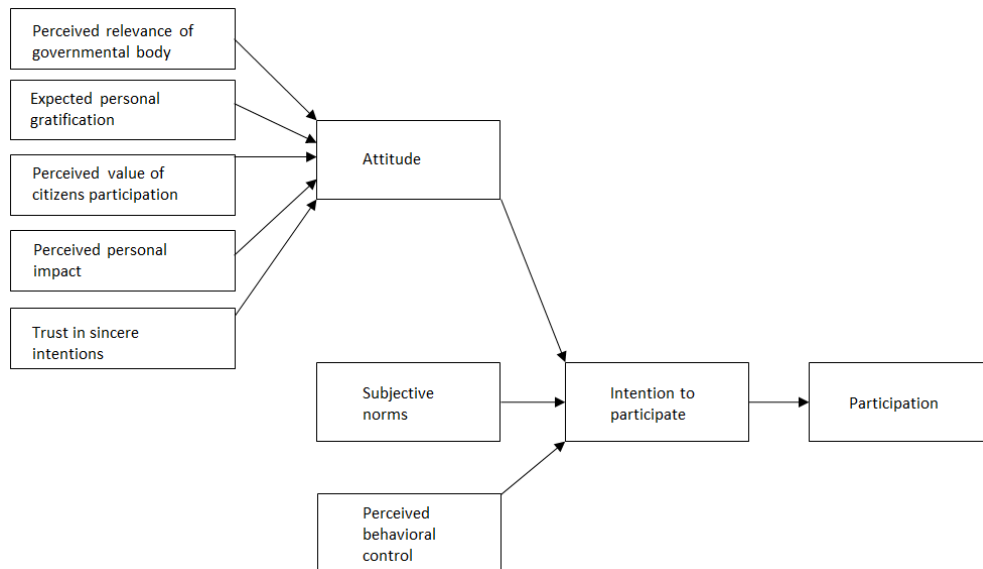


Figure 3.
Participation behavior

2.3.1 Intention to participate

The first indicator for participation is the intention to participate. The person should have the willingness to try to perform and the willingness to put effort in performing participation (Ajzen, 1991). Intention is influenced by different factors, namely the attitude toward participation, the subjective norms and the perceived behavioral control.

2.3.2 Attitude toward participation

One of the variables that directly influences the intention to participate is the attitude, a favorable or unfavorable evaluation of participation (Ajzen, 1991). The attitude against participation depends on several variables. These variables are behavioral beliefs, mentioned by Ajzen (1991). These beliefs are taken into consideration to create an attitude about participation, if the behavior will have positive consequences.

The behavioral beliefs can be divided into the three different categories, namely an affective, a cognitive and a behavioral category (Rosenberg & Hovland, 1960). Firstly, the affective category consists of the feelings or emotions that are linked to the subject what the attitude is about (Breckler & Wiggins, 1989). Positive feelings create a more positive attitude. Secondly, the cognitive category. Cognitions are judgments about characteristics of a subject (Breckler & Wiggins, 1989). The last category is behavior. This includes the past behavior or experiences with the subject (Breckler, 1984). When someone has positive experiences with a subject, the attitude against the subject will also be more positive. These three categories have a positive relationship with the attitude.

Little is known about the beliefs which could influence the attitude toward participation. Therefore the beliefs are conceptualized and structured on the basis of literature and logical reasoning. Firstly, people take into consideration if the governmental body is relevant enough to participate with, otherwise the participation is useless. Secondly, people have to feel that participation gives some kind of gratification for themselves and the society in general. Finally, people take into consideration if they have enough responsibilities in the participation process and if the governmental body takes their responsibility. The five behavioral beliefs of participation are mentioned below and are linked to the affective, cognition or behavioral category.

1. *Perceived relevance of governmental body*

To create a favorable attitude toward participation with the governmental body, the citizens have to see the utility of the province, its relevance. This is a positive behavioral belief (Ajzen, 1991). Relevance means that something is useful or meaningful, therefore the definition of the perceived relevance of a governmental body is 'the feeling of the people that the province is a useful and meaningful institute for society'. Relevance is a part of the cognitive category, because it is about the beliefs people have about the characteristics of the province (Rosenberg & Hovland, 1960). Cognitive beliefs could be the knowledge about the governmental body, for example what the functions of the governmental body are and how decisions are made. The citizens also have to feel that the governmental body could make a difference. In this way participation could create positive outcomes and this will increase the favorable attitude (Ajzen, 1991).

2. Expected personal gratification

The second variable is the expected personal gratification. This variable is a part of the affective category. When someone has a favorable attitude toward the behavior, this person links pleasant feelings to this behavior (Rosenberg & Hovland, 1960), so it gives a feeling of gratification. Gratification means 'giving a feeling of pleasure or satisfaction'. When a citizen likes to participate, this person creates pleasant feelings and this will increase the favorable attitude against participation. It is a positive behavioral belief (Ajzen, 1991), when people perceive that participation could give them positive feelings. This behavioral belief causes a more favorable attitude.

3. Perceived value of citizen participation

Perceived value of citizen participation is defined as 'the feeling of the people that citizen participation is useful and important for the policy process'. To create a favorable attitude, people have to recognize the utility of citizen participation. Brown and Chin (2013) mentioned that the outcomes of the participation process are most important for citizens. Positive outcomes are policies of higher quality and an increase in the rate of policies' support and adoption (Reed, Dougill & Taylor, 2007). When citizens recognize that citizen participation could have these advantages, the positive behavioral beliefs, it is more likely that they will get a favorable attitude against citizen participation. This variable belongs to the cognitive category, because it is about the judgments people have about participation.

4. Perceived personal impact

To create a favorable attitude, citizen participation has to have positive consequences. When people participate, they want to know if the authorities do something with their opinions. Citizens provide their time, so they want to have an impact on the policy process (Thomas, 2013). The definition of impact of citizens that is used in this research is 'The feeling of people that the organization is structured in a way that enables the participant to really make a difference in the policy process' (Lowndes & Pratchett, 2006; Denters, Tonkens, Verhoeven & Bakker, 2013). A lot of governments have a structure based on executing own policies or keep some kind of veto power. This causes a mismatch between the desires of the citizens and the policies of the governments (Bassoli, 2012). Denters et al. (2013) say that citizens have to feel that the structure organizational structure is suitable for partnership and collaboration, so citizens could have a real impact. Leighnigner and McCoy (1998) also mentioned that citizens want to perceive direct impact, not only talking, but action based on the given ideas. Feedback is important for citizens to perceive if they have had influence on the policy process. If nothing is done with the views of the citizens, the government has to explain why. Therefore, adding feedback in the participation process is a requirement (Lowndes & Pratchett, 2006). The impact variable is part of the behavior category of Rosenberg and Hovland (1960), because people use past experiences to assess the impact and this creates a favorable or unfavorable attitude.

5. Trust in sincere intentions of governmental body

Many citizens are not convinced that policymakers use the given viewpoints or advices (Van Dijk, 2009). Based on experiences, prejudices and hearsay, citizens often think that governments do nothing with ideas or viewpoints (Lowndes, Pratchett & Stoker, 2001). They create an unfavorable attitude because of the negative behavioral beliefs. Citizens have to trust the policymakers that they will take the ideas of the citizens into account. Trust in sincere intentions of governmental body is defined in this research as 'the feeling of the people that the authorities seriously want to consider their ideas and viewpoints' (Lowndes & Pratchett, 2006). Policymakers have to make clear to the citizens that their advices and viewpoints are taken into account (Van Dijk, 2009). Citizens have to feel that the organization is able to include participation in their organization structure, and that they facilitate the resources that are needed to participate (Lowndes & Pratchett, 2006; Lyhne, et al., 2016). The trust variable is part of the behavior category of Rosenberg and Hovland (1960), because people use past experiences to assess the trust and this creates a favorable or unfavorable attitude. The real difference between the trust and impact variable is the subject of the two concepts. It is the trust that citizens have that the government could handle participation and they have to believe that they could have impact in the governmental organization.

2.3.3 Subjective norms

Subjective norms are 'the perceived social pressures to perform or not to perform the behavior' (Ajzen, 1991, p.188). These pressures also play a role in the participation context, people tend to do what is 'right' according to society (Thomas, 2013). Dekker (2007) has researched social contacts in the context of citizen participation. Those who have a good social network around them or feel good about their neighborhood or community and could identify themselves with the neighborhood or community, are more willing to join the citizen participation. Dekker (2007) mentioned that if the favorable behavior in a neighborhood is not to participate, people will not do it, because the fear of 'being different' is higher than the motivation to change something.

Lowndes and Practchett (2006) argue that peoples' willingness to participate increases if they feel part of the group that participates. A reason might be that new ideas are created within a group and where outsiders are not part of and are therefore not willing to participate (Denters et al, 2013).

2.3.4 Perceived behavioral control

People join co-creation if they feel secure about their participation skills (Thomas, 2013; Denters & Klok, 2010). Within society, there are a lot of different people with different interests, knowledge and resources and this could lead to different perspectives against citizen participation. Kathlene and Martin (1991) stated that people from a higher social class are more willing to participate. Consequently, people from other classes think that participation is not for people like them and they mentioned that there are always other people that dominate (Lowndes et al, 2001). Another reason is that people with a low socio-economic status, have less interpersonal skills, social interactions and access to participation activities (Dekker, 2007). People with a high socio-economic status have the skills and resources to participate (Lowndes & Practchett, 2006).

Denters et al. (2013) emphasize the resource time. Participation takes some time for the citizens and if they do not have the time, they are not able to join the participation process. The last reason that causes differences in the perceived behavioral control is the different kinds of opinions about politics. The Scientific Council for Government Policy (2012) found four styles of engagement of citizens. The first one is the responsible style. People with this kind of style are interested in and positive about politics and are willing and able to participate. The second is the docile style. Those who are positive about politics, but think that they are not able to be involved and trust the chosen politics. The third one is the pragmatic style. People with this style do not like the traditional politics and these people think that they are capable for engagement, but only participate if it is necessary. The last style is the critical style. Those people are cynical and the most unsatisfied. Politicians are not trusted and they do not want to participate and think their participation won't pay off. These four styles are the example of how different people could view participation from their own point of view and abilities.

2.4. Setting for participation

Co-creation needs collaboration between the government and the citizens. The setting of the co-creation could enhance this collaboration (Nabatchi, 2012). Little is known about how this collaboration has to take place. There are different kinds of ways for co-creation and these could have an influence on peoples' intention to join co-creation. Two-way communication is required for collaboration, because two-way communication causes the needed interaction (Nabatchi, 2012). To realize this, a face-to-face setting could be used for co-creation, but with all the new technologies digital settings are also possible (Linders, 2012). Face-to-face and digital communication have their own characteristics, advantages and disadvantages which users take into account when they choose a medium. Users differ in valuing the importance of characteristics for two-way communication and participation settings.

2.4.1 Face-to-face and digital communication

Both face-to-face and digital communication can be used for co-creation, for the two-way communication between the government and citizens. These two mediums have different characteristics. Both could be appropriate for co-creation for different reasons.

Time and place

When co-creation takes place within a digital environment, for example a digital platform, citizens could decide by themselves where and when they want to participate. The advantage of digital communication is that people could do it at home, in public transport etcetera. Ebbers, Pieterse and Noordman (2008) mentioned, in the context of service channels of governments, that with face-to-face communication people are bounded to special times and the distance towards the face-to-face channel. Meyer (2003) mentioned that for many people time is a valuable resource. People are busy with their work, family and social contacts. They could prefer digital communication above face-to-face communication, because it takes less time and they do not have to travel. This also applies to groups of people that are geographically separated (Perry, 1992) or large groups of people (DeSanctis & Gallupe, 1987). It is difficult for these groups to organize meetings, because of the time and place, so a digital meeting is a more suitable solution. The disadvantage of digital text-based communication is that it takes more time than face-to-face communication to complete a task in groups (Reid, Ball, Morley & Evans, 1997). Especially when time is limited, people could work faster together in a face-to-face setting.

Social presence

Another difference between face-to-face or digital communication is the social presence. Social presence is defined by Gunawardena and Zittle (1997, p.9) as 'the degree to which a person is perceived as a 'real person' in mediated communication'. With face-to-face communication people could see and feel the presence of the other person by verbal and visual cues (Sia, Tan & Wei, 2002). With digital communication this is harder to accomplish. Social presence creates satisfaction, impressions of the quality and builds trust (Aragon, 2003). Another advantage is that when there is social presence, people treat each other as humans and people cannot ignore the other person (Sia et al, 2002). Furthermore, social presence causes group thinking, if there is no social presence people look more individually (Sia et al, 2002) and the amount of information sharing will decrease (Aragon, 2003). These advantages show that social presence is important for co-creation, because people have to work in groups.

A lack of social presence also has advantages for co-creation. When people could act anonymously, for example with digital communication, they are less discouraged to express their ideas or their (contradictory) opinion (El-Shinnaway & Vinze, 1997), because the risk of embarrassment is decreased (Baltes, Dickson, Sherman, Bauer & LaGanke, 2002). There is also no difference in status (Schmidt, Montoya-Weiss & Massey, 2001). People assess the ideas and opinions with regard to its content instead of the person who has the idea or opinion (Jessup, Connolly & Galegher, 1990). Without social presence people also have the time to rethink their arguments and reformulate them (Schmidt et al, 2001). The purpose of co-creation is that people convey their opinion. The absence of social presence could increase this. However, the absence of social presence also creates more off-task behavior (Baltes et al, 2002), because people cannot check activities of each other.

Simultaneous interaction

The last mentioned difference between face-to-face and digital communication is the possibility of simultaneous interaction. When somebody stands right in front of a person, the person could react immediately on the words of the other person. With digital communication a person could choose to give a reaction on another point in time. This needs patience and discipline from all the participants. In the case of co-creation, when people have to create new ideas together, which is a complex and ambiguous task, a rich medium, like face-to-face is preferable (Ebbers et al, 2008). People could immediately react on things they do not understand or which they disagree with.

2.4.2 Personal characteristics

There are differences among people in the preferences of face-to-face or digital communication. These differences have to be taken into account when settings for co-creation are created. People also differ in the knowledge about participation and the possibilities. This could have an influence on the announcement of the participation setting.

Face-to-face and digital communication

Digital communication is more used by people with some kind of personal characteristics and requires a set of skills to use the technologies. Ebbers et al. (2008) mentioned that males and higher educated people are more likely to use the internet. People from older ages and low educated people prefer personal contact above digital communication (Ebbers et al. 2008). However, using digital communication does not only depend on demographical characteristics. If people do not have the motivation, material and skills to use digital communication, they won't use it (Van Deursen, Van Dijk & Ebbers, 2006). People are not motivated to use digital communication, because they think it is too expensive, too difficult or they are not interested (Van Deursen et al., 2006). Another reason why people do not use digital communication is because they do not have the physical access. Almost all people in the Netherlands have access to the Internet, but older and lower educated use the Internet less compared with the younger and higher educated people (Van Deursen et al, 2006). People also need the skills to use digital communication, like navigating or searching on the Internet. Younger and higher educated people and males develop skills more easily than old and low educated people (Van Deursen et al, 2006). The final thing Van Deursen et al. (2006) concluded is that people could have the motivation, the physical access and the skills, but they have to actually use it. When the digital communication does not meet the users' demands or expectations, they won't use it.

Invitation

As mentioned in the previous part about the perceived behavioral control, people have different interests in politics and differ in the intention to be involved in politics (The Scientific Council for Government Policy, 2012). People who are more interested in politics, are also more willing to participate. These kinds of people will find the possibilities for co-creation on their own. For example, they will search on the Internet for possibilities to be involved with a governmental body or they search for people who could help them to realize their ideas.

However, there are a lot of people, mostly people who are not familiar with participation or are not interested in politics, who do not know the possibilities for participation (Denters & Klok, 2010). This type of people need a direct invitation for participation (Lowndes et al, 2001), because they won't search for possibilities on their own for example on the Internet. This kind of people need some encouragement from the governmental body, like an invitation. Governments have to take into account that settings for participation are visible for all kinds of people.

As described there are factors that could influence the intention of citizens to participate or not to participate. These variables are the attitude (dependent of expected personal gratification, trust in sincere intentions, perceived relevance of governmental body, perceived value of citizen participation and perceived personal impact), the subjective norms and the perceived behavioral control. In this research, the actual influence of these variables on the intention to join co-creation will be investigated. The second thing that is described is that mediums, like face-to-face and digital communication, could have different characteristics (social presence, direct feedback, etc.) and different influence on people. Therefore, it will also be investigated which medium is most suitable for co-creation and which characteristics of media will increase the intention to join co-creation.

3 – METHOD

3.1 Case

For this research a case study, enabled by the governmental body of the province of Overijssel, was conducted. The organization is a middle government, it is between the state and the local governments. It is a large organization with about 750 civil servants. The Province Overijssel is mainly responsible for the area developments (expanding cities and roads etc.), the accessibility of the region, and the regional economic policies. Participation is important for this organization, it has a 'Participation code'. This regulation ensures participation at the beginning of a project between policymakers and citizens, social institutions and companies (Van Damme, 2014).

3.2 Design

This research was aimed to explore the influence of different participation settings on citizens' intention to participate. This was examined with a quantitative questionnaire that consisted of three parts. The general intention to join co-creation was measured in the first part of the questionnaire. This intention was measured on the basis of three variables. The independent variables of intention were attitude, subjective norms and perceived behavioral control. The attitude was examined with five independent variables, namely expected personal gratification, perceived personal impact, perceived relevance of governmental body, perceived value of citizens participation and trust in sincere intentions.

The second part of the questionnaire was an experimental research to find out if different kinds of participation settings had an influence on the intention to join co-creation. Three participation settings were created, namely a jury of citizens, a digital platform and total initiative of citizens. Every respondent read one of the descriptions of the three settings. The intention to join the specific setting of co-creation was measured with the same variables as the general intention. The variable relevance of the governmental body was not measured again. It was expected that this variable would not change after reading the setting, because it was a general assessment of the province and not about the co-creation process.

In the third part of the questionnaire questions were asked about the importance of the characteristics of the participation settings. Independent questions were asked to find out which characteristics were important to the citizens to join co-creation. The Ethics Committee of the University of Twente has approved this research design.

3.3 Instrument

The questionnaire was divided into four parts. The first part was the socio-demographical part. Subsequently, questions were asked about the general intention to participate. The third part consisted of the descriptions of the three different kind of settings and the intention to participate was measured again. However, this time the intention to participate was measured for the specific kind of participation. In the final part, respondents had to value the importance of characteristics of the participation settings. The complete questionnaire can be found in Appendix 1.

3.3.1 Socio-demographical questions

The first part consisted of socio-demographical questions. These questions were asked to find differences among the population because research found out that the intention to participate could depend on for example the socio-economic status (Dekker, 2007; Lowndes & Practchett, 2006). Gender, age, municipality, education and job situation and involvement in politics were measured. Involvement in politics was measured with three items and the scale was sufficiently reliable (Cronbach's alpha = 0.76). An example of an item is 'I am interested in the provincial politics'.

3.3.2 Intention to participate (general and setting-specific)

The intention to participate is influenced by different kind of variables, as mentioned in the theoretical framework. Items were measured with the Likert scale (5-point scale) from totally disagree to totally agree, except the construct attitude. The intention to participate was measured twice. First the general intention was measured and after reading a participation setting the intention to join this specific type of participation was measured with the same questions. Notion has to be made that before every set of questions was mentioned that the questions were about the specific type of co-creation. All the questions can be seen in Appendix 1.

Intention

The definition of intention was 'indications of how hard people are willing to try, or how much of an effort they are planning to exert, in order to perform the behavior' (Ajzen, 1991, p.181). Items that were used to measure

intention were for example 'I think I would join co-creation' or 'When I have a good idea for the province, I would join co-creation'.

Attitude

Attitude was defined as 'the degree to which a person has a favorable or unfavorable evaluation or appraisal of the behavior in question' (Ajzen, 1991, p.188). Respondents had to scale the question 'I think participating in co-creation is' from important to unimportant, negative to positive, meaningless to meaningful and interesting to uninteresting.

Perceived relevance of governmental body

Perceived relevance of governmental body was defined as 'the feeling of the people that the Province is a useful and meaningful institute for society'. Items that were used to measure the perceived relevance of the governmental body were for example 'the province Overijssel is doing important work for our society' or 'I do not know what the tasks of the province Overijssel are'.

Expected personal gratification

Expected personal gratification was defined as 'giving a feeling of satisfaction or enjoyment'. Items that were used to measure pleasing were for example 'participating in co-creation could give me a sense of satisfaction' or 'participating in co-creation makes me happy'.

Perceived value of citizen participation

This construct was defined as 'the feeling of the people that citizen participation is useful and important for the policy process'. Items that were used to measure the perceived value of citizen participation were for example 'co-creation ensures solutions which I agree with' or 'co-creation could provide benefits for me'.

Perceived personal impact

Perceived personal impact was defined as 'the feeling of the people that the organization is structured in a way that enables the participant to really make a difference in the policy process' (Lowndes & Pratchett, 2006; Denters & Tonkens, 2013). Items that were used to measure impact of the citizen were for example 'if I participate in co-creation, I have influence on policies' or 'I think the province can deal with the influence of people'.

Trust in sincere intentions

Trust in sincere intentions was defined as 'the feeling of the people that the authorities seriously want to consider their ideas and viewpoints' (Lowndes & Pratchett, 2006). Items that were used to measure trust were for example 'because of co-creation I think the province takes the citizens seriously' or 'because of co-creation I think the province is interested in the opinion of the citizens'.

Subjective norms

Subjective norms were defined as 'the perceived social pressure to perform or not to perform the behavior' (Ajzen, 1991, p.188). Items that were used to measure subjective norms were for example 'people I associate with, think it is important to participate' or 'I feel the pressure of people I associate with to participate'.

Perceived behavioral control

The perceived behavioral control was defined as 'perceived ease or difficulty of performing the behavior' (Ajzen, 1991, p.188). Items that were used to measure the perceived behavioral control were for example 'I have the right skills for co-creation' or 'I have too little knowledge for co-creation'.

A factor analysis (Varimax rotation) was executed to find out if the items that were used to measure the variables, matched with each other and measured the same variable. The factor analysis showed seven factors. The variables intention and attitude were put into the same factor. The variable attitude was not used in further analyzes, because five independent variables already measured attitude. The variable perceived personal impact was divided into two different variables. The items 'if I join co-creation, I have influence on the policies' and 'I think the province could deal with the influence of citizens' were part of the variable trust in sincere intentions. The other two items of the perceived personal impact 'even though my idea is not included at all, being heard is nice' and 'my participation in co-creation will make a difference' were part of the variable perceived value of citizen participation.

The last two variables that became different were the perceived behavioral control and the perceived relevance of the governmental body. Item two of the perceived relevance of the governmental body ('I don't know the duties of the province') and item four of the perceived behavioral control ('I don't have enough time') were deleted. These items did not belong to any of the variables. Figure 4 mentions which variables were used in the further analyzes and in Table 1 the Cronbach's alphas of these variables are mentioned.

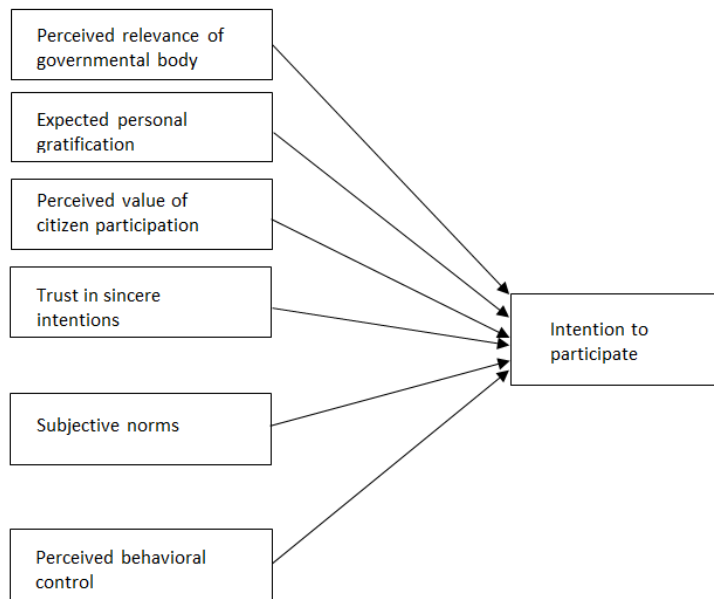


Figure 4.
Remained variables after factor analysis

Table 1.
Descriptions constructs

		Cronbach's alpha	Cronbach's alpha conditions
Variable			
	Intention	0.88	0.90, 0.90, 0.93
	Perceived personal gratification	0.91	0.92, 0.89, 0.95
	Perceived relevance of governmental body	0.75	-
	Trust in sincere intentions	0.90	0.93, 0.93, 0.94
	Value of citizen participation	0.84	0.85, 0.88, 0.93
	Subjective norms	0.69	0.79, 0.79, 0.78
	Perceived behavioral control	0.82	0.73, 0.73, 0.82

* Variable is reliable if Cronbach's alpha is ≥ 0.7

3.3.3 Setting characteristics

In the last part participants were asked to give their opinion about the importance of characteristics of co-creation. The three settings had different characteristics, for example face-to-face or digital communication. All the characteristics were listed and participants were asked to value the characteristics from important to unimportant (Likert 5-point scale). Information about why respondents liked or disliked the setting was gathered. With the results of these questions, new settings can be created with the most important characteristics.

Literature mentioned some factors that could be important to citizens to join co-creation. The first one was the communication channel. People can have different opinions about using face-to-face and digital communication. Example questions of this topic were 'I think it is important to have contact with people in person' or 'I think it is important that I do not have to use the Internet or computer'. The second factor was time and place. Questions were asked such as 'I think it is important that I can determine at what time I will participate' or 'I think it is important that I can join co-creation in my own environment'. The third factor was that people want to know what was happened with their ideas. A question was 'I think it is important that I know what was happened with the idea'. The forth factor was contact with experts and policymakers and the questions was 'I think it is important to have contact with experts and policymakers from the province'. The fifth factor was the equal influence and this factor was measured with 'I think it is important that I have as much influence as the other participants' and the sixth factor, the personal invitation, was measured by 'I think it is important that I get a personal invitation of the province to join co-creation'. See Appendix 1 for all the questions.

3.4 Stimulus material

The stimulus materials of this research were the descriptions of the participation settings (see Appendix 2). The settings were based on the characteristics which could influence the intention to participate as mentioned in the theoretical framework.

Setting 1: Jury of citizens

In the first setting citizens had to come to the building of the province Overijssel and presented their new idea to a jury of a randomly selected citizens. Before the presentations, the jury got some information about the subject of the presentations. After the presentations the jury voted for the best idea and the citizen with the most votes was the winner and could executed the idea in collaboration with the province. The first setting was based on the preferences of people to have face-to-face contact, because of the advantages of face-to-face communication, like personal contact and immediate feedback. Another characteristic was that this setting takes a moderate amount of time and people have to travel to participate. However, they could have face-to-face contact with experts or policy makers.

Setting 2: Digital platform

The second setting was a digital platform. On this platform people could post their ideas. Other people could respond to the ideas and there was a chat function to talk with each other. People that visited the platform could asses the ideas with a 'like button'. Policymakers contacted the people with the most popular ideas and they were going to look at the possibilities together. This setting was based on the preferences of people to use digital communication, because of the advantages of digital communication. With this kind of co-creation people could choose where and when they want to participate and how much time they spend on it. This is inconsistent with the characteristics of the first setting.

Setting 3: Initiative citizens

The third setting was based on the initiative of the citizens. If a group of people had good ideas, they created a management group within this group to receive ideas and choose the best one. This management group organized events to create support for the ideas of the whole group and the province Overijssel. All the events took place in their own environment and ideas were executed by the citizens and facilitated by the province. The third setting was based on the preferences of people to have face-to-face contact. These type of co-creation takes a lot of time, people should have the time to join this type. This setting takes place in the own environment of the people, so they do not have to travel a lot and could feel comfortable in their own environment. This setting differs with setting one on the amount of time and the traveling. Differences with setting two are the face-to-face setting and the amount of time they have to spend on it.

3.5 Pre-test

The pre-test was conducted among six participants. The participants differed in age, gender and education. After every part of the questionnaire, namely the introductions, the socio-demographic questions, the intention to participate, the setting and the characteristics of the settings, the participants were asked if they understood the texts and the questions. It was very important to know if the participants understood the concept of co-creation. For all the participants the concept and the questions were clear. Only some grammatical and minor textual changes were made.

3.6 Procedure

In the introduction of the digital questionnaire participants read about the researcher and the subject of the research. A lot of people did not know what co-creation meant, so in the introduction co-creation was explained and examples were given. The concept was made as specific as possible and was made understandable for every level of education. The introduction also included that participants kept their anonymity, that completing the questionnaire took about ten minutes and that they could stop with the questionnaire whenever they wanted. The last remark was that people had to be 18 years or older, had to live in Overijssel and that they could win a gift card if they completed the entire questionnaire. After they accepted all the requirements, they had to fill in questions about their personal features and their political involvement.

The second part started with a second introduction and this short text that was called 'attention'. The text emphasized the importance to keep the concept of co-creation in mind and co-creation was shortly explained again. After reading the text they had to fill in the questions about the intention to participate. In the third part they had to read a text about a specific participation setting and had to complete the questions about the intention to join this specific setting. In the final part they had to value characteristics of co-creation. Finally, the participants were thanked for completing the questionnaire. They could fill in their mail address to win the gift card. Again was mentioned that their anonymity was guaranteed. The participants needed about 10 to 15 minutes to complete the whole questionnaire.

3.7 Participants and recruitment

The population of this research were Dutch people, who were eighteen years or older and lived in the province Overijssel. This population was chosen, because only citizens of the province of Overijssel have to deal with this province. There was an age limit, otherwise the permission from parents or caregivers was needed. Only the permission of the participant was needed. In total 637 participants started the questionnaire, 374 filled in the whole questionnaire and 354 participants remained. Twenty participants were removed, because completing the survey took too long (more than an hour) or too short (less than five minutes) or they did not fill in their age. In the first condition there were 115 participants, in the second condition 118 and in the third condition 121. This was a reliable amount of participants for this quantitative and experimental research. In Table 2 all the demographic data of the participants are mentioned. In Appendix 3 (see Table 12) the percentages of the municipalities are showed. A Chi-square and an one-way ANOVA test were used to find out if the demographic variables were equally divided among the three settings (see Appendix 3, Table 13 and 14). All the demographic factors were equally divided among the three settings.

The questionnaire was distributed in different ways to reach all different kind of people in the province Overijssel. The social media of the province Overijssel, namely Facebook, Twitter and Instagram, were used to send out the link of the questionnaire. Municipalities have a wide reach among the citizens of the province of Overijssel, so municipalities were asked to share the questionnaire via their social networks, like Facebook and Twitter. People who do not use the social media were also taken into account. A postcard was randomly sent to five thousand people in the province Overijssel. The postcard was provided with the link and a QR code to the questionnaire (see Appendix 4). The network of the researcher was also used to reach the citizens of Overijssel. 11 percent of the participants found the questionnaire on the social media of the province, 15 percent on the social media of the municipalities, 18 percent on the social media of the researcher, 44 percent via the postcard and 13 percent found the questionnaire via another way. The different distribution channels were equally divided among the three conditions (see Appendix 3, table 14).

Table 2.
Demographic data participants

		Setting 1		Setting 2		Setting 3		Total	
Demographic data		N	%	N	%	N	%	N	%
Gender	Man	56	49	52	44	63	52	171	48
	Woman	59	51	66	56	58	48	183	52
Age	18-30	42	37	50	42	34	28	126	36
	31-55	40	35	42	36	51	42	133	38
	>55	33	29	26	22	36	29	95	27
Municipality*	<25 km	49	43	43	36	46	38	138	39
	25-50 km	32	28	48	41	49	41	129	36
	>50 km	34	30	27	23	26	22	87	25
Education**	Low	37	32	41	35	39	32	117	33
	High	78	68	77	65	82	68	237	67
Job situation***									
	Student	24	21	16	14	13	11	53	15
	Employed	65	56	77	65	81	67	223	63
	Unemployed	26	23	25	21	27	22	78	22

* distance to the building of the province

** Low (Elementary school, LO, Lower Special Education, LBO, LTS, BBG, KBG, MAVO, VMBO, MULO, ULO, TG, KMBO, MBO, BOL, BBL, MBO, HAVO, VHBO, MMS) and high (VWO, HBO, WO).

*** Students (students), employed (full-time and part-time), unemployed (job shut down, incapacitated, unemployed, retired, otherwise).

4 – RESULTS

Firstly, the general intention to join co-creation and the variables which had an influence on this intention are mentioned. Secondly, the intention to join the specific setting, the differences with the general intention to participate and the differences among the settings are described. Lastly, important setting characteristics are mentioned.

4.1 General intention to participate

Most of the participants had the intention to join co-creation. The intention was measured on a five-point scale and the mean score was significant higher than neutral, the 3 score (see Table 3). Most of the people agreed on the statements of intention, so there was a high general intention for co-creation.

4.1.1 Means of independent variables

A number of variables were used to declare the intention to participate. All the variables, except the subjective norm, were significantly higher than three on a five-point scale (see Table 3). People thought it was nice to join co-creation, trusted the province, thought citizen participation is valuable, thought the province is a valuable organization and thought they had the abilities to join co-creation. People only disagreed on statements of the variable subjective norms. They thought that people in their environment did not influence their involvement in co-creation.

Table 3.
Descriptive results independent variables intention

Variable (N=354)	M**	SD	t	p*
Intention	3.43	0.78	10.33	0.000
Expected personal gratification	3.25	0.78	6.11	0.000
Trust in sincere intentions	3.48	0.75	12.02	0.000
Perceived value of citizen participation	3.44	0.61	13.79	0.000
Perceived relevance of governmental body	3.51	0.69	13.72	0.000
Subjective norms	2.56	0.68	-12.18	0.000
Perceived behavioral control	3.34	0.82	7.69	0.000

* Difference (with three on five point scale) is significant when $p \leq 0.05$

** On a five point scale 1 was totally disagree and 5 totally agree.

With a two-way ANOVA test differences among ages, gender and level of education were measured. Differences were found for the variables intention, subjective norms and the perceived behavioral control (see Table 4). Higher educated people had a higher intention to join co-creation than lower educated people. An explanation can be that higher educated people assessed their skills for co-creation higher than the lower educated people. Men and people of a higher age assessed their skills also more positive than women and people of a younger age. The last difference was found for the subjective norms. Older people felt more pressure to join co-creation than younger people did.

Table 4.
Differences on general intention for demographic factors

Variable (N=354)	Age		Gender		Education	
	F	P*	F	p*	F	P*
Intention	2.172	0.116	2.941	0.087	13.233	0.000
Expected personal gratification	2.385	0.094	1.563	0.212	3.281	0.071

Trust in sincere intentions	2.527	0.081	0.749	0.387	0.188	0.665
Perceived value of citizen participation	0.939	0.392	0.001	0.974	0.009	0.926
Perceived relevance governmental body	0.916	0.401	0.769	0.381	0.947	0.331
Subjective norms	5.141	0.006	1.928	0.166	0.451	0.502
Perceived behavioral control	6.057	0.003	11.601	0.001	49.392	0.000

* Differences among groups if $p \leq 0.05$

4.1.2 Explanation of intention

A regression analysis was used to find out if the independent variables explained the variable intention. The regression analysis showed that the six predictors explained the intention for 50 percent. The variables expected personal gratification, perceived value of citizen participation and the perceived behavioral control had positive and significant weights (see Table 5). When people thought co-creation was nice to do, positively assessed the value of citizens participation and thought they could participate, their intention increased. The other three variables, trust in sincere intentions, perceived relevance of governmental body and subjective norms, did not have significant influence on the intention to join co-creation.

Table 5.

Regression analysis independent variables intention

Variable*	β	t	p**
(N=354)			
Expected personal gratification	0.440	8.412	0.000
Trust in sincere intentions	-0.050	-0.889	0.375
Perceived value of citizen participation	0.214	3.596	0.000
Perceived relevance of governmental body	0.042	0.912	0.363
Subjective norms	0.051	1.183	0.238
Perceived behavioral control	0.200	4.985	0.000

* $R^2=0.495$, $F(6,347)=56.765$, $p<0.000$

** Variable has significantly influence on intention if $p \leq 0.05$

4.2 Intention to join specific participation setting

In this part differences among settings and differences between the general intention and the intention to join a specific setting for co-creation are mentioned.

4.2.1 Descriptive results and demographic differences

Setting 1

In the first setting participants had a neutral intention to join the setting and were neutral about the gratification payments (see table 6). The participants were positive about the relevance of the province, the trust in sincere intentions, the value of citizens participation and their abilities to join co-creation (see Table 6). They were negative about the subjective norms, so they did not feel the social pressure to join this setting (see Table 6). Age had an influence in the first setting on the subjective norms (see Appendix 5, table 15). Younger people felt less social pressure than people of an older age. The perceived behavioral control was influenced by gender (see Appendix 5, table 15). Men assessed their abilities to join this setting higher than women did. The level of education only influenced the perceived behavioral control. Higher educated assessed their abilities higher than lower educated people (see Appendix 5, table 15).

Setting 2

In the second setting all variables were positively assessed by the participations, except the subjective norms. People had the intention to join the second setting, thought it was nice, trusted the province, thought the province and the citizen participation had value and they thought they were able to join this setting (Table 6). They did not feel the social pressure to join this setting (Table 6). The level of education influenced the intention and the perceived behavioral control. Higher educated people had a higher intention and assessed

their abilities higher than the lower educated people (see Appendix 5, Table 16). There were not found any differences among age and gender (see Appendix 5, Table 16).

Setting 3

In the third setting all variables were positively assessed by the participants, except the subjective norms. People had the intention to join the setting, thought it was nice, trusted the province, thought the province and the citizen participation had value and they thought they were able to join this setting (see Table 6). They did not feel the social pressure to join this setting (see Table 6). The education level influenced the expected personal gratification and the perceived behavioral control. Higher educated people thought it was nicer to join co-creation and assessed their abilities higher than the lower educated (see Appendix 5, Table 17). For setting three there were not measured any differences among ages or gender (Appendix 5, Table 17).

Table 6.

Differences general intention and setting specific intention (Paired samples t-test)

		General**	SD	Setting-specific**	SD	t	p*
Setting 1							
(N=115)	Intention	3.36	0.76	3.07	0.87	3.852	0.000
	Expected personal gratification	3.17	0.76	3.08	0.84	1.360	0.176
	Trust in sincere intentions	3.49	0.73	3.39	0.78	2.234	0.027
	Perceived value of citizen participation	3.43	0.62	3.29	0.65	3.397	0.001
	Subjective norms	2.52	0.69	2.44	0.73	1.812	0.073
	Perceived behavioral control	3.26	0.86	3.15	0.81	2.075	0.040
Setting 2							
(N=118)	Intention	3.47	0.72	3.43	0.82	0.544	0.587
	Expected personal gratification	3.26	0.71	3.19	0.73	0.950	0.344
	Trust in sincere intentions	3.46	0.74	3.33	0.76	2.406	0.018
	Perceived value of citizen participation	3.44	0.56	3.22	0.67	3.929	0.000
	Subjective norms	2.57	0.68	2.55	0.75	0.350	0.727
	Perceived behavioral control	3.34	0.77	3.43	0.71	-1.814	0.072
Setting 3							
(N=121)	Intention	3.44	0.83	3.34	0.88	1.640	0.104
	Expected personal gratification	3.32	0.86	3.24	0.94	1.524	0.130
	Trust in sincere intentions	3.48	0.78	3.47	0.82	0.351	0.726
	Perceived value of citizen participation	3.46	0.64	3.38	0.73	1.999	0.048
	Subjective norms	2.59	0.68	2.70	0.74	-2.417	0.017
	Perceived behavioral control	3.41	0.84	3.34	0.86	1.423	0.157

* Difference between the two measurements if $p \leq 0.05$

** On a five point scale 1 was totally disagree and 5 totally agree.

4.2.2 Explanation of intention

In the first setting the six independent variables explained intention for 71 percent. All six variables had positive weights. However, only the variable expected personal gratification was significant (see Table 7). If people thought the setting was nice to join, the intention increased. In the second setting all the six variables explained intention for 69 percent. The variables expected personal gratification, trust in sincere intentions and the perceived behavioral control had positive and significant weights (see Table 7). If these variables were more positive, the intention to join setting two was higher. In the third setting all the six variables explained intention

for 70 percent. The variables expected personal gratification and perceived behavioral control had positive and significant weights (see Table 7). If the participants thought it was nice and were able to join the setting, the intention increased.

Table 7.
Regression analysis independent variables setting specific intention

	β	t	p**
Setting 1 (N=115)*			
Expected personal gratification	0.650	7.292	0.000
Perceived relevance governmental body	0.024	0.387	0.700
Trust in sincere intentions	0.117	1.281	0.203
Perceived value of citizen participation	0.027	0.253	0.801
Subjective norms	0.087	1.417	0.159
Perceived behavioral control	0.092	1.531	0.129
Setting 2 (N=118)*			
Expected personal gratification	0.297	3.609	0.000
Perceived relevance governmental body	0.018	0.305	0.761
Trust in sincere intentions	0.312	3.127	0.002
Perceived value of citizen participation	0.041	0.375	0.708
Subjective norms	-0.041	-0.680	0.489
Perceived behavioral control	0.427	6.935	0.000
Setting 3 (N=121)*			
Expected personal gratification	0.549	7.179	0.000
Perceived relevance of governmental body	-0.007	-0.111	0.912
Trust in sincere intentions	0.058	0.544	0.588
Perceived value of citizen participation	0.084	0.743	0.459
Subjective norms	0.116	1.882	0.062
Perceived behavioral control	0.207	3.326	0.001

* Setting 1 $R^2=0.711$ $F(6,108)=44.355$, $p<0,000$, Setting 2 $R^2=0.687$, $F(6,111)=40.691$, $p<0,000$ and Setting 3 $R^2=0.714$, $F(6,114)=47.472$, $p<0,000$.

** Variable has significantly influence on intention if $p\leq 0.05$

4.2.2 Differences with general intention

In the first setting the variables intention, trust in sincere intentions, perceived value of citizen participation and the perceived behavioral control were changed compared to the first measurement. A paired samples t-test showed that these variables were significantly decreased (see Table 6). This means that the setting had an influence on the decreasing of the intention to join co-creation, the trust in sincere intentions of the governmental body, the perceived value of the citizen participation and their perceived behavioral control.

In the second setting the trust in the sincere intentions and the perceived value of citizen participation were decreased compared to the first measurement (see Table 6). The second setting had an influence on the decrease in trust in the governmental body and the value of the citizen participation.

In the third setting only the variable subjective norms was assessed differently compared to the first measurement (see Table 6). People still did not feel the social pressure, but this pressure was increased after reading the third setting for co-creation. A significant difference between the first and second measurement of the intention to join co-creation for all the other variables in the three settings did not exist (see Table 6).

4.3.2 Differences among settings

With an one-way ANOVA differences in the variables between the settings were computed. Three variables differed between the three settings and these variables were intention, subjective norms and perceived behavioral control. The variable intention differed significantly among the settings (see Table 8). The significant

difference had been found between setting one and setting two with the post hoc Bonferroni test. The intention to join the specific setting of co-creation was significantly lower in the first setting compared to the second setting ($p=0.004$). Between the second and third setting and the first and third setting was no significant difference. The intention in the first setting was almost significant lower than in the third setting ($p=0.054$), so for the first setting was measured the lowest intention to join the co-creation.

The other difference was found for the variable subjective norms. This variable differed significantly among the three settings (see Table 8). The difference was found between setting one and setting three with the Bonferroni test. The social pressure of other people to join co-creation was significantly lower in setting one compared to setting three ($p=0.023$). Between the other groups there was no significant difference.

The last difference between the settings was found for the variable perceived behavioral control, this variable significantly differed among the three settings (see Table 8). The significant difference was found between setting one and two ($p=0.024$). People had a better feeling of their abilities and resources in the second setting compared to in the first setting.

Table 8.

Differences among the three settings (one-way ANOVA)

	F	Df	P*
Variable			
Intention	5.587	353	0.004
Expected personal gratification	1.184	353	0.307
Trust in sincere intentions	0.895	353	0.409
Perceived value of citizen participation	1.717	353	0.181
Perceived relevance governmental body	0.837	353	0.434
Subjective norms	3.629	353	0.028
Perceived behavioral control	3.684	353	0.026

* Difference among the three setting if $p \leq 0.05$

4.3 Setting characteristics

Which characteristics people preferred in a setting for co-creation were measured with fourteen independent questions. All the questions were assessed significantly above three on a five point scale from very unimportant to very important, except for the question about the computer and Internet (see Table 9). This question is significant assessed below three. People thought it is not important that they do not have to use a computer or Internet for the co-creation.

The most important characteristic was that people know what happened with the ideas that are mentioned by the citizens, what is the progress that has been made. Subsequently, characteristics of mobility were most important. People wanted to decide by themselves when and where co-creation has to take place, how much time they have to spend on it and do not want to incur costs. People also thought it is important to meet people face-to-face, to have contact with experts, immediately get feedback and get a personal invitation to join co-creation. The final thing was that people want to have equal impact and the initiative of the idea has to come from a citizen. In the next part these characteristics are compared among groups that demographically differed.

Table 9.

Descriptive results of characteristics

	M**	SD	T	P*
Question (N=354)				
Physical contact	3.86	0.81	19.966	0.000
Point of time	3.96	0.73	24.797	0.000
How much time	3.99	0.70	26.803	0.000
In the evening	3.37	0.91	7.623	0.000
Decide own place	3.70	0.79	16.694	0.000
Own	3.90	0.74	22.778	0.000

environment				
No costs	3.72	0.95	14.316	0.000
No computer or Internet	2.06	0.91	-19.380	0.000
Idea from citizen	3.48	0.87	10.423	0.000
Feedback of progress idea	4.14	0.75	28.565	0.000
Feedback opportunity	3.60	0.76	14.780	0.000
Equally influence	3.86	0.80	20.250	0.000
Personal invitation	3.35	0.93	7.119	0.000
Contact experts	3.64	0.85	14.253	0.000

* Difference (with three on five point scale) is significant when $p \leq 0.05$

** On a five point scale 1 was totally disagree and 5 totally agree.

The MANOVA-test demonstrated that there were differences among the three age groups for the questions about co-creation in the evening, deciding the place by yourself, the own environment and the computer and Internet (see Table 10). The post hoc test showed that old people thought it was less important that the co-creation was scheduled in the evening, that they could decide the place of the co-creation and that it took place in the own environment than the younger and moderate aged people. Older people also thought it was more important that they did not need a computer or the Internet.

Differences are also found among the high and low educated people (see Table 10). Low educated people assessed the importance of no need of the computer and Internet higher than high educated people. The low educated people also thought it was more important that the idea came from the citizen instead of the government than the high educated people.

The last differences were found among the men and women (see Table 10). Men thought that it was more important that the co-creation happened in the evening. The also assessed the importance of an personal invitation and the contact with experts higher than women.

Table 10.

Differences on general intention for demographic factors

	Age		Gender		Education	
	F	P*	F	p*	F	P*
Question						
In the evening	8.976	0.000	8.951	0.003	0.207	0.649
Decide own place	4.182	0.016	0.794	0.374	1.050	0.306
Own environment	5.338	0.005	0.122	0.727	0.030	0.863
No computer or Internet	4.409	0.013	1.112	0.292	21.311	0.000
Idea from citizen	0.080	0.923	0.409	0.523	11.769	0.001
Personal invitation	0.384	0.681	3.922	0.049	0.134	0.715
Contact experts	0.124	0.884	6.916	0.009	0.592	0.442

* Differences among groups if $p \leq 0.05$

The last comparison was based on the living place of participants. This could have had influence on the time and place for the co-creation, if people live more far away from the building of the province. No differences were found among these groups. This had no influence on the participation in co-creation.

5 – DISUSSION

In this part comparisons were made with existing literature and new findings are described. It is structured according to the three main subjects of this research, namely the general intention, the specific setting intention and the setting characteristics. Finally, limitations and future research possibilities and a conclusion are mentioned.

5.1 General intention to join co-creation

The Theory of Planned Behavior (Ajzen, 1991) was used to find out which factors influence the intention to join co-creation. It was predicted that the attitude, subjective norms and the perceived behavioral control should had influence on this intention. This research concluded that the expected personal gratification, the perceived value of citizen participation and the perceived behavioral control had an influence on the general intention to join co-creation (see Figure 5).

It was expected that the attitude had an influence on the intention. However, the reliability test showed that the attitude toward co-creation can be seen as the same variable as the intention to join co-creation. This research showed that is it very difficult to directly measure the attitude of people. The independent variables of attitude, became the independent variables of intention. It was also expected that the subjective norms had an influence on the intention to join co-creation, but people did not feel the pressure of other people to participate. An explanation of this result could be the operationalizing of this construct. Dekker (2007) mentioned that feeling part of a community or the neighborhood could increase the intention to join participation. The focus of this research was on the pressure of people which citizens associate with. Therefore, participants could have made the link with friends and family instead of the community or neighborhood.

Only the variables expected gratification, perceived value of citizen participation and the perceived behavioral control had an influence on the general intention. Surprisingly, the impact, trust and relevance of the governmental body had no influence on this intention, what was mentioned in a lot of literature (Van Dijk, 2009; Lowndes & Pratchett, 2006; Denters, et al., 2013; Lowndes, et al., 2001). The explanation of this result could be that citizens do not doubt about these variables or do not see any indications to doubt about the governmental body. When people see the trust, impact and relevance as self-evident, they won't use these variables to assess the co-creation process. The expected personal gratification and perceived value of the citizen participation could be assessed differently per situation.

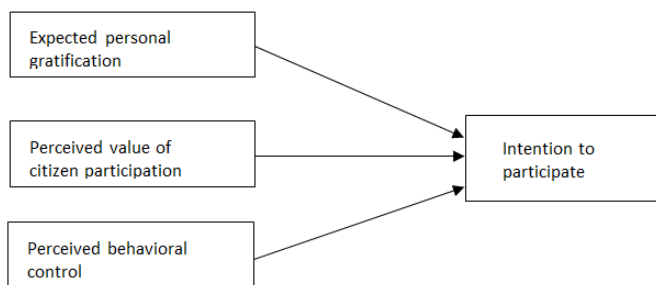


Figure 5.
Independent variables of the general intention

Differences among the general intention and the setting specific intention were found for the independent variables which explain the intention to join co-creation (see Table 11). The expected personal gratification and the perceived behavioral control had also an influence on the setting specific intention to join co-creation. However, the perceived value of citizen participation did not explain the intention to join the specific setting for co-creation. The trust in sincere intention did not have any influence on the general intention, but played a role in the digital platform setting. An explanation of this could be that people do not trust the Internet and this could cause a decrease in trust in the governmental body.

Table 11.
Independent variable of the setting specific intention

Variable	General intention	Setting 1	Setting 2	Setting 3
Expected personal gratification	x	x	x	x
Perceived value of citizen participation	x			
Trust in sincere intentions			x	
Perceived behavioral control	x		x	x

The demographic factors had an influence on the general intention. Age played a significant role for the perceived behavioral control. Younger people assessed their abilities less positive than older people. The reason for this may be that younger people have less to do with the responsibilities of the province compared to older people. In this way they have little knowledge about the province. On the other hand older people felt more social pressure than the younger ones and trust the intentions of the province more. A clarification for this could be the society in which both groups are raised. Younger people are raised in a more individualistic society (Hilgers & Ihl, 2010) than the older people. Younger people do what they want to do and do not worry about what other people will think. The level of education also had a significant role. People with a high education level had a higher intention to join co-creation and lower educated people assessed their abilities lower than the higher educated people. This result corresponds with the statements made by Kathlene and Martin (1991). They said that people from a higher social class will participate earlier than people from a lower social class. People with a higher education are often part of a higher social class. Lowndes et al. (2001) also mentioned that people from a lower social class think they do not have the abilities for participation.

5.2 Co-creation settings

The highest intention to join co-creation was for the digital platform. The intention to join the setting of the initiative of the citizen also got a positive score, but a little less than the digital platform. The jury of citizens is assessed as neutral. These results are both contradictory and corresponding to the literature that was mentioned. Daft and Lengel (1984) mentioned that a rich medium is needed for a complex task. The result of this is a high task performance and satisfaction (Suh, 1999). Co-creation is a difficult task. It was expected that people would choose a rich medium, but the highest intention for co-creation is via the digital platform. On the other hand, time is a valuable resource for people (Meyer, 2003). The advantage of the digital platform was that people could decide by themselves when and where they wanted to join co-creation. This also applies to people who are geographically separated (Perry, 1992). It is easier for them to communicate via the internet. People with an higher education also had a higher intention to join the setting of the digital platform. An explanation of this could be that people with a higher education have less time relating to their jobs and they have better skills to deal with the Internet (Van Deursen et al, 2006).

Social pressure was felt most in the setting of the initiative of the citizen. The social pressure was also in comparison with the general intention, significantly higher in setting three. This is a logical result, because in this setting people need other people from their neighborhood or community. If other people also participate, people are more likely to join (Dekker, 2007). For the jury of citizens and digital platform subjective norms were less important. The reason for this could be that people could have an individual initiative in this setting and do not need other people in the first instance. It should be known that in all the settings the subjective norms were negatively assessed. People did not feel social pressure, but there were differences among the settings.

The perceived behavioral control was assessed most positively for the setting of the digital platform. Nowadays the Internet is very important for the society. Almost everybody has to deal with the Internet. Therefore people develop more skills to work with the Internet. This could be an explanation of the positively assessed abilities for the digital platform. People were less confident about the first setting with the jury of citizens. Presenting the idea face-to-face for other people was assessed as more difficult. Social presence probably plays a role in this process. When there is social presence, people could feel discouraged to express their (contradictory) opinions or ideas (El-Shinnaway & Vinze, 1997), the risk of embarrassment is higher (Baltes, et al, 2002) and a difference in status could be there (Schmidt, et al, 2001). Low educated people assessed their abilities for the three setting lower than the higher educated people. However, low educated people were most confident about the digital platform. This has everything to do with the Internet age.

There were no significant differences among the three groups for the other variables. One remarkable thing was that the trust and the value of the citizen participation decreased in comparison with the general

intention for the digital platform setting. An explanation of this could be that older people are not familiar with all the possibilities of the Internet and prefer face-to-face communication (Ebbers et al, 2008).

5.3 Setting characteristics

All the characteristics that were questioned, were assessed as important, except for the computer and Internet question. People thought it was no problem if they need a computer or the Internet for co-creation. Older people and the lower educated people thought it was more important that they do not need the computer or the Internet. This was expected, because they had less skills than the younger and higher educated people (Van Deursen, 2006). Remarkable is that the digital platform was the most popular setting among the lower educated people. An explanation could be that they feel less confident about their presentation and social skills compared to their digital skills.

Getting feedback was the most important characteristic for co-creation, people want to know what is happened with their ideas. Other characteristics that were very important was that people could choose the time and place. This result corresponds with preferences for the digital platform, because this takes less time and people do not have to travel (Ebbers, et al, 2008). Older people do not care about the time and the place. A reason for this is that a lot of them do not work anymore and are less busy with their family than younger people. The last notable thing is that men thought it was more important that the co-creation was scheduled in the evening. The reason for this could be that they have to work in the daytime. They also assessed the importance higher for a personal invitation and the contact with experts.

5.4 Limitations and future research

There are some limitations of this research that has to be taken into account. The first one is the concept of co-creation. Co-creation in the public sector is a new process. A lot of people do not know what it means and still have had nothing to do with co-creation. Co-creation is explained well in the introduction and half way of the questionnaire. However, it is a new concept and misunderstandings about the concept could have been present. The second limitation is that people who know co-creation or are already involved with politics are more likely to do the questionnaire than people who are not involved in politics or are not interested. This could be one of the reasons that the intention for co-creation is measured as high. The third limitation is the distribution of the questionnaire. People who are linked to the social media of the governmental bodies are more involved into politics and people who are interested in politics will also earlier respond on the postcard that was randomly sent. People who are not involved or interested in politics, were difficult to reach. This could also be a reason of the high intention to join co-creation. The fourth limitation is that participants had only read about the settings for co-creation, they did not actually do the co-creation process. It could be difficult for the participant to imagine how it really is to join the setting for co-creation. The final limitation is that this study is a case study. The study is less generalizable, because the results apply to the citizens of the specific province. It should be investigated if these results also count for other provinces or governmental bodies.

Future research could focus on different kind of directions. The first one is that the three settings could be investigated in real experiments, so that people actually have to execute the co-creation process. In this way people could imagine how it is to join co-creation and it becomes clear what co-creation really means. The characteristics could also be examined better. The results showed which characteristics were important, but with interviews underlying ideas could be revealed. In this research people did not have to choose one characteristic above the other. A ranking systems would fit better for the setting characteristics. The third direction is that it has to be investigated which variables also influence the intention to join co-creation. Some variables are found, but these variables do not totally explain the whole intention to join or not to join the co-creation process. The fourth direction is that this research could be executed among other governmental bodies. A regional governmental body has been used for this research, but differences could be there for the national or local government. The intention to co-create with a local governmental body could be higher, because the subjects of the local governmental body are about the own environment of the people, their living place. The final new direction is that the intention to join co-creation could be measured among civil servants. Citizens can have the intention to join co-creation, but if employees of the governmental body do not have the intention to join, the co-creation process will fail.

5.5 Conclusion

This research focused on which influence the setting of the co-creation had on the intention to join the co-creation process. First had to be examined what the general intention of the citizens was to join co-creation. The general intention to join co-creation was high, especially among higher educated people. The general intention was influenced by the expected personal gratification, the perceived value of citizen participation and

the perceived behavioral control. People have to think it is nice to join co-creation, they have to perceive the usefulness of the co-creation and they have to believe they have the abilities to join co-creation. The intention is influenced by the setting of the co-creation. Citizens had a significant lower intention to join the setting of the jury of citizens, compared to the intention for the digital platform and the initiative of the citizen. The highest intention was found for the digital platform. However, there are differences among the demographic factors. The older people do not want to use a computer or the Internet. A face-to-face setting for co-creation suits better, because they also do not care about the time and place of the co-creation. The younger generation has less time and are comfortable with the computer and the Internet. The higher educated people can handle all the different kind of setting, but the lower educated were most comfortable with the digital platform. The most important characteristic of co-creation for all citizens is that they get feedback about what is happened with the idea of the citizens and where and when the co-creation has to take place.

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APPENDIX

1. Questionnaire

Burgerparticipatie provincie Overijssel

Als eerste bedankt dat u wilt deelnemen aan dit onderzoek. Ik ben Sharon Neulen, student aan de Universiteit Twente en ik studeer Communicatiewetenschap. Voor mijn masteropdracht doe ik onderzoek voor de provincie Overijssel. Dit onderzoek gaat over burgerparticipatie.

Burgerparticipatie houdt in dat de provincie de inwoners van Overijssel betreft bij het maken van beleid. Mijn onderzoek is gericht op co-creatie. Dit is een vorm van participatie waarin inwoners samen met de provincie beleid maken vanaf het begin van het proces. De provincie Overijssel houdt zich bezig met onderwerpen als natuur, milieu, cultuur, leefomgeving, regionale economie, openbaar vervoer en infrastructuur. Co-creatie houdt in dat u samen met de provincie plannen op een van deze gebieden gaat uitwerken. Twee voorbeelden zijn:

Inwoners presenteren hun ideeën over een nieuwe weg aan een jury van inwoners en deze jury kiest het beste idee. Dit idee wordt uitgewerkt in samenwerking met de provincie.

Inwoners organiseren bijeenkomsten in hun buurt om ideeën over het openbaar vervoer aan de provincie voor te stellen en met de provincie uit te werken.

Co-creatie houdt niet in: enquêtes en inspraakavonden waarin u alleen aanhoort welke ideeën de provincie heeft en daar uw mening over mag geven.

De gegevens van dit onderzoek zullen anoniem en vertrouwelijk behandeld worden. Dit betekent dat de ingevulde vragenlijsten alleen voor dit onderzoek gebruikt zullen worden en dat de resultaten niet naar u te herleiden zullen zijn. Het duurt ongeveer 10 minuten om de vragenlijst in te vullen. U kunt op elk moment met de vragenlijst stoppen, als u het onderzoek niet verder wilt voortzetten.

Voor dit onderzoek is het belangrijk dat u 18 jaar of ouder en woonachtig in Overijssel bent.

Wanneer u deze vragenlijst volledig invult, maakt u kans op een bol.com bon t.w.v. €25. Er worden drie bonnen verloot. Aan het eind van de vragenlijst kunt u uw mailadres hiervoor invullen.

Nogmaals hartelijk dank!

Sharon Neulen
s.neulen@student.utwente.nl

Deel 1. Achtergrondvragen

1. Wat is uw geslacht?

☐ Man ☐ Vrouw

2. Wat is uw leeftijd?

___ jaar

3. In welke gemeente woont u?

- | | | |
|--------------------------------------|-----------------------------------------|------------------------------------------|
| <input type="checkbox"/> Almelo | <input type="checkbox"/> Hof van Twente | <input type="checkbox"/> Tubbergen |
| <input type="checkbox"/> Borne | <input type="checkbox"/> Kampen | <input type="checkbox"/> Twenteraad |
| <input type="checkbox"/> Dalfsen | <input type="checkbox"/> Losser | <input type="checkbox"/> Wierden |
| <input type="checkbox"/> Deventer | <input type="checkbox"/> Oldenzaal | <input type="checkbox"/> Zwartewaterland |
| <input type="checkbox"/> Dinkelland | <input type="checkbox"/> Olst-Wijhe | <input type="checkbox"/> Zwolle |
| <input type="checkbox"/> Enschede | <input type="checkbox"/> Ommen | |
| <input type="checkbox"/> Haaksbergen | <input type="checkbox"/> Raalte | |
| <input type="checkbox"/> Hardenberg | <input type="checkbox"/> Rijssen-Holten | |

- ☐ Hellendoorn ☐ Staphorst
- ☐ Hengelo ☐ Steenwijkerland

4. Wat is uw hoogst genoten opleiding? Als u nog in opleiding bent, welke opleiding volgt u dan op dit moment?

- ☐ Basisschool, LO, Lager Speciaal Onderwijs
- ☐ LBO, LTS, BBG, KBG
- ☐ MAVO, VMBO, MULO, ULO, TG
- ☐ KMBO
- ☐ MBO, BOL, BBL
- ☐ MBO+
- ☐ HAVO, VHBO, MMS
- ☐ VWO, Gymnasium, HBS
- ☐ HBO, HTS
- ☐ WO

5. Welke omschrijving voldoet het best aan uw huidige beroepssituatie?

- ☐ Ik ben scholier/student
- ☐ Ik werk voltijds (fulltime)
- ☐ Ik werk deeltijds (parttime)
- ☐ Ik heb mijn baan tijdelijk/volledig stopgezet
- ☐ Ik ben arbeidsongeschikt
- ☐ Ik ben werkloos
- ☐ Ik ben gepensioneerd
- ☐ Anders

6. Op welke manier bent u bij deze enquête terecht gekomen?

- ☐ Sociale media provincie Overijssel
- ☐ Sociale media gemeente
- ☐ Sociale media onderzoeker
- ☐ Briefkaart van provincie Overijssel
- ☐ Anders, namelijk:

Onderstaande stellingen gaan over hoe u aankijkt tegen de provincie Overijssel in het algemeen.

7a. De provincie Overijssel doet belangrijk werk binnen onze samenleving.

Helemaal mee oneens ☐ ☐ ☐ ☐ ☐ Helemaal mee eens

7b. Ik weet niet goed wat de taken van de provincie zijn.

Helemaal mee oneens ☐ ☐ ☐ ☐ ☐ Helemaal mee eens

7c. Naast de lokale (gemeente) en landelijke (het rijk) overheid is het van belang dat er een regionaal bestuur is (provincie).

Helemaal mee oneens ☐ ☐ ☐ ☐ ☐ Helemaal mee eens

7d. Het bestaan van de provincie Overijssel zorgt voor voordelen voor de inwoners.

Helemaal mee oneens ☐ ☐ ☐ ☐ ☐ Helemaal mee eens

Hieronder volgen drie vragen over uw betrokkenheid bij de provincie Overijssel.

8a. Ik ben geïnteresseerd in de provinciale politiek.

Helemaal mee oneens ☐ ☐ ☐ ☐ ☐ Helemaal mee eens

8b. Ik volg de ontwikkelingen bij de provincie Overijssel via de media.

Helemaal mee oneens ☐ ☐ ☐ ☐ ☐ Helemaal mee eens

8c. Ik zou gaan stemmen voor de Provinciale Staten.

Helemaal mee oneens ☐ ☐ ☐ ☐ ☐ Helemaal mee eens

9a. Heeft u al een keer meegedaan aan burgerparticipatie?.

☐ ja ☐ nee

9b. Zo ja, hoe heeft u dit ervaren?

Negatief ☐ ☐ ☐ ☐ ☐ Positief

Attentie!

Probeer de hele tijd in gedachten te houden dat het bij burgerparticipatie in deze vragenlijst om co-creatie gaat, dus het gaat om inwoners die samen met de provincie nieuwe plannen maken. Denk aan de voorbeelden die in de introductie gegeven zijn: de ideeën over de nieuwe weg en het openbaar vervoer, de jury van inwoners, en de bijeenkomsten in de buurt.

In dit onderzoek gaat het om co-creatie die plaatsvindt samen met de provincie Overijssel, dus niet met uw gemeente of de landelijke overheid. Co-creatie houdt niet in: enquêtes en inspraakavonden, waarin u alleen aanhoort welke ideeën er vanuit de provincie zijn en daar uw mening over mag geven.

Deel 2. Uw beeld van burgerparticipatie (co-creatie)

Er worden nu een aantal vragen gesteld over hoe u tegen burgerparticipatie (co-creatie) met de provincie Overijssel aankijkt.

1. Ik denk dat ik zou willen meedoen aan co-creatie.
Helemaal mee oneens ☐ ☐ ☐ ☐ ☐ Helemaal mee eens
2. Wanneer ik een goed idee heb voor de provincie, zou ik meedoen aan co-creatie.
Helemaal mee oneens ☐ ☐ ☐ ☐ ☐ Helemaal mee eens
3. Als ik gevraagd word om deel te nemen, zou ik meedoen aan co-creatie.
Helemaal mee oneens ☐ ☐ ☐ ☐ ☐ Helemaal mee eens
4. Ik zou zeker willen nadenken over het meedoen aan co-creatie.
Helemaal mee oneens ☐ ☐ ☐ ☐ ☐ Helemaal mee eens

Meedoen aan co-creatie vind ik

1. Belangrijk ☐ ☐ ☐ ☐ ☐ Onbelangrijk
2. Negatief ☐ ☐ ☐ ☐ ☐ Positief
3. Zinvol ☐ ☐ ☐ ☐ ☐ Zinloos
4. Interessant ☐ ☐ ☐ ☐ ☐ Oninteressant

Meedoen aan co-creatie:

1. Lijkt me leuk.
Helemaal mee oneens ☐ ☐ ☐ ☐ ☐ Helemaal mee eens
2. Zou mij een tevreden gevoel kunnen geven.
Helemaal mee oneens ☐ ☐ ☐ ☐ ☐ Helemaal mee eens
3. Zou ik voor mijn plezier doen.
Helemaal mee oneens ☐ ☐ ☐ ☐ ☐ Helemaal mee eens
4. Zou mij blij kunnen maken.
Helemaal mee oneens ☐ ☐ ☐ ☐ ☐ Helemaal mee eens

Door co-creatie:

1. Denk ik dat de provincie echt gebruik wil maken van de mening van de inwoners.
Helemaal mee oneens ☐ ☐ ☐ ☐ ☐ Helemaal mee eens
2. Denk ik dat de provincie de inwoners serieus neemt.
Helemaal mee oneens ☐ ☐ ☐ ☐ ☐ Helemaal mee eens
3. Denk ik dat de provincie geïnteresseerd is in de mening van de inwoners.
Helemaal mee oneens ☐ ☐ ☐ ☐ ☐ Helemaal mee eens
4. Denk ik dat de provincie zich beter zal verplaatsen in de mening van de inwoners.
Helemaal mee oneens ☐ ☐ ☐ ☐ ☐ Helemaal mee eens

Meedoen aan co-creatie

1. Zorgt denk ik voor betere oplossingen voor problemen in de provincie.
Helemaal mee oneens ☐ ☐ ☐ ☐ ☐ Helemaal mee eens
2. Zou voordelen voor mijzelf op kunnen leveren.
Helemaal mee oneens ☐ ☐ ☐ ☐ ☐ Helemaal mee eens
3. Zorgt voor oplossingen waar ik achtersta.
Helemaal mee oneens ☐ ☐ ☐ ☐ ☐ Helemaal mee eens
4. Zorgt ervoor dat ik betrokken ben bij oplossingen voor problemen in de provincie.
Helemaal mee oneens ☐ ☐ ☐ ☐ ☐ Helemaal mee een

1. Als ik meedoe aan co-creatie, heb ik invloed op het beleid.

Helemaal mee oneens ☐ ☐ ☐ ☐ Helemaal mee eens

2. Ook al wordt mijn idee niet helemaal meegenomen, gehoord worden is prettig.

Helemaal mee oneens ☐ ☐ ☐ ☐ Helemaal mee eens

3. Ik denk dat de provincie om kan gaan met invloed van inwoners.

Helemaal mee oneens ☐ ☐ ☐ ☐ Helemaal mee eens

4. Mijn deelname aan co-creatie zal een verschil kunnen maken.

Helemaal mee oneens ☐ ☐ ☐ ☐ Helemaal mee eens

1. Mensen waarmee ik omga, vinden het belangrijk om mee te doen.

Helemaal mee oneens ☐ ☐ ☐ ☐ Helemaal mee eens

2. Ik denk dat mensen waarmee ik omga, vinden dat ik mee moet doen met co-creatie.

Helemaal mee oneens ☐ ☐ ☐ ☐ Helemaal mee eens

3. Ik voel de druk van mensen waarmee ik omga om mee te doen met co-creatie.

Helemaal mee oneens ☐ ☐ ☐ ☐ Helemaal mee eens

Voor meedoen aan co-creatie:

1. Ben ik geschikt.

Helemaal mee oneens ☐ ☐ ☐ ☐ Helemaal mee eens

2. Heb ik de juiste vaardigheden.

Helemaal mee oneens ☐ ☐ ☐ ☐ Helemaal mee eens

3. Heb ik te weinig kennis.

Helemaal mee oneens ☐ ☐ ☐ ☐ Helemaal mee eens

4. Heb ik te weinig tijd.

Helemaal mee oneens ☐ ☐ ☐ ☐ Helemaal mee eens

Deel 3. Een specifieke vorm van co-creatie (De respondent leest een van deze vormen)

Inleiding

De provincie Overijssel maakt beleid op veel verschillende beleidsterreinen, zoals natuur, milieu, cultuur, leefomgeving, regionale economie, openbaar vervoer en infrastructuur. Hieronder wordt een specifieke vorm van co-creatie beschreven, dus een manier waarop u uw ideeën, mening of oplossingen kwijt zou kunnen. Na het lezen van deze specifieke vorm van co-creatie, krijgt u vragen over hoe u tegen deze vorm aankijkt.

1. In het provinciehuis: Presenteer uw idee en laat een jury van inwoners stemmen.

De provincie draagt met deze vorm van co-creatie één keer in de zoveel tijd een onderwerp aan waar u een idee over kunt hebben. Onderwerpen zoals bijvoorbeeld natuur, milieu, cultuur, leefomgeving, regionale economie, openbaar vervoer en infrastructuur. U kunt uw idee opsturen naar de provincie. Op een aangewezen dag mag u samen met alle andere inwoners met ideeën vanuit de hele provincie uw idee presenteren aan de jury van inwoners. Dit vindt plaats in het provinciehuis. De jury krijgt vanuit de provincie eerst de nodige achtergrondinformatie. Daarna presenteert u uw idee en mag de jury discussiëren over de verschillende ideeën. Uiteindelijk stemt de jury op een idee. Degene met de meeste stemmen wint een bedrag om het idee samen met de provincie uit te gaan voeren.

2. Digitaal ideeën verzamelen en bediscussiëren

De provincie heeft een digitaal platform waar u op elk moment van de dag uw idee op kunt zetten over onderwerpen als natuur, milieu, cultuur, leefomgeving, regionale economie openbaar vervoer en infrastructuur. Andere mensen kunnen op uw idee reageren en met de chatfunctie kunt u met elkaar in gesprek komen. Verder bestaat er een mogelijkheid om bij een idee op een 'vind ik leuk' knop te drukken. Op deze manier wordt duidelijk welke ideeën populair zijn onder de inwoners. Mensen die vanuit de provincie beleid maken en hierover besluiten, gaan via dit platform in gesprek met de bedenkers van de populaire ideeën. Zo komen goede ideeën vanuit de samenleving naar boven, die de provincie uiteindelijk kan uitwerken en uitvoeren.

3. Volledig eigen initiatief inwoners

De provincie stelt geld beschikbaar voor een groep inwoners die goede ideeën hebben op het gebied van natuur, milieu, cultuur, leefomgeving, regionale economie, openbaar vervoer en infrastructuur. Binnen de groep wordt er een regiegroep opgesteld van 5 à 7 personen. Deze groep beoordeelt ideeën die in de groep leven, kiest de beste uit en organiseert bijeenkomsten voor het creëren van steun van groepsleden en mensen

van de provincie voor het idee. Deze bijeenkomsten vinden plaats in bijvoorbeeld buurthuizen, clubhuizen of andere locaties binnen de provincie. Het uiteindelijk gekozen idee wordt door de groep zelf uitgevoerd met behulp van de middelen van de provincie.

Nu volgen er een aantal vragen over hoe u tegen deze specifieke vorm van participatie aankijkt. Hou deze specifieke vorm van participatie in gedachten tijdens het beantwoorden van de vragen.

1. Ik denk dat ik zou willen meedoen aan deze vorm van co-creatie.

Helemaal mee oneens ☐ ☐ ☐ ☐ ☐ Helemaal mee eens

2. Wanneer ik een goed idee heb voor de provincie, zou ik meedoen aan deze vorm van co-creatie.

Helemaal mee oneens ☐ ☐ ☐ ☐ ☐ Helemaal mee eens

3. Als ik gevraagd word om deel te nemen, zou ik meedoen aan deze vorm van co-creatie.

Helemaal mee oneens ☐ ☐ ☐ ☐ ☐ Helemaal mee eens

4. Ik zou zeker willen nadenken over het meedoen aan deze vorm van co-creatie.

Helemaal mee oneens ☐ ☐ ☐ ☐ ☐ Helemaal mee eens

Ik vind deze vorm van co-creatie:

1. Belangrijk ☐ ☐ ☐ ☐ ☐ Onbelangrijk

2. Positief ☐ ☐ ☐ ☐ ☐ Negatief

3. Zinloos ☐ ☐ ☐ ☐ ☐ Zinvol

4. Interessant ☐ ☐ ☐ ☐ ☐ Oninteressant

Meedoen aan deze vorm van co-creatie:

1. Lijkt me leuk.

Helemaal mee oneens ☐ ☐ ☐ ☐ ☐ Helemaal mee eens

2. Zou mij een tevreden gevoel kunnen geven.

Helemaal mee oneens ☐ ☐ ☐ ☐ ☐ Helemaal mee eens

3. Zou ik voor mijn plezier doen.

Helemaal mee oneens ☐ ☐ ☐ ☐ ☐ Helemaal mee eens

4. Zou mij blij kunnen maken.

Helemaal mee oneens ☐ ☐ ☐ ☐ ☐ Helemaal mee eens

Door deze vorm van co-creatie:

1. Denk ik dat de provincie echt gebruik wil maken van de mening van de inwoners.

Helemaal mee oneens ☐ ☐ ☐ ☐ ☐ Helemaal mee eens

2. Denk ik dat de provincie de inwoners serieus neemt.

Helemaal mee oneens ☐ ☐ ☐ ☐ ☐ Helemaal mee eens

3. Denk ik dat de provincie geïnteresseerd is in de mening van de inwoners.

Helemaal mee oneens ☐ ☐ ☐ ☐ ☐ Helemaal mee eens

4. Denk ik dat de provincie zich beter zal verplaatsen in de mening van de inwoners.

Helemaal mee oneens ☐ ☐ ☐ ☐ ☐ Helemaal mee eens

Deze vorm van co-creatie:

1. Zorgt denk ik voor betere oplossingen voor problemen in de provincie.

Helemaal mee oneens ☐ ☐ ☐ ☐ ☐ Helemaal mee eens

2. Zou voordelen voor mijzelf op kunnen leveren.

Helemaal mee oneens ☐ ☐ ☐ ☐ ☐ Helemaal mee eens

3. Zorgt voor oplossingen waar ik achtersta.

Helemaal mee oneens ☐ ☐ ☐ ☐ ☐ Helemaal mee eens

4. Zorgt ervoor dat ik betrokken ben bij oplossingen voor problemen in de provincie.

Helemaal mee oneens ☐ ☐ ☐ ☐ ☐ Helemaal mee eens

Deze vorm van co-creatie:

1. Zorgt ervoor dat ik invloed heb op het beleid.

Helemaal mee oneens ☐ ☐ ☐ ☐ ☐ Helemaal mee eens

2. Zorgt ervoor dat ik mijzelf gehoord voel, ook al wordt er niets met mijn idee gedaan.

Helemaal mee oneens ☐ ☐ ☐ ☐ ☐ Helemaal mee eens

3. Laat mij zien dat de provincie om kan gaan met invloed van inwoners.

Helemaal mee oneens ☐ ☐ ☐ ☐ Helemaal mee eens

4. Zorgt ervoor dat ik een verschil kan maken.

Helemaal mee oneens ☐ ☐ ☐ ☐ Helemaal mee eens

1. Mensen waarmee ik omga, vinden deze vorm van co-creatie belangrijk.

Helemaal mee oneens ☐ ☐ ☐ ☐ Helemaal mee eens

2. Ik denk dat mensen waarmee ik omga, vinden dat ik aan deze vorm van co-creatie mee moet doen.

Helemaal mee oneens ☐ ☐ ☐ ☐ Helemaal mee eens

3. Ik voel de druk van mensen waarmee ik omga om mee te doen aan deze vorm van co-creatie.

Helemaal mee oneens ☐ ☐ ☐ ☐ Helemaal mee eens

Voor meedoen aan deze vorm van co-creatie:

1. Ben ik geschikt.

Helemaal mee oneens ☐ ☐ ☐ ☐ Helemaal mee eens

2. Heb ik de juiste vaardigheden.

Helemaal mee oneens ☐ ☐ ☐ ☐ Helemaal mee eens

3. Heb ik te weinig kennis.

Helemaal mee oneens ☐ ☐ ☐ ☐ Helemaal mee eens

4. Heb ik te weinig tijd.

Helemaal mee oneens ☐ ☐ ☐ ☐ Helemaal mee eens

Deel 4. Uw voorkeuren voor verschillende aspecten van co-creatie

Hieronder worden een aantal mogelijke kenmerken van co-creatie gegeven. Geef aan in welke mate de kenmerken belangrijk voor uw deelname aan co-creatie zijn.

Ik vind het belangrijk dat:

☐ Ik contact met andere mensen in levende lijve heb.

Heel onbelangrijk ☐ ☐ ☐ ☐ Heel belangrijk

☐ Ik zelf kan bepalen op welk tijdstip ik meedoe.

Heel onbelangrijk ☐ ☐ ☐ ☐ Heel belangrijk

☐ Ik zelf kan bepalen hoeveel tijd ik ergens in steek.

Heel onbelangrijk ☐ ☐ ☐ ☐ Heel belangrijk

☐ De co-creatie 's avonds plaats vindt.

Heel onbelangrijk ☐ ☐ ☐ ☐ Heel belangrijk

☐ Ik zelf kan bepalen vanaf welke plek ik meedoe.

Heel onbelangrijk ☐ ☐ ☐ ☐ Heel belangrijk

☐ Ik in mijn eigen omgeving mee kan doen (dorp, gemeente).

Heel onbelangrijk ☐ ☐ ☐ ☐ Heel belangrijk

☐ Ik geen kosten hoeft te maken (reiskosten of andere kosten).

Heel onbelangrijk ☐ ☐ ☐ ☐ Heel belangrijk

☐ Ik geen computer of internet nodig heb.

Heel onbelangrijk ☐ ☐ ☐ ☐ Heel belangrijk

☐ Het nieuwe idee vanuit de inwoner komt.

Heel onbelangrijk ☐ ☐ ☐ ☐ Heel belangrijk

☐ Ik uiteindelijk hoor wat er precies van het idee terecht gekomen is.

Heel onbelangrijk ☐ ☐ ☐ ☐ Heel belangrijk

☐ Er een mogelijkheid is om onmiddellijk te reageren op voorstellen van anderen.

Heel onbelangrijk ☐ ☐ ☐ ☐ Heel belangrijk

☐ Ik evenveel invloed heb als de andere mensen die meedoen.

Heel onbelangrijk ☐ ☐ ☐ ☐ Heel belangrijk

☐ Ik een persoonlijke uitnodiging krijg van de provincie om mee te doen.

Heel onbelangrijk ☐ ☐ ☐ ☐ Heel belangrijk

☐ Ik contact heb met experts en beleidsmakers vanuit de provincie.

Heel onbelangrijk ☐ ☐ ☐ ☐ Heel belangrijk

Als u op de pijltjes rechts onderin klikt, levert u het onderzoek in.

Hartelijk dank voor het meedoen!

Wilt u nog kans maken op de bol.com bon t.w.v. €25, vul dan hieronder uw mailadres in. Het mailadres wordt alleen gebruikt voor het verloten van de bonnen, uw anonimiteit wordt gewaarborgd.

2. Stimulus material

1. In het provinciehuis: Presenteer uw idee en laat een jury van inwoners stemmen.

De provincie draagt met deze vorm van co-creatie één keer in de zoveel tijd een onderwerp aan waar u een idee over kunt hebben. Onderwerpen zoals bijvoorbeeld natuur, milieu, cultuur, leefomgeving, regionale economie, openbaar vervoer en infrastructuur. U kunt uw idee opsturen naar de provincie. Op een aangewezen dag mag u samen met alle andere inwoners met ideeën vanuit de hele provincie uw idee presenteren aan de jury van inwoners. Dit vindt plaats in het provinciehuis. De jury krijgt vanuit de provincie eerst de nodige achtergrondinformatie. Daarna presenteert u uw idee en mag de jury discussiëren over de verschillende ideeën. Uiteindelijk stemt de jury op een idee. Degene met de meeste stemmen wint een bedrag om het idee samen met de provincie uit te gaan voeren.

2. Digitaal ideeën verzamelen en bediscussiëren

De provincie heeft een digitaal platform waar u op elk moment van de dag uw idee op kunt zetten over onderwerpen als natuur, milieu, cultuur, leefomgeving, regionale economie openbaar vervoer en infrastructuur. Andere mensen kunnen op uw idee reageren en met de chatfunctie kunt u met elkaar in gesprek komen. Verder bestaat er een mogelijkheid om bij een idee op een 'vind ik leuk' knop te drukken. Op deze manier wordt duidelijk welke ideeën populair zijn onder de inwoners. Mensen die vanuit de provincie beleid maken en hierover besluiten, gaan via dit platform in gesprek met de bedenkers van de populaire ideeën. Zo komen goede ideeën vanuit de samenleving naar boven, die de provincie uiteindelijk kan uitwerken en uitvoeren.

3. Volledig eigen initiatief inwoners

De provincie stelt geld beschikbaar voor een groep inwoners die goede ideeën hebben op het gebied van natuur, milieu, cultuur, leefomgeving, regionale economie, openbaar vervoer en infrastructuur. Binnen de groep wordt er een regiegroep opgesteld van 5 à 7 personen. Deze groep beoordeelt ideeën die in de groep leven, kiest de beste uit en organiseert bijeenkomsten voor het creëren van steun van groepsleden en mensen van de provincie voor het idee. Deze bijeenkomsten vinden plaats in bijvoorbeeld buurthuizen, clubhuizen of andere locaties binnen de provincie. Het uiteindelijk gekozen idee wordt door de groep zelf uitgevoerd met behulp van de middelen van de provincie.

3. Municipality and division of demographic factors

Table 12.
Municipality

	Setting 1		Setting 2		Setting 3		Total	
	N	%	N	%	N	%	N	%
Municipality								
Almelo	2	2	2	2	4	3	8	2
Borne	2	2	1	1	1	1	4	1
Dalfsen	5	4	4	3	2	2	11	3
Deventer	9	8	18	15	17	14	44	12
Dinkelland	-	-	2	2	1	1	3	1
Enschede	14	12	11	9	13	11	38	11
Haaksbergen	3	3	2	2	1	1	6	2
Hardenberg	6	5	16	14	7	6	29	8
Hellendoorn	5	4	3	3	5	4	13	4
Henglo	7	6	7	6	3	3	17	5
Hof van Twente	1	1	1	1	1	1	3	1
Kampen	1	1	2	2	2	2	5	1
Losser	1	1	1	1	2	2	4	1
Oldenzaal	4	4	-	-	4	3	8	2
Olst-Wijhe	9	8	10	9	8	7	27	8
Ommen	-	-	2	2	7	6	9	3
Raalte	21	18	18	15	19	16	58	16
Rijssen-Holten	6	5	-	-	4	3	10	3
Staphorst	2	2	1	1	1	1	4	1
Steenwijkerland	1	1	3	3	2	2	6	2
Tubbergen	2	2	2	2	-	-	4	1
Twenterand	-	-	2	2	2	2	4	1
Wierden	3	3	2	2	1	1	6	2
Zwartewaterland	-	-	1	1	-	-	1	0
Zwolle	11	10	7	6	14	12	32	9

Table 13.
Chi-square demographic factors among settings

	Pearson Chi-square	P*
Demographic factor		
Gender	1.541	0.463
Education	0.230	0.891

* Relation between setting and demographic factor if $p \leq 0.05$

Table 14.

Differences among groups of demographic factors and distribution (one-way ANOVA)

	F	Df	p*
Variable			
Age	2.366	353	0.095
Job situation	0.785	353	0.457
Municipality	0.068	353	0.934
Distribution	2.434	353	0.089

* Difference among the groups of demographic factors if $p \leq 0.05$

4. Postcard

This is the postcard that is sent to 5000 citizens of the province Overijssel.

Uitnodiging

Beste inwoner(s) van Overijssel,

Bent u 18 jaar of ouder en heeft u 10 minuten de tijd? Dan kunt u de provincie Overijssel helpen! Wij zijn namelijk op zoek naar de beste manier waarop inwoners samen kunnen werken met de provincie Overijssel en u bent één van de 6000 inwoners die om zijn of haar mening wordt gevraagd.

U kunt ons helpen door onderstaande link in te voeren via uw computer, tablet of smartphone en de enquête in te vullen:

www.overijssel.nl/doemee

WIN een bol.com bon t.w.v. €25 door deel te nemen aan dit onderzoek. Deze bon wordt 3 keer verloot!

Alvast heel erg bedankt voor uw deelname!

Met vriendelijke groet,
Provincie Overijssel



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Appendix 5

Table 15.

Differences among demographic factors for setting 1

		Age		Gender		Education	
		F	P*	F	p*	F	P*
Variable							
	Intention	0.393	0.676	0.097	0.756	0.974	0.326
	Expected personal gratification	1.447	0.240	0.262	0.610	0.222	0.639
	Trust in sincere intentions	0.657	0.520	1.576	0.212	1.754	0.188
	Perceived value of citizen participation	0.409	0.665	0.001	0.978	1.027	0.313
	Subjective norms	4.559	0.013	0.001	0.980	0.550	0.460
	Perceived behavioral control	2.809	0.065	4.046	0.047	14.336	0.000

* Differences among groups if $p \leq 0.05$

Table 16.

Differences among demographic factors for setting 2

		Age		Gender		Education	
		F	P*	F	p*	F	P*
Variable							
	Intention	1.465	0.236	0.004	0.949	4.528	0.036
	Expected personal gratification	2.465	0.090	0.225	0.636	0.227	0.635
	Trust in sincere intentions	0.812	0.447	0.065	0.799	0.212	0.646
	Perceived value of citizen participation	2.094	0.128	0.027	0.870	1.210	0.274
	Subjective norms	0.341	0.712	0.043	0.835	3.659	0.058
	Perceived behavioral control	2.840	0.063	0.708	0.402	7.426	0.008

* Differences among groups if $p \leq 0.05$

Table 17.

Differences among demographic factors for setting 3

		Age		Gender		Education	
		F	P*	F	p*	F	P*
Variable							
	Intention	0.166	0.847	0.216	0.643	1.998	0.160
	Expected personal gratification	0.559	0.574	0.282	0.597	4.357	0.039
	Trust in sincere intentions	0.584	0.559	0.372	0.543	0.947	0.333
	Perceived value of citizen participation	0.043	0.958	0.306	0.581	0.068	0.794
	Subjective norms	1.218	0.300	0.054	0.817	0.002	0.961
	Perceived behavioral control	0.802	0.451	0.589	0.444	12.685	0.001

* Differences among groups if $p \leq 0.05$