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Democratising Futures, Reinvigorating Democracy? Participatory Futures as a tool for citizen voice and influence in local decision-making

Tables

Table I: Context and participants of the PAR studies

| Municipality | Description of municipality | Activity 1 | Activity 2 |
|----------------|---|----------------------------------|-------------------|
| | | participants | participants |
| Municipality 1 | Municipality 1 is relatively | Mixed gender | Citizens, |
| (Southern | experienced in implementing | citizens who are | policymakers, |
| Europe) | participatory democracy | involved in | civil society |
| | measures. With a population of | participatory | activists, newly- |
| | 172,000 inhabitants, the city has | democracy and | elected members |
| | been developing a model of | voluntary | of a decision- |
| | urban governance focusing on | associations | making structure. |
| | neighbourhood level decision- | within the area. | A relative even |
| | making for over a decade. They | Total: 13 | mix of genders, |
| | use open citizens' labs to | participants. | with the average |
| | identify projects that will be | | age of attendee |
| | undertaken in the locations. The | | being 48 years |
| | municipality's current focus is on | | old. Total: 110 |
| | upscaling these neighbourhood | | participants. |
| | level interventions to city level. | | |
| Municipality 2 | Municipality 2 is a larger city | Heterogenous | Young people |
| (Eastern | with 450,000 residents and | group of citizens | aged between 15 |
| Europe) | contains districts that have a | - represented | and 26. The |
| | degree of autonomy when | demographics | majority were |
| | making local decisions. The | including people | high school or |
| | municipality has been using | from different | university |
| | participatory budgeting as a | social classes, | students. Total: |
| | mechanism for resident voice in | different | 13 participants. |
| | decision-making but has found | education | |
| | that it is not inclusive of those | levels, people with intellectual | |
| | residents without a high degree of social capital and | disabilities, | |
| | implemented it in a relatively | people with | |
| | top-down manner. Their current | different | |
| | work focuses on experimenting | political views, | |
| | with more deliberative tools | ages, genders | |
| | with citizens in specific locations | and | |
| | in a bid to determine the | nationalities. | |
| | political conditions that are | Total: 12 | |
| | needed to create such work to | participants. | |
| | scale across the city. | par cro.parres. | |
| | source del 035 tire city. | l | l |

| Municipality 3 | Municipality 3 is a regional | Young people | Officials from 5 |
|----------------|---------------------------------------|---------------|-------------------|
| (Northern | group of municipalities | from rural | local |
| Europe) | consisting of five local entities. It | communities. | municipalities, |
| | is a relatively marginalised rural | Total: 10 | citizen |
| | area with a population of just | participants. | representatives, |
| | 34,859 people across the five | | council members |
| | areas. Previously, the | | of the |
| | municipality has used social | | development |
| | hackathons as a means of | | centre, leaders |
| | identifying solutions to complex | | and members of |
| | social problems with residents. | | a county |
| | This was framed within the | | development |
| | domain of public service delivery | | strategy working |
| | and the municipality now wants | | group and |
| | to utilise this approach on a | | residents. Total: |
| | political, decision-making level | | 50 participants. |
| | and use hackathons as a means | | |
| | of supporting deliberative | | |
| | decision-making in the area. | | |

Table II: PAR Study Data, Processing and Analysis

| Data gathering method | Processing and analysis | What this provided | |
|--|--|--|--|
| Participant Feedback: At the end of each activity, participant feedback was collated. This focused on their experiences of activities around specific questions and was captured either by (1) written post-it notes or (2) oral feedback circle (notes taken by municipality team). | Municipality teams collated the feedback and summarised it in the activity questionnaires (with direct quotes from participants included). | Participants experiences of: The activity How the activity related to previous involvement in democracy and decision-making activities | |
| Activity Reports: A standardised report template was provided to the municipalities for each activity that collated information on activity context, participants, participant feedback, application of the method and insights on democracy. This was completed as a municipality team. | Manual coding and topic analysis of qualitative data, ascertaining similarities and differences across locations | Municipality perspectives on: Participant feedback Participant recruitment Socio-political context of activities How they applied the method Insights on citizen participation in democracy | |
| Activity Questionnaires: Directly after each activity, the individual municipality team | Cross-tabulation of quantitative results by | Individual municipality workers' perspectives on: What worked well | |

member completed a questionnaire that assessed location the effectiveness of the activities. It also identified any local adaptations of the activity. It contained both quantitative questions (i.e., responses ratings) and qualitative questions (i.e., personal reflections, explanation of ratings). locations Follow-Up Questionnaire: 6-9 months after the activities, a follow-up questionnaire was location completed by the municipality team. This focused on the impact of the participatory futures on the municipalities decision-making processes responses post-delivery. It contained both quantitative questions Manual coding and (i.e., ratings) and qualitative

respondent type and

Manual sentiment analysis on quantitative and qualitative

Manual coding and topic analysis of qualitative data, ascertaining similarities and differences across

- What didn't work well
- Local adaptations
- Usefulness of training and support materials
- Changes they'd make with hindsight

Cross-tabulation of quantitative results by

Manual sentiment analysis on quantitative and qualitative

topic analysis of qualitative data, ascertaining similarities and differences across locations

Municipality perspectives on:

- If/how the outputs from the activities had been used
- If/how the methods had been used since
- If/how the work is situated in wider plans/structures of the municipality
- If/how the insights from the activities had influenced decisionmaking
- Reflections on similarities and differences between participatory futures approaches and existing knowledge creation practices in the municipality
- Understanding of current state of play with participatory and deliberative processes in local democracy within their municipality

Table III: Future visions of local democracy

Municipality 1

questions (i.e., personal

ratings).

reflections, explanation of

Local community, connection, trust, and open exchange are key to our future city. Residents have a range of opportunities – from public assemblies to focus groups – in which to voice their perspectives, and active measures are being taken to include

| diverse voices in such activities. Apathy is decreasing because | | |
|---|--|--|
| residents are aware of how they can affect change in their | | |
| community. Residents are becoming more motivated to create | | |
| neighbourhoods that are better places to live. There has been an | | |
| increase in volunteering and youth participation in civil society. | | |
| In a future dominated by long working hours, the destruction of | | |
| the natural environment and an oppressive surveillance culture, | | |
| young people are leading the resistance via educational workshops | | |
| and activism. We are showing our communities that another way | | |
| of life is possible – one that values humanity and people's | | |
| wellbeing. We are promoting active citizenship and are speaking | | |
| up about issues that affect our lives in an environment, where | | |
| decisions are made for the benefit of people, not for financial | | |
| gains. Slowly this activism and education is changing the tide. | | |
| We celebrate our local cultural heritage and are a place of | | |
| optimism. We have adopted a set of mutual goals and a shared | | |
| commitment to contributing to them from residents, local | | |
| companies, civil society and the municipality has been established. | | |
| We are ensuring that better living conditions are created for | | |
| residents; we feel pride in our local area. Whilst the achievement | | |
| of the goals is based on collective action, the local development | | |
| centre is pivotal. | | |
| | | |