

INTERNSHIP REPORT

The contribution of Green Coaches during the setup of public green initiatives in Amsterdam

How green coaches fulfill the requirements of initiators

Major Science in Society

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List of abbreviations

| | |
|-------|---|
| GGD | Municipal health service (<i>Gemeentelijke gezondheidsdienst</i>) |
| GiB | Green in the neighborhood (<i>Groen in de Buurt</i>) |
| NOA's | Needs, Opportunities, Abilities |
| R&D | Planning and Sustainability (<i>Ruimte en duurzaamheid</i>) |
| RMA | Amsterdam Court of Auditors (<i>Rekenkamer metropool Amsterdam</i>) |
| UGS | Urban Green Space |

Summary

Background

Nature in urban environments is important for human, animal, and plant life. Increasing urban green spaces (UGS) makes the city future proof for climate change and supports the wellbeing of its inhabitants. The municipality of Amsterdam started the project “Green in the Neighborhood” (GiB) to increase the number of UGS through public participation. To set up a public green initiative, initiators required the guidance, support, and knowledge from an independent operating social partner. The municipality tried to fulfill this request by the deployment of green coaches. It was unknown if the current deployment of green coaches contributed to the setup of public green initiatives. This research aimed to improve the future deployment of green coaches by analyzing the role of the green coach when supporting initiators during the setup of public green initiatives in Amsterdam.

Needs, opportunities, and abilities (NOA) are considered to be the main requirements that contribute to the motivation and behavior of the initiator to setup a public initiative. To what extent the green coaches fulfilled these requirements of initiators was unknown. Their contribution to the initiators was thought to be important for the stimulation of public participation and increasing UGS.

Research Question

How do green coaches fulfill the needs, opportunities, and abilities of initiators with the setup of a public green initiative in Amsterdam?

It was expected that the need of the initiators is increasing UGS in their neighborhood. Also, it was believed that green coaches would act as an opportunity for the initiators, and that green coaches offered and improved abilities of the initiators by providing knowledge and skills on the municipal procedures.

Methodology

A literature study was performed, and qualitative data was obtained through an online survey and 10 in-depth interviews with initiators, green coaches, and GiB coordinators. This design was chosen to obtain multiple points of view to provide triangulation. Thematic analysis was used as an independent qualitative descriptive approach. The literature and obtained qualitative data were compared to find differences and similarities in the results to overcome the possible bias of the researcher. The qualitative data showed the true role of the green coaches perceived by the green coaches themselves, the initiators, and the GiB coordinators. No major differences were found between the literature and qualitative data.

Results

Initiators indicated that they had difficulties with setting up a successful initiative because of a lack of support and abilities. The literature showed that the commitment, motivation, knowledge, and skills of the initiator are important to start a public initiative. The trust and support from the locals and the municipality was found to be important to maintain motivation for the initiative. To promote and maintain these relationships, green coaches were experienced to be mediators. Also, the interviewees indicated that green coaches provide the knowledge and skills on municipal processes. The role of the green coaches is found to guide, promote, inform, support, and mediate the GiB project and its stakeholders. However, the interviewees perceived the role as vague. Initiators, GiB coordinators, and green coaches would like more structure and guidance for the green coaches to match the requirements of the initiators.

The requirements were the needs, opportunities, and abilities of the initiators. The needs were the desire to create more UGS, to have social interaction, to self-develop, to contribute to society, and to find pleasure in botany and gardening. The opportunities were offered by the municipality and the green coaches as external help, support, expertise on different subjects, and as the offering of knowledge networks. Because of the offered opportunities, initiators were motivated to continue with their projects. The green coaches contributed to the speed of handling the project at the municipality and providing approval of the proposed initiative. The abilities of the initiators were knowledge, skills, and financial resources that promoted the setup of their green initiative. These abilities were self-obtained or offered by the municipality and green coaches. Green coaches were thought to contribute to the set up when their external help was called in.

Green coaches noticed that there is a demand for help from the initiators as well as the GiB coordinators with the setup of new initiatives. They are willing to adapt their role to the wishes and demands of the municipality and the initiators to become an even more valuable actor during the setup of public green initiatives. At this moment, the behavior to initiate a public UGS is fostered mostly by the initiator itself through its driving goal.

Conclusion

It can be concluded that green coaches do not contribute to the fulfillment of the needs of the initiator. The needs are fulfilled by the initiators themselves with their drive to achieve their set goals, and their intrinsic commitment and motivation for the project. Green coaches do provide opportunities by helping the initiators with the proposal, offering enthusiasm for the project, making a connection with the municipality, and create social interaction within the neighborhood. Because green coaches are flexible in their role and try to respond to the wishes and demands of the other stakeholders, they are an excellent opportunity for the initiators during the setup phase. Also, green coaches have shown to add information, knowledge, and skills about procedures of GiB projects. Green coaches can improve the abilities of the initiators when they are willing to accept the help of the green coaches. The initiators have a choice to accept or deny the external help of a green coach during the setup of his/her initiative. However, the initiator plays the leading role in setting up a successful public green initiative.

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Introduction

Urbanization & UGS

Worldwide, urban areas have been increasing in size and number. Currently, 55% of the human population lives in urban areas, and it is expected to increase to 75% in 2050 (Ziter, 2016). In urban areas, formal rural land is changed to fit the needs of the human population. Not only does the number of people living in cities grow, but the number of metropolises as well. This shift of the human population from rural to increasing urban areas is called urbanization (Tisdale, 1941).

Multiple negative effects of urbanization have been found on the ecosystem and human life when nature is banned from urban environments (Figure 1) (Oke, 1995; Hough, 2002; McKinney, 2008). The disappearance of nature harms the biodiversity of plants and animals (Akbari *et al.*, 2001; Hough, 2002; Faeth *et al.*, 2011; McKinney, 2008). Also, in cities where nature is banned, human health and wellbeing decreases (Cox *et al.*, 2018; Lawrence, 1999). Therefore, nature in urban environments seems to be of great importance for both human, animal, and plant life.

High biodiversity can be found in urban environments in so-called Urban Green Spaces (UGS) (Cilliers *et al.*, 2013; Aronson, 2017). UGS can be parks and sports fields as well as woods and natural meadows, wetlands, or other ecosystems, which, according to the World Health Organization, represent a fundamental component of any urban ecosystem (World Health Organization, n.d.). UGS are beneficial for water retention and reduce runoff (Feldman *et al.*, 2019). UGS also reduce heat stress and city noise (Lafortezza *et al.*, 2009; Bolund & Hunhammar, 1999).

Also, it is found that UGS provide psychological health benefits to citizens (Fuller *et al.*, 2007; De Vries *et al.*, 2003). Public UGS are excellent environments for the stimulation of the development of social skills in children (Seeland *et al.*, 2009). UGS contribute to social cohesion and the quality of life and wellbeing of urban citizens (Cheatham, 2001; Witheridge & Morris, 2016). Therefore, successful and sustainable implementation of public green spaces improves social cohesion, quality of life, health, and recreation for the inhabitants (De Vries *et al.*, 2013). Increasing the size and number of UGS make a city future proof for climate change and supports the health of its inhabitants.



Figure 1: Negative effects of cities without nature versus positive effects of cities with nature. Retrieved from: <https://soe.environment.gov.au/theme/biodiversity/topic/2016/urban-development#biodiversity-figure-6>

Public UGS in Amsterdam

Over the past years, the UGS coverage has been increasing in the city of Amsterdam (Greenvision municipality of Amsterdam (*Groenvisie gemeente Amsterdam*), 2019). The municipality of Amsterdam started the project “Green in the Neighborhood” (*Groen in de Buurt*; GiB) to increase the number of UGS in Amsterdam by public participation. Biodiversity, climate adaptation, health, and social cohesion have been appointed to be improved by the GiB program (Planning and Sustainability (*Directie Ruimte en Duurzaamheid*), 2019).

GiB projects show that numerous citizens of Amsterdam are willing to initiate, contribute to, adopt, and manage UGS. However, the evaluation of the project showed that the initiators of green initiatives desired more possibilities to get and share knowledge and help each other. Also, they desired a space to share information about their green initiatives and requested an independent operating social partner who is willing to stimulate initiators of green spaces and help newly designed green initiatives. (Planning and Sustainability, 2019). The municipality tries to fulfill these desires and requests by the deployment of green coaches (*groencoaches*). They are trained volunteers who support the initiators of GiB projects and improve the relationship between initiator and municipality (de Dooij, 2019b).

GiB projects are meant to be designed and planned by the inhabitants of Amsterdam, aligned by green professionals. The initiators are fully responsible for drawing up a project plan with the budget and visualizations of their initiative, which is the setup phase of the project. This research will focus on the setup phase of GiB projects because it is known that voluntary initiators experience difficulty during the setup of their initiative (Vilans / Movisie, 2016). Previous literature has shown that during the setup phase initiators require the

skills, motivation, and resources of a civil servant to develop a trustful relationship and a successful project (Hassink *et al.*, 2016). There seem to be possibilities for the green coaches to fulfill these requirements.

It is unknown if the requirements of the initiators of GiB projects are fulfilled with the deployment of these newly trained coaches. Finding out the contribution of the green coaches to the setup of a public green initiative is important. The deployment may fulfill the requirements of initiators and may result in overcoming the experienced difficulties during the setup phase. Also, it may result in improved co-creation between the public and municipality, which gives a boost to the expansion of public UGS. The experiences of the municipality, the initiators, and the green coaches provide insight into the current situation and may improve the future deployment of the green coaches.

Objective

This research aims to improve the future deployment of green coaches by analyzing the role of the green coach during their fulfillment of initiators’ requirements when setting up public green initiatives in Amsterdam.

Contextual Background

Municipality of Amsterdam

The municipality of Amsterdam has placed increasing UGS high on its agenda because of the multiple positive effects. The municipality tries to stimulate its inhabitants to initiate, realize, and manage green initiatives. The municipality recognizes that the inhabitants of the city know and understand the needs of their neighborhood the best (VROM, 2005). Nevertheless, the land of public initiatives stays the property of the municipality. The Amsterdam Court of Auditors (*Rekenkamer Metropool Amsterdam*; RMA) suggested that the municipality maintains the role of facilitator including overall control and insight in all the different initiatives (Amsterdam Court of Auditors, 2018). However, the municipality allows the public to participate in and decide on sustainability projects through co-creation.

Green in the Neighborhood

The aim of Green in the Neighborhood (GiB) is to develop an urban knowledge network in which accessible contact points are available in every borough of Amsterdam with the deployment of green coaches (de Dooij, 2020a). The desired result is that every resident of Amsterdam can contact an easily accessible green coach who can respond quickly to local questions and help with a green initiative (de Dooij, 2019a). In this way, an urban knowledge network can arise from bottom-up knowledge and skills to improve and achieve the four focus points of GiB: biodiversity, climate change adaptation, health, and social cohesion.

On November 14th, 2017, the city council of Amsterdam approved the amendment Bosman c.s. (Amsterdam city council (*Gemeenteraad Amsterdam*), 2020). Two million euros per year is made available for extra resources to manifest GiB. The official start of GiB was in January 2018. GiB projects establish UGS

through co-creation (Planning and Sustainability, 2019). These established areas are public UGS which are initiated, realized, and managed by the inhabitants of Amsterdam with the approval and financial support of the boroughs of Amsterdam. This budget is essential for proper support and execution by professionals like the GiB coordinators, green (external) advisers, green contractors, and green coaches. No explicit conditions are made for the boroughs on their expenditure of the budget, as long as the budget gets spent on GiB projects.

Therefore, the boroughs have differences in methods to realize public green initiatives. A borough may have appointed a GiB coordinator who supervises all the initiatives. The differences do not matter if the regulations for public green initiatives are followed. A GiB project must:

- Be in a public space in Amsterdam (no façade gardens, no green rooftops, no courtyards)
- Be initiated, realized and (co)managed by inhabitants of Amsterdam
- Use GiB resources
- Initiate a management-agreement when it comes to a large and complex initiative

When an inhabitant wants to start a green initiative, he/she hands in an online proposal via the website of the municipality of Amsterdam, the local policy officer (*gebiedsmakelaar*), GiB coordinator, or green coach. There are multiple options for a green initiative, for instance, to adopt an existing UGS, to make compost with the neighborhood, to set up a kitchen garden, to initiate urban agriculture, or to create a new public UGS. Approximately 300 initiatives have been realized since the start of GiB. 71 initiatives are reported on the official online platform of GiB: www.buurtgroen020.nl (Figure 2). Green initiators can enroll in this digital, interactive platform and directly share content (e.g. projects and activities).

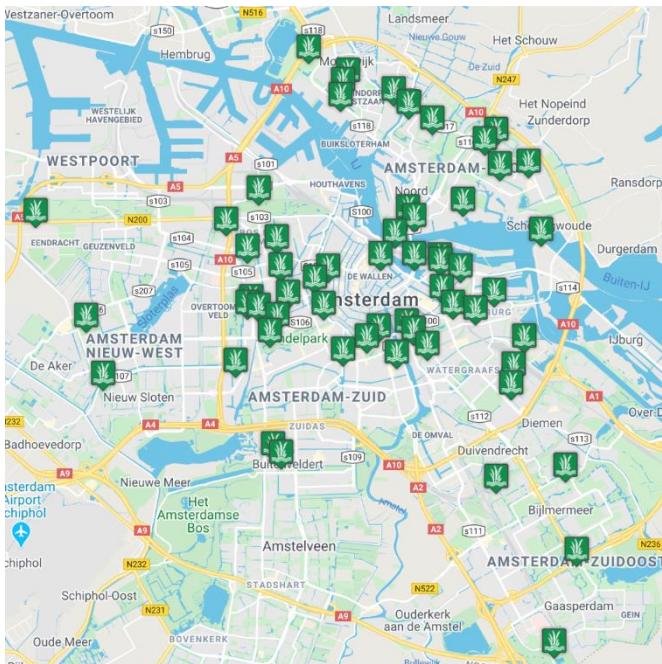


Figure 2: 71 realized GiB projects in Amsterdam shown on <https://buurtgroen020.nl/>

The approval of the proposal of the initiative and allocation of budget is done by the GiB coordinator of the corresponding borough to match the four focus points: biodiversity, climate change adaptation, health, and social cohesion. The GiB coordinator of the borough accepts or rejects the proposal together with a test-team. Before GiB, a lot of proposals were rejected because the proposed initiatives did not match the regulations of the municipality without the help of a local professional (Planning and Sustainability, 2019). To improve the quality of the proposals, nowadays, inhabitants can consult a local green coach or GiB coordinator in the boroughs New-West, North, and City Centre to get advice before handing in their proposal.

Green coaches

Green coaches fulfill the role of guides, motivators, and inspirators for the initiators. In the boroughs New-West, North, and City Centre, the first green coaches are active since the spring of 2019. They aim to make the proposed initiatives more feasible and realistic to get approval of the GiB coordinator. Also, they aim to manage the expectations of the inhabitants during the whole process (de Dooij, 2019c). It is of great importance that the guidance is present during every stage of the process (planning, design, construction, maintenance, management). Therefore, local volunteers are trained by the external coordinator GiB as green coaches to provide knowledge on (setting up) green projects and provide a local network (de Dooij, 2019b). Also, they are trained to promote GiB for the municipality and provide easily accessible information to inhabitants who are interested in taking green initiatives in their neighborhood (de Dooij, 2019b).

Citizens take the primary role in the initiation of the project. The contribution of the green coaches during this phase may have a significant effect on the outcome of a green initiative. The setup of the project is thought to become smoother and faster when making use of local knowledge and skills of social partners. The local transfer of knowledge and the creation of a network between citizens, green coaches, and municipality are key for the support of all future and past initiatives in neighborhoods.

Theoretical Background

Public Participation

GiB projects are realized through public participation and collaboration with the municipality of Amsterdam. In general, public participation is the direct or indirect inclusion of the public in the decision-making process on governmental policies, plans, or programs in which they have an interest (Bryson *et al.*, 2013). Public participation entails a process that involves all stakeholders who are potentially affected by a decision made in a governmental process. The stakeholders can be individuals, governments, institutions, companies, or any other entities that affect public interests (The Co-Intelligence Institute, 2008).

The purpose of public participation is to allow governments to adopt policies and enact laws that are relevant to communities while taking their needs into account (Islam, & Bonilla, 2004). In recent years, public participation has become a vital method to address environmental problems and improve sustainable development on a governmental level. Therefore, the municipality of Amsterdam promotes public participation with GiB projects and the deployment of green coaches. The aim of initiating a GiB project together with a local professional, like a green coach, is getting opinions, ideas, and feedback from the initiators and making them the leader of the eventual project. The installation of green coaches is a novel way to stimulate public participation taking the requirements of the initiators into account during public participation.

Motives to start a public green initiative

Why people start an initiative, depends on personal factors like intrinsic and extrinsic motivation. Intrinsic motivation for attending public participation is, for example, finding it important to be involved in or to participate and solve local issues (Dreijerink *et al.*, 2009). Extrinsic motivations would be, for example, participation because it provides a financial reward or new provisions. When this reward disappears, the motivation and the accompanying behavior also disappear (Dreijerink *et al.*, 2009). Albert Bandura argues that motivation to start an initiative is determined by the conviction that a person can act adequately and efficiently in a situation; this behavior is called 'self-efficacy' (McKenna, 2000).

In addition to personal motives, participation is determined by factors in the environment. In addition to political-administrative factors, opportunities and abilities like knowledge, financial resources, time, and interests are explanatory factors of citizen participation (Hermans, 2004). Also, the theory of Henry Murray stated that people have needs that motivate them to act (Dreijerink *et al.*, 2009). He identified the need for "Achievement", the need for "Affiliation" and the need for "Dominance" or "Power". According to David McClelland's theory, people only live up to action instigated by the need for control and power over their environment (McKenna, 2000). The behavior to attain public participation seems to be determined by needs, opportunities, and abilities. These are considered to be the main requirements that contribute to the motivation and behavior of the initiator (Schrader *et al.*, 2013). These factors are present in the conceptual Needs-Opportunities-Abilities (NOA) model of Vlek, Steg, and Jager (1997) (Gatersleben & Vlek, 1998; Scott *et al.*, 2015). (Figure 3).

NOA Model

The NOA model intends to show the specific factors underlying behavior at both the macro-level of society and the micro-level of the individual (Schrader *et al.*, 2013). According to Schrader *et al.* (2013) results the “individual motivation to act in a concrete way from certain needs and opportunities in the external environment and individuals’ abilities to fulfill those needs”. It is presumed that the NOA’s are influenced by macro-level developments (Schrader *et al.*, 2013; Noorman, & Uiterkamp, 2014). The macro-level driving forces in the NOA model represent technology, economy, demography, institution, and culture, which all have an impact on the NOA’s of the people during participation (Schrader *et al.*, 2013).

It is validated that NOA’s do not operate interdependently (Vlek, 2000). Needs and opportunities together constitute the motivation to act (motivation to perform), while opportunities and abilities together constitute the behavioral control needed to be able to act (Noorman, & Uiterkamp, 2014). The NOA model implies that behavioral change depends on the modification of either relevant needs and/or relevant opportunities and/or relevant abilities underlying such behavior, whereby the motivation to perform and the behavioral control need to be considered (Figure 3). The motivation to perform and the behavioral control mediate between the NOAs and the final behavior (Vlek, 2000).

Needs

Vlek (2000) describes the needs in his model as “the underlying causes of human behavior and behavior change. Without any need, there would be no motivation to perform a behavior, even though behavioral control would be high”. Vlek based his definition of needs on the list of nine essential needs given by Max-Neef (1992): subsistence, protection, affection, understanding, participation, leisure, creation, identity, and freedom. These nine needs could be satisfied through “being such-and-such, having this or that, doing certain things, and interacting with others” (Vlek, 2000, p. 160). These needs are related to Maslow’s hierarchy of needs (Schrader *et al.*, 2013). This means that the needs in this model are the basic needs for the people that eventually foster the motivation to perform a certain action.

Opportunities

Opportunities are external factors that may present themselves or may be searched for or may be designed by the initiators (Schrader *et al.*, 2013; Vlek, 2000). When an opportunity arises that fulfills a need, it is most likely that someone who wants to participate is motivated to use this opportunity to act (Noorman, & Uiterkamp, 2014). An opportunity can be presented as available materials and services, but also as the presence of relevant information (Dreijerink *et al.*, 2009). Opportunities evoke motivation to act but also influence people’s behavioral controls on taking action (Chen, 2012).

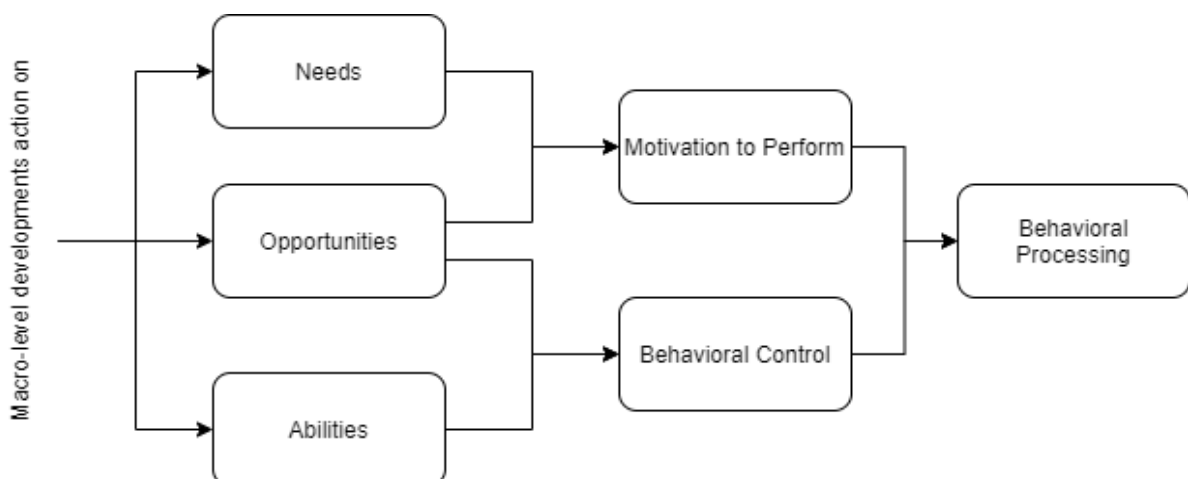


Figure 3. The needs-opportunities-abilities (NOA) model of Vlek, Steg, & Jager (1997).

Abilities

Abilities are described in this model as internal individual factors that may be acquired, learned, or otherwise developed in time (Schrader *et al.*, 2013; Vlek, 2000). Examples of abilities are the financial capacities of an individual, time, space, skills, cognitive and physical resources, and health (Dreijerink *et al.*, 2009). The abilities of people who want to start public participation influence the behavioral control on taking action (Chen, 2012).

Limitations of the NOA model

The NOA model is not very critical towards the factors that influence behavioral processing. The theory of planned behavior suggests that specific behavior arises because of an attitude, a subjective norm, and perceived behavioral control (Ajzen, 1985). The NOA model only takes behavioral control and motivation to perform into account as factors directly influencing behavioral processing. Other literature suggests that motivation to perform also depends on intrinsic and extrinsic rewards (Rahim, & Daud, 2013; Riviere-Cinnamond, & Eregae, 2003; Chiang & Shawn, 2008). However, the distinction between intrinsic and extrinsic rewards that stimulates motivation is not considered in this framework. When using this framework, it must be noted that not all factors influencing behavioral processing will be traced.

Conceptual Framework

NOA model and GiB initiatives

To fit the NOA model to the current study, adjustments needed to be made. The NOA's of initiators of a GiB project are likely to be specific during the setup of the initiative. The adjusted NOA framework provides a conceptual framework that shows the process of participation in setting up a GiB project (Figure 4). The initiators represent the people who want to participate in public participation as described in the original NOA model. The need of the initiators is expected to be increasing the number of UGS in their neighborhood. This need was shown in the evaluation to be important and is thought to be a promoter that stimulates motivation to take an initiative to set up a GiB project (Planning and Sustainability, 2019).

According to the description of opportunities in the NOA model, it is expected that green coaches fulfill tasks to become an opportunity for the initiators. This provides a theoretical basis that green coaches, acting as potential opportunity for the initiators, will influence the motivation and behavior of initiators when setting up a UGS as GiB project. According to the NOA model, it is expected that the behavior of the initiator will be altered through increased motivation and behavioral control stimulated by the green coaches.

The adjusted framework assumes that green coaches are an opportunity for the initiators, but also offers abilities to the initiators. Some internal individual factors may be acquired, learned, or developed through the help of green coaches. Green coaches provide external knowledge, skills, and financial resources that may improve the abilities of the initiators. This indicates that there is a direct link between opportunities and abilities. The abilities of the initiators will contribute to their behavioral control to propose a green initiative.

Submitting an initiator’s proposal for a public green initiative that fits within the regulations (see *Contextual background*) is the final desired behavioral outcome of the initiators in this model. To realize this behavior, the initiators in the current situation have indicated to want support during setting up their project, help with starting a network, and help with exchanging useful information (Planning and Sustainability, 2019). All these requirements are directly linked to the possible contribution of the green coaches. The green coach might play a central role during the setup of a public green initiative.

It is assumed that the initiators use these NOA factors for the implementation of their public green initiative. There is a potential feedback loop suggesting that the behavioral outcome of initiators influences their needs, opportunities, and abilities (Chen, 2012). Handing in a proposal for a green initiative gives new insights and development to the project. This might add or change the needs, opportunities, and/or abilities of the initiators. The need for more UGS will not yet be fulfilled with this behavioral outcome, but part of the desired outcome is set in motion. External help from

the green coach might not be needed anymore when the proposal is handed in. Additionally, knowledge, skills, and other abilities might also be taught during the process of initiating a public green initiative. Therefore, a feedback loop is expected to influence the NOA’s of the initiators.

It is unknown to what extent the green coaches fulfill the requirements of the initiators with their role as a possible opportunity and developing abilities during the setup phase of a public green initiative. The term 'role' is a general term that is used to indicate who can perform which actions. In this case, the position is being a green coach, and the role is the package of tasks and responsibilities that he/she carries in the situation of guiding initiators. For the improvement of the deployment of green coaches, it is important to find out how they contribute to the public green initiatives with the fulfillment of needs, opportunities, and abilities of the initiators.

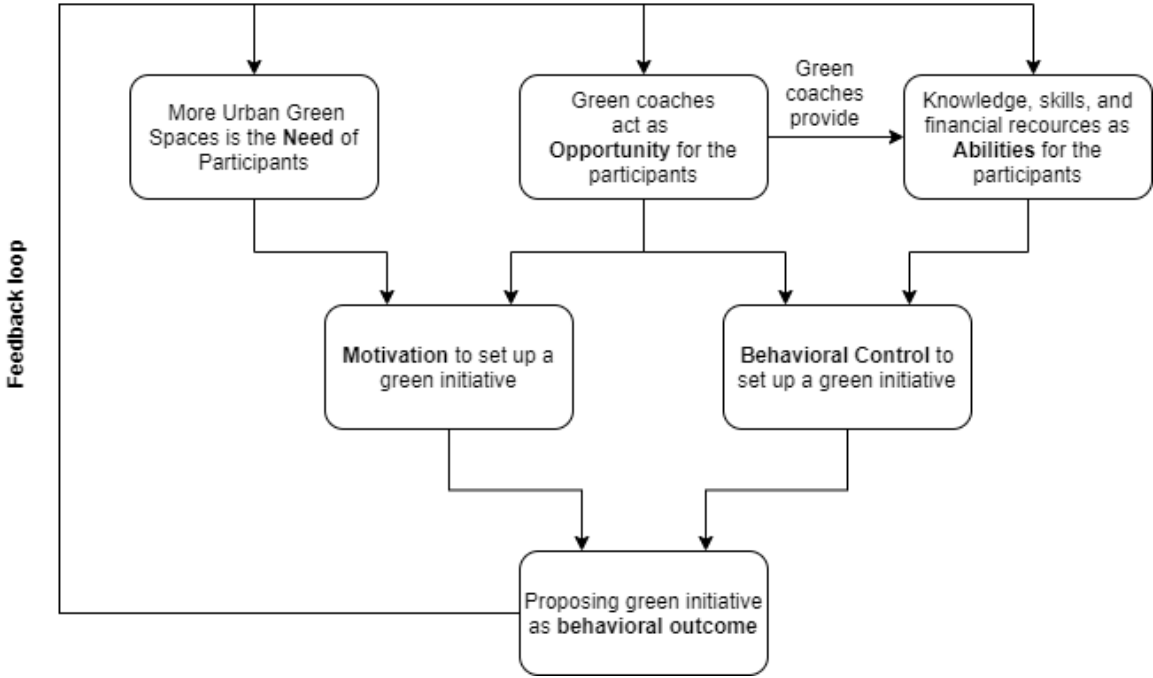


Figure 4. The adjusted NOA model used as a conceptual model. Shown are the expected components that contribute to the setup phase of green public initiatives

Research Question

How do green coaches fulfill the needs, opportunities, and abilities of initiators with the setup of a public green initiative in Amsterdam?

Sub-questions

1. What are the described and perceived contributing factors for a setup of a public green initiative?
2. What are the described and perceived roles of green coaches during the setup of a public green initiative?
3. How do initiators experience the contribution of the green coaches during the setup of their initiative?
4. How do green coaches experience their own contribution during the setup of a public green initiative?
5. What are the needs, opportunities, and abilities of the initiators when setting up a public green initiative?

Methodology and Methods

Research design

To provide more insights on the role of the green coaches during the setup phase of GiB initiatives, different qualitative methods are conducted through a literature study, an online survey, and interviews. The results of the literature studies are used to assist in explaining and interpreting the findings of the questionnaires and interviews (Gray, 2014). This design is chosen to obtain multiple points of view to provide triangulation, even though it was a time-consuming process. Without the use of other methods, there is a likelihood that bias will arise (Gray, 2014). Therefore, multiple

methods were used to answer the main-, and sub-questions.

This research took a case study approach. A case study involves a deep understanding of a certain event with the use of multiple types of data sources (Gray, 2014, p. 123). In this research, the cases studied are the experiences of initiators, green coaches, and GiB coordinators during the process of setting up public green initiatives. An exploratory mixed methods design was used in this research because little is known about the experiences of the green coaches and initiators during the setup phase since the deployment of green coaches is very recent.

Participants

This study aimed to obtain data from green coaches, initiators of GiB initiatives, and GiB coordinators from New-West, North, and City Centre. All participants are contacted via online platforms (social media, email, telephone) or other social contacts. A minimum of 2 participants per group (green coach /initiator /GiB coordinator) was aimed to obtain. All participants spoke Dutch and lived or worked in Amsterdam.

Data collection and analysis

Literature study

First, I analyzed several documents that provided the described role of the green coach during the setup phase of an initiative and showed the activities that green coaches carry out to fulfill this role. I obtained most of these documents from the external coordinator GiB and the municipality of Amsterdam. I used these documents to find the described aim of the green coach, its characteristics, the job description, and the expected future of green coaches in Amsterdam. This information supported the creation of interview guides and coding guides for the analysis of the qualitative data.

Next, I analyzed several articles to find contributing and counteracting factors that make a setup phase of a public green initiative successful. I obtained these documents via google scholar with search terms like *green citizens' initiative success, contributions to a public green initiative, obstacles during set up of public initiative, participants' needs during the setup of a green initiative*, etc. With these documents, I tried to describe the aspects of successful public green initiatives, the obstacles in setting up a public green initiative, the participants' requirements to make a public green initiative successful, and the plausible external help that is needed for the setup of a public green initiative. This information also supported the creation of interview guides and coding guides for the analysis of the qualitative data.

Questionnaire

The two questionnaires were based on a series of existing questionnaires about job descriptions, green volunteers, and green voluntary work (Handboek Functie-indeling, 2007; Bot & Keuchenius, 2018; Ganzevoort & Born, 2018; Hanzon *et al.*, 2017). The final versions were designed in collaboration with the external coordinator GiB (P. de Dooij) (Appendix: Questionnaire). The questionnaires were sent to both green coaches and initiators who already worked on a public green initiative. These two different questionnaires were sent to find out the previous experiences with the role of the green coach during the setup of initiatives. The link to the questionnaires was sent by email, social media, and other online platforms. The questionnaire was web-based (Qualtrics). A reaction was expected within two weeks. If a participant did not respond after two weeks, he/she got a reminder to fill in the survey. The survey was accessible from April 16th, 2020 to June 1st, 2020.

Open-ended and close-ended questions were analyzed to find out what the participants think of the role of the green coach during the setup phase of a public green initiative. These answers helped to prepare the following interviews. The answers were treated anonymously. However, the name and role of the participants were used in the selection procedure for the interview participants.

Interviews

Semi-structured interviews were chosen as a final method to collect more in-depth data on the contribution of the role of green coaches during the setup phase. Semi-structured interviews are more time consuming than structured interviews but allowed gaining an in-depth insight into the initiators' and coordinators' view on the green coaches. Also, they provide insight into the green coaches' view on their contribution during the setup of public green initiatives. With the help of semi-structured interviews, discoveries and elaborations were possible to find which may not have been taken into consideration by the researcher (Gill *et al.*, 2008). Semi-structured interviews provide more guidance and structure to the conversation compared to unstructured interviews.

The interviews were held via an online platform (Zoom, Skype, WhatsApp, etc.) chosen by the participant to establish a comfortable and safe environment for both participant and researcher. All interviews were held between April 24th, 2020 and May 26th, 2020. The interviews were recorded and stored with encryption (Appendix: Data Management Plan). At the start of the interview, the participant had to read and sign or verbally confirm the informed consent (Appendix: Informed Consent). The shape of the interview tried to follow an hourglass figure (broad-narrow-broad topics) to build rapport at the beginning of the interview, go in-depth in the middle, and to close off broad to round off the interview slightly more informal. Three different interview guides are designed for the

three different participating groups (green coaches, initiators, and GiB coordinators) to touch upon more specific topics (Appendix: Interview Guides).

The obtained data were transcribed with the permission of the participant (Appendix: Informed Consent). Next, data were analyzed first with inductive coding, followed by deductive coding while making use of a coding guide in Microsoft Excel (Appendix: Coding Guide). Thematic analysis was used as an independent qualitative descriptive approach to identify, analyze, and report patterns within the data. Vertical analysis was followed by horizontal analysis for optimal comparison between interviews. Key concepts were identified as initial coding categories and sub-codes, which are defined using the NOA-model and the previously obtained data from the questionnaires. The interviews and questionnaires showed the true role of the green coaches perceived by the green coaches themselves, the initiators, and the GiB coordinators.

Validity and Data saturation

The validity of the study is improved using multiple methods to obtain data. Different data sources helped to better understand the context and phenomenon under study. Validity is stronger with the use of additional strategies used with observation, such as questionnaires and interviews (DeWalt, & DeWalt, 2002). Immediately transcribing interviews helped to increase reliability, because the research better remembers and understands the context of the conversation.

A summary of the interview was sent to the participants as soon as possible for the member check. The participant had the opportunity to add or change information. Data saturation was tried to be reached by collecting as much data as possible from different sources. Saturation was achieved

when new participants, codes or themes were redundant and no longer contributed to new information necessary for this research (Gray, 2014).

Ethical considerations

No ethical approval was needed from the Research Ethics Review Committee of the Faculty of Science of the Vrije Universiteit Amsterdam. All participants were adults (>18 years old). The participants did not encounter physical or emotional harm. All participants were informed about the research purpose before the start of data collection. All interviewed participants consented to the conditions, with the possibility to withdraw from the research without reason (Appendix: Informed Consent). All recordings were deleted after transcription and analysis. Anonymity was ensured in all published data. The data was stored with encryption (Appendix: Data Management Plan).

Results

Literature was analyzed to find contributing and counteracting factors during the setup phase of a public green initiative (n= 18). Also, documents on the role of the green coach during the setup of GiB projects were analyzed (n= 7). Most of the literature and documents are recently published (>2010) (n=21). One of the articles was published before 2000. Qualitative data was obtained through an online survey for green coaches (n=6) and initiators who are helped by a green coach (n=3), and with ten in-depth online interviews with green coaches (n=3), GiB coordinators (n=2), and initiators of green initiatives in Amsterdam (n=5). The interviewed initiators did not obtain help from a green coach because their initiatives existed earlier than the deployment of the green coaches. A summary of the interviews was sent for the member check. No major changes in information were made by the participants, which improves the accuracy, credibility, and validity of the data (Cresswell, 1994). Data of both methods and literature studies are merged for analysis which increased validity. The decoded data showed patterns and themes in the several observations made. The data is classified and presented based on the sub-questions.

Contributing factors

Commitment and motivation of initiators

The setup phase of public initiatives is characterized by a lot of enthusiasm, creativity, and intensive contact between the municipality and the initiators (Bulten *et al.*, 2017). The main factors that contribute to the process of setting up a public initiative are the motivation of the initiators to create their plan, support of local politics and civil servants, and the active participation of the initiator during the setup of the initiative (Gascó, 2017). Initiators should put their shoulders under the initiative and go for it (Luttik *et al.*, 2014). Interviewees agreed that the commitment and

motivation of the initiators are very important to start an initiative. The initiator plays an important role in the success of his/her initiative. When the initiator stops, the whole project comes to an end. Therefore, the drive of the initiators is key to the realization of the project. Motives of initiators for starting a public initiative are responsibility, entertainment, connection with others, deepening of knowledge, and improvement of the living environment according to literature (Kruyen, 2017).

Abilities of the initiator

According to the interviewed initiators, an initiator should be enterprising and taking matters into your hands, be independent, and not lean on the municipality after handing in the proposal. According to Kruyen (2017), time, money, and possessing specific skills are less important for the initiators because they start from an existing network and have been asked to participate according to. On the contrary, the interviewees made clear that the initiators of GiB projects do need some abilities to set up an initiative.

“But I think perseverance, the knowledge, the social network, [and] the ability of the initiator is most important. And then there are conditions that are important” (Green coach)

Learning experiences and developing skills are found to be important factors that lead to the perception of a successful green initiative (de Haan *et al.*, 2018). Therefore, as an initiator, it is important to be persistent, to have a good idea, to be involved in the neighborhood, to understand greenery, to be smart in communicating with the municipality, and to be able to cope with failures and setbacks. Luttik *et al.* (2014) support these findings. Without the right knowledge, network, and skills, it is told that the setup of a public green initiative cost tremendous time and energy for an initiator.

According to my interviewees, initiators experienced difficulties with the setup of their initiative because of the loose and vague rules and regulations for GiB projects. Sometimes initiators lacked experience and knowledge to write a proposal and to get in contact with the right people. Interviewees mentioned that some groups of society experience more difficulties in handing in a proposal due to socioeconomic disadvantages. People from those groups find it harder to make contact and ask for help from a professional. Also, these people are thought to have less time and/or energy to start an initiative.

It is important to know with whom the initiator collaborates and what the rules and regulations are in their neighborhood (Bulten *et al.*, 2017). Also, the initiator needs financial support to set up and evolve the initiative (Kruyen, 2017). Finding resources and developing skills are effective at the organization as well as the initiator level during the realization of an initiative. Vullings *et al.* (2018) found the following activities necessary to start up the citizens' initiative: kick-off meetings, making procedural arrangements, regulate the use of the public space, making legal arrangements such as setting up a foundation, etc.

Network and finance

It is important to have a good network and external financing sources and land (Luttik *et al.*, 2014; Denters *et al.*, 2014). The realization of a local network can help to maintain different public green initiatives (Bulten *et al.*, 2017). Governments are the main financier, they often own the land and they are important for formal procedures such as licensing (Mattijsen *et al.*, 2015). No (financial) support of the municipality prevents the initiative from becoming successful. Acknowledgment and support of public green initiatives by the local government make it possible to start new public initiatives with other users (Rosol, 2010). Also, informational capital is fundamental to the realization of

citizens' initiatives. Informational capital is generated, identified, used, and enlarged through the relational strategies of bonding, bridging, and linking. It is a process that works in both ways and reinforces citizens' initiatives (van Dam *et al.*, 2019). The great importance of government networks and subsidies also points to the sensitivity of public green initiatives to policy developments on a local level (Mattijsen *et al.*, 2015). Interviewees mentioned that it is hard for initiators to apply for the right subsidy at the municipality of Amsterdam. This disrupted the process of setting up a green initiative and caused irritation and frustration among initiators. Initiators experienced confusion and ambiguity about the responsibilities and financial resources of different departments within the municipality.

Cooperation with the municipality

For the successful realization of a public green initiative, the initiator and the government need to start a collaboration, and initiators need to be taken seriously in this formal relation (Hassing *et al.*, 2016). A cooperative and positive response from the municipality to the input from the initiators appears to be a motivating factor. However, when citizens have more say in initiatives, they can implement ideas themselves. Successful cooperation between the initiator and local government only arises if justice is done to the visions and interests of citizens and energy is invested in developing common ambitions based on mutual interests (Mattijsen *et al.*, 2015; Luttik *et al.*, 2014). However, interviewees mentioned that multiple actors make the setup of an initiative very complex because all wishes and demands must be considered. It is important to actively listen to all actors to get an understanding of the complexity of the project and to gain insight into the different wishes and demands (Dijkshoorn-Dekker *et al.*, 2017).

According to my interviewees, the municipality of Amsterdam should provide clearly defined

frameworks for the setup phase of public green initiatives. It is very helpful when the municipality can provide useful and adequate help, budget, and support for the initiatives that lead to a successful setup of a public green initiative. Public initiatives seem to succeed when the municipality is easily accessible to residents by initiating basic rules and the possibilities for green initiatives. Without clear instructions, the initiators experienced more trouble in setting up their initiative. It took a lot of time and energy to initiate their idea without guidance and information about the municipal procedures of GiB projects. Sometimes, initiators had the feeling that the municipality and they were working against each other.

The municipality is ultimately responsible for public UGS, but the initiative must come from the residents themselves. To maintain good cooperation with the municipality, it is important to share ideas and thoughts on the green initiative (Luttik *et al.*, 2014). However, to be able to communicate all parties must understand each other. Charifi (2009) shows that the language barrier and diverse cultures of citizens with a migration background can cause obstacles to participation.

Wesselink *et al.* (2011) believe that the origin of frustrations, misunderstandings, and failures of public initiatives is located at more fundamental levels: in conflicting values, expectations, and attitudes about participation, and the limited incorporation of results in the wider policy-making process. The most common obstacles in citizens' initiatives are the collaboration with the municipality, clarity in laws and regulations, and proper financial support (Vilans / Movisie, 2016). Initiators tend to keep their initiative close. However, it is not convenient to keep the project too much to themselves, because it causes a risk of failure of their initiative (Luttik *et al.*, 2014).

Relationship with neighborhood

According to my interviewees, the initiator should start with excellent communication with the neighborhood to get approval and enthusiasm. It is important to involve the locals to create support for the initiative. Relationships with other parties within a community contribute to the success of an initiative (De Haan *et al.*, 2018). By considering the wishes or offering space and freedom within the neighborhood project initiators get support from neighbors (Luttik *et al.*, 2014). Denters *et al.* (2014) found that larger groups were more likely to start a successful initiative than smaller groups. Therefore, initiators must have good organizational skills and social networks (Mattijsen *et al.*, 2015).

Relationship with municipality

Next, the communication with the municipality is of great importance to ensure that the initiative succeeds. A relation with the municipality and other locally established organizations are important for setting up a network to transfer knowledge and help each other (Bulten *et al.*, 2017). Willingness to work together and developing trust are key conditions in developing good partnerships (Hassing *et al.*, 2016). A long-term partnership between public initiatives and local governments is crucial to the success of the initiative (Specht, 2012). Two main aspects are found to influence this partnership. The first aspect is the interpersonal connection that causes the development of interpersonal contacts, the creation of trust and shared understanding, and a sense of commitment (Bakker *et al.*, 2012). The second aspect is the structuration of the process and providing a framework (Marschall, 2004; Ostrom, 1996). These aspects lead to a collaboration with several partners, including local authorities, with the civil servants taking care of all legal formalities. Also, the involvement of an alderman helps the initiators overcoming regulatory obstacles, which stimulates the relation between initiators and the local authorities (Hassing *et al.*, 2016). The

interviewees experienced that mutual trust stimulates the enthusiasm of the actors. It is indicated that a trustworthy professional relationship with a civil servant gave a boost to the setup of the initiative. The actors were willing to listen and work for each other, to obtain their mutual goal.

On the other hand, initiators experienced obstacles with the setup when the municipality did not support or trust the initiative. Distrust from the municipality led to a decrease in motivation and obstructed successful cooperation. The lack of personal involvement of the representatives of the municipality is a major obstacle to establishing a good relationship. The experienced lack of appreciation for the initiative leads to frustration and puts pressure on the vulnerable relationship (Hassing *et al.*, 2016). Also, it is found that in the case of some green initiatives, initiators felt compelled by the municipality to take on the management and maintenance of a public UGS, because the alternative offered by the municipality did not appeal to them (Vullings *et al.*, 2018). Additionally, the relationship can be problematic due to a lack of recognition and appreciation of the initiators on the part of the municipality, diverging ambitions or ideologies between the initiative and municipality, or unreliable behavior of initiatives in the view of civil servants (Hassing *et al.*, 2016). Building trust through establishing an emotional connection, ability and integrity, and aligning to each other's expectations is needed for a steady relationship, and eventually a successful initiative (Hassing *et al.*, 2016).

Proposal

According to the literature and my interviewees, the proposal of the initiative is very important for setting up the initiative with success. The proposal must have a clear aim beforehand with a proper appearance (Bulten *et al.*, 2017), and be executable, feasible, and realistic. This makes the municipality trust the initiative and creates more support from the

officials as well as from the locals. A proper proposal is

“a plan that is based on the strength and energy of those involved and thus has support, that is sustainable (circular), with money for supervision by at least one professional to guarantee continuity.”
(Initiator)

Also, it helps when the proposal is submitted at the right time and in the right place. According to my interviewees, obstacles for the initiative emerge when the timing of the application is wrong (e.g. after the flowering season, when there is no budget anymore), or when the place for the initiative is denied or not suitable. Also, the proposed initiative must be supported by the whole neighborhood. Therefore, knowledge and skills are necessary to propose a successful initiative (Denters *et al.*, 2014).

Now, initiators sometimes get frustrated by the difference between their ideas and the possibilities given by the municipality. The municipality considers it important that there is support from the neighborhood, that the project is taken on by the residents, that biodiversity and climate are considered, and that safety is observed. Sometimes initiators do not take this into account because of unawareness of these restrictions or because of their enthusiasm and motivation for their idea independently of the consequences. This influences the speed of the process of accepting a proposition negatively.

Aim of initiative

Literature showed that the professional perspective of successful citizens' initiatives was not dominated by the achievement of actual policy targets or project goals, such as maintaining public services. Rather, an initiative was perceived as successful when citizens are continuously active and in charge (de Haan *et al.*, 2018). Denters *et al.* (2014) found no difference in success with different aims of the initiatives. A clear aim of the public green initiative helped with motivating the

initiators, support from the neighbors and municipality, and eventually handing in a clear structured proposal.

Responsibility

Preferably, initiators start an initiative because of their intrinsic motivation (Vullings *et al.*, 2018). Eventually, according to the interviewees, the responsibility and tasks of the initiative should be carried out by the initiators and multiple volunteers from the neighborhood. The initiator needs to take all the initiative by him/herself is the overall feeling among the initiators. Sometimes this is hard for the initiators because of a lack of support and abilities. The sharing of responsibilities with multiple volunteers for the public UGS makes an initiative more successful according to initiators who started a public green initiative. A successful public green initiative starts with a public plan that is realized through support from the municipality and is maintained by a group of volunteers in the neighborhood.

The role of green coaches

Described role

The described aim of the green coaches is to involve more citizens in GiB projects using information, inspiration, motivation, and a network. Also, the aim is to guide GiB projects before, during, and after initiation and to ensure the continuity of the projects as well as possible. The green coaches are aimed to play an active role in increasing social involvement with neighborhood greenery (de Dooij, 2019c). Moreover, the green coaches are frontrunners for the movement towards a green, healthy, and sustainable city (de Dooij, 2019a).

The basic characteristics of a green coach are his/her passion for green and his/her intrinsic drive to motivate and guide people (de Dooij, 2019c). While fulfilling his/her role, the green coach is thought to be an advisor with expertise regarding green initiatives, knowledge of his/her neighborhood, area-orientated work,

and connecting people by knowledge and expertise on the municipal processes (de Dooij, 2020b). A green coach needs to have an open, positive, enthusiastic attitude, have a vision on increasing social involvement with GiB, and have insight into social themes in the area. Also, green coaches should be good at connecting people, are socially strong, and are flexible in time and work location. (de Dooij, 2019a; de Dooij, 2019c). Finally, coaches are preferred to be investigative and creative to fulfill their roles (de Dooij, 2019c). It is expected that green coaches devote an average of four to eight hours a week to stimulate social involvement in GiB projects (de Dooij, 2019c). Green coaches are free to arrange their time according to their insights.

The tasks to be performed as green coaches are connected to the four focus themes of the GiB program: biodiversity, climate change adaptation, health, and social cohesion. Green coaches should take these four themes into account when supporting green initiatives (Zeinstra, 2020). The following five main tasks are described by the Dooij (2019c).

- First, green coaches are trained to increase awareness of GiB among citizens of Amsterdam. To achieve this, green coaches can promote GiB projects at local markets and meetings, passing by doors to inform and motivate people to start a green initiative.
- Next, green coaches can be the first point of contact for initiators. They should be easily accessible and approachable for residents to provide information and answer questions. Green coaches can host consultation hours in a community center or go on site visits. They can also provide consultation by telephone and email or give advice and referral. Green coaches can support coordination and cooperation with local officials and organizations. The green should be aware of urban and local (green) policy and subsidies (de Dooij, 2020a).

- Also, green coaches can provide personal guidance for green initiatives. They help to organize local support, to draw up a project plan and budget, and to submit a (subsidy) application. Also, they provide help with the communication plan and the management plan. They have contact with the initiators and they monitor current initiatives. The green coaches are thought to guide the citizens with initiatives related to GiB by critically assessing the practicalities of the initiatives and aligning with the GiB coordinator of the borough (de Dooij, 2019b)
- Forth, green coaches are instructed to develop a local green network. They collaborate with local social organizations, and they mobilize volunteers. These tasks strengthen the green network in a neighborhood. They actively promote and communicate about neighborhood green and self-maintenance in their area (e.g. via buurtgroen020.nl, events, and flyers). The green coaches are actively committed to increasing the social involvement and

perception of residents regarding greenery in a specific area. Also, they can partly relieve the local policy officers in the area of greenery and help residents with the elaboration of their green ideas. The activities of the green coach are coordinated with the GiB coordinator of the borough and the urban external coordinator GiB (de Dooij, 2019c).

- Lastly, green coaches should participate actively in the urban knowledge network. They promote and place content on the digital platform Buurtgroen020. Also, they provide consultation and coordination with urban counselors and other green coaches and help in other areas when specific demands are set.

Their local knowledge, network, and attention are believed to be important to help people to set up, execute, and sustainably manage a GiB project. However, green coaches do not have decision-making powers. Since they do not have decision-making powers, they can inform, inspire, motivate, and guide residents from a neutral position concerning GiB. In good

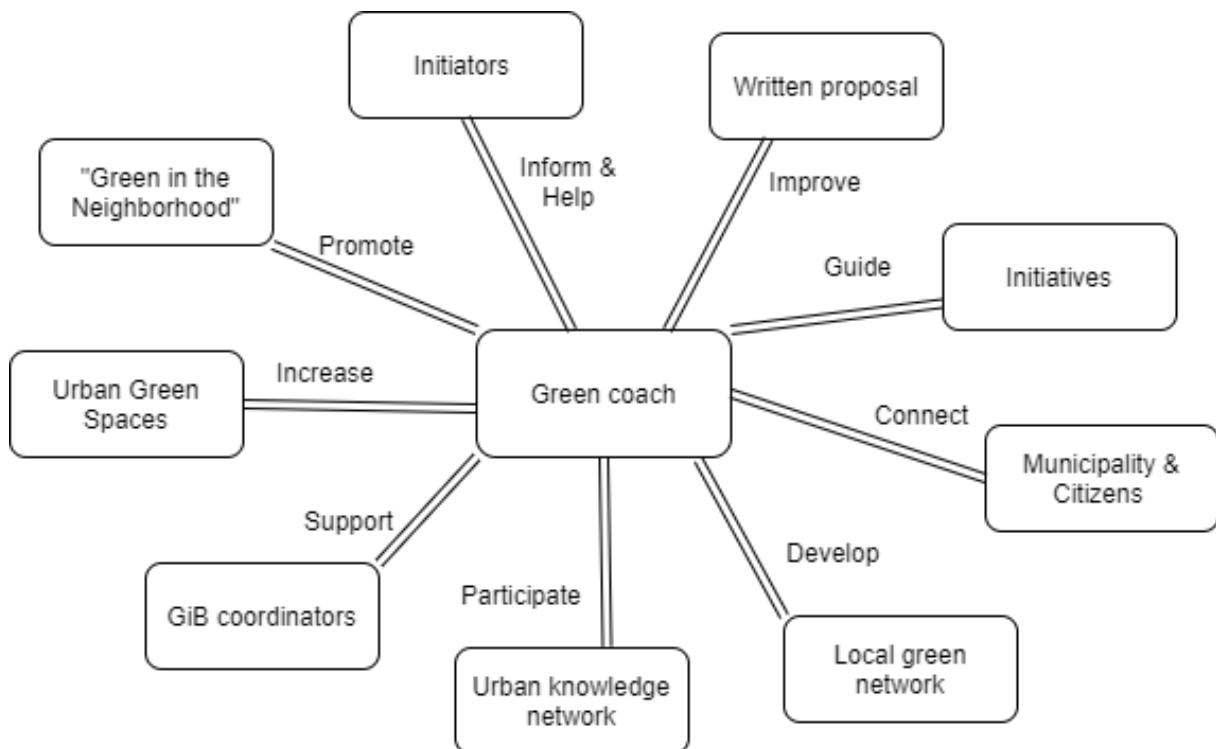


Figure 5. The described role of the green coaches and the different actors. Shown is the package of tasks and responsibilities that a green coach carries.

coordination with the GiB coordinator, the green coaches can ensure that more and better-prepared project proposals are worked out and that more attention is paid to the sustainable maintenance of the projects (de Dooij, 2019a).

The deployment of green coaches works in both ways: there is low-threshold access for residents to knowledge and information about green and green areas in the neighborhood, so the entrance of the municipality will be easier to find. On the other hand, the municipality sees applicants who are better prepared and applications that are better suited to further process. However, it is expected that in the future different forms and types of green coaching will exist (de Dooij, 2019a; de Dooij, 2019b). There is no ideal form of green coaching; this also strongly depends on the local situation.

Perceived role

The set aims of the green coaches are related to the propagation of green in the city, social involvement with the neighborhood, increasing their (professional) network, and providing help for the initiators of GiB projects. Green coaches want to be approachable for citizens to show the possibilities for GiB projects, provide information, and connect the municipality and the initiators. The municipality expects the green coaches to promote the GiB projects and to support the initiators with the setup of the initiative. The initiators expect the green coaches to be a mediator between the different actors and to provide knowledge, skills, and a network that contributes to their initiative.

The initiators perceived the role of the green coaches as an administrative position that connects the public with GiB. On the other hand, the municipality perceives the role as a voluntary activity for people with intrinsic motivation and passion for green and sustainability. It became clear that the role of the green coach was vague. Green coaches

agreed that more clarity is needed in their role. However, they experienced to be a mediator between actors by guiding the initiators and promoting the relationship between municipality and initiators.

“So, I think, or hope it makes it a little more approachable or a little more accessible if you can offer a little help with those requests, for example. Just can show: he did it like this, or he did it like this. And that’s an idea. Which might lower the threshold slightly to do something like that [start an initiative].” (Green coach)

Most tasks and activities are in line with the described tasks of the green coaches. They cooperate with other social partners, are a mediator, support initiators with their initiative, manage their expectations of the project, connect the initiators with the right civil servant, promote the GiB projects, and enthuse residents to start sustainable green initiatives. Also, the main characteristics of green coaches followed the described characteristics. Excellent social skills, understanding of greenery, and an entrepreneurial character are found to be important characteristics.

The green coaches agreed on not having any responsibilities. For every activity, they need the approval of a GiB coordinator. This is the biggest difference in job descriptions of the green coach and GiB coordinator. The coordinator is a municipal position, whereas the green coaches are volunteers. Green coaches and GiB coordinators indicated that the coaches cooperate with multiple actors like initiators and GiB coordinators, and other social partners like gardeners, local policy officers, and participation officers. They implied that collaboration with all these actors can be improved. Due to the lack of rules and regulations, it becomes unclear who is responsible for certain tasks and activities. However, the GiB coordinators are grateful for the deployment of the coaches. The expectancies come true, and when necessary

the expectancies are managed in both parties through careful consultation.

Green coaches would like to maintain their role as helping hand and as protagonists of public UGS. Green coaches are motivated to fulfill their roles because of their personal goals. They want to contribute to society by providing help and support for the initiatives. Also, all green coaches mentioned they are intrinsically motivated by their passion for botany and greenery or their interest in sustainability. However, they only like to maintain this voluntary position if it does not take up too much time and energy.

The experiences of initiators

The experiences of initiators with the contribution of green coaches during the setup of a public green initiative are discussed in the interviews. Initiators expected the green coach to help with the setup of the initiative by providing inspiration and knowledge, helping with setting up a local network and contact useful people for support of the project, and providing help with the proposal of the initiative. Initiators also expected realistic and useable advice that foster their initiative. They expected the role of the green coach as a mediator between the initiators and municipality. To fulfill this role, the initiators expect that green coaches promote GiB projects, provide useful and fun knowledge on greenery in the city, motivate the initiators, and start the dialogue between the municipality and the citizens about their wishes and needs for the city.

The interviewed initiators experienced the contribution of green coaches during their project as minimal or unusable. The green coach could not add any skills or knowledge to their projects. These initiators took other opportunities and acquired, learned, and developed abilities during the process of setting up their initiatives when no green coaches were deployed yet. When one initiator

did ask for help after her initiative was set up, the green coach said:

“Guys, you already know everything, please go away” (initiator).

It seems that initiations can fulfill their goals without the deployment of green coaches. However, most initiators expect that the green coach can offer useful help during the setup of an initiative because they experienced difficulties and frustration during this phase (see *Contributing factors*). In the future, they do not need help with gardening or botany, but they would like to get help with the speed of the process and the communication with the municipality. Most initiators expect that green coaches remove obstacles in making their initiative a success. They would deploy a green coach in the future when they believe the green coach can add something to their project.

In the future, initiators would like a clear framework given by the municipality on the rules and regulations of GiB. This makes it easier to choose for the deployment of the green coach during the setup phase of their green initiative. They would like to see the green coaches involved in initiatives that concern a broad public, or on projects with multiple stakeholders. On the other hand, initiators indicated to want the freedom to experiment with their initiative without too many regulations preventing the creativity and ideas of the citizens.

The experiences of green coaches

The experiences of the green coaches with their contributions during the setup of a public green initiative are discussed in the interviews. Green coaches experienced their contribution in general as helpful. They received positive feedback on their activities and tasks that they perform to support the initiators as well as the GiB coordinators.

"And that I get feedback that it is very nice to talk a bit, to spar like." I had not thought about that", or "I had not thought about it" " (Green coach)

Green coaches pointed out to expect their tasks and activities as it is. However, some mention that they expected to deal more with botany and gardening, instead of working on communication and organization between actors. As being a green coach is a new role, the coaches should find their tasks and activities to fit within the wishes and demands of the municipality and initiators. Green coaches take their role seriously and want to be taken seriously by others as well in the future.

Green coaches desire to contribute to the success of the GiB projects. They want to be part of the greening process in Amsterdam, as well as helping the citizens of Amsterdam connect through public UGS. They noticed that a lot of GiB projects succeed in setup. This is a very positive outcome for them. Through good guidance and clear instructions, especially small initiatives seem to be doing well. Some larger initiatives are harder to succeed because of the complexity of the multiple stakeholders' wishes and demands. But, as one of the coaches said:

"But when I talk about the start of the initiative to implementation, there are more projects I've seen come around than fail in the end. So I am very positive about the initiatives." (Green coach)

Green coaches hope for more clarity from the city boroughs on their future deployment. Green coaches want to maintain their role in the future because they believe it is important to connect the civilians with the municipality as a mediator. Also, they notice that there is a demand for help from the initiators as well as the GiB coordinators with the setup of new initiatives. In the long term, more green coaches can offer a broader network of knowledge and contacts to support new initiatives. Green coaches should collaborate with the GiB coordinators according to my

interviewees to act as mediator between the initiators and municipality (see *Role of the green coaches*). This is necessary for clear communication and agreements between all parties.

It is also suggested that there should be a common description for all green coaches and GiB coordinators on the tasks and activities of the green coach to make the expectancies explicit. This makes it easier for the green coaches to know when and how they should act in certain situations, and to get to know the demanded steps to undertake during the setup of an initiative. This would improve the contribution to the green initiatives.

The requirements of the initiators

Needs

The needs of the initiators were expected to be increasing the number of UGS in their neighborhood. This need was found in the evaluation of existing GiB projects (Planning and Sustainability, 2019). The questionnaire revealed that all participants wished more urban green in their neighborhood. Additionally, initiators indicated the enjoyment of gardening, the social interaction with neighbors, contributing to sustainability in the city, and follow the official rules as aspects to start a public UGS with GiB. Some initiators saw it as a chance for self-development to try something new or do something they have always wanted to do. They started the initiatives to contribute to the city, but mostly for their pleasure (Figure 6).

"It seemed wonderful, nice with your fingers in the earth. And working on greenery. I already thought that was a very nice idea as an occupation" (Initiator)

The goals of the initiatives were aimed at social cohesion in the neighborhood and the contribution to the environment. Sometimes, external help was needed to achieve the goal of an initiative.

Opportunities

Calling external help was sometimes needed to overcome obstacles. The requirement for expertise, knowledge, and support during the setup of the initiative led to the search for external help with some of the initiators. However, this search was found difficult. It took a lot of time and effort to find the right person who could offer help. This was before the deployment of green coaches. However, it was indicated that initiators prefer to sort out their problems first by themselves. No external help was wanted with green-related issues because they are thought to be a fun challenge to take up by the initiator.

The experiences with the green coaches showed that a green coach did not add significant information when the initiative was already set up, because the knowledge, network, and local support was managed by the initiator. But the initiators did indicate that a green coach could have been a significant contribution to the set up when their external help was called in with starting a network, providing the right contacts, and speeding up the whole process. This external help was predicted to influence the motivation of initiators, and even influence their behavior to write a proper proposal. Also, it was said that green coaches managed the expectations of the initiators and made the workload, time, and energy clear that was needed to realize a public green initiative (Figure 6).

Abilities

The initiators indicated to obtain own knowledge and skills during the process of setting up an initiative because there was no green coach who could offer them. With the help of the internet or with their education and background, initiators managed to obtain the proper knowledge to start a green initiative.

*“The initiative was there before the knowledge. Because that knowledge comes along by doing it.”
(Initiator)*

This finding supports the hypothesized feedback loop. During the process of writing a proposal and setting up a green initiative, initiators gain abilities that foster the realization of the project (Figure 6). Initiators mention having some skills to start a green initiative. These skills are motivation and patience during the process, social skills to communicate with the neighborhood and the municipality, flexibility and creativity to adapt the project, and the skill to ask the right questions and obtain the needed information.

The initiators indicated that in some cases the right knowledge network was missed on municipal procedures, which made it harder to find the right information. Missed abilities were complex skills for the maintenance of the UGS and setting up partnerships with other actors. An external professional was expected to have offered the right information when his/her help was called on. Green coaches were expected to improve the abilities of the initiators by providing knowledge, skills, and financial resources. The interviewees did not have experiences with green coaches to confirm this. They did expect that green coaches provide the network, knowledge, and skills for future projects. This indicates that there might be a direct link between opportunities and abilities (Figure 6).

As indicated, interviewees told that some groups of society experienced more difficulties in handing in a proposal due to socioeconomic disadvantages. Interviewees indicated that socioeconomic status influenced the opportunities and abilities (Figure 6). Interviewees stated that highly educated people tend to have more knowledge and social skills to cooperate with external parties like the municipality or a green coach. People with a low socioeconomic status tend to experience more difficulties with handing in a proper proposal.

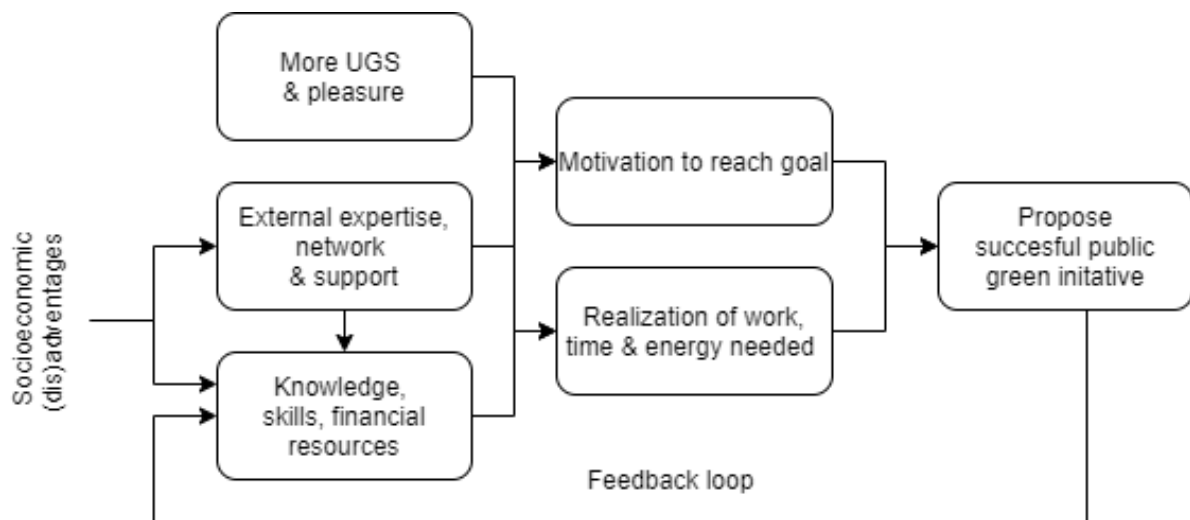


Figure 6. The filled-in NOA model used as a conceptual model. Shown are the components that influenced the setup phase of green public initiatives according to my interviewees.

Motivation

Initiators shared that their motivation to start a green initiative mostly came from their intrinsic desire to reach their own goal (Figure 6). Also, the enthusiasm and support from both the neighbors and the municipality, which is an opportunity, increased the motivation. When initiators experienced help during the setup phase of their initiative, they found a boost in their motivation as well. This indicates that the motivation of the initiators is driven by their own needs, as well as the opportunities that show during the setup. It was expected by the interviewees that green coaches could influence the motivation, but mostly that intrinsic motivation was the main driver to start the initiative. Initiators experienced a dip in motivation when the process of setting up the initiative took a long time, and when there was a lack of support from the municipality. It was suggested that green coaches and participation officers would collaborate to stimulate motivation during the setup of a public green initiative.

Behavioral control

Opportunities and abilities might influence behavioral control according to the interviewees. Initiators indicated that it was important to realize the amount of work, time, and energy it takes to set up a green initiative. This means that knowledge and skills (abilities), and some external help (opportunities) influenced the behavior of the initiator when setting up their initiative (Figure 6). The influence of the green coach however was unclear.

Conclusion

It was unknown how and to what extent the green coaches fulfilled the needs, opportunities, and abilities of initiators with their role during the setup phase of public green initiatives. The extent to which green coaches fulfill these requirements is not a measurable value, but a qualitative estimate of their contribution during the setup of public green initiatives. This will indicate how green coaches contribute to the requirements of the initiators.

Different contributing factors during the setup phase of a public green initiative were found. The commitment and motivation of the initiator in combination with the proper knowledge and skills to set up a public initiative contribute to the setup. Also, the support from the locals as well as the municipality is important to maintain motivation for the initiative. The offered cooperation, network, and financial support from the municipality contribute to the realization of the projects. The written proposal and its aim are key factors in making the setup a success. The responsibility of the initiative must lay with the initiator to maintain commitment and motivation.

The described role of the green coaches contributes to the knowledge and skills of the initiators, provides motivation, creates a network for cooperation between the initiators and municipality and/or locals, helps to improve the written proposal, and lets the initiator take responsibility. It seems that green coaches fulfilled some contributing factors. The described tasks of the green coaches were to increase awareness and promote GiB, to provide easily accessible information on the process for initiators, to provide personal and area-oriented support, to develop a local green network, and to initiate an urban knowledge network about public participation in greenery and botany, without having any decision-

making powers as a volunteer (Figure 5). The perceived tasks of the green coaches are consistent with the described tasks. However, the role was perceived as vague. In the future, initiators, GiB coordinators, and green coaches would like to see a more structured role for this voluntary mediator position.

According to the experiences of the initiators, the green coaches can contribute to the setup of an initiative when they offer help with practical issues and obstacles. According to the interviewees, the green coaches contribute the most when they connect the initiator with the municipality and speed up the process of setting up the initiative and keeping the motivation high. Providing knowledge and skills on botany and gardening appeared not to be the main task for the green coach when fulfilling the requirements of the initiators during the setup of a public green initiative.

Additionally, green coaches experienced their contribution as helpful for the setup of a green initiative. However, they would like more structured guidance and cooperation with the municipality to become an even more valuable actor during the setup of public green initiatives. The green coaches experienced the fulfillment of the role has changed over time. They would like to adapt to the wishes and demands of the municipality and the initiators if it is within the scope of voluntary work and supports their aim as a green coach.

The needs, opportunities, and abilities of the initiators during the setup of their green initiative are analyzed. The needs of the initiators consist of the desire to create more UGS in their neighborhood, to have social interaction, to do self-development, to contribute to society, and to find pleasure in botany and gardening (Table 1). The opportunities for the initiators are offered by the municipality and the green coaches as external help, support, expertise on different subjects, and as the offering of knowledge networks (Table 1). Because of the offered

Table 1. The contribution of the different actors to the requirements of the initiators during the setup of public green initiatives. Shown are the summarized results of the contributing factors of initiators, municipality, and green coaches to the NOA'S of initiators

| The setup of public green initiatives | | |
|---|--|---|
| Requirements of initiators | Fulfilled by | Contribution |
| Needs <ul style="list-style-type: none"> • More urban green spaces • Social interaction • Self-development • Contribution to society • Pleasure for botany and gardening | <p>Initiators</p> | <ul style="list-style-type: none"> • Want to achieve the set goal of the initiative • Have commitment and motivation for the initiative |
| Opportunities <ul style="list-style-type: none"> • Expertise • Support • Help • Network | <p>Municipality Green coaches</p> | <ul style="list-style-type: none"> • Supports the initiative • Start cooperation with initiators • Provide a network • Provide help with writing the proposal • Provide motivation and enthusiasm • Create a green network (with neighborhood and initiators) • Provide personal support for initiators • Offer help with practical issues • Act as mediator and connects stakeholders • Are flexible |
| Abilities <ul style="list-style-type: none"> • Knowledge <ul style="list-style-type: none"> ◦ Botany & gardening ◦ Municipal procedures • Skills <ul style="list-style-type: none"> ◦ Patience ◦ Social skills ◦ Flexibility ◦ Creativity • Financial resources | <p>Initiators Municipality Green coaches</p> | <ul style="list-style-type: none"> • Have knowledge and skills about botany & gardening • Write a good proposal with a clear aim • Take the responsibility for the realization of the initiative • Interact with the neighborhood • Provide subsidies • Provide information, knowledge, and skills on municipal procedures and social interactions with stakeholders |

opportunities from the municipality and green coaches, initiators seem to be motivated to continue with their projects. The green coaches contribute to the speed of handling the project at the municipality and providing approval of the proposed initiative. The abilities of the initiators are knowledge, skills, and financial resources that promoted the setup of their green initiative. These abilities were self-obtained or offered by the municipality and green coaches (Table 1).

As suggested by the interviewees, external actors could play a contributing role during the setup of an initiative. Table 1 shows that green coaches and the municipality can provide opportunities and offer some abilities of the initiators of GiB projects during the setup phase. Their contribution in the form of

expertise in botany and municipal procedures improve the proposal of public green initiatives.

In conclusion, green coaches do not contribute to the fulfillment of the needs of the initiator. The needs are fulfilled by the initiators themselves with their drive to achieve their set goals and their intrinsic commitment and motivation for the project (Table 1). Green coaches do provide opportunities by helping the initiators with the proposal, offering enthusiasm for the project, making a connection with the municipality, and create social interaction within the neighborhood (Figure 1). Because green coaches are flexible in their role and try to respond to the wishes and demands of the other stakeholders, they are an excellent opportunity for the initiators

during the setup phase. Also, green coaches have shown to add information, knowledge, and skills about the procedures of GiB projects. Green coaches can improve the abilities of the initiators when they are willing to accept the help of the green coaches. The initiators have a choice to accept or deny the external help of a green coach during the setup of his/her initiative. The initiator plays the leading role in setting up a successful public green initiative.

Discussion

This research analyzed the role of the green coach during the setup phase of public green initiatives. The contribution of the green coaches to the setup of a GiB projects is shown. Possibilities for improvement of the role have been proposed by the different actors. Recommendations for future deployment of green coaches will be made. First, the limitations and strengths of the research are discussed.

Limitations

Some limitations occurred during this research. The collected data with the survey was not in-depth because data collected using a questionnaire lacked the opportunity to ask questions afterward, or to adjust the questions (Gray, 2014). Also, the number of responses was very low, which made it impossible to perform statistical analysis on the data. However, as a first exploratory method, a questionnaire helped to obtain useful insights for the following interviews.

Next, a problem in using questionnaires and interviews is that the data obtained from these methods may become contaminated because of the bias of the research instruments or the way data are interpreted by the researcher (Gray, 2014). Also, the member check might have biased the obtained data when participants helped to complete the data. However, no major changes were made by the participants. Next to this, the experiences of the interviewees are always subjective. However, data were tried to be interpreted as unbiased as possible because of the addition of literature on different topics.

Finally, limitations have occurred due to the COVID-19 pandemic. The recruitment of participants was only possible through an online approach. The interviews were held via webcam, which made it more difficult to build

rapport. The total number of participants was lower than expected. I did not speak with initiators who obtained help or support from green coaches. The interviewed initiators did not obtain help from a green coach because their initiatives existed earlier than the deployment of the green coaches. However, they did share their experience with the setup without external help and their expectations of the contribution of the green coaches.

Strengths

One of the strengths of this research is the exploratory mixed methods approach. The literature and obtained qualitative data were compared to find differences and similarities in the results to overcome the possible bias of the researcher. No major differences were found between the literature and qualitative data. The literature showed more broad aspects of the subjects, while the qualitative data provided more specific and more in-depth examples of the participants. This increased the validity of the research. Most literature used was recently published (>2010), which adds credibility to the found statements (Thomas, 2018).

Even though all interviews were held via webcam, building rapport was possible with the use of the hourglass shape of the interview. I prepared each interview separately to increase my knowledge on the interviewee. This background information helped with building trust and created a professional and comfortable environment for both the participant and the researcher. Vertical as well as horizontal analysis promoted the data extraction from the qualitative data. The obtained qualitative data from three different points of view strengthen the results and conclusions because multiple opinions are considered to answer the research question.

Recommendations

This research aimed to improve the future deployment of green coaches by analyzing the role of the green coach during their fulfillment of initiators' requirements when setting up public green initiatives in Amsterdam. Recommendations for the improvement of the structure and guidance for the role were made by initiators, GiB coordinators, and green coaches themselves. Because the role was experienced as vague and rules and regulations were unclear, clear guidelines should be made in the future. Structured guidance and cooperation with the municipality are expected to lead to a more contributing role of the green coaches. Guidance will help with the management of the expected behavior of the green coaches concerning to the municipality and the initiators.

Also, initiators experienced confusion and ambiguity about the responsibilities and financial resources of different departments within the municipality. Information and financial resources from the municipality should be made easily approachable for the initiators to overcome such obstacles. As found, the relation and cooperation with the municipality are of great importance for the success of a public green initiative.

For the improvement of GiB projects and future deployment of green coaches, the role of the green coach needs to be matched with the requirements of the initiators, and the municipality should offer easily accessible information to residents by initiating basic rules and the possibilities for green initiatives. For the relatively new role of the green coach, it is accepted that adjustments need to be made, and rules and regulations need to be established. The green coaches noticed that there is a demand for help from the initiators and the GiB coordinators with the setup of new initiatives. Therefore, the green coach plays a valuable role in the public participation process

as a mediator. Green coaches hope for more clarity from the city boroughs on their future deployment. Green coaches would like to maintain their role in the future because they believe it is important to connect the civilians with the municipality as a mediator.

Green coaches and GiB coordinators indicated that the coaches cooperate with multiple actors like initiators and GiB coordinators, and other social partners like gardeners, local policy officers, and participation officers. They implied that collaboration with all these actors can be improved to increase the contribution to the needs of the initiators. It was suggested that green coaches and participation officers would collaborate to stimulate motivation during the setup of a public green initiative. Due to the lack of rules and regulations, it is now unclear who is responsible for certain tasks and activities.

Multiple actors make the setup of an initiative very complex because all wishes and demands must be considered. Therefore, it is important to actively listen to the wishes and demands of all actors. Dijkshoorn-Dekker *et al.* (2017) show that a dialogue instrument contributes to increasing social involvement in the realization of greenery in cities through bottom-up initiatives. Regular dialogue with each other supported the actors involved in their search for their role and could strengthen the relationship between the different actors. Nevertheless, there is no ideal way to achieve the desired cooperation. It remains dependent on the situation of the initiative (Dijkshoorn-Dekker *et al.*, 2017). To improve the relations between the initiators, green coaches, and municipality, dialogue sessions can be organized to explore the requirements, wishes, and desires of the different actors. Willingness to work together and developing trust are key conditions in developing good partnerships (Hassing *et al.*, 2016). This partnership can be interpreted as the deployment of green coaches by initiators as an opportunity for the realization of public green initiatives.

Implementation

Results showed that green coaches can act as an opportunity and provide abilities to the initiators of public green spaces during the setup phase. When initiatives were already set up, the external help from the green coaches was not sufficient to support these initiators. The green coaches did not improve the abilities because the initiators obtained the right social contacts, skills, and knowledge during the setup of the initiative. Therefore, it is believed that green coaches are most valuable during the first stages of a public initiative: planning, design, and construction. Green coaches can start a network, providing the right contacts, and speeding up the whole process by doing several tasks (Figure 5). Their local knowledge, network, and attention are believed to be important to help citizens to set up a GiB project. However, green coaches do not have decision-making powers. Therefore, they can inform, inspire, motivate, and guide residents from a neutral position concerning GiB.

According to the description of opportunities in the NOA model, it was expected that green coaches would fulfill the task to provide opportunities for the initiators. This expectation was based on the comparison of the literature about the NOA model and the documents about the green coaches. The role of the green coach as opportunity and abilities provides insight into the public participation process with the use of an external actor. The deployment of green coaches resulted in overcoming some difficulties during the setup phase. Also, it improved the relation between the public and municipality, which gives a boost to the expansion of public UGS. An external helping actor seems to contribute to the opportunities and abilities, and therefore influence the NOA model.

Socioeconomic status was the only type of macro-level development found in this study that influenced the opportunities and abilities

of initiators. As indicated, some groups of society experienced more difficulties in handing in a proposal due to socioeconomic disadvantages. Highly educated people tend to have more knowledge and social skills to cooperate with external parties like the municipality or a green coach. People with a low socioeconomic status tend to experience more difficulties with handing in a proper proposal. Other plausible demographic, technological, economic, or cultural impacts on the NOA's of the people during participation were not considered in this research (Schrader *et al.*, 2013). Charifi (2009) shows that the language barrier and diverse cultures of citizens with a migration background can cause obstacles to participation. It is interesting to investigate other macro-level, like technology, economy, demography, institution, and culture influencing the NOA's of the initiators (Schrader *et al.*, 2013). There is a possibility that external help can contribute to these developments.

The setup of a public green initiative in Amsterdam seemed to contain a complex system with multiple actors to consider. With the use of the NOA model, the perspective of the initiators is mapped. As described in the literature, in addition to personal motives, public participation was determined by factors in the environment. In the NOA model 'needs', 'opportunities' and 'abilities' were identified as determining factors of certain behavior (Gatersleben & Vlek, 1998; Scott *et al.*, 2015). In addition to political-administrative factors, knowledge, financial resources, time, and interests were expected to be the main explanatory factors of citizen participation (Hermans, 2004). This research showed that external help from a green coach stimulates the participation process when an initiative is in the setup phase. Only the NOA's as factors influencing the behavioral outcome were considered in this research.

However, the eventual setup of a public green initiative is mainly caused by the initiator's needs and motivation to reach their goal.

Without opportunities and abilities at the beginning of a GiB project, multiple initiatives still succeeded. The abilities were gained during the process, and opportunities were sought when necessary. Therefore, the combination of needs, opportunities, and abilities is not essential to accomplish the goal of handing in a proposal for a public UGS. Some projects succeeded without external help, while some other projects struggled even with the support of a green coach. Therefore, getting opportunities is not a must to achieve the behavioral outcome. This indicates that the NOA model does not describe the strict requirements for a setup of a public green initiative. Nevertheless, green coaches offer enthusiasm, knowledge and skills, a connection with the municipality, and social interaction within the neighborhood. These aspects have been proven to be contributing to public participation.

Public participation entails a process that involves all stakeholders who are potentially affected by a decision made in a governmental process. The stakeholders are individuals, governments, institutions, companies, or any other entities that affect public interests (The Co-Intelligence Institute, 2008). In recent years, public participation has become a vital method to address environmental problems and improve sustainable development on a governmental level (Islam, & Bonilla, 2004). Other forms of public participation in environmental or sustainable projects might also profit from an external expert who is willing to guide, promote, inform, support, and mediate the project and its stakeholders.

The installation of green coaches was a novel way to promote public participation taking the opinions, ideas, and feedback, and other requirements of the initiators into account and to stimulate biodiversity, climate adaptation, health, and social cohesion (Planning and Sustainability, 2019). In the future, green coaches can contribute to increasing the success of Green in the Neighborhood projects when more guidance and structure is provided, and when the wishes, desires, and demands of all actors are listened to and considered during the setup of a public green initiative. Increasing the size and number of UGS make the city future proof for climate change and supports the health of its inhabitants (Laforteza *et al.*, 2009; Bolund & Hunhammar, 1999; De Vries *et al.*, 2013). The city of Amsterdam will benefit from public urban green when public green initiatives succeed.

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Appendix: Planning

| ACTIVITY | BEGIN | END | WEEK | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------------|-----------|-----------|------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| Start project | 3-2-2020 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Literature research | 3-2-2020 | 23-2-2020 | | | | | | | | | | | | | | | | | | | | | | | | |
| Research Design | 3-2-2020 | 13-3-2020 | | | | | | | | | | | | | | | | | | | | | | | | |
| Method design | 2-3-2020 | 5-4-2020 | | | | | | | | | | | | | | | | | | | | | | | | |
| Recrutement of Participants | 16-3-2020 | 15-5-2020 | | | | | | | | | | | | | | | | | | | | | | | | |
| Survey | 16-4-2020 | 1-6-2020 | | | | | | | | | | | | | | | | | | | | | | | | |
| Interviews | 20-4-2020 | 26-5-2020 | | | | | | | | | | | | | | | | | | | | | | | | |
| Literature Study | 6-4-2020 | 31-5-2020 | | | | | | | | | | | | | | | | | | | | | | | | |
| Data Analysis + Writing Result | 18-5-2020 | 7-6-2020 | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing Conclusion + Discussion | 1-6-2020 | 1-7-2020 | | | | | | | | | | | | | | | | | | | | | | | | |
| Presentation | 15-6-2020 | 19-6-2020 | | | | | | | | | | | | | | | | | | | | | | | | |
| Finalizing Thesis | 19-6-2020 | 17-7-2020 | | | | | | | | | | | | | | | | | | | | | | | | |
| End project | 17-7-2020 | | | | | | | | | | | | | | | | | | | | | | | | | |

Appendix: Data Management Plan

Project description

This research will investigate the role of green coaches during the setup phase of a green initiative taken by citizens of Amsterdam. The role of the green coaches will be researched using literature, questionnaires, and interviews given by both green coaches itself and participating civilians who are helped by a coach. The obtained data will help to answer the question: **How does the role of the green coach fulfill the needs, opportunities, and abilities of initiators with the setup of a public green initiative in Amsterdam?** These findings will support the deployment of green coaches in the future.

Data Collection and Storage

The code of conduct is tried to be held in regarding to scrupulousness, reliability, verifiability, impartiality, and independence. The data will be stored FAIR: findable, accessible, interoperable, and reusable. All data will be stored on a password-protected laptop and a backup of the data is made on a password-protected external drive that is kept locked up. The 'key' file that tells who in the anonymized data is who will be stored separate from the original data itself in an encrypted file and will be destroyed after the project has been submitted and marked, with approval from my on-site supervisor (Wiebe Wilbers). All published data will be made anonymous.

Data access

I will be the only one with direct access to the data. Files with data will be secured with a password using the encryption mode of Microsoft programs. I will be responsible for assigning access. When the data is sent with encryption, the password will be given in person (oral). The data will be sent only to my VU supervisor (Martijn Thijssen), and internship supervisor (Wiebe Wilbers) and manager (Patrick van Beveren) when necessary. The data will be archived on a password-protected external drive that is kept locked up and on my personal computer in the encrypted files for at least 5 years after finishing my project.

Data risk classification and ethical considerations

The data classification is low. No vulnerable, harmful, or sensitive data will be obtained from the participants. All traceable data will be stored in an encrypted file. No ethical approval was needed from the Research Ethics Review Committee of the Faculty of Science of the Vrije Universiteit Amsterdam. The participants will not encounter physical or emotional harm. All participants will be informed about the study purpose before the start of data collection. All participants of the questionnaire will fill in an online informed consent, with the possibility to withdraw from the research without reason. All interviewed participants will get an informed consent, with the possibility to withdraw from the research without reason. All recordings will be deleted after transcription and analysis. Anonymity will be ensured in all published data.

Methods / standards/ protocols for collection and/or analysis

- Survey
 - Online informed consent to give consent about data. Data will not be treated anonymously, because participants will be asked to participate in a follow-up interview.
 - Data will be made anonymous for data analysis. Only demographics and roles (green coach or participant) will be kept.
- Interviews
 - Informed consent will be sent prior to the interview to inform the participant.
 - Explicit permission to record the interview is asked to the participant

- The interviews will be held in a separate room without others
- Verbatim transcription (with permission of the participant) of each interview will be done. These text files will be stored with an encryption of Microsoft.
- Deductive and inductive coding is used to analyze the written data. Now the data will be made anonymous.

Planning: the stages of your project and data assets

Raw data

- Survey
 - *Data description:* the collected Qualtrics data will be stored in Qualtrics and will be download as a Microsoft Excel data base on my computer as an encrypted document.
 - *Format:* .csv or xls.
- Interviews
 - *Data description:* separate voice recordings will be stored as an encrypted audio file.
 - *Format:* .m4a

Processed data

- Survey
 - *Data description:* anonymized data is used for analysis. Microsoft Excel is used to create graphs. Textual data will be analyzed in Microsoft Excel.
 - *Format:* .csv or xls.
- Interviews
 - *Data description:* the voice recordings will the transcribed with Microsoft Word. The transcribed data will possibly contain personal information. The transcriptions will be stored in an encrypted file. After transcription audio files will be destroyed.
 - *Format:* .doc

Analyzed data

- Survey
 - *Data description:* Results from the data analysis will be stored in an encrypted file. both textual as well as numerical/categorical results will be found and presented.
 - *Format:* .csv or xls.
- Interviews
 - *Data description:* Transcribed interviews will be analyzed using inductive coding, followed by deductive coding while making use of a coding guide. The analyzed data will be stored in an encrypted file. The data will be made anonymously.
 - *Format:* .xls

Research documentation

- Survey
 - *Data description:* the results of the questionnaire will be presented anonymously. The results are a textual description of the analysis of the data.
 - *Format:* .docs or .pdf
- Interviews
 - *Data description:* the results of the interviews will be presented anonymously. The results are a textual description of the analysis of the data.
 - *Format:* .docs or .pdf

Appendix: Informed Consents

Interview green coach/ GiB coordinator

ONDERZOEK NAAR ROL GROENCOACHES AMSTERDAM

DOEL VAN ONDERZOEK

U bent gevraagd om deel te nemen in een onderzoek over de rol van groencoaches in Amsterdam. Voordat u besluit deel te nemen aan dit onderzoek, is het van belang dat u begrijpt waarom dit onderzoek wordt uitgevoerd en wat het inhoudt. Leest u de volgende informatie alstublieft zorgvuldig door en stel vragen als iets niet duidelijk is of als u meer informatie wilt.

Het doel van dit onderzoek is om meer inzicht te krijgen in de rol van de groencoaches tijdens het opzetten van een "Groen in de Buurt" initiatief van buurtbewoners. Er zal gevraagd worden naar de rol die ingenomen wordt door de groencoach tijdens het bieden van hulp aan een initiatiefnemer. Uw perspectief is van groot belang om een zorgvuldig en compleet beeld te krijgen van de werkzaamheden van de groencoaches.

ONDERZOEKSPROCEDURES & DISCRETIE

Het is belangrijk dat u begrijpt dat dit interview wordt opgenomen en dat de antwoorden uit dit gesprek later zullen worden geanalyseerd om het bovenstaande doel te behalen. De duur van het gesprek is ongeveer 45 minuten.

Voor dit onderzoek zullen uw antwoorden volledig anoniem worden behandeld, en het is van belang dat hiervoor toestemming wordt verleend. Bij vermelding van quotes en antwoorden zal niet uw volledige naam worden genoemd, maar zal gebruik worden gemaakt van uw functie (groencoach, groen coördinator, of initiatiefnemer).

VRIJWILLIGE DEELNAME

Uw deelname aan dit onderzoek is vrijwillig. U bent vrij om te allen tijde af te zien van uw deelname, ook als u achteraf besluit dat uw antwoorden niet mogen worden gebruikt voor het onderzoek. Als u deel wilt nemen aan dit onderzoek wordt er gevraagd om dit formulier digital te ondertekenen. Na het ondertekenen van dit formulier bent u nog steeds vrij om zich terug te trekken zonder een reden te hoeven geven. Wanneer u zich terugtrekt uit dit onderzoek zijn er verder geen consequenties en zal de onderzoeker u dit ook niet verwijten. Als u zich terugtrekt uit het onderzoek voordat alle data verzameld is, zal uw data vernietigd worden.

CONSENT

Ik heb de bovenstaande informatie gelezen en begrepen. Ik begrijp dat ik mij op ieder moment kan terugtrekken zonder een reden of consequenties. Ik begrijp dat ik een kopie krijg van dit formulier. Mijn deelname aan dit onderzoek is volledig vrijwillig.

Naam:

Handtekening deelnemer _____ Datum:

Handtekening onderzoeker _____ Datum:

CONTACT

Dit onderzoek wordt uitgevoerd in samenwerking met de gemeente Amsterdam en de Vrije Universiteit.

Indien vragen, opmerkingen of andere mededelingen, graag contact opnemen met:

Margot Huurdeman (student)

m.huurdeman@amsterdam.nl

margot.huurdeman@student.uva.nl

W. Wilbers (gemeente Amsterdam begeleiding)

w.wilbers@amsterdam.nl

M. Thijssen (Vrije Universiteit begeleiding)

martijnthijssen8@gmail.com

Interview initiator

ONDERZOEK NAAR GROENE INITIATIEVEN AMSTERDAM
DOEL VAN ONDERZOEK

U bent gevraagd om deel te nemen in een onderzoek over het opzetten van groene initiatieven in Amsterdam. Voordat u besluit deel te nemen aan dit onderzoek, is het van belang dat u begrijpt waarom dit onderzoek wordt uitgevoerd en wat het inhoudt. Leest u de volgende informatie alstublieft zorgvuldig door en stel vragen als iets niet duidelijk is of als u meer informatie wilt.

Het doel van dit onderzoek is om meer inzicht te krijgen in de het opzetten van een “Groen in de Buurt” initiatief van buurtbewoners. Uw perspectief is van groot belang om een zorgvuldig en compleet beeld te krijgen van het proces tijdens het opzetten van een initiatief.

ONDERZOEKSPROCEDURES & DISCRETIE

Het is belangrijk dat u begrijpt dat dit interview wordt opgenomen en dat de antwoorden uit dit gesprek later zullen worden geanalyseerd om het bovenstaande doel te behalen. De duur van het gesprek is ongeveer 45 minuten.

Voor dit onderzoek zullen uw antwoorden volledig anoniem worden behandeld, en het is van belang dat hiervoor toestemming wordt verleend. Bij vermelding van quotes en antwoorden zal niet uw volledige naam worden genoemd, maar zal gebruik worden gemaakt van uw functie (groencoach, groen coördinator, of initiatiefnemer).

VRIJWILLIGE DEELNAME

Uw deelname aan dit onderzoek is vrijwillig. U bent vrij om te allen tijde af te zien van uw deelname, ook als u achteraf besluit dat uw antwoorden niet mogen worden gebruikt voor het onderzoek. Als u deel wilt nemen aan dit onderzoek wordt er gevraagd om dit formulier digital te ondertekenen. Na het ondertekenen van dit formulier bent u nog steeds vrij om zich terug te trekken zonder een reden te hoeven geven. Wanneer u zich terugtrekt uit dit onderzoek zijn er verder geen consequenties en zal de onderzoeker u dit ook niet verwijten. Als u zich terugtrekt uit het onderzoek voordat alle data verzameld is, zal uw data vernietigd worden.

CONSENT

Ik heb de bovenstaande informatie gelezen en begrepen. Ik begrijp dat ik mij op ieder moment kan terugtrekken zonder een reden of consequenties. Ik begrijp dat ik een kopie krijg van dit formulier. Mijn deelname aan dit onderzoek is volledig vrijwillig.

Naam:

Handtekening deelnemer _____ Datum:

Handtekening onderzoeker _____ Datum:

CONTACT

Dit onderzoek wordt uitgevoerd in samenwerking met de gemeente Amsterdam en de Vrije Universiteit.

Indien vragen, opmerkingen of andere mededelingen, graag contact opnemen met:

Margot Huurdeman (student)

m.huurdeman@amsterdam.nl

margot.huurdeman@student.uva.nl

W. Wilbers (gemeente Amsterdam begeleiding)

w.wilbers@amsterdam.nl

M. Thijssen (Vrije Universiteit begeleiding)

martijnthijssen8@gmail.com

Appendix: Questionnaire

Groencoach vragenlijst

Survey Flow

Block: Instructie (2 Questions)
Standard: Demografie (3 Questions)
Standard: Groencoaches (21 Questions)

Branch: New Branch

If

If Zijn er zaken die vanuit de gemeente Amsterdam verbeterd kunnen worden voor de groencoach? (Meerd...
q://QID26/SelectedChoicesCount Is Not Empty

Block: Afsluiting (4 Questions)

EndSurvey:

Standard: Participanten GiB (12 Questions)
Standard: Afsluiting (4 Questions)

EndSurvey:

Page Break

Start of Block: Instructie

Instructie

Hartelijk dank voor het deelnemen aan mijn onderzoek. Deze vragenlijst zal ongeveer 10 minuten in beslag nemen. Alvorens je de vragenlijsten invult is het van belang dat je kennisneemt van de procedure die in dit onderzoek wordt gevolgd. Lees daarom het onderstaande a.u.b. zorgvuldig door.

Introductie

Voor mijn afstudeeropdracht in samenwerking met de Gemeente Amsterdam ben ik op zoek naar actieve groencoaches en deelnemende buurtbewoners van Groen in de Buurt projecten. Ik ga met mijn onderzoek advies geven aan de Gemeente Amsterdam over de (toekomstige) inzet van de groencoaches in de stad. Wanneer je deelneemt aan dit onderzoek draag je bij aan het verbeteren van het inzicht in de rol van de groencoaches van Amsterdam.

Met dit onderzoek wil ik meer informatie verkrijgen over de rol van de groencoach tijdens het opzetten van een groen initiatief. Ik ben benieuwd wat er wordt verstaan onder “groencoach” en hoe deze rol bijdraagt tijdens het tot stand komen van een groen initiatief.

Met jouw gegeven antwoorden kan ik goed inzicht krijgen in de verschillende ervaringen en werkwijzen van/met groencoaches. Probeer de vragen daarom zo duidelijk en waarheidsgetrouw in te vullen.

Aan het einde van deze online vragenlijst krijg je een verzoek tot het geven van een (online/telefonisch) interview in de nabije toekomst. Graag nodig ik je uit voor een gesprek om dieper in te gaan op de gegeven antwoorden op deze vragenlijst.

Vrijwilligheid

Deelname aan dit onderzoek is volledig vrijwillig. Alle verkregen informatie zal vertrouwelijk behandeld worden. Alle gepubliceerde data zullen volledig anoniem worden weergegeven. Je kunt op ieder moment, zonder opgaaf van redenen, besluiten te stoppen met het invullen van de vragenlijst.

Alvast hartelijk dank!
Met vriendelijke groet,
Margot Huurdeman
Student Science in Society, master Biologie

Voor meer informatie, vragen of opmerkingen, neem contact met mij op
margot.huurdeman@student.uval.nl +31683087396



Voorwaarden

Door onderstaande punten aan te klikken verklaar je dat je bovenstaande informatie hebt gelezen en begrepen. Verder geef je met het aanklikken te kennen dat je akkoord gaat met de gang van zaken zoals deze hierboven staat beschreven.

Ik ben 18 jaar of ouder (1)

Ik heb bovenstaande informatie gelezen en begrepen (2)

Ik stem toe met deelname aan het onderzoek en gebruik van de daarmee verkregen gegevens (3)

Ik behoud het recht op ieder gewenst moment te stoppen met het onderzoek (4)

End of Block: Instructie

Start of Block: Demografie

Naam

Naam

Leeftijd

Leeftijdsgroep

18 - 30 (1)

30 - 45 (2)

46 - 65 (3)

65+ (4)

Woonplaats

Ik woon in stadsdeel

Centrum (1)

Noord (2)

Oost (3)

Zuid (4)

West (5)

Nieuw-West (6)

Zuidoost (7)

Page Break

End of Block: Demografie

Start of Block: Groencoaches

Activiteit

Ik ben actief als

- Groencoach (vrijwillig/professioneel) in Amsterdam (1)
- Participant (initiatiefnemer/geïnteresseerde) EN geholpen door een groencoach (2)
- Geen van deze bovenstaande opties (3)

Skip To: End of Block If Ik ben actief als = Participant (initiatiefnemer/geïnteresseerde) EN geholpen door een groencoach

Skip To: End of Survey If Ik ben actief als = Geen van deze bovenstaande opties

Groencoach activiteit

Ik ben actief als

- Vrijwillige groencoach (1)
 - Professionele groencoach (2)
-

Waar actief

Ik ben actief als groencoach in stadsdeel (Meerdere antwoorden mogelijk)

- Centrum (1)
 - Noord (2)
 - Oost (3)
 - Zuid (4)
 - West (5)
 - Nieuw-West (6)
 - Zuidoost (7)
-

Hoe lang actief

Hoe lang ben je actief als groencoach?

- < 1 maand (1)
 - 1 tot 3 maanden (2)
 - 4 tot 12 maanden (3)
 - 1 tot 2 jaar (4)
 - > 2 jaar (5)
-

Tijdsbesteding

Hoeveel uur per maand (ongeveer) spendeer je aan het zijn van groencoach?

- <10 (1)
 - 10-20 (2)
 - 20-40 (3)
 - 40-80 (4)
 - 80-120 (5)
 - 120- 150 (6)
 - > 150 (7)
-

Aantal initiatieven

Hoeveel groen initiatieven heb jij geholpen op te zetten als groencoach?

- <5 (1)
- 5 -10 (2)
- 10 -20 (3)
- 20 -30 (4)
- >30 (5)

Rol groencoach

Hoe zou jij je rol als groencoach omschrijven?

Doel groencoach

Wat is volgens jou het doel van de groencoach?

(De reden waarom de functie er is; Wat moet er bijgedragen worden aan het resultaat van buurtgroen en zelfbeheer; Wat wordt getracht door middel van het werk te bereiken)

Motivatie groencoach

Welke van de volgende aspecten zijn voor jou redenen (geweest) om je in te zetten als groencoach? (Meerdere antwoorden mogelijk)

- Om mij in te zetten voor de natuur (1)
- Om in de buitenlucht bezig te zijn (2)
- Om mij in te zetten voor mijn eigen leefomgeving (3)
- Omdat dat goed is voor het milieu en klimaat (4)
- Om meer te leren over de natuur (5)
- Om nieuwe vaardigheden en kennis op te doen (6)
- Voor de gezelligheid (7)
- Om mij in te zetten voor de maatschappij (8)
- Om sociale contacten op te doen (9)
- Voor mijn gezondheid (10)
- Om mij in te zetten voor de biodiversiteit (11)
- Om andere mensen in contact te brengen met de natuur (12)
- Om met mijn handen bezig te zijn (13)
- Om bij te dragen aan de gezondheid van anderen (14)
- Om iets om handen te hebben (15)
- Om mijn kennis over de natuur door te geven aan andere mensen (16)
- Om werkervaring op te doen (17)
- Om de (lokale) politiek te overtuigen/beleid te beïnvloeden (18)

- Om verbonden te zijn met de natuur (19)
 - Omdat ik het leuk vind (20)
 - Omdat het een mooie aanvulling op mijn CV is (21)
 - Anders, namelijk: (22) _____
 - Weet niet (23)
-

Toekomstige plaats

Waar zou je in de toekomst willen meewerken aan projecten als groencoach van Amsterdam? (Meerdere antwoorden mogelijk)

- In mijn eigen straat (1)
 - In mijn eigen buurt (2)
 - In mijn eigen stadsdeel (3)
 - In de hele stad Amsterdam (4)
 - In het landelijk gebied rondom Amsterdam (5)
 - In het landelijk gebied in Noord-Holland (6)
 - Op bijzondere plekken in Nederland (7)
 - In het landelijk gebied in heel Nederland (8)
 - In een specifiek gebied, namelijk: (9) _____
 - Dat maakt mij niet uit, geen voorkeur (10)
 - Anders, namelijk: (11) _____
-

Toekomstige tijd

Hoe vaak zou jij je in willen zetten als groencoach in de toekomst?

- Af en toe (een aantal uur per jaar) (1)
- Regelmatig (een aantal uur per maand). (2)
- Op projectbasis (een aantal dagen per jaar). (3)
- Structureel (een aantal uur per week) (4)
- Anders, namelijk (5) _____

Toekomstige trainingen

Over welke onderwerpen zou je graag een training of cursus willen volgen in de toekomst? (Meerdere antwoorden mogelijk)

- Training over natuurbeheer en natuursystemen (1)
- Training over educatie en excursies geven (2)
- Training over proces voor aanvraag en uitvoering van een groen buurtproject (3)
- Training over het communiceren met groene initiatiefnemers (4)
- Training over planten of dieren herkennen (5)
- Training over gebruik machines of gereedschappen (6)
- Training over organiseren, begeleiden en leidinggeven aan groene initiatiefnemers (7)
- Training over EHBO, reanimatie en veilig werken (8)
- Ik heb geen behoefte aan een training of cursus (9)
- Anders, namelijk: (10) _____

Ervaringen groencoach

Geef voor de onderstaande stellingen aan wat van toepassing is

| | Helemaal niet mee eens (1) | Niet mee eens (2) | Neutraal (3) | Mee eens (4) | Helemaal mee eens (5) | Niet van toepassing (6) |
|---|-------------------------------|-----------------------|-----------------------|-----------------------|--------------------------|----------------------------|
| Het is duidelijk wat van mijn wordt verwacht als groencoach (1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Het is duidelijk over welke kennis en vaardigheid ik moet beschikken voor mijn werkzaamheden als groencoach (2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Mijn werkzaamheden als groencoach sluiten goed aan bij mijn kennis en ervaring (3) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Mijn werkzaamheden als groencoach passen goed bij mijn eigen interesses (4) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Taakomschrijving groencoach

Geef voor de onderstaande stellingen aan wat van toepassing is

| | Helemaal niet mee eens (1) | Niet mee eens (2) | Neutraal (3) | Mee eens (4) | Helemaal mee eens (5) | Niet van toepassing (6) |
|---|-------------------------------|-----------------------|-----------------------|-----------------------|--------------------------|----------------------------|
| Als groencoach voeg ik veel toe aan het opzetten van een groen initiatief (1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Als groencoach bied ik veel hulp tijdens het opzetten van een groen initiatief (2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Als groencoach stimuleer ik buurtbewoners tot het opzetten van een groen initiatief (3) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Als groencoach verbeter ik het opzetten van een groen initiatief van buurtbewoners (4) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Er is verandering nodig voor de invulling van de taken van de groencoach (5) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Taken groencoach

Welke taken verricht jij als groencoach?

Resultaat groencoach

Wat moeten de resultaten van je werk zijn als groencoach?

Voorwaarden groencoach

Gelden er bepaalde voorwaarden of eisen wanneer jij aan het werk bent als groencoach? Zo ja, welke?

Omgeving groencoach

In welke omgeving worden jouw werkzaamheden als groencoach verricht? (Bijvoorbeeld "kantooromstandigheden", "thuis" of "buiten").

Bepaling groencoach

Hoe wordt de aanpak en de vormgeving van het werk bepaald? (Dit is te beschrijven door het aangeven van de gebondenheid aan procedures, instructies, bepalingen en/of door het aangeven van de vrijheden tijdens het uitvoeren van taken als groencoach)

Zelfstandigheid groencoach

Welke beslissingen tijdens het uitvoeren van taken als groencoach kunnen zelfstandig genomen worden? (Bijvoorbeeld voortgangsbeslissingen (van het eigen werk, van het werk van anderen), kwaliteitsbeslissingen, operationele beslissingen, strategische beslissingen).



Verbeteringen gemeente

Zijn er zaken die vanuit de gemeente Amsterdam verbeterd kunnen worden voor de groencoach? (Meerdere antwoorden mogelijk)

- Opleiding/training/scholing van groencoaches (1)
- Begeleiding van groencoaches (2)
- Waardering van groencoaches (3)
- Taakverdeling tussen vrijwillige groencoaches en professionals (4)
- Samenwerking en communicatie tussen vrijwillige groencoaches en professionals (5)
- Meer/ andere mogelijkheden voor werk voor groencoaches (6)
- (Onkosten)vergoedingen (7)
- Verzekeringen (8)
- Werksfeer (9)
- Materialen, gereedschappen, hulpmiddelen en andere voorzieningen (10)
- Veiligheid (11)
- Informatievoorziening voor groencoaches (12)
- Inspraak van groencoaches (13)
- Communicatie vanuit de gemeente over veranderingen en ontwikkelingen (14)
- Geen verbeterpunten (15)
- Anders, namelijk: (16) _____

Page Break

End of Block: Groencoaches

Start of Block: Afsluiting

Interview

Tot slot, zou je mee willen doen aan het vervolg van mijn onderzoek door je vrijwillig op te geven voor een diepte interview over dit onderwerp?

Ik stel mij beschikbaar voor het geven van een interview in de nabije toekomst (1)

Skip To: opmerkingen *If Tot slot, zou je mee willen doen aan het vervolg van mijn onderzoek door je vrijwillig op te geve... != Ik stel mij beschikbaar voor het geven van een interview in de nabije toekomst*

E-mail

Vul hier je e-mailadres in om een afspraak in te plannen voor een interview

Opmerkingen

Heb je nog overige opmerkingen of vragen? Plaats deze hier

Afsluiting

Dit is het einde van de vragenlijst. Hartelijk dank voor je tijd.

Mocht je nog vragen of opmerkingen hebben, neem dan contact met mij op.

Stuur een e-mail naar: margot.huurdeman@student.uva.nl

of bel: +31683087396

Door op het pijltje te drukken lever je de vragenlijst in. Let er op dat je dit echt doet voordat de browser is afgesloten.

Met vriendelijke groet,

Margot Huurdeman

End of Block: Afsluiting

Start of Block: Participanten GiB

Welke groencoach

Door welke groencoach ben je geholpen? (Vul voor + achternaam in)

Type project

Met wat voor project(en) ben je geholpen door de groencoach? (Meerdere antwoorden mogelijk)

Geveltuin (1)

Adoptie plantenbak/boomspiegel (2)

Onderhouden van openbaar groen (3)

Boomtuintje/ boomspiegel verzorgen (4)

Moestuin/heemtuin (5)

Stadslandbouw (6)

Adoptie van bloemenlint (7)

Weet niet/geen antwoord (8)

Anders, namelijk (9) _____

Waar geholpen

Ik ben geholpen door een groencoach in stadsdeel (Meerdere antwoorden mogelijk)

Centrum (1)

Noord (2)

Oost (3)

Zuid (4)

West (5)

Nieuw-West (6)

Zuidoost (7)



Wanneer geholpen

Wanneer ben je geholpen door de groencoach? (Meerdere antwoorden mogelijk)

- Voorjaar 2018 (1)
 - Zomer 2018 (2)
 - Najaar 2018 (3)
 - Winter 2018/19 (4)
 - Voorjaar 2019 (5)
 - Zomer 2019 (6)
 - Najaar 2019 (7)
 - Winter 2019/20 (8)
 - Voorjaar 2020 (9)
 - Anders: (10) _____
 - Weet niet (11)
-

Behoeftes voorafgaand

Welke van de volgende aspecten zijn voor jou redenen geweest om een groen initiatief op te zetten (in samenwerking met een groencoach)? (Meerdere antwoorden mogelijk)

- Om mij in te zetten voor de natuur (1)
- Om in de buitenlucht bezig te zijn (2)
- Om mij in te zetten voor mijn eigen leefomgeving (3)
- Omdat dat goed is voor het milieu en klimaat (4)
- Om meer te leren over de natuur (5)
- Om nieuwe vaardigheden en kennis op te doen (6)
- Voor de gezelligheid (7)
- Om mij in te zetten voor de maatschappij (8)
- Om sociale contacten op te doen (9)
- Voor mijn gezondheid (10)
- Om mij in te zetten voor de biodiversiteit (11)
- Om andere mensen in contact te brengen met de natuur (12)
- Om met mijn handen bezig te zijn (13)
- Om bij te dragen aan de gezondheid van anderen (14)
- Om iets om handen te hebben (15)
- Om mijn kennis over de natuur door te geven aan andere mensen (16)
- Om werkervaring op te doen (17)
- Om de (lokale) politiek te overtuigen/beleid te beïnvloeden (18)

- Om verbonden te zijn met de natuur (19)
- Omdat ik het leuk vind (20)
- Omdat het een mooie aanvulling op mijn CV is (21)
- Anders, namelijk: (22) _____
- Weet niet (23)

Groen behoefte

Geef voor de onderstaande stelling aan wat van toepassing is

| | Helemaal niet mee eens (1) | Niet mee eens (2) | Neutraal (3) | Mee eens (4) | Helemaal mee eens (5) | Niet van toepassing (6) |
|---|----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------------------------|
| Mijn behoefte aan meer groen in mijn omgeving was sterk (1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Verwachtingen gemeente

Wat verwacht je van de gemeente Amsterdam qua ondersteuning tijdens het opzetten van een groen initiatief? (Meerdere antwoorden mogelijk)

Materiële ondersteuning (1)

Vaste contactpersonen (2)

Ondersteuning door professionele medewerkers (3)

Mogelijkheid tot volgen van cursussen etc. (4)

Onkostenvergoeding (5)

Waardering door regelmatig bedankje (6)

Organisatorische ondersteuning (7)

Een vergoeding (klein geldbedrag) (8)

Anders, namelijk: (9) _____

Weet niet (10)



Geboden kansen groencoach

Geef voor de onderstaande stellingen aan wat van toepassing is

| | Helemaal niet mee eens (1) | Niet mee eens (2) | Neutraal (3) | Mee eens (4) | Helemaal mee eens (5) | Niet van toepassing (6) |
|---|-------------------------------|-----------------------|-----------------------|-----------------------|--------------------------|----------------------------|
| De groencoach heeft veel toegevoegd aan mijn opzet van mijn groeninitiatief (1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| De groencoach heeft mij veel hulp geboden tijdens het opzetten van mijn groen initiatief (2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| De hulp van de groencoaches heeft mij gestimuleerd tot het opzetten van mijn groen initiatief (3) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| De hulp van de groencoaches heeft de opzet van mijn groen initiatief verbeterd (4) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ik heb de hulp van de groencoach ervaren als positieve toevoeging aan mijn groene initiatief (5) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ik had hoge verwachtingen van de hulp van de groencoach (6) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Mijn verwachtingen van de hulp van de groencoach zijn volledig uitgekomen (7) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Er is verandering nodig voor de invulling van de taken van de groencoach (8) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Mogelijkheden

Geef voor de onderstaande stellingen aan wat van toepassing is

| | Helemaal niet mee eens (1) | Niet mee eens (2) | Neutraal (3) | Mee eens (4) | Helemaal mee eens (5) | Niet van toepassing (6) |
|---|-------------------------------|-----------------------|-----------------------|-----------------------|--------------------------|----------------------------|
| Ik had al veel vaardigheden voor het opzetten van mijn groene initiatief zonder de hulp van de groencoach (1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ik heb veel nieuwe vaardigheden verkregen voor het opzetten van mijn groene initiatief door de hulp van de groencoach (2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ik had al veel kennis voor het opzetten van mijn groene initiatief zonder de hulp van de groencoach (3) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ik heb veel nieuwe kennis verkregen voor het opzetten van mijn groene initiatief door de hulp van de groencoach (4) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Motivatie initiatief

Welk van de onderstaande aspecten motiveerde jou om te starten met het groen initiatief? (Meerdere antwoorden mogelijk)

- Toen ik meer tijd beschikbaar had (1)
 - Toen ik hier door een organisatie voor gevraagd werd (2)
 - Toen mijn burenbuurgelaten mij dit vroegen (3)
 - Toen mijn familie/vrienden/kennissen mij dit vroegen (4)
 - Toen anderen in mijn omgeving dit ook zijn gaan doen (5)
 - Toen ik dit als opstapje naar betaald werk kon doen (6)
 - Toen dit vanuit mijn werk werd aangeboden (7)
 - Toen ik dit kon doen als tegenprestatie voor een uitkering (8)
 - Toen ik dit kon doen vanuit mijn opleiding/school (9)
 - Toen mijn werk dit van mij vroeg (10)
 - Toen ik dit kon doen als maatschappelijke stage (11)
 - Anders, namelijk: (12) _____
 - Weet ik niet (13)
-

Motivatie initiatiefnemer

Geef voor de onderstaande stellingen aan wat van toepassing is

| | Helemaal niet mee eens (1) | Niet mee eens (2) | Neutraal (3) | Mee eens (4) | Helemaal mee eens (5) | Niet van toepassing (6) |
|---|----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------------------------|
| Ik had veel motivatie om mijn groen initiatief op te zetten (1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| De inzet/hulp van de groencoach heeft mijn motivatie voor het opzetten van mijn groen initiatief vergroot (2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| De behoefte aan meer groen in de buurt heeft mij gemotiveerd om mijn groen initiatief op te zetten (3) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Gedragsverandering initiatiefnemer

Geef voor de onderstaande stellingen aan wat van toepassing is

| | Helemaal niet mee eens (1) | Niet mee eens (2) | Neutraal (3) | Mee eens (4) | Helemaal mee eens (5) | Niet van toepassing (6) |
|---|----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------------------------|
| De hulp van de groencoach heeft mijn gedrag bijgestuurd voor het opzetten van mijn groen initiatief (1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| De nieuwe kennis en/of vaardigheden geleerd van de groencoach heeft mijn gedrag beïnvloed voor het opzetten van mijn groen initiatief (2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

End of Block: Participanten GiB

Appendix: Interview Guides

Interview guide groencoaches

Introductie

Ik zal mij even voorstellen: mijn naam is Margot Hurdeman, ik ben een tweedejaars masterstudent Science in Society aan de Vrije Universiteit te Amsterdam en ben momenteel stagiaire bij de gemeente Amsterdam. Voor de gemeente Amsterdam doe ik onderzoek naar de rol van groencoaches bij het opzetten van groen in de buurt initiatieven. Ik focus mij hierbij op de persoonlijke ervaringen, inzichten en behoeften van initiatiefnemers, groen coördinatoren, en groencoaches zelf. Op basis van mijn bevindingen wil ik inzichten geven in het opzetten van groene initiatieven en uiteindelijk aanbevelingen kunnen geven aan de gemeente Amsterdam, om de stad samen groener te maken met behulp van groencoaching.

Het interview zal ongeveer 45 minuten duren. Daarbij wil ik u melden dat u bij het verstrekken en het gebruik van de informatie volledig anoniem zult blijven. Het interview zal worden opgenomen voor verdere analyse. Heeft u het informed consent gelezen en ondertekend?

Ons gesprek zal ik verder uitwerken en samenvatten. Deze samenvatting zal ik achteraf opsturen om er zeker van te zijn dat we uw uitspraken goed hebben geïnterpreteerd.

Hartelijk dank voor uw deelname. Hebben we uw toestemming voor een audio-opname? Vanaf nu zal de opname starten.

Start opname

| Onderwerp | Vragen |
|--------------------------------|---|
| Persoonlijke informatie | <ul style="list-style-type: none">• Kunt u zich kort voorstellen? (wie, wat, waar, hoe lang werkzaam, achtergrond, opleiding etc)• Waarom heeft u gekozen om groencoach te worden?• → motivatie vragenlijst, wat/waarom/hoe motiveerde dit? |
| Inzet/doel groencoach | <ul style="list-style-type: none">• Hoe ging het opzetten van groene initiatieven voordat er groencoaches waren?• Wat is in uw ogen nodig voor het succesvol opzetten van een groen initiatief?• Na vragenlijst: waarom gekozen voor deze omschrijving van de doel van groen coach |
| Rol groencoach | <ul style="list-style-type: none">• Na vragenlijst: waarom gekozen voor deze omschrijving van de rol van groen coach (De functie is groencoach, de rol is het pakket aan taken en verantwoordelijkheden die hij/zij draagt in de situatie van het begeleiden van initiatiefnemers)• Wat verwacht u vooraf van het zijn van groencoach (activiteiten, tijdsindeling, etc)?• Waar was deze verwachting op gebaseerd?• Welke eigenschappen heeft men (in uw ogen) nodig om groencoach te zijn/worden? |
| Werkzaamheden/taken groencoach | <ul style="list-style-type: none">• Welke werkzaamheden verricht u als groencoach? (en waarom → passie voor groen) → vragenlijst• → wanneer voert u welke werkzaamheden uit? |

| | |
|---------------------------|---|
| Vanuit vragenlijst! | <ul style="list-style-type: none"> • Wat is het verschil tussen professioneel/ vrijwillige groen coach • Ontvangt u een vergoeding als groencoach? • Bent u tevreden met hoe dit is geregeld? • Welke (concrete) taken verricht u als groencoach bij het opzetten van een initiatief → vragenlijst • Hoe gaan die taken in z'n werk? Lukt het altijd met uitvoeren van deze taken, of zijn er obstakels? • Heeft u het idee dat u extra kennis, vaardigheden, mogelijkheden, motivatie, netwerk etc bied/kan bieden aan de initiatiefnemers tijdens het opzetten? |
| Ervaringen als groencoach | <ul style="list-style-type: none"> • Wat zijn uw ervaringen met het opzetten van een groen initiatief ? • Kunt u met mij delen hoe de samenwerking met initiatiefnemers en de gemeente in z'n werk gaat? • Op wat voor manier wordt u begeleid? • Komen de praktijk van het werken van de groencoach uiteindelijk overeen met de verwachting van de initiatiefnemers? • Of had de respondent het uiteindelijk toch anders gewild, gelet op de doelstelling van het project? • Hoe ziet u zelf uw bijdrage tijdens het opzetten van een groen initiatief? • Zijn er verbeterpunten? Anders aanpakken? Tevreden? |
| Toekomst groencoach | <ul style="list-style-type: none"> • Hoe ziet u de toekomst van de groencoach? • Wat zijn uw wensen/eisen/verlangens voor de toekomstige inzet van groencoaches in Amsterdam? • Plaats, tijdsindeling, begeleiding etc (vragenlijst) |
| Afsluiting | <ul style="list-style-type: none"> • Is er verder nog iets dat u met mij wilt delen/ kwijt wil over de groencoaches? • Heeft u verder nog vragen/opmerkingen • Is het mogelijk om mij in contact te brengen met andere coördinatoren, groencoaches en/of initiatiefnemers die ik kan benaderen voor dit onderzoek? |

Hartelijk dank voor uw deelname. Ik waardeer het enorm dat u de tijd heeft genomen zo te woord te staan. Mocht u besluiten toch niet deel te willen nemen aan het onderzoek laat het zo spoedig mogelijk weten. Al uw gegevens zullen veilig worden opgeslagen en na analyseren worden vernietigd.

Nogmaals dank voor uw tijd

Interview guide initiatiefnemers (zonder groencoach)

Introductie

Ik zal mij even voorstellen: mijn naam is Margot Huurdeman, ik ben een tweedejaars masterstudent Science in Society aan de Vrije Universiteit te Amsterdam en ben momenteel stagiaire bij de gemeente Amsterdam. Voor de gemeente Amsterdam doe ik onderzoek naar de rol van groencoaches bij het opzetten van groen in de buurt initiatieven. Ik focus mij hierbij op de persoonlijke ervaringen, inzichten en behoeften van initiatiefnemers, groen coördinatoren, en groencoaches zelf. Op basis van mijn bevindingen wil ik inzichten geven in het opzetten van groene initiatieven en uiteindelijk aanbevelingen kunnen geven aan de gemeente Amsterdam, om de stad samen groener te maken met behulp van groencoaching.

Het interview zal ongeveer 45 minuten duren. Daarbij wil ik u melden dat u bij het verstrekken en het gebruik van de informatie volledig anoniem zult blijven. Het interview zal worden opgenomen voor verdere analyse. Heeft u het informed consent gelezen en ondertekend?

Ons gesprek zal ik verder uitwerken en samenvatten. Deze samenvatting zal ik achteraf opsturen om er zeker van te zijn dat we uw uitspraken goed hebben geïnterpreteerd.

Hartelijk dank voor uw deelname. Hebben we uw toestemming voor een audio-opname? Vanaf nu zal de opname starten.

Start opname

| Onderwerp | Vragen |
|--------------------------------|--|
| Persoonlijke informatie | <ul style="list-style-type: none">• Kunt u zich kort voorstellen? (wie, wat, waar, hoe lang werkzaam, achtergrond, opleiding etc)• Als groen initiatiefnemer, wat voor werkzaamheden verricht u? (en waarom → passie voor groen) |
| Initiatief | <ul style="list-style-type: none">• Wat voor initiatieven heeft u opgezet?• Hoe lang bestaan de initiatieven al?• Waarom dit type initiatief?• Met wie samen?• Wat was voor jullie het belangrijkste doel met het opzetten van het initiatief• Hoe ging het opzetten van het initiatief in zn werk? |
| Behoeften (needs) | <ul style="list-style-type: none">• Welke aspecten zijn voor jou redenen geweest om een groen initiatief op te zetten?• → behoefte aan groen? |
| Geboden kansen (opportunities) | <ul style="list-style-type: none">• Heeft u gebruik gemaakt van externe hulp (een "opportunity") tijdens het opzetten van het initiatief?• Waarom wel/niet• Heeft u dit gemist tijdens het opzetten/had u externe hulp gewild tijdens het opzetten?• Voorbeelden: extra toevoegingen, hulp, stimulans, verbetering aan opzet, |
| Mogelijkheden (abilities) | <ul style="list-style-type: none">• Had je (voldoende) vaardigheden voor het opzetten van je groen initiatief? → Welke vaardigheden? |

| | |
|-------------------------------|--|
| | <ul style="list-style-type: none"> • Miste je nog vaardigheden? → had iemand je hierbij kunnen helpen/ geholpen? • Had je (voldoende) kennis voor het opzetten van je groen initiatief? → Welke kennis? • Miste je nog kennis? → had iemand je hierbij kunnen helpen/ geholpen? |
| Motivatie | <ul style="list-style-type: none"> • Welk aspecten dreven jouw motivatie om te starten met het groen initiatief? • Zou hulp van een externe mediator (zoals een groencoach) invloed hebben gehad op de motivatie? |
| Gedragsverandering | <ul style="list-style-type: none"> • Welk aspecten dreven bij jou het gedrag om te starten met het groen initiatief? • Zou hulp van een externe mediator (zoals een groencoach) invloed hebben gehad op je gedrag? |
| Hypothetische hulp groencoach | <ul style="list-style-type: none"> • Hoe ziet u de rol van de groencoach voor zich? (De functie is groencoach, de rol is het pakket aan taken en verantwoordelijkheden die hij/zij draagt in de situatie van het begeleiden van initiatiefnemers) • Wat zou u verwachten van de groencoaches met het opzetten van een initiatief? • Waar is deze verwachting op gebaseerd? • Welke eigenschappen ziet u graag in een groencoach? |
| Toekomst groencoach | <ul style="list-style-type: none"> • Zou je in de toekomst (bij het eventueel opzetten van een initiatief) hulp van een groencoach inschakelen? • Waarom wel/niet? • Wat zijn uw wensen/eisen/verlangens voor de toekomstige inzet van groencoaches in het stadsdeel? |
| Afsluiting | <ul style="list-style-type: none"> • Is er verder nog iets dat u met mij wilt delen/ kwijt wil over het opzetten van uw initiatief? • Heeft u verder nog vragen/opmerkingen • Is het mogelijk om mij in contact te brengen met andere initiatiefnemers die ik kan benaderen voor dit onderzoek? |

Hartelijk dank voor uw deelname. Ik waardeer het enorm dat u de tijd heeft genomen zo te woord te staan. Mocht u besluiten toch niet deel te willen nemen aan het onderzoek laat het zo spoedig mogelijk weten. Al uw gegevens zullen veilig worden opgeslagen en na analyseren worden vernietigd.

Nogmaals dank voor uw tijd

Interview guide groen coördinatoren

Introductie

Ik zal mij even voorstellen: mijn naam is Margot Huurdeman, ik ben een tweedejaars masterstudent Science in Society aan de Vrije Universiteit te Amsterdam en ben momenteel stagiaire bij de gemeente Amsterdam. Voor de gemeente Amsterdam doe ik onderzoek naar de rol van groencoaches bij het opzetten van groen in de buurt initiatieven. Ik focus mij hierbij op de persoonlijke ervaringen, inzichten en behoeften van initiatiefnemers, groen coördinatoren, en groencoaches zelf. Op basis van mijn bevindingen wil ik inzichten geven in het opzetten van groene initiatieven en uiteindelijk aanbevelingen kunnen geven aan de gemeente Amsterdam, om de stad samen groener te maken met behulp van groencoaching.

Het interview zal ongeveer 45 minuten duren. Daarbij wil ik u melden dat u bij het verstrekken en het gebruik van de informatie volledig anoniem zult blijven. Het interview zal worden opgenomen voor verdere analyse. Heeft u het informed consent gelezen en ondertekend?

Ons gesprek zal ik verder uitwerken en samenvatten. Deze samenvatting zal ik achteraf opsturen om er zeker van te zijn dat we uw uitspraken goed hebben geïnterpreteerd.

Hartelijk dank voor uw deelname. Hebben we uw toestemming voor een audio-opname? Vanaf nu zal de opname starten.

Start opname

| Onderwerp | Vragen |
|--------------------------------------|--|
| Persoonlijke informatie | <ul style="list-style-type: none">• Kunt u zich kort voorstellen? (wie, wat, waar, hoe lang werkzaam, achtergrond, opleiding etc)• Als groen coördinator, wat voor werkzaamheden verricht u? (en waarom → passie voor groen) |
| Inzet/doel groencoach door stadsdeel | <ul style="list-style-type: none">• Waarom is er in dit stadsdeel wel/niet gekozen voor het inzetten van groencoaches?• Hoe ging het opzetten van groene initiatieven voordat er groencoaches waren?• Wat was voor jullie stadsdeel het belangrijkste doel met het inzetten van groencoaches? |
| Verwachtingen rol groencoach | <ul style="list-style-type: none">• Hoe ziet u de rol van de groencoach voor zich? (De functie is groencoach, de rol is het pakket aan taken en verantwoordelijkheden die hij/zij draagt in de situatie van het begeleiden van initiatiefnemers)• Wat verwacht u van de groencoaches?• Waar is deze verwachting op gebaseerd?• Welke eigenschappen ziet u graag in een groencoach?• Wordt er geselecteerd op deze eigenschappen bij het aanstellen van coaches |
| Werkzaamheden/taken groencoach | <ul style="list-style-type: none">• Welke werkzaamheden verrichten de groencoaches?• Ontvangen jullie groencoaches een vergoeding?• Welke (concrete) taken verrichten de groencoaches in uw stadsdeel?• Hoe zijn de werkzaamheden/taken van de groencoach gerelateerd aan die van u? |
| Ervaringen met groencoach | <ul style="list-style-type: none">• Wat zijn uw ervaringen met groencoaches? |

| | |
|---------------------|---|
| | <ul style="list-style-type: none"> • Kunt u met mij delen hoe de samenwerking met en het inzetten van groencoaches in z'n werk gaat? • Op wat voor manier begeleiden jullie de coaches? • Komen de praktijk van het werken van de groencoach uiteindelijk overeen met de verwachting? • Vullen de groencoaches hun rol en taken in zoals de coördinator dat verwacht had? • Zo nee, op welke manier niet? En hoe komt dat? En wat vindt de respondent daarvan? • Zo ja, is dat dan naar tevredenheid? Of had de respondent het uiteindelijk toch anders gewild, gelet op de doelstelling van het project? |
| Toekomst groencoach | <ul style="list-style-type: none"> • Hoe ziet u de toekomst van de groencoach? • Wat zijn uw wensen/eisen/verlangens voor de toekomstige inzet van groencoaches in het stadsdeel? |
| Afsluiting | <ul style="list-style-type: none"> • Is er verder nog iets dat u met mij wilt delen/ kwijt wil over de groencoaches? • Heeft u verder nog vragen/opmerkingen • Is het mogelijk om mij in contact te brengen met andere coördinatoren, groencoaches en/of initiatiefnemers die ik kan benaderen voor dit onderzoek? |

Hartelijk dank voor uw deelname. Ik waardeer het enorm dat u de tijd heeft genomen zo te woord te staan. Mocht u besluiten toch niet deel te willen nemen aan het onderzoek laat het zo spoedig mogelijk weten. Al uw gegevens zullen veilig worden opgeslagen en na analyseren worden vernietigd.

Nogmaals dank voor uw tijd

Appendix: Coding Guide

| Subquestion | Themes | Sub themes |
|---|---|---|
| What is needed to successfully set up a public green initiative?/What do public green initiatives need to be set up successfully? | Aspects of Successful initiatives | |
| | Obstacles in making initiative succes | |
| | Participants needs to make initiative succesful | |
| | external help to make initiative succesful | |
| What is the (described) role of green coaches during the setup of a green initiative? | Aim of green coach | own aim green coach (+why) |
| | | set aim (by coordinators, initiators etc) |
| | Motivation of green coach | own intrinsic motivation |
| | | extrinsic motivation |
| | Characteristics of green coach | Characteristics |
| | | where green coach activities? |
| | Guidance for the green coach | green coach training |
| | | collaboration municipality |
| | | collaboration initiators |
| | | other social partners |
| | (perceived) Role of green coach | by the municipality |
| | | by the initiators |
| | | by the green coach |
| | Expectancies of the municipality | what is expected form green coach |
| | do expectancies come true | |
| Which activities do green coaches carry out to fulfill this role? | Job description | tasks and activities |
| | | independence |
| | | differences between boroughs |
| | | time commitment |
| | | compensation |

| | | |
|--|---|--|
| | collaboration with coordinators gib | differences in job description |
| | | checkups with project |
| | | Collaboration |
| | satisfaction with job | |
| | Green coach opportunities to make initiative successful | knowledge, skills, network, motivation |
| How do initiators (of GiB projects) experience the contribution of the green coaches during the setup of their initiative? | Expectancies of green coach | expected support |
| | | expected role |
| | | expected characteristics |
| | expectancies municipality | |
| | Experience with green coach | positive |
| | | negative |
| | | unknown |
| | Vision of the future of green coach | Deployment |
| | | collaboration |
| | | suggestion for improvement |
| How do green coaches experience their own contribution during the setup of a green initiative? | Received feedback | positive |
| | | points of improvement |
| | Performance | Expectancies |
| | | desired results |
| | | outcome |
| | Vision of the future | Deployment |
| | | time commitment |
| | | collaboration |
| | | workplace |
| | | suggestion for improvement |
| | | training and workshops |
| | | guidance municipality improvement |
| How do the relationships between the needs, opportunities, and abilities of the initiators relate to each other when setting up an GiB initiative? | Needs of initiators | goal of initiative |
| | | aspects to start initiative |
| | Opportunities of initiators | external help (yes/no -- > why) |

| | | |
|------------|---|--|
| | | missed opportunities |
| | Abilities of initiators | existing/own knowledge |
| | | missed knowledge |
| | | existing/own skills |
| | | missed skills |
| | Motivation of initiators | aspects that drove motivation |
| | | influence of green coach on motivation |
| | | aspects that limit motivation |
| | Behavioral adjustment of initiators | aspects that drove behavior |
| | | influence of green coach on behavior |
| | | |
| Extra info | why deployment of green coach | by the municipality |
| | | by the initiators |
| | why no deployments of green coach | by the municipality |
| | | by the initiators |
| | differences before and after deployment green coach | |
| | types of green initiatives | what |
| | | why |
| | | when |
| | | who |
| | GiB | how did it work/ took place |
| | | how does it work now |
| | | future of green coaches municipality |
| | | suggestions for future gib |