Expressing my voice!

A study into the relation between young people's needs and opinions and the work of Bindkracht10's youth professionals

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"A couple of youngsters are so actively involved, that is great!"
(Youth worker, Bindkracht10)

"I want to keep pushing to make my ideas as a youngster come true"
(Youngster, 23 years old)

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Preface

With this preface I kick-off my master thesis "Expressing my voice: A study into the relation between young people's needs and opinions and the work of Bindkracht10's youth professionals". In the last ten months I conducted this study as the final challenge to complete my master Human Geography: Urban & Cultural Geography at the Radboud University Nijmegen.

Whenever I walk through cities, small or large, far away or nearby in my own hometown of Nijmegen, my eye always wanders off to the city's public spaces. Spaces in which all kinds of functions come together and in which people can create their own outdoor place with a touch of home. During the five years I have studied Human Geography, these spaces became more important and visible to me as a youngster. With this realisation a question crossed my mind: how do other youngsters feel about public spaces in their environment, and particularly their neighbourhood in which they play, meet, hang around and live their childhood? With this Masterthesis on the voice of young people and the role of Bindkracht10's youth professionals in supporting young people, I got the opportunity to study young people in two different neighbourhoods of Nijmegen. The youth professionals and young people who contributed to my study are therefore the first ones I would like to thank. With the enthusiastic and extensive stories of the youth professionals I was able to understand their daily practices within the field of youth work. This also accounts for the group of young people and the numerous examples they provided me for my study. Secondly, I would like to thank Dr. Rianne van Melik as my supervisor at the Radboud University and Dr. Annica Brummel, my internship supervisor at Bindkracht10. Without their constructive criticism, endless talks and numerous tips, I would not have been able to complete this process and hand you my Masterthesis. Finally, I would like to thank my friends and family, especially Guus and Dagmar, for their support during these last ten months and their never ending confidence in me that I would be able to finish this study.

I hope you will enjoy reading my Masterthesis and I hope that it also might bring you some new insights on how to value the voice of young people in our society. They may still form a group which can cause nuisance in your neighbourhood, but a number of them is also concerned and involved in issues that are at stake in the neighbourhood or society at large. With them and not without them is the new motto: expressing their voice!

Maartje van Reijmersdal

Nijmegen, 17 October 2018

Summary

The Dutch welfare state is changing. These changes are collected in the words 'transformation' and 'transition' in which existing facilities are becoming more decentralised and adjustments are made in rules and laws but maybe even more important in the way of working towards and with citizens, especially young people (Timmerman, 2009; Sachse, 2013; van der Lans, 2014). A different way of working between professionals and a more intense collaboration with citizens is required (Winsemius, n.d.). This research digs deeper into this field as the work of welfare organisation Bindkracht10 and its youth professionals will be studied. The question raises if youth professionals are answering to the changing climate and thereby involve young people in Nijmegen in youth (work) policy to give them a voice in expressing their needs and opinions about the neighbourhood. The research question that emanates from these themes is:

To what extent is youth policy carried out by youth professionals of Bindkracht10 related to and concerned with the voice of young people regarding their neighbourhood?

After introducing this study, a theoretical background is formed on how the concepts of policy and young people relate to each other. In combining the results of studies conducted by several authors, on the needs of young people (van Lieshout & Aarts, 2008; Timmerman, 2009) in which themes as 'public familiarity (Blokland, 2008) and 'places of retreat and interaction' (Lieberg, 1995, 1997) come forward, to the body of literature present in the Capability Approach (Sen, 1999, 2009; Nussbaum, 2000, 2009) in which concepts as capabilities, functionings, agency and conversion factors are placed central. With this knowledge, a third theme of participation of young people within youth (work) policy is included by means of the UNCRC and the universal rights they put up for young people and the expression Hart (1992) gave to participation via his Participation ladder.

As a result, this study is conducted by using a mixed method approach (Johnson & Onwuegbuzie, 2004; Small, 2011), to integrate the three sub-questions. Within this study the combination was made of reading three national, three municipal and five organisational (Bindkracht10) documents concerning youth (work) policy, questioning and speaking with twenty-two youngsters and interviewing eight youth professionals from Bindkracht10. For the conversations with young people and the semi-structured interviews with the youth professionals, guides were formulated and later on interviews were transcribed.

The first part of the research was concerned with the translation of the national viewpoint on youth policy into the daily practice of youth professionals in Nijmegen. By reading several documents on this theme, it became clear that the local viewpoint is very much inspired by the national vison on youth policy. Stimulation of participation and involvement of young people within policy and youth work is a topic which is evidently present in both the national and local viewpoints. Young people are asked to become producers in their own neighbourhood, instead of only consumers. The dynamic youth neighbourhood analysis youth workers of Bindkracht10 produce, are in this case the most local and practical form of recording issues and needs of youngsters to make sure that their needs, wishes and opinions are heard. But, the question remains if the voice of young people is only documented in written words or if that 'paper reality' is also transferred and made visible in the work of Bindkracht10's youth professionals.

For this question to be answered, youth professionals were interviewed in the second part of this research on several topics concerning their working methods and thereby involving young people and letting them participate in matters that concern their needs and opinions. It became clear that youth professionals are trying and becoming more geared towards including the opinion and needs of young people, as the dynamic youth neighbourhood analyses and the project of 'Connecting Youth' (executed by Jimmy's; a platform of professionals for young people) prove. But it turned out that youth professionals were not always clear about their intentions and plans when communicating with young people. Processes of evaluation and feedback were often not on the minds of youth professionals.

In the third part, young people were approached and asked how they thought about the neighbourhood and how they felt about their involvement or level of participation in themes that were of importance for them. Most youngsters agreed on the fact that they find it important to express their needs and opinions about the neighbourhood. Most of examples they expressed were linked to the theoretical themes of 'public familiarity' and 'places of retreat and places of interaction', as being at home in the neighbourhood and having a place to relax or play a game were frequently mentioned by them. Linking their needs to the activities or projects of Bindkracht10's youth professionals, youngsters felt like they were often heard. But, when it came to issues concerning larger projects or more specific wishes, young people did not always know where to go to or did not feel like their opinion was heard. Processes of feedback and evaluation were missing in this sense. Taking this form of participation onto the Participation ladder, a lot of youngsters 'got stuck' on the first three levels in which real participation is not achieved. Real forms of participation in which evaluation and feedback moments are central focal points, is not often seen. The best example within this study of real participation is the story of Bart (23), told me. He received full feedback and support of the youth professionals to get his wish for a JOP (YMS: Youngster Meeting Spot) back in the neighbourhood.

With insights from the Capability Approach (CA), I was able to specify on the needs of young people and try to see if the part of having control over their environment was met. The principles of the CA are not geared towards a must for every youngster to participate or to have an influence, but they should be given the option to do. During the fieldwork I came to realise that the youth professionals could serve as 'social conversion factors', in which they could serve as helpers for young people to transform their capability (what/who am I capable of doing/being?) into a functioning (who/what do I want to be/do?).

In conclusion it became clear that with the findings of this study it can be said that youth professionals are on the right track in involving the needs and opinions of young people into their work and youth (work) policy. In terms of youth policy being concerned with young people's needs and opinions, there is still some ground to cover when it comes to letting young people participate in a 'true' matter, and not only on paper. In order to fully incorporate young people's wishes and their possibility to carry out the capability of having control over their neighbourhood, several improvements must be implemented in the daily work of youth professionals. One of these implementations could entail real life returning meetings or digital meetings via an App between youth professionals and young people to evaluate previous activities or plans. A second recommendation includes more collaboration between the different youth professionals, also with the platform of Jimmy's, so that 'good practices' can be shared and needs and opinions of young people are taken seriously and do not end in a 'paper reality'.

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1. Introduction

The Dutch welfare state is changing. Since the millennium turn policymakers and scientists gathered these changes in the word 'transition' (Timmerman, 2009; Sachse, 2013; van der Lans, 2014; Winsemius, n.d.). This word is used to explain the several processes of decentralisations in the care, welfare and youth domains. In these processes of decentralisation, adjustments are made in rules, laws and financial relations to change the structure of the existing facilities (Winsemius, n.d.). Citizens do not find the space for their initiatives in the political centre of The Hague but in their own environment and social networks (Timmerman, 2009; van der Lans, 2014). With the transition towards decentralisation and more room for citizens to carry out their own initiatives, the process of 'transformation' takes place. This transformation is even more important, as the transition only deals with the 'tough' side of the changes, concerning laws, rules and regulations. In the process of transformation, a different way of working between professionals in the care, welfare and youth domains and a more intense collaboration with citizens, institution and municipalities is required (Winsemius, n.d.). Especially neighbourhoods have become the playground for the decentralized policies, as part of the transition, with intense collaboration between local services, welfare organisations and citizens, as the focal point of the transformation (van der Lans, 2014). The term 'participation society' is one that stems from this new way of thinking, as citizens are more and more involved in decision-making processes. But, within society it is not only up to the adult population to speak up: also young people are more and more seen as active players in this field, as they spend a lot of their time in their neighbourhood and public spaces in the city (Meesters, 2018).

Policy and plans set up by municipalities, institutions or other planners concerning welfare and empowerment of young people have become an important topic in cities (van Lieshout & Aarts, 2008; Skelton & Gough, 2013). But in the creation of these plans young people have long been, and still are, overlooked as they are often portrayed as a group without full citizenship or seen as problematic and nuisance producers. According to several authors, including Sinclair (2004) and Skelton & Gough (2013), planners and professionals in cities are not effectively focussing on young people in the city; young people are often ignored when it comes to decisions that affect them, for example the redesign of a public square. Blerk (2013) and Brown (2013) also see that both academics and youth professionals are looking into young people's relationship with urban (public) space, but within this relationship, they see a lack of incorporating young people and portraying them as a 'visible' group. This lack of participation by young people could be explained through the minimal options they are offered in participating in policies that relate to their life (Elsley, 2004; Brown, 2013). But it could also be that participating and having an influencing on the neighbourhood is not a priority for young people, compared to more personal issues as hanging around with friends or finding a job/internship (Meesters, 2018). Van Lieshout & Aarts (2008) add to this statement that it could also be that young people do not believe that they can affect the situation or that they find it difficult to articulate their wishes for public spaces and their environment, particularly their neighbourhood.

All of the previously mentioned authors agree on the fact that we should involve young people in policies that relate to their life, as Skelton & Gough (2013) refer in their article to the significance of young people in the city as "young people are not only *in* the city, but they are *of* the city: their lives are shaped by urban dynamics and they themselves are significant actors in, and creators of, the city" (p. 457). But the question remains to what extent

this should be done and how we should look at young people as a particular group in society and what we can expect of them.

1.1 Case study: Nijmegen & Bindkracht10

Within the Dutch welfare state, every municipality is looking for a way to 'handle' the transition, with the decentralisation of tasks and responsibilities concerning welfare and youth work, and the transformation, of working more 'demand-oriented' instead of 'supply-oriented' in which needs and possibilities of the citizens are put central (Winsemius, n.d.; Lieshout & van Aarts, 2008). This is also the case for the municipality of Nijmegen. With the introduction of the 'Wet maatschappelijke ondersteuning (Wmo)' (*Social Support Act*) in 2007, most activities related to the welfare- and youth domain in Nijmegen were re-evaluated according to the logic of the processes of transition and transformation. The Act orders municipalities to take care of citizens with a request for help and to increase the liveability of the environment. A share of these tasks, concerning the welfare- and care domain, are delegated by the municipality of Nijmegen to two other organisations in the city. One organisation is called 'Sterker'; they focus on supporting and guiding citizens of Nijmegen into care facilities. The other organisation is welfare organisation Bindkracht10. This organisation focuses on a broad range of activities such as participation, neighbourhood initiatives and improving the social situation of vulnerable groups in Nijmegen (Tandem (previous name of Bindkracht10), 2017). For this study, I focus on the latter one, as this organisation is more geared towards connecting and helping young people in the city of Nijmegen.

Both Bindkracht10 and the municipality of Nijmegen acknowledge the issue that Skelton & Gough (2013), Blerk (2013), Brown (2013) and Meesters (2018) put forward on the involvement/participation of young people in the city. In the municipality of Nijmegen, young people with an age between 10 and 23 years old, account for over 20% of the city's total population (CBS Statline, 2018), but they are not as involved as the adult population. With the new insights on the participation society, the municipality of Nijmegen and Bindkracht10 both recognize that the group of young people should be (more) involved in planning processes that affect their neighbourhood (Gemeente Nijmegen, 2014; Bindkracht10, 2016). As mentioned earlier, policies and plans concerning young people are often created *for* young people, not *with* young people. The municipality of Nijmegen delegated a large share of the responsibility for youth work and other youth-related themes to welfare organisation Bindkracht10 (Gemeente Nijmegen, 2014), which makes the organisation largely responsible for involving young people into their plans for the different neighbourhoods. But in which way could this be done? Do the existing programs and agendas within youth policy of Bindkracht10 already take in the voice of young people? And what is the opinion of the youngsters themselves related to the control they have over their environment, specified here on their neighbourhood; do they want to be involved and do they feel like they have the option to express their opinion?

This study digs deeper into the work that Bindkracht10 and its youth professionals, particularly youth workers, perform in Nijmegen and to what extent the introduction of the dynamic youth neighbourhood analysis – a written inventory of all the signals in the neighbourhood concerning young people – changes the way in which young people are involved in youth (work) policy. The question raises if the work of the youth professionals will put the emphasis on the involvement of young people or if their work is more fixed on ideas and policies they feel are important. In order to gain more specific knowledge from young people in a particular neighbourhood of

Nijmegen, two neighbourhoods are selected to carry out this study; Willemskwartier and Heseveld. The choice for these two particular neighbourhoods is further explained in Chapter 3 (paragraph 3.1.3).

The research question that emanates from these themes in this study is:

To what extent is youth policy carried out by youth professionals of Bindkracht10 related to and concerned with the voice of young people regarding their neighbourhood?

For this study it is of importance to both look at how youth policy is *related to* the needs of young people, in terms of if their needs are mentioned, as well as if youth policy is *concerned with* the needs of young people, in terms of actually incorporating their needs and letting young people be involved in the daily practice of youth policy. As youth policy is mostly geared towards local issues and the importance of the close environment of young people, the choice was made to especially focus on the voice of young people in their neighbourhood. The concept of 'voice' is used here to encompass the needs, opinions, wishes, desires and recommendations young people provide on their neighbourhood.

Besides the research question, this study makes uses of the following sub-questions to support the research question:
1. How does the national vision on youth policy translate into the practice of youth work in Nijmegen?
2. In what way do youth professionals of Bindkracht10 involve the voice of young people in their work?
3. How do young people in Willemskwartier and Heseveld feel about their neighbourhood and the influence they could have on it?

In order to make clear that the term 'youth policy' in the research question is not only related to actual policy and plans, sub-questions 1 and 2 specify on the larger picture of welfare- and youth policy and youth work in the Netherlands, as well as the local implementation of these ideas by the youth professionals of Bindkracht10 in Nijmegen. In their daily practice, the importance of the dynamic youth neighbourhood analysis will come forward.

1.2 Societal and scientific relevance

But why is the involvement/influence of young people in their neighbourhood an important issue for our society? This study strongly links with the changing care and welfare structure in the Netherlands. The transition and transformation in this field are continuing, and this is not without struggles. The changing relationship between the national government, local governments, welfare organizations and citizens, here young people, is one where different interests and needs are at stake (van Lieshout & Aarts, 2008; van der Lans, 2014; Meesters, 2018). During the transition, policymakers and professionals are working towards a method in which the environment of young people is put central; where it is no longer about the world of the professionals, but about the world of its citizens. This difference is related to the work of Habermas (1992) as he introduces the concepts of '*life-world*' and '*system-world*'. The 'life-world' can be seen as the everyday world that we share with others in which we interact with family and society at large, while the 'system-world' is the more administrative sphere in which a person works and interacts with institutional authority (Habermas, 1992). Over the last few decades the idea of the 'system-world' got overhand in how organisations approached citizens, but since the transformation, the idea of moving beyond systems, regulations and institutions to relate more closely to the perspective of citizens gained popularity.

The municipality of Nijmegen and welfare organisation Bindkracht10 are trying to relate more to the latter one, to get closer to the needs and possibilities of citizens. With this study, it became possible to research this transition and transformation towards a more 'life-world' perspective in relation to young people.

This study is thereby valuable in focussing on the role of young people in the city. The group of young people is a specific group, as they find themselves between 'childhood' and 'adulthood', and have long been overlooked when it comes to taking control over their own environment. Timmerman (2009) also underlines this: "The challenge for the next decade will be (..) to offer genuine participation to children [and youngsters] that is not an add-on, but an integral part of the way adults and organisations relate to" (p. 572). Professionals from Bindkracht10 are looking for new ways to include young people in their work. One way to accomplish this is to include young people in the process of creating neighbourhood analyses. This study sheds new light on how young people can get involved in policy and plains concerning their neighbourhood in the changing care- and welfare domain we currently experience in the Netherlands and what their own views are towards this topic.

Next to the societal relevance, this thesis also covers a scientific relevance. As explained in the societal relevance, this study tries to find an answer to the question in what way young people could influence their neighbourhood and how professionals could support this process. The academic literature is extensive when it comes to writings about how youth (work) policy is created in the changing care and welfare domain (de Boer, 2001; van Lieshout & Aarts, 2008; Timmerman, 2009; van der Lans, 2014). This also applies to the literature that is written on the needs and aspirations of young people and how they see their neighbourhood (van Lieshout & Aarts, 2008; Brown, 2013; Skelton & Gough, 2013; Evans et al., 2016; Kallio et al., 2016). But when it comes to writings concerning the influence young people could have on policy and their neighbourhood, there is little research done. In the majority of the Urban (Geographic) literature, the link towards young people is not often made. As Skelton & Gough (2013) describe it in their article "only 1 per cent [of the 2992 papers that *Urban Studies* produced between 1990 and 2013] focused on young people (..) [this] calls for urban studies to take young people seriously within the discipline (p. 458).

This study combines two fields to unite the knowledge we have about the changing youth an welfare landscape with specific attention for youth work (policy), and on the other hand, the needs, wishes and aspirations young people have within their neighbourhood. Instead of using (only) the literature that is present in the field of Human (and specifically Urban) Geography on the needs and aspirations of young people, the Capability Approach (CA) created by Sen (1999, 2009) and Nussbaum (2000, 2011) is added to this study to serve as a bridge between the two bodies of literature. The CA is about individual well-being and freedom of choice of a person. The approach already contributed to new ways of thinking in fields of economics, philosophy and political studies, but has recently also been connected to the social field and the care- and welfare domain (Tirions, Blok & den Braber, 2018). The basic principle of the CA is that every person needs to have the option to live the life they have reason to value. Personal and individual preferences that people cherish and the freedom to realise these in their environment, are at the heart of the CA. In this sense, the CA offers a different perspective to look at young people, as the CA looks at personal desires and wishes from every person and values these so that every person can live the life they find reason to value. The approach is thereby interested to what extent people are able to convert their personal desire into actions, with the importance of their environment. The CA is therefore useful in answering questions that are related to the involvement of young people, how their voice is taken into account into plans concerning their neighbourhood and the work of the youth professionals of Bindkracht10. Linking the CA to the

body of literature that is present in the field of Human Geography, will shed a new light on this particular research area.

1.3 Methods

To answer the research question and corresponding sub-questions, this study makes use of mixed methods (Johnson & Onwuegbuzie, 2004; Small, 2011), as each subquestion is researched through a different method.

For subquestion one, several documents on the national and local context concerning youth work (policy) are closely read to formulate an answer on the content of youth work (policy) in the Netherlands and within the municipality of Nijmegen, with the processes transition/transformation as central focal points.

Subquestion two is researched through the method of semi-structured interviews. Eight youth professionals agreed on a semi-structured interview and one professional was able to provide a written answer. Four of the interviews stemmed from the youth workers of the indicated neighbourhoods, Willemskwartier and Heseveld. One youth professional was interviewed on the topic of youth work within welfare organisation Bindkracht10 and the link between the organisation and the municipality of Nijmegen. The final three youth professionals were interviewed through a group-interview, as they are all connected to the relatively new program, created by Bindkracht10 and the municipality, "Jimmy's Jeugdverbinden" (*Jimmy's Connecting Youth*). This project is set up to get young people more involved in the decisions surrounding (youth) policy in Nijmegen (Jimmy's 024, over Jimmy's).

The final subquestion, concerning the voice and influence of young people, is answered by the performance of a small questionnaire on 22 youngsters from Willemskwartier and Heseveld, with follow-up conversations about their viewpoint, opinions and voice on the neighbourhood and the (youth) work of Bindkracht10. In addition to this questionnaires and follow-up conversations, one extensive conversation took place with a 23-year youngster who is involved in a long-term project of getting a JOP (JongerenOntmoetingsPlek: "Youngster Meeting Spot (YMS)") back into the neighbourhood. This story is a good example of the existing links between young people, professionals and the municipality and to what extent young people can have an influence in their own neighbourhood.

1.4 Reader's guide

This study starts with a Theoretical background (Chapter 2) that introduces the concepts of youth policy and youth work, looks at the voice of young people and the importance of the CA and the options for involvement/participation of youngsters in the field of youth work (policy). Chapter 3 will thereafter discuss more broadly the methods used in this study and the reasons why I choose these particular ones. After the theoretical and methodological insights, Chapter 4 presents the results of this study in which both the professionals' as the youngsters' opinion will be put forward. Chapter 5 will thereafter present the conclusion with an answer to the sub-questions and research question and a reflection with practical recommendations for Bindkracht10 and options for further research.

2. Theorizing young people and policy: Theoretical background

This theoretical background emanates from the research question that is drawn up and presents an overview of the theoretical concepts that fit within this study. The research question consists of two central concepts, on the one hand youth policy & youth work and on the other hand the needs of young people, which are both related to each other. Figure 2.1 shows the conceptual framework in which the two concepts are presented and placed within the broader field of interaction in public space and the close environment of the neighbourhood.

Interaction in public space & neighbourhood
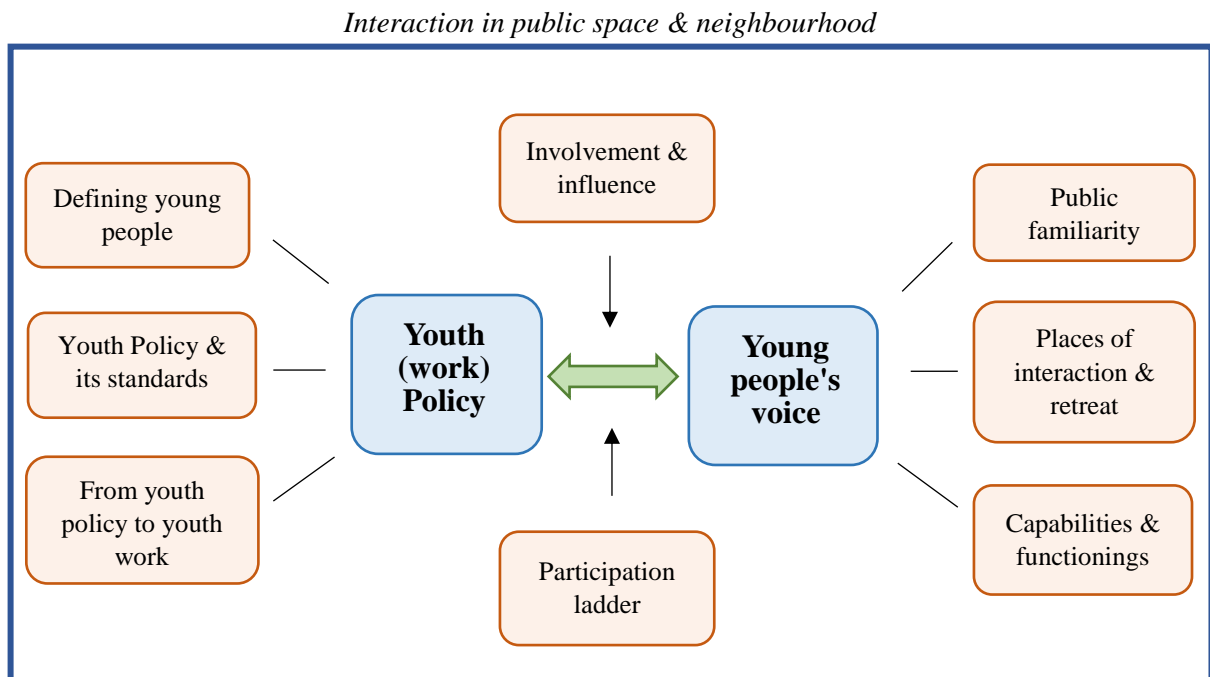
Figure 2.1: Relation between youth policy & youth work and young people's voice and needs (Own work, 2018)

The first concept is the one of youth policy and the execution of this policy within youth work. For this concept, it is important to know how the terms 'youth/youngsters/young people' are defined, how we look at youth policy and the international standards and how these two come together in the field of (international) youth policy, created and implemented by governments and professionals through youth work.

The second concept is the one of young people's needs. This concept is made up of multiple factors and relates to the needs and feelings of young people in public space and specifically their neighbourhood. The features of capabilities and functionings that stem from the Capability Approach are added to gain insights into the individual lives and choices of young people.

The relationship between the two concepts consists of how young people are involved or can have an influence on youth policy and youth work. This is a reciprocal relationship in which the participation of young people forms an important element to connect the creation of youth policy with young people's needs.

These three concepts are further explained in the next paragraphs.

2.1 Youth policy and youth work

In this paragraph, the concepts of youth policy and youth work are put central. For this study, it is important to know which definition is given to "youth/young people/youngsters" and how "youth policy and youth work" is seen by international organisations and governments.

2.1.1   Defining young people

The terms of 'youth', 'youngsters' and 'young people' are often seen as interchangeable to describe a particular group of people (UN, n.d.), in Dutch often called 'tieners' or 'jongeren'. It often depends on the author which term is used to describe the group. In more recent publications authors often prefer to use the terms 'young people' and 'youngsters' instead of 'youth' (Brown, 2013; Elsley, 2014; Rystina & Kussainova, 2014; Bartos, 2016; Kallio et al., 2016; Evans et al., 2016). But, in combination with the term 'policy', authors remain using the term 'youth policy', not 'young people policy' (Rystina & Kussainova, 2014; Timmerman, 2009; Tisdall & Davies, 2004).

But to which group do the terms 'young people' and 'youngsters' refer to? According to the United Nations (UN), young people form a heterogeneous group which is bound to each other by age. The group is characterised by differences, as a 10-year-old school pupil differs from a 20-year-old student. Defining the group of young people is important, because of these large differences in age and lifestyle. The UN states that young people are best understood as a group that is in transition from the dependence of childhood to the independence of adulthood (UN, n.d.). There is much written on the topic of childhood and to what extent young people differ from adults (Elsley, 2004; Bartos, 2016; Meesters, 2018). Childhood is often portrayed as a social construct in which young people are in transition to become an adult. In this transition, they have more freedom to be a 'child' or a 'youngster' and thereby to make mistakes or to be less responsible, as they often do not have to pay for their food or housing. Definitions that are given to childhood by adults are often there to protect children and youngsters, but also to control them. The image that adults have on the concept of childhood often does not justify how young people see themselves in their childhood (Meesters, 2018). Bartos (2016, p. 116) adds to this that young people can be social actors on their own and they can, therefore, be recognised as *beings,* not only *becomings*, as the transition of childhood to adulthood may portray. But, Bartos (2016) also mentions that we should not overlook the importance of childhood and only look at young people as "beings". He states that childhood is important because it is a temporary phenomenon in which age is relational and this ageing of young people does lead to "new and multiple beings and becomings" (p. 125).

In paragraph 3.3.1 of this study, I will argue which definition and age limit are used for this study and why. For now, I want to state that the terms of 'youngsters' and 'young people' are used to describe the same group of people. In the articles or reports in which authors specifically use one of these terms I will follow their choice and when is needed I will add the term of 'children' to encompass the entire group of children and youngsters within their childhood.

2.1.2   Youth policy: the start and the role of the UN

In the last couple of years, the importance of policies concerning young people has risen. Policies and politics that concern young people and their everyday lives are seen as major issues among researchers, professionals, non-profit organisations, and all the way up to the UN (Kallio et al., 2016). To understand youth policy and to relate this policy to youth work, it is important to first see how the UN, and specifically the United Nations Development Programme (UNDP), think about (national) youth policy and how this vision translates into the Western/European youth policies.

The formation of youth policy can be dated back to the 1960s when the General Assembly, an organ with the UN, adopted important mandates on national youth policy. Since that time, the UN has promoted the implementation

of these mandates on national youth policies, resulting in many national youth policies worldwide (Rystina & Kussainova, 2014). In 1995, the UN and its Member States started an international community and adopted the "World Programme of Action for Youth to the Year 2000 and Beyond (WPAY)". This Programme was revisited in 2007 and since then, it not only provides a policy framework with guidelines, but it also constitutes a global blueprint for effective national youth policies. With this blueprint, the UN recognises the importance of national youth policy, as it "is crucial in providing [a] overarching vision for all programs and activities relating to youth in one country" (UNDP, 2014, p. 10). Rystina & Kussainova (2014) share this vision and define (national) youth policy as:

> an integral part of a holistic policy which is a system of measures and legislation for the establishment and maintenance of a certain social status of the younger generation, and along with it – a certain *quality of life* and quality of the young people, which in the long term is the economically active population of the country. (p. 654)

Important in this citation is the *quality of life* for young people that is at stake; an efficient youth policy is directed at the quality of life for young people and tries to provide the necessary conditions and standards. According to the UN, it is important to see young people not as a problem, but as a resource when it comes to youth policy. If we want to improve their quality of life, we must look with a long-term vision to "identify needs and develop policies in order to let young people realise their full potential as citizens." (UN, 2001, p. 1). Measures and programmes that can be included in these policies are in and out-of-school education, training, employment, recreation, cultural activities and youth work (Rystina & Kussainova, 2014), which I will come back to in the upcoming paragraph on youth work. The General Assembly adds to this that youth policy should include both those measures that direct or indirect concern activities for young people, as well as measures that are related to the role and place of young people in society. And this is not an easy task. Effective implementation of youth policy should entail a cycle of actions, that should be measured with a series of parameters. But, as the UNDP points out, it is difficult to execute this in an objective way. According to the UNDP, these policies "require wide-based consultations, an effective and sustainable coordination among Ministries, as well as the integration of the National Policy on Youth in the National Development plans." (p. 10).

In 2014, at the Global Forum on Youth Policies, the UNDP added eight standards to their blueprint to ensure 'qualitative youth policy'. These standards include (Youthforum.org, n.d.):
1. *Rights-based approach to youth policy*: youth policy should be based on standards made by the international human rights framework. Long-term fulfilment of youth rights is put central;
2. *Evidence-based youth policy*: to reflect the needs and realities of young people, youth policy need to be based on evidence that is present in all stages of the policy with relevant and independent data;
3. *Participatory youth policy*: all stakeholders should be involved in all stages, from creation to implementation and evaluation. The stakeholders can vary in this process;
4. *Multi-level youth policy*: youth policy should be developed, implemented and evaluated in all the levels, from local, regional, national to European level;
5. *Strategic youth policy*: youth policy is based on an overarching strategy/framework and built around a long-term vision and with objectives or target groups;

6. *Availability of resources for youth policy*: for youth policy to work, there has to be a sufficient amount of resources available to let professionals do their work and implement and evaluate youth policy;

7. *Political commitment and accountability in youth policy*: this means that decision-makers are taking the appropriate measures so that they can implement youth policy in an objective and transparent way;

8. *Cross-sectorial youth policy*: the responsibility and collaboration within youth policy must be done among the different ministries, departments and public organisations to ensure the implementation and evaluation of youth policy.

With these eight standards, every country should nowadays be able to provide national youth policy to its inhabitants which is based on these elements that ensure a qualitative policy for all stakeholders, including young people.

For this study, of particular interests are standard 2, on the reflection of the needs and realities of young people in youth policy, standard 3, on the involvement of all stakeholders and particularly young people themselves and standard 6 on the available resources for professionals to perform and evaluate their work, also with youngsters.

In the 1950s and 1960s, at the time when the General Assembly created the first ideas on youth policy, youth policy was completely different compared to the policies nowadays. The first forms of youth policy were based on the ideas of philanthropy and volunteerism to 'help' young people in need, such as students or marginalized young people. In the 1980s the focus shifted to the education field and countries started paying more attention to the education of young people and their active participation in the labour market. In the 2000s the focus shifted again and the modern form was 'created' where youth policy became based on increasing youth employment, as well as a focus on an educational policy which included training of young people. The most important feature of this last phase is that the involvement of young people became more seriously embedded, particularly the younger ones that were often excluded before (Rystina & Kussainova, 2014). Nowadays, (western) youth policies focus on integrating young people in society. Youth policy is aimed at preparing the entire group of young people for adulthood, not just the 'problematic' part of the group (Timmerman, 2009). But as different countries use different tools and objectives to determine their youth policy, different youth policies emanate with young people obtaining a different kind of *quality of life* (Rystina & Kussainova, 2014; Lieshout, van der Meij & Pree, 2007).

As already discussed in the Introduction, the responsibility for national youth policy has slightly shifted in a number of countries. As Timmerman (2009) explains in her article, the responsibility for (national) youth policy has been transferred to municipalities and other local authorities. This transfer has implications for the determination and execution of youth policy in the Netherlands. This topic will be further discussed in Chapter 4 (paragraph 4.1), in which an answer will be given to the first subquestion on how national youth policy in the Netherlands translates into the practical work field in the city of Nijmegen. For now, it is important to look at the execution of youth policy through the availability of youth work.

2.1.3   From youth policy to youth work

As already mentioned in the previous paragraph on youth policy, youth work can be seen as an interpretation of youth policy (Rystina & Kussainova, 2014). The beliefs, values and standards put up by the UN and the UNDP at the Global Youth Forum on Youth Policies, are therefore also applicable to youth work, with the same particular interest for standards 2, 3 and 6 on the guarantee for qualitative youth policy/work.

As youth work emanates from youth policy, its definition is closely related to the definition of youth policy, as Davies (Batsleer & Davies, 2010, p. 1) describes youth work as:

> A way of working with young people that has been thought up and practised by human beings – in all their diversity (..) [it] is a distinctive way of approaching and responding to young people, and of prompting them to reach for more than they might otherwise have considered or even thought possible for themselves. (p. 1)

With this definition of youth work, Davies (2010) argues that youth policy and youth work can come together in 'youth work policy'. This policy lays out the practical boundaries 'on the ground' and refers to how youth work(ers) should operate. In this form of policy, practitioners must be given room for manoeuvre as every situation and every youngster could be different. To meet therefore the definition of youth work, the relationship of practitioners, in most cases youth workers, with young people is of great importance. The barriers that could arise between the difference in perspective between adults and youngsters or between those in power, must be broken down to come to a form of "shared trust and mutual respect between works and young people as a basis for open communication" (p. 1). The youth worker both serves its own interest in protecting and guiding young people, seen from a pedagogical point of view, as well as the interests of the youngsters.

For the practitioners within youth work, it is important to know how young people see their environment and what their needs and preferences are in this field. For that matter, I will turn to the next paragraph on the voice of young people.

2.2 Young people's voice in the city

This paragraph digs deeper into the world of young people and their lives in cities. Urban studies about young people and their needs in the city are put forward to see how this group experiences their life in public spaces cities have to offer. In addition to this literature, the Capability Approach is added to determine how and when young people live a righteous life and how they can influence their own environment, particularly their neighbourhood, and therefore their happiness.

2.2.1 Young people and their needs

Young people form a specific group in the city. In some ways, they are seen as a problematic group, as an interruption in the city and as a symptom of disorder (Meesters, 2018). This is maybe the reason why in many (youth) policies young people are planned out of public spaces, as explained in the Introduction. But young people have a strong affection with public space and they spend a lot of their time in these places to hang out and meet friends or new people at a place they feel safe in (Skelton & Gough, 2013; Meesters, 2018). These places could be categorised as places of "*public familiarity*" (Blokland, 2008; Meesters, 2018) in which young people could have feelings of being at home in a public space. The social and physical surrounding could contribute to such a feeling. Meeting each other in these kinds of places can support the process of social interaction. For young people, these places can vary in places where they can meet up or places of green where they can play sports or games. The most important thing for youngsters is that in public spaces they can experience a sense of social integration and acceptation, a sense of safety and freedom of movement and a coherent community identity. These places are often found in the close neighbourhood, as young people have the tendency to stay close to home and therefore rely on

public spaces nearby (Elsley, 2004; Meesters, 2018). In her study, Meesters (2018) portrays this feeling of young people relying on public spaces nearby with an example of a neighbourhood in Nijmegen. The youngsters do not feel heard, as there are no 'fun' places for them to go to in their neighbourhood. The fact that there are plenty of services and places for them to hang out in another neighbourhood, only 500 metres down the road, does not matter for them. Their own neighbourhood is the only one that counts. If the public spaces in their neighbourhood can fulfil the desire to socialise, these places become places of belonging for young people and create a feeling of public familiarity (Blokland, 2008; Meesters, 2018). But to create these places of belonging, there must be a sense of freedom. This freedom is difficult to achieve for young people because public spaces are often fixed in an 'adult-constructed world', where young people are outlawed from. Young people are then forced to spend their time in institutions specially designed for them, such as schools (Elsley, 2004). But young people's skills and competence in their use and understanding of public spaces have been underrated (Karsten, Kuiper & Reubsaet, 2001; Elsley, 2004; Skelton & Gough, 2013). Activities and interests from young people often extend the awareness of adults, and specifically parents, when it concerns public spaces. Elsley (2004) concludes therefore that "there is (..) a potential mismatch between parental and societal views about children's [and young people's] relationship to public space and the experience of children [and young people] themselves" (p. 156). Young people are often not seen as autonomous citizens in public spaces, but for young people these spaces are of vital importance in their life. To achieve this, the needs of this group must be heard to let their needs match the city's public spaces and to let them create their own places (Holloway & Valentine, 2000; Valentine, 2004).

But what specific needs do young people put forward when it comes to public spaces and their lives in the city? Several authors conducted studies in which they asked young people how they feel about their neighbourhood and the public spaces within their neighbourhood.

Borland, Hill, Laybourn & Stafford (2001) conducted their study in Scotland on improving consultation with children and young people and they found that the views of young people are quite consistent and also well known. They state that it has been repeatedly found that young people want improvements in leisure facilities and transport, a greater impact and involvement on decision-making at school and in their community and a more satisfying physical environment in their neighbourhood.

On the basis of an study, within the larger project of "Growing Up in Cities" (an participatory action research to evaluate how people feel about their urban environment), Lieberg (1995; 1997) concluded that "adolescents need to be able to move between *places of retreat* and *places of interaction*" (In: Chawla & Malone, 2003, p. 126). This recognition is shared among other researchers as Holloway & Valentine (2000), van Lieshout & Aarts (2008) and Meesters (2018). Young people need spaces for themselves, as places of retreat, and spaces of interaction were they can meet without the supervision of adults. Van Lieshout & Aarts (2008) also asked in their study if young people wanted to change something about the public spaces they visit. They noted, surprisingly, that their respondents had very few wishes in changing public spaces. The few wishes the young people did mention, were directly linked to the functions that certain public space already fulfilled. The authors asked themselves the question of why this would be, and they concluded that young people are not specifically concerned with public spaces and do not priorities these places. Other issues, more personal or professional ones, are more important. The two authors also explained that young people who do not believe that they can affect the situation, also do not express their wishes. On top of that, the respondents mentioned that they find it difficult to articulate their wishes.

Elsley (2004) emphasizes the same conclusions in her article. She noticed that young people generally liked where they live, but she also saw that it was more difficult for young people to say in the interviews what they did not like locally. One thing that many young people agreed on, was the fact that there should be more playgrounds and places to interact, such as places to hang around, skateboard or BMX. But the negative things were much harder to find than the positive things. Elsley (2004) thinks that this is not because there are more things that they like instead of dislike. She believes the things that young people did not like were less easily expressed, compared to the things they liked. She concludes with the statement that "this study reveals that there has been inadequate attention paid to the needs of children and young people for high-quality public space in (..) the urban community." (p. 162). When young people are asked what they want to change, they feel that they are not heard. They often experience a sense of powerlessness when it comes to expressing their feelings, wishes and views. This gives them the perception that they are not welcome in public spaces and they, therefore, do not feel responsible for it. If youngsters would be considered as fellow citizens, they would probably take on more responsibility for the maintenance of public spaces (Chawla & Malone, 2003; Elsley, 2004; Meesters, 2018).

The subject of young people's influence and involvement in the neighbourhood and policy-making will be further explained in paragraph 2.3, in which the involvement of young people will be addressed.

2.2.2 The importance of the Capability Approach

Besides these geographical researches who look at the needs of young people, this study makes use of an approach that focuses on the individual well-being of a person, not as a group or within a system (Robeyns 2005; Brummel, 2017). This approach is the Capability Approach (CA); an approach that focuses on a righteous division of goods and resources in society.

The start of the Capability Approach

The founding father of the CA is Amartya Sen (1990, 1993, 1999 & 2009). He firmly critiqued the economic viewpoint of seeing everything as something that can be calculated. According to Sen, economic development in a society is only of importance if the development gives people the freedom to do the things they want to achieve. The 'economy' is therefore not a goal in itself; it is a way to provide human well-being. His critique was recognised by Martha Nussbaum (2000; 2011) and together they envisioned a new approach that was not based on economic development, but on personal well-being; the CA.

The basic principle of the CA is that every person needs to have the option to live the life they have reason to value. The quality of one person's life is not determined by general standards, frameworks or choices that other people make. Personal and individual preferences that people cherish and the freedom to realise these, are at the heart of the quality of life (Tirions, Blok & Braber, 2018). This means that the CA does not look at individuals within a 'system world' in which everything is arranged and set according to specific rules and regulations. The CA puts the human being and their environment central and within this world, CA focuses on personal capacities, dreams and intentions of people in relation to their context (Brummel, 2017).

If you want to live the life you value with reason, the idea of freedom is of great importance. Sen (1999, 2009) argues that the CA sees two different forms of freedoms: negative and positive. These two forms are inextricably linked to each other. Negative freedom is about trying to live your life as a human being out of external

coercion. From this point, you can go on to positive freedom; the freedom to form your own life and to do something with the given negative freedom. It is about the choices you want to make to develop your talent and live your life in a, according to your own standards, dignified way. Our society must provide the connected freedom in this sense; the possibility to live in freedom (Tirions et al., 2018).

The central features

Enlarging your freedom is a necessary condition for personal development. In this personal development, four central features are of importance in the CA (Robeyns, 2005; Tirions et al., 2018):

- *Capabilities*: these are the opportunities and choices that people have to live the life they have reason to value. The capabilities that people possess, shape a palette of choices in their life. Capabilities are therefore the answer to the question: what/who is a person capable of doing/being?
- *Functionings*: these are the choices in the palette. They form the handlings and beings of what people want to achieve in life. What people find important in life or what they want to achieve is contextual. Functionings are therefore the answer to the question: who do I want to be and what do I want to do?
- *Resources*: these are the things you need to realise the functionings. It can be something practical, like a car to reach your destination or a phone to contact someone. But it can also be the access to health care, education or a sufficient income.
- *Conversion factors*: these factors create the possibility to realise choices, from resources to capabilities. These factors can be divided into personal, social or environmental conversion factors. The personal ones can include your metabolism, physical condition or motivation. Social conversion factors can be public policies, social norms or power relations, while environmental ones go deeper into the climate or your geographical location.

The relation between these features is represented in figure 2.2. It all starts with someone's resources and to what extent his/her conversion factors influence the possibility to let the resources become capabilities. Functionings can then be seen as the result of the process to convert someone's capabilities into actions (Robeyns, 2005).
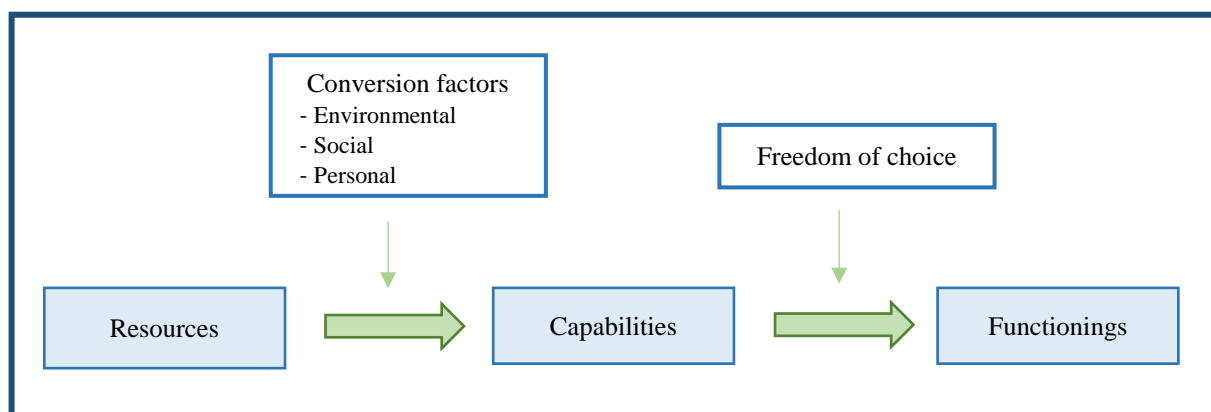

Figure 2.2: Relation central features in capability approach (Interpreted from Robeyns, 2005)

According to Sen and Nussbaum, there are certain capabilities which all other capabilities are related to. Sen (1999, 2009) believes that these capabilities differ per person because each person has different preferences. In the public debate, it is important to recognise this fact and to see which capabilities are important in that particular society. Nussbaum (2000; 2011) agrees with this, but she feels that there are a couple of central capabilities that are important to everyone. These capabilities are basic capabilities for all people to live a dignified life. From these central capabilities, she created a list that serves as a basic line of capabilities which every person needs to achieve so they can speak of a dignified and good life. This interpretation is a more concrete and applied version of the CA, compared to the other version of Sen. Nussbaum feels that with this list we can go from the more abstract level of the approach to a lower level with the translation of the central capabilities. The ten central capabilities Nussbaum (2000, pp. 78-80; 2011, pp. 33-34) includes are visualised in Textbox 2.1.

Textbox 2.1: Central capabilities of Nussbaum

1. *Life*: Being able to live to the end of a human life of normal length.
2. *Bodily health*: Being able to have good health, including reproductive health.
3. *Bodily integrity*: Being able to move freely from place to place; to be secure against violent assault.
4. *Senses*, *imagination and thought*: Being able to use the sense, to imagine, to think and reason, and to do these things in a "truly" human way (including freedom of expression, religion and political choice).
5. *Emotions*: Being able to have attachments to things and people outside ourselves.
6. *Practical reason*: Being able to form a conception of the good and to engage in critical reflection about the planning of one's life.
7. *Affiliation*: Being able to live with and towards others. Having the social basis of self-respect and non-humiliation.
8. *Other species*: Being able to live with concern for and in relation to animals, plans, and the world of nature
9. *Play*: Being able to laugh, to play, to enjoy recreational activities
10. *Control over one's environment*: Being able to participate effectively in political choices that govern one's life. Being able to hold property. In work, being able to work as a human being, exercising practical reason and entering into meaningful relationships.

For this study on young people and their capabilities, the central capabilities 3, 9 and 10 are of special interest. To be able to enjoy their neighbourhood and the public places within it, they have to able to move freely from place to place, as capability 3 describes it. In these places, referring to capability 9, they need to able to laugh, play and enjoy the activities they perform with others. And to express their views on the neighbourhood or other (youth) related issues, capability 10 on control over their environment, is of particular interest. These three capabilities will form the central focal point when it comes to the fulfilling of young people's capabilities in this study.

Besides the elements of capabilities and functions, the CA also values the concept of seeing people as agents, with different values on life. As Sen (1999) puts it, people have agency and with this agency they have a freedom of choice to choose the functionings they find relevant for their life. Meesters (2018) adds to this that agency gives people the option to act autonomously in a system of norms and values in a society that favours this agency.

The conversion factors, introduced in the previous paragraph, can also play a role in someone's agency in the sense that they can either help or oppose a person as an actor with agency. This can also happen to young people and their feelings about their opinion. Nussbaum (2000; 2011) adds to the statement that young people are often viewed as pre-social agents and thereby not acknowledged as 'full' actors. But when we, as adults, would do so, the responsibility of young people comes into the picture and makes them part as active social productive agents in our society (see also paragraph 2.1.2 on the role of childhood).

These ideas on the CA and the corresponding central capabilities will come back in this study and will be further explained and connected to the results of this study.

2.3 Young people: influence, involvement and participation

In this paragraph, the relationship between young people and youth policy is put central. In the previous paragraphs, I described the nature of policy and youth policy, which needs young people have and how the Capability Approach is related to this field. In this paragraph, I focus on the reciprocal relation, as visualized in the conceptual framework (see figure 1), between the two concepts of creating youth policy and young people's voice.

As mentioned before, policymakers and professionals, who are in charge of creating youth policy, are not always concerned with the voice or needs of young people. Young people are often viewed as a group lacking influence, compared to adults (Sinclair, 2004; Bartos, 2018; Meesters, 2018). As human beings young people are most often seen as equal with other people – their humanity is seldom questioned. But in terms of human rights, they are often separated from adults as their needs and capabilities seen to differ. Therefore, as citizens, young people often acquire a minor position in the political system (Kallio & Mills, 2016). But many authors and other people outside the academic world intend to change this image. In this paragraph, I will talk about the changing rights of young people through the UNCRC, the involvement of young people in policy-making in recent years (and why this is important) and which role the concept of participation plays in this field.

2.3.1 The UNCRC: young people and their rights

The rights of young people and children obtained a great 'boost' when the UN hosted the UNCRC (United Nations Convention on the Rights of the Child) in 1989. This convention is seen as a powerful driver in encouraging participation among children and young people to help them achieve inclusion. The UNCRC produced the most broadly accepted human rights treaty worldwide with agendas and tools that are used by practitioners or young people themselves (Hill et al., 2004; Sinclair, 2004). In this treaty, the international rights for children and young people are based on the premise that all activities involving this group should take "the best interests of the child as a starting point (Kallio & Mills, 2016, p. XI), and therefore provides children and young people with the same human rights as adults. Bartos (2016) explains in his article that the UNCRC can be seen as "the driving force behind the creation and management of many youth-related policies" (p. 115).

The UNCRC identified three different universal rights for children and young people, which include
1. Rights to protection and prevention from harm;
2. Rights to adequate provision and;
3. Rights to be heard and participate in matters concerning oneself (Bartos, 2016, p. 115)

The latter one is particularly interesting for this study as it shows the universal rights for children and young people to express their opinion and to be taken seriously as participating partners (Kallio & Mills, 2016). This last universal right is elaborated in Articles 12 to 17 of the Convention. According to Bartos (2016) and Bouma et al. (2018), these articles address specific rights to children and young people concerning their freedom of expression, thought, association and respect to express their own views. This means that every child or youngster has the right to be heard and, in this sense, needs to be provided with opportunities to express their opinion. Bouma et al. (2018), add to this that Article 2 of the UNCRC forms an important addition to these articles. This article states that every state should respect and ensure that "each child has the right to participate in matters affecting children, irrespectively race, colour, sex, language, religion, political or other opinion, national ethnic or social origin, property, disability, birth or other status" (p. 279). This means that the participatory right of children and youngsters is not bound by age, capabilities or background and that every child or youngster should be respected. In this sense, the UNCRC encourages adults to listen to the opinion of children and youngsters and to let them be involved in decision-making (Bartos, 2016).

In chapter 4 (results), an interesting comparison will be made on the difference between the UNCRC 'rights' of youngsters and the CA 'capabilities' of youngsters. As the UNCRC mostly refers to the 'rights' young people have on for example protection, provision and participation, the CA takes it a step further in saying that with only 'rights' young people do not possess the real option of participating or gaining control over their environment; the step from a capability to a function has to be made.

2.3.2   Young people and their involvement

As mentioned before, young people's voice in (youth) policymaking is not always heard or respected. Through the UNCRC the attention for the opinion of young people and their involvement in policy is growing, but the UNCRC does not address the question of why it is so important that young people are involved in policy-making.

A statement is made by Hill et al. (2004) and Bartos (2016) that a growing amount of authors and people outside the academic world recognise the importance of consultation or involvement of young people in policy-making. They claim that more involvement embodies the statement of the UNCRC on the rights of young people, improves policies (in the sense that it can make it more sensitive to particular needs or more likely to work) and contributes to democracy. These arguments are all in favour of the potential benefit for policy-makers. When we look at the perspective of young people, the positives include an intrinsic value, in which young people gain more respect, and an instrumental value, in which their views actually have an impact on the environment (Hill et al., 2004).

There is thus a growing consensus that young people should be involved or consulted in policy-making. And this is happening more and more around the world. Tisdall & Davis (2004) conclude that "children and young people's participation has never before been a more popular policy demand" (p. 131). But to what extent must we do this? Can we simply ask youngsters for their opinion? And what is the best possible option to do this? In many participatory projects that involve children or young people as part of a project or study, fail to achieve the best outcomes because they are selective in which youngsters they allow in their study. They also do not give young people the best option in having a decision-making position within the project. Tisdall & Davis (2004) mention this in their article and also conclude that when young people are asked for their opinion, they often never receive feedback and never know if their views changed something in policy or practice. Dorrian et al. (2000), Borland et al. (2001) and Timmerman (2009) describe that projects concerning youth policy are still based on 'one-way

traffic', in which young people are asked to give information about their wishes, beliefs, views and needs because they are young people and therefore must be able to have an influence on youth policy. But is this the way to go? Young people's involvement in research and policy is still often seen as an instrumental value (*youth as a means to an end*) rather than a 'sufficient' model for youth policy (*youth as an end itself*) (Timmerman, 2009).

2.3.3   Participation of young people

In articles concerning the role of young people in policy, research or projects, the terms consultation, involvement and participation are sometimes used interchangeably. For this study, I want to distinguish the term consultation from involvement or participation. Consultation is seen as seeking views of youngsters on the initiative of the decision-makers, project leaders or researchers. Consultation operates in one direction, in which youngsters are asked for their opinion, but they are not taken into account in the rest of the research/project. Participation or involvement is seen as a direct involvement of youngsters in processes of decision-making (Hill et al., 2004). This direct involvement can have several meanings and interpretations, varying in degrees of responsibility and influence. In this study, the definition of participation is taken from the essay Hart (1992) wrote on "Children's participation; from tokenism to citizenship". He referred to participation as

> The process of sharing decisions which affect one's life and the life of the community in which one lives. It is the means by which a democracy is built and it is a standard against which democracies should be measured. Participation is the fundamental right of citizenship. (p. 5)

He claims that child and youngster participation is an important part of society and that these groups need to be involved in meaningful projects with adults. Hart (1992) is the first author to refer directly to the UNCRC of 1989 and connect this treaty to a participation model for youngsters. He designed the "Ladder of Participation" (see figure 2.3) as a starting point for thinking about young people's participation. He 'borrowed' the idea of the ladder from Arnstein (1969), on adult participation, to make clear that there are different categories in which children can participate in (research) projects or policy decisions. The Ladder of Hart slightly differs from the Ladder of Arnstein, as new categories have been developed which are more suitable for participation with children and youngsters.

The first three steps of the ladder are, according to Hart (1992) 'non-participation' steps. When participation takes forms of manipulation (when youngsters have no idea about the subject and do not
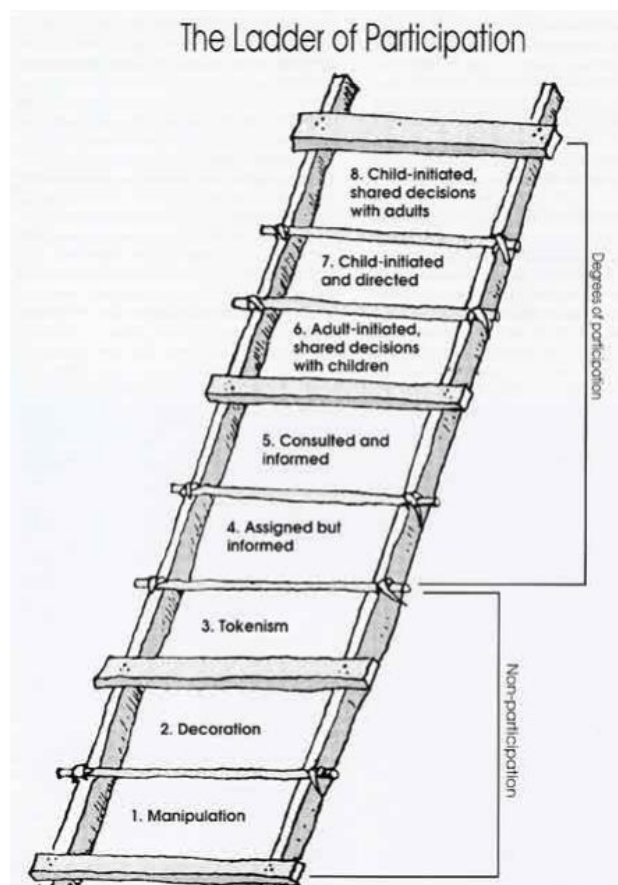

Figure 2.3: Participation Ladder (Hart, 1992, p. 8)

understand their actions), decoration (when youngsters have little idea what it is about and no say in the organisation) or tokenism (where youngsters are given a voice, but in fact have little or no choice on the matter and organisation to formulate their own opinion). Especially tokenism has become a popular model in the western world. Adults are still more concerned about their own opinion and organisation during the process of involving youngsters. The projects can be in the best interest of the group, but they are still manipulative.

From step four to eight, the degree of participation is visible. These include assigned but informed (youngsters understand the project, know who made the decisions and can express a meaningful opinion), consulted and informed (youngsters as consultants in the project), adult-initiated, shared decisions with children (projects are initiated by adults, but the decision making is shared with youngsters), child- initiated and directed (where youngsters themselves conceive and carry out the project) and child-initiated, shared decisions with adults (a project thought of by youngsters and supported by adults).

For this study, the difference between 'non-participation' (step 1 to 3) and 'degrees of participation' (step 4 to 8) is the most important feature taken from the Participation ladder, as this will define if youngsters experience a real form of participation or merely a 'created' form.

Hart (2008) elaborated on his ladder after critique he received on the metaphor of the ladder, believing that every project needs to reach step eight of participation with youngsters. He responded to this critique with the statement that the ladder is taken to 'seriously': a higher level is not necessarily a better level. Bartos (2016) quotes:

> (..) the lower levels can also encourage children to participate in ways that may be more comfortable. Hart believes that children do not always need to "perform" at these higher levels, but knowing that these higher levels are available to them is of value to children not only in the research project but also in their daily lives. (p. 118)

In every project or study needs to be taken into account which level of participation is the best for that particular one. In the different articles used in this study, different levels and forms of participation with children and youngsters are used. Tisdall & Davis (2004) describe the example of youth parliaments and school councils. These bodies do not always represent the youngsters' interests and are often prescribed by the school board. According to Tisdall & Davis (2004), these participatory projects rarely lead to democratic communities. Elsley (2004) adds to this statement that traditional board arrangements for representatives often do not ensure the appropriate participation of young people. She states that "thematic regeneration organisations with a focus on young people [are] regarded as being in the best position to engage young people" (p. 161). These organisations have the best focus on young people in combination with strategic planning and development processes.

To continue on the Participation ladder, Kirby & Bryson (2002) see the first three steps of the ladder, in which youngsters do not experience real participation, very visible in reality:

> The evidence from existing evaluations is that [young people in participatory projects] are still having little impact on public decision making, although this varies across contexts and between different types of organisations. Few evaluations have looked at the quality of the decisions made (or influenced) by young people. (p. 5)

Davis (2002) adds to this that in many projects policy makers or researchers lack in creating long-term relations between policymakers and young people and on top of that, there is a selectivity in which youngsters participate and which do not. A critique that is much heard and repeated, is the third step of the ladder: tokenism. As Hart (1992) already describes it, this is a popular form of 'participation' in western countries. Young people do get asked for their opinion and views but they never receive any kind of feedback. They do not know if their views changed anything in (local) policy or (research) projects. This problem is also recognised by Sinclair (2004) and Firby & Bryson (2002). The explicitly refer to the importance of evaluation when youngsters are involved or asked for their opinion on policy or research. Like every other adult, they want to see results or at the very least a feedback moment on their responses. Davis (2002) concludes that "without feedback, children and young people risk being 'turned off' by consultation and may be unwilling to participate again." (p. 132). Equally as adults, youngsters have priorities in their life and they do not wish to give up their valuable time to only meet the needs and wishes of adults that consult them, and not let them participate (Borland et al., 2001; Hill et al., 2004). This is also one of the conditions for real participation within young people' rights set by the UNCRC. Combining the rights of youngsters with the Participation ladder of Hart and the results of other studies, there can be said: without evaluation there can be no participation.

2.4 Conclusion

In conclusion, this chapter discussed the two central concepts of this study, the creation of youth policy and the voice of young people, and the relationship between these two concepts through the involvement of young people in policy. In combining the results of studies conducted by several authors, on the needs of youngsters expressed through the concepts of public familiarity and places of retreat and interaction, with the body of literature of the Capability Approach, in which the concepts of freedom, conversion factors, capabilities and functions are put forward, this study tries to lie out new ground on the voice of young people. With this knowledge on the needs and opinions of young people, the question can be raised if the concepts of involvement and participation, expressed by the Participation ladder of Hart, are well executed in the field of youth policy and youth work. But before I turn to the Results of this study, I will first explain the methodological background and choices of this study.

3. Studying young people and policy: Methodology

After theorizing the concepts and relations which are of importance for this study, I continue with the chapter on methodology to explain which methods I chose to conduct this study. Every subquestion, as presented in the Introduction chapter, follows a different approach. The three sub-questions are therefore leading in the structuration of this chapter.

To summarize the choices I made for this study and the respondents that were involved:

- *Subquestion 1: Documents on the national, municipal and organisational scale*
    o 3 national documents (the Netherlands)
    o 3 municipal documents (Nijmegen)
    o 5 organisational documents (Bindkracht10)
- *Subquestion 2: Semi-structured interviews and a written answer*
    o 3 youth workers and 4 professionals: semi-structured interviews
    o 1 youth worker: written answer
- *Subquestion 3: Questionnaires with follow-up conversations and extensive conversations*
    o 22 youngsters: questionnaires and follow-up conversations
    o 1 youngster: extensive conversations

Each subquestion is studied with a different approach in methods, as each subquestion has a different take on the content of this study. In the upcoming paragraphs, the different research methods will be discussed to explain the reasons behind the chosen method. By using different methods, this research combines the pros of qualitative research, to dig deeper into feelings, emotions and motivations of the respondents, with the pros of quantitative research, by systematically surveying respondents. This form of Mixed methods (Johnson & Onwuegbuzie, 2004; Tashakkori & Teddlie, 2010) lets the researcher make use of a more inclusive and plural form of research to let the research method follow the research question. Johnson & Onwuegbuzie (2004) argue that mixed methods could be seen as difficult as it requires more time and knowledge about both approaches and how to mix them appropriately, but the pros of being able to answer more broad and complex research questions and to combine the pros of both quantitative and qualitative research methods, makes Mixed methods a powerful option of doing research.

3.1 National and local youth (work) policy

The first subquestion deals with the concept of youth (work) policy. As already described in the theoretical framework, this concept focuses on the creation and background of youth (work) policy. This background is formed through subquestion one on the content of national youth (work) policy and the translation of this viewpoint to the lower municipal and organisational level.

3.1.1 Reading and analysing the documents

In this study, several documents are used to give an answer to the subquestion on how national youth (work) policy is shaped in the Netherlands and how this policy translates into the practice of youth work in Nijmegen. To answer

the first subquestion, I made use of the method of document analysis (Bowen, 2009), and specifically of qualitative content analysis (Morgan, 1993; Hsieh & Shannon, 2005; Forman & Damschroder, 2008).

According to Bowen (2009), document analysis is a method to systematically review or evaluate documents in which data is examined and interpreted to "elicit meaning, gain understanding and develop empirical knowledge" (p. 27). Different types of documents can help the researcher to develop an understanding of the materials, uncover meaning and discover insights relevant to his or her study (Bowen, 2009). Qualitative content analysis relies on careful reading of these documents to interpret pattern that may come up (Morgen, 1993; Forman & Damschroder, 2008).

As this subquestion is 'only' there to form a background on youth (work) policy in the Netherlands and the translation of this policy into the practical work environment in Nijmegen, I choose to carefully read the documents of youth policy to elect meaning of the paragraphs that refer to youth policy and youth work, processes of decentralisation and youth participation.

3.1.2 The national context

To get an overview of the national context on youth (work) policy, the following reports are chosen:
- 'Bouwstenen voor betrokken jeugdbeleid' (*Building blocks on involved youth policy*) – by van Lieshout, van der Meij en de Pree (2007), commissioned by the Dutch Scientific Council for Government Policy.
- 'De Toekomst van Sociaal Werk in Nederland' (*The future of Social Work in the Netherlands*) – by de Boer & van der Lans (2011), commissioned by the Dutch Council on Public Health and Society.
- 'Een Wijkgerichte Aanpak' (*A Neighbourhood-oriented Approach*) – by van der Lans (2014), commissioned by the Ministry of Interior and Kingdom Relations.

These documents are chosen because they represent the most recent work of how independent researchers and professionals view youth policy and youth work. Their writings serve as foundations for the national vision on this subject as all three documents are commissioned/published by official councils who are responsible for advising the government on major social and societal subjects. The documents are not directly written by ministers or other councillors who serve the Dutch government, but they do discuss the fundamental themes of contemporary youth policy and youth work through the eyes of the national government. Particularly, the first two documents deal with these issues. The third document is selected to explain the relationship between the changing views within youth (work) policy and the transition/transformation of the welfare state to a more local/neighbourhood oriented perspective. In the last decade, 'neighbourhood-oriented thinking' has become the key approach when it comes to young people and the welfare landscape in the Netherlands. This report describes the history of neighbourhood-oriented thinking in the Netherlands and why this phenomenon has become so popular.

3.1.3 The local context

Within the local context, I chose the following documents of the municipality of Nijmegen and of welfare organisation Bindkracht10:
- 'Beleidskader Wmo & Jeugd 2015-2018: veur mekäör; zorg en welzijn dichterbij' (*Policy framework Wmo & Young People 2015-2018: for each other; care and welfare close by*) – by the Municipality of Nijmegen (2014).

- 'Initiatiefvoorstel Jongerenparticipatie in Nijmegen' (*Initiative proposal "Youth participation in Nijmegen"*) – by the municipality of Nijmegen (2, April 2015)
- 'Werkplan Jimmy's 2017' (*Working plan Jimmy's 2017)* – by Jimmy's (2017)

The policy framework, together with the two documents on the origin and goals of Jimmy's, serve as a background for the documents produced by Bindkracht10. These documents include:
- 'Notitie Jongerenwerk 2016' (*Memorandum Youth work 2016*) – by Bindkracht10 (2016)
- 'Dynamische jeugd/wijk analyse Willemskwartier en Heseveld' (*Dynamic youth neighbourhood analysis Willemskwartier en Heseveld*) – by Bindkracht10 (2016b)
- 'Werkplan Willemskwartier en Heseveld' (*Working plans of Willemskwartier and Heseveld*) – by Bindkracht10 (2018)

The memorandum, written by Bindkracht10 (2016a) serves as the foundation of all the activities surrounding youth work within the organisation. From this memorandum, youth workers write their dynamic youth neighbourhood analyses that specify on issues that are at stake in the neighbourhood, concerning young people's lives including their struggles, ideals and issues. The idea of these analyses stems from Bindkracht10 as well as the municipality. Within these analyses, youth workers can express their feelings and ambitions about their neighbourhood. The analysis can therefore serve as a 'basis' to answer questions from other partners concerning activities or goals the youth worker sets up in the neighbourhood.

For this study, the two neighbourhoods of Willemskwartier and Heseveld are chosen. First, the choice was made to focus on two neighbourhoods. One neighbourhood would not be sufficient, as in most neighbourhoods (only) two youth workers are located, which would not give a representative image of all the youth workers of Bindkracht10 (approximately 22 youth workers in total). With the choice for two neighbourhoods, four youth workers could be included in this study. The choice for these two particular neighbourhoods, Willemskwartier and Heseveld, was made together with my supervisor at Bindkracht10, as for the most important choices within this study I first consulted with my supervisor. Both neighbourhoods are run by enthusiastic youth workers but differ in how the youth workers envision their neighbourhood and translate their wishes into their dynamic youth neighbourhood analyses and working plans. By including these two neighbourhoods, I was able to see how different viewpoints of youth workers worked out in practice and how youngsters of these two different neighbourhoods felt about their environment

To sum up, this part of the study is engaged with the close reading of national and local policy documents concerning young people and their involvement/influence in the neighbourhood. With this part of the study, subquestion one concerning the content of national youth policy and its implications for the local context can be answered.

3.2 Interviewing youth professionals

In this second paragraph, the method of researching subquestion two, concerning the opinion of Bindkracht10's youth professionals on how young people are or should be involved in their neighbourhood, is explained.

3.2.1 Semi-structured interviews

For this study, I chose to use the method of qualitative research to obtain information from the four youth workers and four other youth professionals of Bindkracht10. Within qualitative research there a several ways of conducting research. Possible options are observations, focus groups, participatory fieldwork or interviews (Boeije & 't Hart, 2009; Clifford, Cope, Gillespie & French, 2016). For this study, I chose to make use of interviews. Interviews are the best option in obtaining information on how youth workers and other professionals think about certain topics, as Longhurst (2016) describes this method of doing research the best in saying that interviewing is about talking, listening and paying attention. For this study, I was curious at how the professionals feel about their work, how they look at youngsters and how they could support them in expressing their wishes and opinions about the neighbourhood.

When choosing interviews as the best research option, there is also the choice between the way of structuring an interview. Boeije & 't Hart (2009, p. 267) use four characteristics to explain the difference between the three most common forms of interviews: structured, semi-structured and unstructured interviews:

- The content of the questions;
- The way in which the questions are asked;
- The order in which the questions are asked; and
- The possible answers that can be given

With these four characterises, I determined if the interviews needed to be conducted in an unstructured, semi-structured or structured way. A semi-structured interview, in which a couple of the characterises were pre-recorded, turned out to be the best option. By conducting semi-structured interviews, there is the option to look at the specific situation of each participant and how one specific participant felt, acted or behaved.

3.2.2 The viewpoint of professionals

In this part of the study, eight youth professionals were interviewed. The following table lists the respondents.

Table 3.1: Lists of respondents from semi-structured interviews

Respondents	Dates
Respondent 1: Manager of youth policy/youth work	30 April 2018
Respondent 2: Youth worker	7 May 2018
Respondent 3: Youth worker within Jimmy's	16 May 2018: group interview
Respondent 4: Work-supervisor within Jimmy's	16 May 2018: group interview
Respondent 5: Participant/motivator within Jimmy's	16 May 2018: group interview
Respondent 6: Youth worker	16 May 2018
Respondent 7: Youth worker	17 May 2018
Respondent 8: Youth worker	23 July 2018: via E-mail

Respondent 2, 6, 7 and 8 were the four youth workers from the two chosen neighbourhoods Willemskwartier and Heseveld. They were approached during working hours and asked if they wanted to cooperate in this study by agreeing to an interview. Three out of the four youth workers agreed on participating in this study via an interview, which led to three semi-structured interviews. The fourth youth worker was not able to participate in an interview, due to his working schedule and personal circumstances. Together we agreed that I would e-mail him the most important questions for my study. The other youth workers received an e-mail prior to the interview with an

indication of the elements I wanted to address in the interview. These elements were selected through the conversations I had with my internship supervisor and the readings chosen in the Theoretical background (Chapter 2), with special importance of the readings by Elsley (2004), Skelton & Gough (2013), the authors of the Capability approach (Robeyns, 2005; Brummel, 2017; Tirions et al., 2018). By selecting interview elements both from literature and practice, I matched the theoretical perspective with the everyday practice of the youth workers in the internship organisation. The elements were put together in an interview guide, which is included in Appendix II ("Interview guide professionals"). In addition, I came in touch with another youth worker during one of my visits to the youth centre in Heseveld. This conversation was not planned and therefore not recorded, but turned out useful for this study.

In order to answer subquestion two on the opinion of the professionals within Bindkracht10 on the subject of involving young people into (youth) policy, I also conducted two semi-structured interviews with four other youth professionals. The elements of these semi-structured interviews are put together in an interview guide, which is included in Appendix II ("Interview guide professionals").

The first youth professional that agreed on an interview, is a manager within Bindkracht10. In this position, she deals with all the work areas of Bindkracht10 but especially focuses on young people. Partly because this field holds the most challenges and issues and partly because this is her field of expertise. The interview was more related to the overall processes of the creation youth (work) policy within the organisation, how youth (work) policy translates into the daily work of youth workers and how this relates to the different neighbourhood analyses of each neighbourhood.

In addition to the interview with the manager, I chose to interview three professionals that now (partly) focus on a relatively new platform created by the municipality and Bindkracht10; Jimmy's. Jimmy's is a special platform in Nijmegen for young people, as they describe themselves as "the place in the region Nijmegen where young people can go to with all their questions and <where> we can give them advice about anything and everything." (Jimmy's 024, n.d.). Within Jimmy's, there is a special program called 'Connecting Youth' (*Jeugdverbinden*). In this program, young people are invited to think about policy in Nijmegen and how policy affects them and vice versa. The program of 'Connecting Youth' tries to match and connect stories, ideas, opinions and experiences of young people to the policy formation of the municipality and Bindkracht10 (Jimmy's Jeugdverbinden, n.d.). This idea matches with the work youth workers perform in the different neighbourhoods and I found it therefore valuable to also hear the opinion of three professionals connected to this platform. Each professional from Jimmy's fulfilled a different position within the platform, as the first respondent has his background in youth work, the second one is related to the program through his work as work-supervisor and the third respondent could both be seen as a participant and worker within Jimmy's as he himself is twenty-something guy that wants to enthusiast other youngsters for policy-related themes.

I chose to interview all three respondents from Jimmy's at the same time in a group-interview. I wanted to create a conversation in which the three respondents could talk about their daily activities within Jimmy's and how they see a (mis)match between youngsters and policy in Nijmegen. Their different backgrounds and insights on the topic ensured that they could complement each other on the different questions and issues I proposed. The ultimate goal of the group-interview was that they could provide me with a full picture of Jimmy's as a platform and to give me an insight into the project of 'Connecting Youth'.

All interviews were recorded, with the permission of the youth professionals, so that afterwards I was able to transcribe the recordings into transcriptions.

3.2.3   Coding and analysing

The transcriptions of the interviews form the data of this part of the study are coded and analysed by the program of QDA-Miner, a qualitative data analysis software program.

In the first step of the data analysis, codes were assigned to each text fragment in the transcription in order to see which theme is discussed. The codes partly derived from the literature that is discussed in Chapter 2 and partly through reading the transcriptions and naming fragments at that moment. This method can be compared to the method of qualitative content analysis, which is used in the first part of this study. Because the interviews were semi-structured, it was not possible to identify all the codes in advance. During the process of open coding, codes were added to the coding scheme to correctly code each fragment. In addition, each fragment could get more than one label if multiple subjects were discussed in that particular fragment. To make sure that the right codes were assigned to the fragments and no codes were left out, I evaluated the codes after coding the transcriptions of the first two interviews. The codes that were used in this study are included in Appendix III ("Coding schedule").

After the process of open coding, the fragments with the same codes were compared to each other and ordered at a higher level. In this part of the coding process, similar codes were put together so that they could refer to broader concepts. This division is also made in the "Coding schedule" (Appendix III), in which the broader concepts cluster the codes. This part of the coding continued until I was able to tell the difference between major and minor issues within the data and which different categories I could differentiate. In the last part of the coding process, I arranged the codes and tried to find connections between them. I looked at the codes and the corresponding fragments in the data and how these could be compared to the literature and the concepts within the conceptual framework. The ultimate goal in this step was to use the data to answer the (sub) research question(s).

3.3 Questioning Young people

The final part of this methodological chapter is about young people's voice and how they feel about their neighbourhood and the influence they could have on it. To answer this question, 22 youngsters of the neighbourhoods Willemskwartier and Heseveld agreed on a small questionnaire with follow-up conversation.

Before I go deeper into the methodological part, I first refer to the group of young people that are chosen for this study and what the ethical standards include in approaching them for research.

3.3.1   Defining young people for this study

For this study, it is important to define the term 'young people/youngsters/youth', as already done in Chapter 2 (p. 7). Next to the general definition from this chapter, I want to make clear which definition is used for this study and therefore which youngsters were approached in Willemskwartier and Heseveld.

At the website of Bindkracht10, you could find that they focus on three target groups: children, young people and adults/elderly. They define the group of young people as a person with an age between 12 and 21 years old (Tandem Welzijn Jongeren, n.d.). I decided to enlarge this group to all persons with an age between 10 and 23 years old. This decision was made in consultation with my supervisor and the youth workers at Bindkracht10. In

the last couple of years, the focus of the youth workers was not only geared towards 'young people' that attend middle/high school (in Dutch: *Voortgezet Onderwijs*), but also to the younger ones that attend the last couple of years of primary school (in Dutch: *Basisschool*). These 'young people' have an age of 10 or 11 years old and would, according to the official definition, not be included in the activities and plans of Bindkracht10's youth work. But according to Respondent 2, youth workers are more actively focussing on the group of 10 to 12 years old, because at this moment they can 'tie' the group to the neighbourhood before they attend middle/high school. If the youth workers would start engaging youngsters at an age of 12-13 years old, young people are already more engaged with activities outside of their neighbourhood. It would then be very difficult to get them 'back' in the neighbourhood. For this reason, I chose to enlarge the group and also include the 10 and 11-year-old group to the group of youngsters.

Next to the inclusion of the 10 and 11-year-old youngsters, I also included the 22 and 23-year-old group. As one of the youth workers mentioned, a large group of youngsters with an age above 21 are just as involved in the neighbourhood or in need of help from the youth workers (Respondent 2). In addition to this, I also heard from another youth worker that one of the initiators of bringing back the JOP in one of the neighbourhoods had an age of 23 years old (Respondent 6). Because I definitively wanted to include this initiative, I decided to enlarge the group of young people to the age of 23.

A special focus during the fieldwork on youngsters/young people was placed on the difference between boys and girls. According to the literature (Skelton & Gough, 2013; Elsley, 2014) and the youth workers of Willemskwartier and Heseveld (Respondent 2, 6 and 7, which I spoke via informal talks before the official interviews started, there is a difference in how boys and girls envision their neighbourhood and which role Bindkracht10 and its youth workers play in their lives. The activities and projects of the youth workers are mostly focused on the group of youngsters that normally would hang around on the street with no purpose of doing anything on a regular afternoon or evening. This group mainly consists of boys (with an age between 12 and 18). This group is therefore the most visible in the activities and at the youth centre. But in the last couple of years more 'girl-activities' have started, for example the Thursday afternoon activity in Heseveld and the Wednesday afternoon activity in Willemskwartier in which girls can come to tinker, play games or bake cookies. Because the group of boys and girls is interested in different things, I placed a special interest on the difference in how they see their neighbourhood and if they are eager to reflect their opinion on it. In total, I spoke to nine boys and twelve girls during the follow-up conversations and added one boy to this with the extensive conversation.

To conclude this part, the definition of young people who participate in this study, is:
"*A boy or a girl that lives/hangs out in the neighbourhood of Willemskwartier or Heseveld with an age between 10 and 23*"

3.3.2   Ethics in doing research with/on young people

When doing research with/on children and young people, the ethical part is of great importance. Many authors talk about the difference between doing research with this group compared to research with adults (Hill et al., 2004; Sinclair, 2004; Morrow, 2008; Dedding, Jurrius, Moonen & Rutjes, 2013; Bartos, 2016; Meesters, 2018). But many of these authors also talk about the new insights on children and youngsters and how they can be seen as social actors in their own right. As already mentioned in paragraph 2.1.1, Bartos (2016) feels that "children <and

youngsters> can be recognized as *beings*, not only *becomings"* (p. 116). It is important to acknowledge the fact that this group does not have the same (life) experience as adults and therefore may be more dependable on their parents (Dedding et al., 2013), but this does not make them ignorant or incapable of understanding research concepts (Morrow, 2008). With the 'right' (ethical) approach, the opinion of a child or youngster can be very valuable in scientific research.

The most important ethical part in the research is the recognition of different power relations that exist between the researcher and the subjects/participants. To perform a 'righteous' study, explicit standards and ethical statements are needed. Concretely, this means that the research strategy must be fair and respectful to the research participants, here young people (Tisdall, Davis & Gallagher, 2008; Morrow, 2008). But what can be seen as appropriate or respectful? Dedding et al. (2013, p. 42) propose four ethical guidelines when doing research with children and youngsters:

- *Respect for autonomy*: participants need to voluntary give their permission on the basis of sufficient information on the study. The researcher has to guarantee anonymity and confidentiality.
- *Advantage*: participants (and the entire population) need to benefit from the study
- *Disadvantage*: participants may not experience any damage during the participation in the study
- *Justice*: the pros and cons of the study need to be equally divided

For this study, I discuss each guideline and how this study deals with that particular guideline.

Respect for autonomy

Each youngster needs to know what the study is about and what their "yes" means if they get involved in the study. Dedding et al. (2013) call this informed consent. All participants need to be informed about the fact that they can quit or pause at any time and that they are always allowed to ask questions.

Before I handed my questionnaire to the young people, I informed the youth worker(s) of that neighbourhood of my intentions on approaching the youngsters. I also asked them to be present when I came to conduct the questionnaires so that they could help me answer any possible questions. The youth workers agreed and were present at all the activities and opening hours at which I was present to conduct my study. Next to the presence of the youth worker(s), I let the youngsters read the front page of the questionnaire which introduced my topic, my intentions, their anonymity and their rights to ask questions at any time.

Because this study dealt with young people under the age of 18, there was also the question of parental permission. Formally, they need to have parental permission if they are to be included in the study. There is much discussion on this fact because this undermines the responsibility young people have for their own lives and their own choices (Elsley, 2004; Tisdall et al., 2008; Dedding et al., 2013). Parents may view things differently than their children and this can cause an obstruction for the children to participate.

I have discussed this issue with my internship advisor and the youth workers. In consultation with them, we chose to approach the youngsters that participated in the activities organised by Bindkracht10 and those who visited the youth centre during opening hours. Because the authority and supervision of these moments lies with Bindkracht10 and their professionals and because I chose not to record my findings, there was no need for parental permission. In recent years, there have been many other students which executed their study in the same way, by attending activities and opening hours in the youth centre. Both youth workers and youngsters are therefore

familiar with the concept of doing research during the activities of Bindkracht10 and the youngsters were able to choose themselves if they want to cooperate or not.

Advantage

The advantages of a study must not only benefit the researcher or client but also the participants and preferably the entire population. As I mentioned before, the concept of doing research *with* youngsters is becoming more and more important compared to research *on* youngsters. In this study, I asked the youth about their opinion, views and meanings in the neighbourhood and the activities and policies of Bindkracht10. By doing so, I got to know needs and opinions and how those can be matched to policies within Bindkracht10. To let me actually do research *with* youngsters, it is important that they get to know the outcomes. When this study was completed, I send the youth workers a copy with a couple of recommendations to improve the involvement and participation of youngsters within their activities and plans. I asked them to share this with the youngsters, via a WhatsApp conversation or in small talks during the opening hours of the youth centre. From my point of view, the youngsters would be more eager to take on the results of this study from the youth worker instead of directly from me. By means of the relationship the youth workers already have with the youngsters, I was confident that my results would be better heard if the youth worker told them, instead of a letter or message I would send them.

I thereby tried to involve every party to make sure that the advantage and benefits are not only there for the researcher, but also for all the participants.

Disadvantage

Disadvantage is about any form of damage of disadvantage that participants could experience while taking part in the study. The most important element is that youngsters are treated fairly.

During the time that I was present at the activities or the opening hours of the youth centre, the youngsters were able to go their own way. If they were playing a game with their friends or were drawing a picture, I waited until they were ready to participate. I also made sure that every youngster had the opportunity to participate so that nobody would feel left out. Because the youth were already present at the time I conducted my study, they did not miss out on any other activity. With these precautions, I tried not to let the youngsters experience any inconvenience, damage or disadvantage while participating in the study.

Justice

For justice to serve, the pros and cons of the study needed to be equally divided. This 'justice' is the combination of advantages and disadvantages within a study. If one party receives far more advantages than disadvantages, compared to another party, there is no justice in the study.

For my study, I tried to divide the pros and cons equally between all the participating parties. Both the youth workers, other youth professionals and youngsters themselves investigated time and effort in my study, but they could all benefit from my study, as is explained in the part of 'advantage'.

In conclusion, I agree with Dedding et al. (2013) in saying that the most important ethical concerns are that youngsters experience less as possible disadvantages and that they feel informed, protected and supported by the researcher. These are therefore the main points I tried to bear in mind during my study with young people in Willemskwartier and Heseveld.

3.3.3 Approaching young people

As already mentioned, this part of the study is about approaching the youth and asking them about their opinion, feelings, views and other findings about their neighbourhood. Here I explain the reason for choosing the questionnaire and follow-up conversations, how these two are built up and which locations I indicated to approach youngsters.

Young people tend to act differently in different settings and locations when it comes to their behaviour towards participating in a study (Greene & Hogan, 2005). When doing research with/on youngsters, it is important that they feel comfortable and protected, as explained in the ethical part. Confidence is everything, I learned. That is why I asked the youth workers to be present while I approached the group of young people. During the first small talks with the youth workers I saw their connection with the youngsters and I was able to ask them about the best way of approaching the youngsters. Different options came forward; I could observe them, play a game with them, interview them, let them fill out a survey, let them draw pictures/maps etc. After considering the options, I chose to go for a small questionnaire and follow-up conversations with the youngsters. I chose these two forms of research because I learned from previous researches that a questionnaire is a good option to start interacting with young people, without coming across as too aggressive. With a piece of paper in front of them, the youngsters were able to take a moment for themselves to answer the questions. While they were filling out the questionnaire, I could observe them and answer any unclarities or additional questions. My primary purpose for the questionnaire was that it served as an introduction to my study in which I was able to ask them about their neighbourhood, their preferences and their feelings about the youth work and related plans. When the youngster was enthusiastic about a particular element of the survey, I continued with specific questions in a follow-up conversation. In this way, I was able to ask more specific questions related to the topic of interest of the youngster.

Location

As I mentioned in the previous paragraph, it is important to choose the setting and location wisely when it comes to doing research with youngsters. Elsley (2004) researched children's and young people's views and experiences of their environment and how public policy reflected their perspectives. She chose the location of an out of school club, which is comparable to the youth centres in both my neighbourhoods, to ask the youngsters about their preferences. She explains that this location "enables young people to engage more freely than may have been possible in the more formal environment of a school" (p. 157). She also mentions the option of the streets as a research location but adds to this that "the street as a setting for research was ruled out due to the lack of time to build up relations with young people, parental consent and child protection concerns" (p. 157). Her study, and the one of Sinclair (2004) which describes different locations of doing research with youngsters, made me confident about my choice for the youth centre in which Bindkracht10's activities take place and in which youngsters are welcome to play a video-game, listen to music, talk to each other or just hang out (Respondent 2 & 6). In the time frame in which I had to perform my fieldwork on youngsters, it would not have been possible to connect with them on the streets and ask them to participate in my study. As I learned from the youth workers, it takes quite some time to form a trust relationship with the youngsters. The location of the youth centre enabled me to make use of the trustworthy relationship the youth worker already had with the youngsters. The youth centres were therefore used as a 'basis' to approach the youngsters. While I was there, I tried to maintain an open attitude towards the youngsters, but still let them know that I was there for my study. The position I had as a researcher might have

been intimidating, as discussed in Sinclair (2004), but by letting the youngsters know that I was there 'with' the youth worker got them more trustworthy.

Next to the positives, the location of the youth centre also had a negative effect on the outcomes of my study. According to Respondent 6 and 7, not all youngsters in the neighbourhood knew about the youth centre or visited this place regularly. This means that the youngsters within my study represented a specific group of young people in the neighbourhood; only the ones that knew about the work of the youth workers and the youth centre, and the ones that visit the youth centre frequently. This means that my results are not a reflection of the opinion of all youngsters in the two neighbourhoods; they serve as results for the youngsters that visit the youth centre and/or participate in activities hosted by Bindkracht10. This point will be elaborated in chapter 5 in which I discuss the reflections of this study.

Timeframe

Together with the youth workers from both neighbourhoods, I determined the time period in which I visited the youth centres and corresponding activities. The goal was to visit at least three activities/opening hours of the youth centre per neighbourhood. This goal was achieved, as I visited both youth centres three times between June 11th and July 5th, 2018. In this time frame, I conducted the 22 questionnaires and follow-up conversations; eight of them in Willemskwartier and fourteen of them in Heseveld. The extensive conversation took place in the same time period.

Questionnaire and follow-up conversations

The content of the questionnaire and the follow-up questions was determined on the basis of the literature discussed in Chapter 2. The most important concepts that were included from this chapter were the needs of youngsters, their vision/opinion on the neighbourhood and if/how they wanted to be incorporated/involved/in the lead of creating (youth) policy.

The questionnaire started with a front page giving information to the youngsters about the study. On the other side of the page, three general questions and eight substantive questions were formulated. The questionnaire is included in Appendix I ("Questionnaire and follow-up questions youngsters"). The follow-up questions were primarily there to figure out the reason "why" the youngsters filled out a particular answer on the questionnaire. Questions as: "What was their intention with this answer? Why did they see it like that? And, wow did the youth worker respond to their idea and did the youngster know if their idea was incorporated in plans/policies?", were included.

In the process of collecting the questionnaire and additional answers I wanted to keep their answers privately so that the youngsters would feel comfortable in giving their opinion. As Bartos (2016) describes this "The effect of a singular voice for children has the potential to further disempower and silence those children who may not agree with the dominant narrative." (p. 121). If I would have asked these questions an group, there may have been some youngsters that would not have felt at ease to answer the questions truthfully. Besides this fact, it was very important to not only look at what youngsters *said*, but also what they *meant*. Sinclair (2004) writes about this difference in her article. Young people may interpret things differently and as a researcher you have to be aware of this fact. Therefore, I remained at the youngster's site when they filled out the questionnaire. If they did not

know what a question implied or they were confused, I could assist them. Via the additional questions, I could then verify if they knew what they were saying and if they actually meant the answer they wrote down.

When the opinions or views of the youngsters are mentioned in chapter 4 (Results), the youngsters are given another name to protect their privacy.

Next to the questionnaires, I spoke with one youngster (Bart, 23) more elaborately about his experiences and opinion on the neighbourhood. This conversation took place with one of the initiators who wanted to bring back the JOP in the neighbourhood. During this conversation I required more information on his take on the process, how he envisioned the collaboration with the youth worker and the municipality and what his opinion was on the general involvement of youngsters in policy, plans and their neighbourhood. I was not comfortable with recording the conversations, because that would take down the informal atmosphere, so I made extensive field notes.

3.4 Conclusion

By using a mixed method approach, I attempted to get the most optimal and reliable information to answer the three sub-questions and central research question. The combination of reading national, municipal and organisational documents concerning youth (work) policy, questioning and speaking with youngsters and interviewing youth professionals from Bindkracht10, was for me the best option to obtain the information necessary for the following chapter in this study, the Results.

4. Combining young people and policy: Results

In this chapter, the results stemming from the document analysis, interviews, questionnaires and follow-up conversations will be discussed. The structure of this chapter follows the structure of the methodological chapter but will also combine the outcomes of the three different methods used in this study.

4.1 From national youth policy to local youth work

In this paragraph, the first subquestion on how the national vision on youth policy translates into the practice we see in Nijmegen is put central. As already explained in the methodological chapter, I chose to use a selection of documents, to answer this question.

4.1.1   The national vision

The Dutch government holds a strong conception of responsibility towards young people. Van Lieshout et al. (2007) and de Boer & van der Lans (2011) feel therefore that Dutch youth policy was long geared towards obtaining a 'safety society' in which the government tried to maintain order by restraining and protecting young people through a system of services, facilities and organisations. As already mentioned in the Introduction of this study, this system is no longer applicable to the current situation. In the last couple of years, the national government provided the lower governments, especially the municipalities, with more responsibility for youth policy and tasks surrounding welfare and youth-related topics. Within this policy, the focus has shifted from an 'educating' and 'raising' perspective to a more 'developing' and 'contributing' perspective on how to look at youngsters. This has become known as the transition towards the 'participation society' (van der Lans, 2014). In this participation society, citizens are entrusted with more responsibility for their own lives. But it appears difficult to accomplish this vision, as de Boer & van der Lans (2011) describe in their report:

> During that search *<into more participation of citizens>* it becomes clear that the existing institutional logic within welfare policy is contra productive: the rules and legislation, the relationships, the structure of institutions and the certain type of government meddling exclude citizens from active participation. (p. 16)

One of the goals within the new participation society is more attention for the needs of young people and cooperation with them in both policy-making and the implementation of policy in youth work. But, as their active participation is almost never accepted in the creation of national policy, it becomes very difficult for youngsters to express their wishes and opinions. This topic also comes forward in the theoretical background, in which I referred to several authors who state that the needs of young people are often overlooked (paragraph 2.2.1) and even if their opinions are asked, participation of youngsters at the highest governmental level almost never reaches beyond the first three levels of Hart's Participation ladder (paragraph 2.3.3). Van Lieshout et al. (2007) claim that the Dutch government overlooks positive and active participation with youngsters within the Dutch society. As Hart (1992) calls it, this process is still on the levels of 'Manipulation', 'Decoration' and 'Tokenism', in which passive participation is still leading. The question remains how this process could be turned around to make sure that youngsters get incorporated in policy on the highest governmental level. The new goal of the national government with the creation of youth policy is to let young people grow up in a safer environment, but also make them more

aware of their own preferences and choices concerning their life and future (van Lieshout et al., 2007). The solution for them lies in the new style of 'neighbourhood-oriented thinking', as described by van der Lans (2014). Welfare- and youth work should be no longer oriented at a national or even a higher municipal level, but needs to be adjusted to a neighbourhood level in which 'social neighbourhood teams' (*sociale wijkteams*) are working side by side citizens and youngsters to let them express their wishes and needs. In this new goal and solution, several indicators of the Capability Approach are noticeable. With the call for more local and side-by-side work, the individual features of people and their own preferences are becoming more important. The government also acknowledges that neighbourhood-oriented thinking is not a blueprint for all municipalities and thereby realises that every situation, or even every person, is different and should be approached differently.

In conclusion, the most important points taken from the national youth policy include the decentralisation of welfare and youth work to the municipal level and the transformation of working *for* young people to working *with* them in a participation society in which the individual preferences and needs of them are put central. This idea links with the work of Habermas (1992) on the difference between the system-world and life-world and the corresponding work methods. In line with this idea and the program of 'neighbourhood-oriented thinking', the new goal of the national government is to relocate the responsibility for welfare- and youth work as local as possible. They thereby want to see that local municipalities and organisations work as integrated as possible to make them more cooperative and less bureaucratic. In this sense, you could say that participation and involvement of youngsters are no longer 'needed' on the highest national level, as the elaboration of this vision is only desirable at the local level.

In the next two paragraphs, this viewpoint will be taken into account when I look at the local level of the municipality and welfare organisation Bindkracht10 in Nijmegen. Because Provinces in the Netherlands are not geared towards youth policy and thereby do not create their own ideas on youth policy, I will directly move on to the municipal viewpoint.

4.1.2   The viewpoint of the municipality of Nijmegen

As already mentioned, the national government decentralised most of the tasks and responsibilities concerning welfare- and youth work to the lower government level. The most important one is the focus on the participation society and the responsibility for municipalities and welfare organisations to make this happen.

With the new national statement, the municipality of Nijmegen created a policy framework in 2014 with the name 'For each other: care and welfare close by' (*Veur Mekäör; zorg en welzijn dichtbij*). In this framework, the municipality starts with the same conception as the national government on the importance of decentralisation to maintain the system and at the same time lower the costs. Words as 'self-control' (*zelfregie*) and 'self-reliance' (*zelfredzaamheid*) are at the core of the new framework to make citizens and thereby also young people, more responsible and accountable for their own actions. To make this work, the municipality of Nijmegen (2014) embraces the idea of neighbourhood-oriented thinking, as can be seen in the following quotes:

> We will work closely with people in the neighbourhoods so that we can deliver custom-made service (..)
> We give space and confidence to professionals so that their work can be as local and close by as possible
> (..) We made a customized model to work within neighbourhoods so that citizens can contribute on their
> own paste to an inclusive society. (pp. 8-14)

To make this work, the municipality concentrates on providing citizens with STIPS *("Stedelijke Informatie Punten": "Urban Information Points")*, social neighbourhood teams and coordination teams. These three municipal partners work closely with Bindkracht10 and other related organisations in the city to implement the idea of neighbourhood-oriented thinking and working. In this new way of working, both the ideas of *transition* and *transformation* are incorporated. Especially the transformation is of importance, as this looks at the needs of youngsters and how to act on these needs. The municipality (Gemeente Nijmegen, 2014) thereby claims that "We want to give children and youngsters the change to develop their own individual opportunities as best as possible (..) <and> we try to achieve this goal by making youth work more customized and 'site oriented'. (*vindplaatsgericht*)" (p. 17).

One of the new ideas to work towards a more 'site oriented' way of working in which participation of youngsters within policy and youth work is placed central, is the project of Jimmy's. As mentioned before in paragraph 3.2.2, one particular element of Jimmy's, *Jeugdverbinden* (Connecting Youth), is created to make sure that the opinion and needs of youngsters would be better incorporated in the local policies of the municipality (Jimmy's 024; Werkplan, 2017). In the last couple of years, the idea of Jimmy's and *Jeugdverbinden* has been elaborated and an enthusiastic group of youngsters and professionals of Bindkracht10 were asked to join the platform. The group of *Jeugdverbinden* therefore nowadays consists of youth professionals, volunteers and youngsters that all contribute to the goal of more involvement of (other) young people in policy and decision-making processes. Jimmy's can therefore be seen as a good example of the new way of working initiated by the national government, in which active participation *with* youngsters instead of thinking *over* or *about* youngsters is placed central.

In the upcoming paragraphs 4.2 and 4.3, I will dig deeper into the project of Jimmy's and refer to the opinion of both the professionals and the youngsters on this initiative.

4.1.3   Bindkracht10 and their youth work (policy)

In line with the national and municipal vision on welfare and youth work, Bindkracht10 developed their vision on youth work in the "Notitie Jongerenwerk 2016" (*Note Youth Work 2016*). This Note illustrates the background of youth work, the job a as youth worker and how young people can/should be involved.

Bindkracht10 describes their youth work as a low-threshold facility for all youngsters in the city with an age between 10 and 23 years old. The goal of their youth work is related to the personal development of youngsters, as well as the stimulation for societal participation, which links with the participation society explained from the national and municipal viewpoint, and connecting youngsters to their environment (Bindkracht10, 2016). To execute this goal, youth workers are present in every neighbourhood as a 'bridge builder' between young people's home, school and neighbourhood. In this last Note on youth work, it becomes clear that Bindkracht10 started working on the "Nieuwe Stijl Jongerenwerk" (*New Style Youth Work*). This New Style stems from the same beliefs as the national and municipal vision on welfare and youth work; more local collaboration and more responsibility and participation from youngsters. Bindkracht10 works together with the STIPS and the Social Neighbourhood teams at the local level where citizens can be involved and young people can become producers in their own neighbourhood, not only consumers. To achieve this goal, youth workers are be visible in the neighbourhood and serve as a "spider in the web to connect with young people and thereby link the 'street culture' and the 'civil culture' and the 'system-world' (*systeemwereld*) and the 'living-world' (*leefwereld*) to each other" (p. 5). In this

sense, youth workers of Bindkracht10 are the 'executors' and the municipality can be seen as the 'client'. To please the municipality as a client and to consider which choices have to be made, youth workers write their own "Dynamische (Jeugd) Wijkanalyse" (*Dynamic Youth Neighbourhood-analysis*). These analyses are there to underpin the argumentation and work of the youth worker, both for the partners in the neighbourhood as for the municipality. The choice to start with these analyses was made in collaboration with the municipality, as they were eager to hear why youth workers made specific choices and focused on specific issues. Next to these analyses, youth workers produce the annual 'Werkplan' (*Work-plan*) on the focal points and direct actions that are to take place in the neighbourhood. The dynamic youth neighbourhood analysis and the working plan can be seen as the most 'practical' documents in which the goal, the process and the outcomes of youth work are described. A couple of quotes from the analyses and working plans of the neighbourhoods of Willemskwartier and Heseveld are included in Textbox 4.1 to serve as an example of how youth policy is translated in into practical goals.

Textbox 4.1

Quotes from the Dynamic Youth Neighbourhood Analyses, Willemskwartier & Heseveld (Bindkracht10, 2016b & 2016c)

- "From a tilted thought, in an interplay between youngsters and professionals, we want to choose products and interventions that fit in with the dynamics of youngsters in Willemskwartier." (Willemskwartier, p. 1)
- "Youth work tries to be the spindle for youngsters in the connection between youngsters and citizens, but also between professionals in Willemskwartier." (Willemskwartier, p. 1)
- "What is the agenda for youngsters in Heseveld, what are the changes and what are the treats?" (Heseveld, p. 3)
- "In Heseveld, youth work compiled an inventory of a range of partners, including young people" (Heseveld, p. 3)

Quotes from the Working plans. Willemskwartier & Heseveld (Bindkracht10, 2018a & 2018b)

- "We will look at specific girl-activities in which the group of girls can have a large share in the organisation of their activities" (Willemskwartier, p. 2)
- "Integral approach: both Bindkracht10 and other organisations work together where needed and coordinate their activities" (Willemskwartier, p. 8)
- "Next year we will focus on involving girls, especially girls above the age of 14, to see what their needs and preferences are" (Heseveld, p. 1)

These goals serve as a basis for several activities and projects youth workers execute in the neighbourhoods. In Willemskwartier, projects that are concerned with connecting young people to other citizens in the neighbourhood include young people helping the elderly with watering their plants or removing weeds from their garden. A second goal of working towards an integrated approach resulted in multiple gatherings with different partners, including police and street coaches, to talk about the future of youth work and how partners in the neighbourhood could be more geared towards working together instead of working apart.

In Heseveld, the goal of including more girls in the activities of Bindkracht10 resulted in a weekly meeting in the youth centre in which girls can choose, plan and execute an activity of their own choice. To make this activity more known under girls in the neighbourhood, especially those with an age above 14, a couple of students will be approached to make an inventory of these girls in Heseveld. Questions that need to be answered are geared towards the needs of these girls, why they are not visible at this moment and what it would take to let them become visible and participate.

4.1.4   Conclusion

To conclude this first paragraph on the different levels of youth policy and youth work, from national to local, I placed the central features from each level together in figure 4.1. From this figure, it becomes clear that the larger picture is created on the national level and that the local level follows this larger picture.
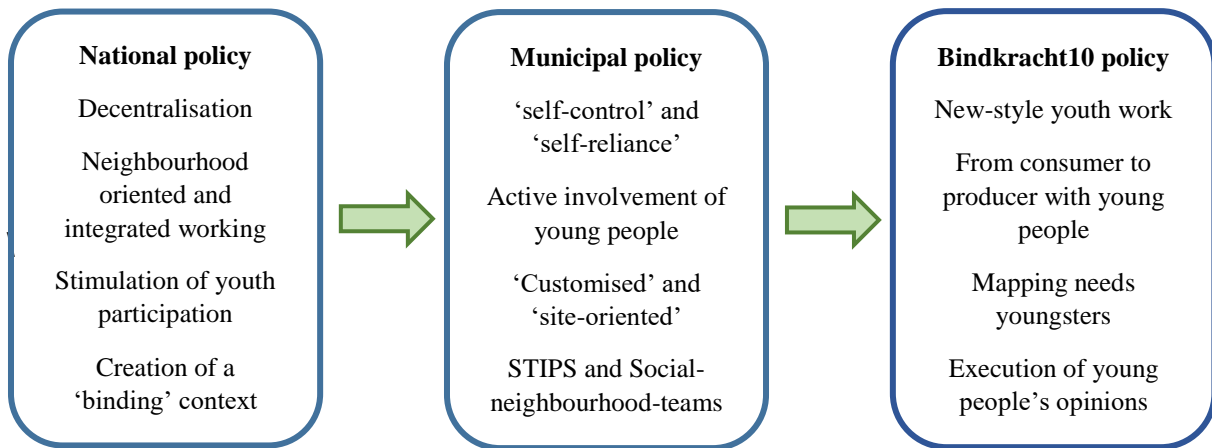
National policy	**Municipal policy**	**Bindkracht10 policy**
Decentralisation	'self-control' and 'self-reliance'	New-style youth work
Neighbourhood oriented and integrated working	Active involvement of young people	From consumer to producer with young people
Stimulation of youth participation	'Customised' and 'site-oriented'	Mapping needs youngsters
Creation of a 'binding' context	STIPS and Social-neighbourhood-teams	Execution of young people's opinions

Figure 4.1: From the national to the local viewpoint on youth policy and youth work

4.2 The opinion and role of Bindkracht10's professionals

In this paragraph, I address the second subquestion on the work of youth professionals of Bindkracht10 and how they involve the opinion of young people in their work to let them participate in the neighbourhood.

4.2.1   Youth work policy of Bindkracht10: a background

In the interviews with the eight youth professionals, I asked them about the background and purpose of their work as youth professionals. In all the interviews, helping and supporting youngsters was mentioned as the central focal point of their work. Respondent 4 stated that his work is "to help young people so that they can explore life, to explore things they did not know they had in them; that is the most important value of the work we do". His definition perfectly matches the definition given by Davies (2010, p. 1), which I referred to in paragraph 2.1.3. He sees youth work as the way of letting youngsters "reach for more than they might otherwise have considered being possible". To obtain this goal of helping youngsters and letting them be better versions of themselves, the focus on the *quality of life* mentioned by Rystina & Kussainova (2014) in their definition of youth policy and the UN (2001) & UNDP (2014) on their standards on youth policy, are of importance. The standards put up by the UNDP at the Global Youth Forum on Youth Policies are applicable to how youth professionals of Bindkracht10 envision youth work and youth (work) policy. Of particular interest here is standard 3 on the participatory level of youth policy/youth work in which all stakeholders should be involved in all stages, from creation to implementation and evaluation. The participatory level was named by all the professionals in the interviews, as they frequently mentioned the importance of working together with partners such as street coaches, STIPS, 'Sportservice', social neighbourhood teams, police and housing associations. All these partners contribute to the goal of reaching qualitative youth policy with a framework of helping youngsters.

To achieve this goal, youth professionals apply different methods of approaching youngsters; this could be on the streets, individual in private conversations or via organised activities (Respondent 1, 2 and 7). All these methods are geared towards the same goal of gaining trust from young people so that afterwards youth

professionals are able to gain access into the youngsters' lives. As also mentioned by Davies (2010), it is important to discard barriers that could arise between differences in perspective between adults and youngsters or between those in power. When the barriers are cleared, youth professionals are able to communicate properly with youngsters. Respondent 2 and 4 referred to this 'trust-relationship' as:

> "Youngsters see us as confidential persons; they can tell us basically everything on how they feel about the neighbourhood (..) you have to be accepted in the neighbourhood as a youth worker" (R2)

> "The longer you are present in someone's life, the easier it goes to connect with them (..) Spend time with them, then you are able to go somewhere with them" (R4)

By gaining trust, youth professionals are able to better connect with youngsters on the local level. This is also one of the goals within the 'New Style Youth work' Bindkracht10 is working on, as already mentioned in the previous paragraph where I referred to the 'Note Youth work 2016' and the dynamic youth neighbourhood analyses youth workers write. I will now turn to these analyses and their importance for the execution of youth work.

4.2.2   The importance of the dynamic youth neighbourhood analyses

For this study, a special interest is placed on the dynamic youth neighbourhood analyses the youth workers write on issues that are at stake in their neighbourhood concerning young people. As I already explained in paragraph 4.1.3, these analyses are the most practical forms in which youth related themes are documented. The idea behind the analyses is that young people have a say in how they feel about their neighbourhood and what they would like to change. In the previous paragraph, I referred to the goals of these analyses and the actual projects/activities youth workers connect to the analyses. The importance of collaborating with other partners and setting up particular activities for specific groups, as for example the girl-activities, was acknowledged by every youth worker. Through the conversations the youth workers had in the neighbourhood, they were able to listen to the partners and youngsters and partly fulfil their needs. I specifically say 'partly', as both youth workers and youngsters acknowledge that there are still some improvements in the collaboration and listening-process, which I will come back to later on in the paragraph on the needs and opinions of young people. For now, the most important item of the analyses is that they are there to underpin the choices youth workers make in the neighbourhood. Respondent 1, a professional who in her work is more related to the 'overall' line for the development of youthwork of Bindkracht10, is enthusiastic about the analyses, but also sees some points of improvement. She states:

> The cycle from having an analysis to a working plan and repeating that every two year with evaluation and feedback moments is a difficult thing for the youth workers (..) The analyses and working plans still differ between the different neighbourhoods; not everyone pays as much attention to them, while they could be and already are of great importance for justifying the choices they make within youth work.

The youth workers I spoke agreed with Respondent 1 on most of the items she mentions. They see the importance of making an overview and keeping an eye on the 'larger picture', not only to the daily tasks (Respondent 2 and 7). Thereby, all youth workers agreed on the fact that they questioned (some of) the youngsters, but they also admitted that this could be done more and more carefully. Respondent 6 and 7 added to this that according to their

idea, young people are not that interested in expressing their feelings and wishes for the neighbourhood. This idea does not seem to strike with the conversations I had with the youngsters on their involvement in the neighbourhood and their willingness to speak up about issues that are of importance for them. When it comes to picking up the signals for the analysis, it seems to be that there is a miscommunication in how the youth workers think about young people and their ability to engage. None of the youngsters I spoke was aware of the fact that the analysis existed. They might have been asked about their opinion, for example to start a girl-activity, but there was no clarity for which goal their opinion and feelings were used. Besides that, there is also the problem of the feedback and evaluation moments. As Respondent 1 stated in her interview "the cycle of the analysis and the work plan every year with an evaluation in October; that will be fun…". She could already envision that youth workers would struggle with keeping up with the analysis and working plans in evaluating them with youngsters. This turned out to be true, as none of the youth workers thought of evaluating their analysis with the group of young people. When I asked Respondent 6 about his analysis and evaluation process, he answered:

> I never thought about that… I could have done that… I could still do that. For example with the working plan, I could invite a group of youngsters together with other residents and partners to talk about the plan. You could say to them *<the youngsters>*: 'This is what I created, do you like it? Should I change some things?". Maybe they could think of some things to adjust; things I have not thought of.

Other youth workers were not that keen on sharing their analysis and plans with young people through meetings, as they thought that youngsters were not interested. It might be true that youngsters at first say that they want to hear more and later on do not show up or get bored, but is it then not the job of the youth worker to enthusiast them? And to, at a minimal, let them have the option to hear what their input brought about? In paragraph 4.3.4. I will combine this result, and question, with the overall participation and involvement of youngsters in the work of youth professionals.

4.2.3   Jimmy's and their connection to youth work

The group interview with Respondent 3, 4 and 5 on Jimmy's will be used as a basis for this paragraph. In addition to this, I have also asked all four youth workers how they thought about Jimmy's and what the added value of this platform could be for their work and the youngsters in their neighbourhoods.

As mentioned before, Jimmy's is a relatively new platform in which professionals try to connect young people with policy. When I asked the three professionals about the background of Jimmy's and how they envision the goal and purpose of the platform, Respondent 4 answered:

> It is about trying to create something that is more than everyone for themselves. It is about communal targets and goals, about discovering talents together with youngsters and developing them, to be recognizable so that the different organisations and persons, including youngsters, can be more closely related in the civic society. That is the essence.

Just as the youth workers, professionals of Jimmy's envision themselves as 'bridge builders'/'spiders in the web', to be at the heart of the issues that are at stake in the city. With the project of 'Connecting Youth' Jimmy's tries to

match the interests of the youngsters with the political field in Nijmegen. In one of their meetings, they gathered a number of youngsters from different neighbourhoods and a couple of local councillors to let them talk to each other about issues that were of importance for them. The work of the youth workers is of great importance here, as they know the group and were able to convince them to go out of the neighbourhood and speak up. Respondent 6 told me that this was quite difficult, as most of the youngsters are not that confident to go out of their 'trusty' environment to speak about youth-related themes to a 'couple of strangers'. But this youth worker was surprised about the outcome:

> I saw the youngsters having a good conversation with the people from the municipality. I thought that was really good of them, also with a microphone. That they were able to conversate with someone from the SP *<political party>* or D66 *<political party>*, a person with a tie and everything and the youngsters with his hat on. Yeah, I found that really impressive.

Through these kinds of meetings, young people are invited to conversate about politics so that they are able to really get involved on issues that are related to their environment. But, as both youth workers and professionals within Jimmy's admitted, these are often the same kind of youngsters. The ones that know about Jimmy's and visit their location or are present at meetings are often the more elderly white group of youngsters. This corresponds with the findings I talked about in the previous paragraph on the opinion of the youngsters about Jimmy's. Most youngsters in Willemskwartier and Heseveld are not familiar with Jimmy's. Respondent 6 agreed with me on this topic. He would like to increase collaboration with Jimmy's and let Jimmy's come to the neighbourhood instead of the other way around. All professionals within Jimmy's and most youth workers agreed on the fact that it is their responsibility to make Jimmy's more known in the neighbourhoods to make the group of youngsters more diverse. This idea corresponds with the Capability Approach and the option for the professionals to be the 'conversion factor'. Not all youngsters have to be a part of Jimmy's or *need* to be present at the meetings, but they *should* have the option presented to them. This is something where Jimmy's and Bindkracht10 is struggling with. Respondent 2 adds to this that she thinks that 'her' group of young people are not that interested in talking about their interests and thereby are in no need to attend recurring meetings. She also feels like that they already have a busy schedule with school, work and friends and that Jimmy's might therefore be somewhat too much; "their ability to concentrate is not always there, they are more about doing stuff than saying stuff" (Respondent 2). She sees Jimmy's more as a youngster STIP, where they could ask specific questions which youth workers do not always have the answers to.

For the future of Jimmy's and their project of 'Connecting Youth', it is of importance to enhance the collaboration with the youth workers in the city so that they are aware of each other's work and viewpoints on how to improve the lives of youngsters and their influence in policy/environment. Possible examples, which were also indicated by the professionals, of a better collaboration could include joint activities in the neighbourhoods, a better communication on the function of Jimmy's as a youngster STIP and a campaign to make Jimmy's more known among young people.

4.2.4 Conclusion

Youth professionals of Bindkracht10 are becoming more geared towards including the opinion and needs of young people, as the dynamic youth neighbourhood analyses and the project of 'Connecting Youth' prove. But, as I also

pointed out, youth professionals are not always clear about their intentions and plans when communicating with young people. Could it be said that involving youth is only a 'paper reality' in which youth professionals say that they involve them, but not actually are doing it? With the questionnaires and follow-up conversations I conducted on the youngsters, I will address this question in the upcoming paragraph to see the match is real or if there might be a (potential) mismatch between how youth professionals see their work and feel about their role in involving young people and how young people look at this theme.

4.3 The voice and opinion of young people

This third paragraph deals with the final subquestion on the voice of young people in the neighbourhood. I discuss the needs and feelings young people expressed and if and how they would like to change or add something to their neighbourhood.

4.3.1 Young people's needs in the neighbourhood

In order to get acquainted with the needs, wishes and preferences of young people in Willemskwartier and Heseveld, I asked them to answer a couple of questions concerning their feelings about the neighbourhood and if they could name (up to) three things they want to change.

Almost every youngster, 17 out of the 22 (77%), thought his or her neighbourhood was fun and nice to live in. Within this question there was no substantial difference between the answers the boys gave compared to girls' answers and between the two age groups of 14 years and younger and 15 years and older. When I asked them the question "In my neighbourhood, for young people there is…", 59% of them completed that sentence with "a lot to do". But when this question is specified on age, there can be said that only 12% of the 'younger' youngsters thought there was little to do, compared to 40% of the 'older' youngsters. The 'younger' youngsters are more satisfied with their neighbourhood compared to the 'older' youngsters, which also became visible in the follow-up conversations. Disagreements on the neighbourhood or negative thoughts were much more frequently mentioned by the elderly ones, as some of them felt that plans and adjustments to the neighbourhood were mostly done for the younger ones. Hafid (17) told me that his neighbourhood is filled with playground and soccer fields for young people with an age up to 14-15 years, but that for his age group there is not much to do.

Besides the division in age, this question can also be split up between the answers given by boys and girls. When we compare these two groups, 60% of the boys feels like there is a lot to do in their neighbourhood, compared to 59% of the girls. But, when we look at the age of the boys and girls that participated in this study, we see that for the boys 50% of them is below 15 and 50% above the age of 15, while all the girls have an age below 15 years old. The lack of girls with an age above 15 in this study can be explained by the fact that within all the activities of Bindkracht10 girls above the age of 15 are strongly underrepresented. Mapping the needs of 'older' girls is therefore almost impossible, as is recognised by youth professionals of both neighbourhoods. As mentioned in the previous paragraph, youth workers of Heseveld are starting a new project in which students are asked to search for these girls to get acquainted with their needs and preferences, so that in the future Bindkracht10's youth work can be better connected to their life-worlds.

The third question I asked the youngsters was related to things they missed in their neighbourhood. Figure 4.2 on the next page shows the most frequently mentioned answers given by the 22 youngsters.
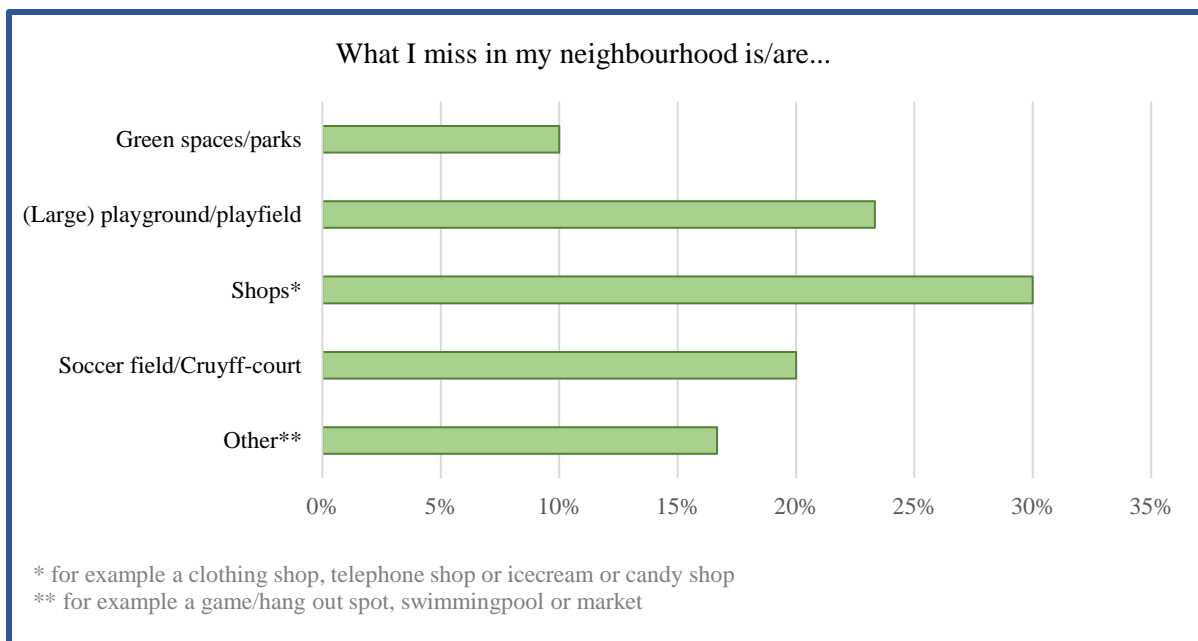
Figure 4.2: Answers to the question "What I miss in my neighbourhood is/are..."

The popularity of playfields and specifically soccer fields can be explained by the fact that 77% of the youngsters has an age below 15 years old, and is therefore more interested in spending their free time playing outside with friends, instead of hanging around with friends at hang-out spots or game-areas (as only mentioned a couple of times by the more elderly youngsters). Both age groups would like to see more shops in their neighbourhood, for example a clothing or telephone shop or a 'tasty' shop as a candy or ice-cream shop. This call for more shops is interesting, as both neighbourhoods are relatively close to the city centre of Nijmegen (within 3 kilometres), which holds many of these kinds of shops. This finding corresponds with the findings of Elsley (2004) and Meesters (2018), in saying that young people have the tendency to stay close to home and therefore rely on public spaces and facilities close by, in their own neighbourhood. The availability of shops in the city centre is not 'enough' for the youngsters. Their world revolves around the neighbourhood, especially at a younger age up to 15 years, which means that they prefer the shops close by to make them feel at home. That feeling of being at home in the neighbourhood, and therefore also in public spaces, is specified by Blokland (2008) as "public familiarity" (see paragraph 2.2.1). The importance of feeling at home outside of home came forward in many of the follow-up conversations I conducted with the youngsters. Places to meet friends outside of home, to play a game of football and to hang out with other youngsters were of high importance for most youngsters. One of the youngsters mentioned "I like to meet up with friends outside of my house, for example at the Cruyff-field (*soccer field*) or here at the youth centre." (Farrid, 11). This sense of feeling at home in the neighbourhood also became visible by a drawing the youngsters made on one of the screens in the youth centre, photographed in figure 4.3 on the next page. Things as 'doing chores for elderly people', 'working in the gardens' and 'baking pizzas' are written down to show how 'we are in the neighbourhood' (*wij in de wijk; midden bord*).
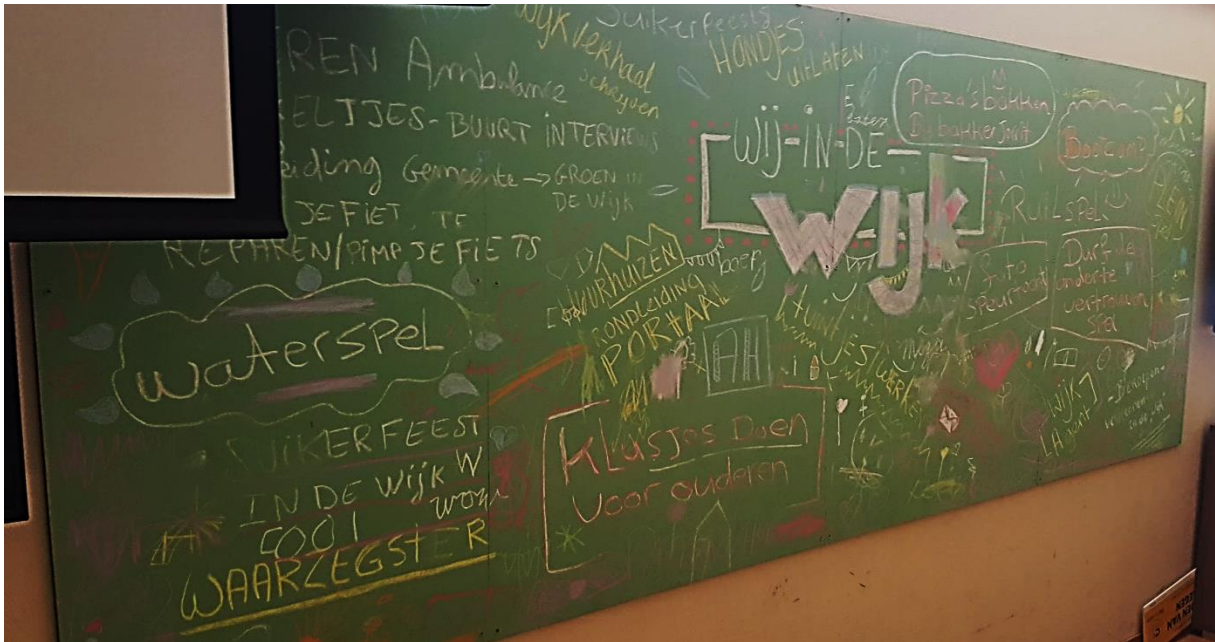
Figure 4.3: Photograph of a screen in the youth centre of Willemskwartier (Own work, 20 June 2018)

A second theoretical notion is also of importance here, as the places of which youngsters talked about differed between 'places of retreat' and 'places of interaction' (Holloway & Valentine, 2000; van Lieshout & Aarts, 2008; Meesters, 2018). Places of retreat were seen as places in which young people could withdraw themselves from others, such as a room in the youth centre where they could play video games or at a JOP (YMS: "*Youngster Meeting Spot*"), which one youngster described as "a place where there is no need for supervision, where you just can be with your friends, a sheltered spot." (Bart, 23). On the other hand, places of interaction as fields or squares to play games and sports or at activities hosted by youth workers where youngsters could tinker or bake cookies were also frequently mentioned as pleasant places to be for youngsters.

With these answers, it became clear to me that this group of young people feels, on an average level, at home in their neighbourhood and thereby express very few wishes to change anything about it. This finding corresponds with the research done by van Lieshout & Aarts (2008) on the wishes of youngsters to change something in nearby public spaces. Their explanation for this result was multiple, as according to their findings young people were not specifically concerned with public spaces, did not priorities these places and/or more personal issues were more important. All these reasons were also mentioned by youngsters in my research, as the upcoming results will present.

In the following questions, I asked youngsters about the rate they would give to the activities organised by the youth workers and other professionals. On average the 22 youngsters rated the activities with an 8 out of 10. The difference between boys and girls is negligible, as the girls rated the activities with an 8,1 and the boys with a 7,9. The difference between the two age groups is more interesting; an 8,3 for the age group below 15 and a 7 for the youngsters above the age of 15. This finding corresponds with the earlier question on "In my neighbourhood, for youngsters there is…", in which 40% of the elderly youngsters thought there was not much to do in their neighbourhood. The younger youngsters are often content with what the neighbourhood and related public places can bring them, as their main interest mostly consists of playing at parks, playfields and soccer areas (Emre, 11; Koen, 11 & Lisa, 10). For the more elderly ones, their lives can be seen as in between the 'standard' childhood

and adulthood. In this time period, it can be difficult for youngsters to express their wishes, as they also want to 'oppose' themselves towards adults. This group was therefore the most difficult group to question, and the findings from van Lieshout & Aarts (2008) on the difficulty of getting young people to express their wishes and feelings are of particular interest here. The majority of youngsters with an age above 15 did not believe that they could affect the situation of their neighbourhood and they therefore did not see the need to express their wishes (Jemal, 17; Thomas, 16). In the follow-up conversations with a few of them I tried to dig a bit deeper into their personal beliefs and wishes, but this proved to be difficult. The youngsters, all boys with an age between 14 and 18 years old, did not visit the youth centre or other activities of Bindkracht10 to think about their opinion on public spaces or their neighbourhood. Their interests were more linked to meeting friends, playing a game of FIFA or ping-pong and listening to some music. It became also visible after a conversation with an intern and an old youth worker, who were present at the youth centre, that a large share of the youngsters is more focused on their own personal issues, in line with the findings of van Lieshout & Aarts (2008) in previous research on young people. The former youth worker stated that:

> Young people here are not really engaged with other things than their own personal interests; they want to be part of a group, they want to fit in and feel okay. A large share of them is more involved in personal situations at home, especially the ones with a migration background, to get their lives 'back on track' (Achmed)

This example makes clear that not every youngster is in the 'same place' when it comes to expressing his or her wishes on their environment, because other issues may prevent them from reaching that point. In the next paragraph, I will go deeper into the personal wishes and capabilities of the youngsters, as I combine the results with insights of the Capability Approach.

4.3.2   Young people and the CA: the importance of youth workers

In order to understand every individual youngster and his or her link to the environment and willingness to act, the Capability Approach (CA) can provide some insights. As discussed in paragraph 2.2.2 the CA is about individual human beings and their capacities, dreams and intentions to connect to their environment. For a youngster, the most important thing is to get the option to live the life he or she wants to live they have reason to value. This last addition of "reason to value" is of importance, as otherwise youngsters could say "I want to live my life out of school, against the law and constantly drunk". There has to be a reason to value that can clarify your choices. To be able to make those choices, several features are of importance. This figure is related to the question *if* youngsters have the opportunity/choice to have an influence on their environment. During the questionnaires and follow-up conversations, I got to know more about the relation between young people and youth workers. Many youngsters envision the youth workers as important persons in the neighbourhood which they can trust. The trust that they experience is of great importance; without that trust, they would not speak up if they experienced any trouble or wanted to ask questions. If we look at the scheme that is presented in figure 2.2 (p. 13 of this study), the 'resources' could be filled in by the possibility for youngsters to reach the youth centre or other related activities, as they are close by at walking distance in their neighbourhood. All the youngsters present in the youth centre or at the activities possess the resource of being at a place where they can express their wishes, feelings or needs. But, to go from a resource to a capability, the youngsters are in need of 'conversion factors'. In this case, the youth workers

could take this place. Without their presence, most youngsters would not know how to express their feelings and wishes on the neighbourhood and would therefore not be able to have an influence on those two. When the youth worker is able to 'converse' the resources of the youngsters to capabilities, the three indicated capabilities that are of importance for this study (to be able to move (3), to play (9) and to have control over your environment(10)) can be fulfilled. From that point on, it is the youngster's 'freedom of choice' to act to his or her capability and to make it a 'functioning'. The most important thing is that youngsters get the option to transform their capabilities into functionings and that they can have their own judgement on the functionings.

As already mentioned, not every youngster may be interested in having an influence in the neighbourhood; that is also not the idea behind the CA. The most important notion is that youngsters are aware of the fact that they are agents, with their own agency, and therefore have a choice. That the choice can be facilitated by their environment, in this case for example the youth workers. I emphasize here on the importance of the youth workers, as most youngsters are not familiar with Jimmy's and which role Jimmy's or other youth professionals could play for them. In a couple of follow-up conversations, I asked youngsters if they were familiar with Jimmy's and what Jimmy's could mean for them. Very few youngsters knew about Jimmy's and their work. One youngster I spoke, who now works at the youth centre as a volunteer and trustee, talked about his work but did thereby not refer to Jimmy's. This also accounts for the extensive conversation I had with Bart. He was also not aware of the existence of Jimmy's and what the project of 'Connecting Youth' could mean for him and other youngsters. In the upcoming paragraph 4.3, on the role of professionals within the youth work of Bindkracht10, I will continue with the discussion of Jimmy's and how the professionals look at the platform and the meaning it could have for youngsters.

4.3.3   Involvement and participation of young people in their neighbourhood

For this last sub-paragraph on the involvement and participation of young people, I want to start with the story of Bart (23) and how he tries to bring back the JOP (YMS: Youngster Meeting Spot) in the neighbourhood of Heseveld. For me, this story perfectly shows the relationship between young people, youth workers and municipality when it comes to youngsters with a mission for their neighbourhood.

The story of Bart: bringing back the JOP in the neighbourhood of Heseveld

During the fieldwork of this research I came across Bart, a 23-year-old boy who has lived in Heseveld for the past eight years. He is a very social and involved person when it comes to matters that concern his neighbourhood. In the last couple of years Bart is, together with a couple of other boys and the youth worker, trying to restore the JOP in the neighbourhood so that youngsters have a place to meet each other outside of the 'regulated' places. About three years ago, Bart told me, the JOP has been removed. The neighbourhood experienced some nuisance, and the mayor in that time decided therefore to remove the JOP. According to Bart, most of the nuisance was caused by youngsters from other neighbourhoods and he did not feel like he got the chance to explain why the JOP was so important for the neighbourhood. He is therefore very passionate about bringing back that particular spot for youngsters. With the other boys and the youth worker, Bart got to idea to restore the JOP. Together they decided to approach the municipality and explain their idea. In our conversation, Bart told me that at first the municipality was very sceptical and not that enthusiastic

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about their idea. I could tell that this was a bit irritating and frustrating for Bart; he and his friends were excited about their idea but for this to work, the municipality had to get on board. During the meetings with the municipality, it became clear that Bart and the boys needed to include the other residents in the neighbourhood on the idea. In a couple of gatherings with the residents of the neighbourhood, the youngsters were able to convince them on the importance of bringing back the JOP. With the other residents on board, the idea for the JOP was also approved by the municipality. But then the 'hard' part started: both Bart and the youth worker repeated frequently that they had to keep "pushing, pushing, pushing and pushing" (Bart and Respondent 6) to get their idea promoted and executed. The municipality then decided that the JOP had to be part of a larger plan of redesigning the central square, the 'Daniëlsplein'. In previous meetings, the youth worker and some youngsters had also mentioned that the soccer field was in need of a 'make-over' and the municipality decided to redesign the whole square. This decision was partly positive, as the entire square became part of a redesigning project for the neighbourhood, but this also meant that the process of getting the JOP was delayed. Bart told me about this and said "We are now three years further down the road, and there is still no JOP. The municipality decides when and where things are happening, but for us it takes forever.". The only thing that is realised right now, is the redesigning of the soccer field, where the stone field was replaced by artificial grass.
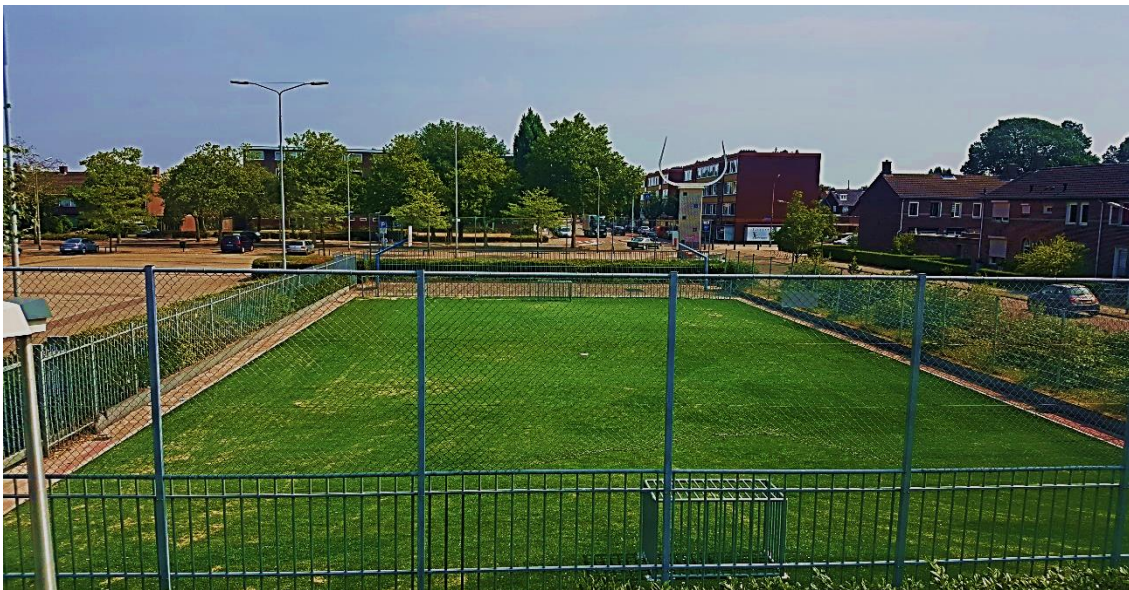
Figure 4.4: Photograph of the new artificial grass on the soccer field (25 July 2018)

But what about the JOP? Bart and the youth worker are confident that the JOP will be restored. The previous discussions about the need for the JOP and the availability of money are in the past, but for Bart this is still something he is concerned about "if the municipality does not emanate that they want to help the neighbourhood, it is demotivating for us". Bart hopes that with their enthusiasm and perseverance the JOP will get back in the neighbourhood in the upcoming months. And if not so: "My motto remains: if something does not work for the first time, keep trying and pushing till you make it" (Bart).

In this story, the involvement of young people in initiatives or activities in their neighbourhood comes forward. In this case, Bart was able to express his feelings and opinions about his neighbourhood because he frequently spoke with the youth worker and he was aware of the fact that he could transform his 'resource' into a 'capability' and ultimately in a 'functioning'. But, as Bart expressed, this took time. For most youngsters, this would take too long compared to their needs; time to realise the plan would become a constraining factor. Bart is an exception in this, as he mentioned himself. He truly believes that upcoming generations of youngsters would benefit from this decision to restore the JOP. With his enthusiasm and perseverance, his voice is heard.

But, during the fieldwork, I came to realise that this is not the case for every youngster in Willemskwartier and Heseveld. When I asked the youngsters about the possibility of hearing more about ideas and plans for their neighbourhood, most of them (86%) were interested in hearing these from the youth workers or other professionals. Several youngsters talked about ideas they had for their neighbourhood, but interestingly enough, most of them did not know where to express these ideas. One 17-year-old boy, Hafid, explained that he would like to have a place where he could go together with other youngsters from his age, away from the youth centre. Surprisingly, Hafid did not know where to go to with this idea and he mentioned that this was also the case for his other friends; they were all unaware of the fact that the youth worker(s) of his neighbourhood could help them.

This story about the 'older' youngsters conflicts with the way the work of the youth professionals is intended. As explained in the 'Note Youthwork 2016', the work of the professionals is (also) there to stimulate young people to participate in society, in line with the national viewpoint on the 'participation society'. But when the capability of a youngster to have an influence on his/her neighbourhood cannot be transformed into a functioning of actually having an influence, youngsters are never able to fully participate.

In line with the goal for youngsters to be included in the participation society, is the work of Hart (1992) with his idea of the participation ladder. As explained in paragraph 2.3, a large share of the projects and activities related to participation of youngsters get 'stuck' on the first three levels of the ladder. Hart tells us that these three steps are not actual forms of participation, as the youngsters are often misled or not involved in the evaluation/feedback processes. During my fieldwork, these ideas on participation with youngsters turned out the be true. When I asked the youngsters about their ideas for the neighbourhood and if they received feedback from the youth worker, most of them mentioned that they were heard when they explained their idea, but that in most cases they did not receive any feedback from the youth worker if their ideas were put into practice. The essential step towards 'real' participation with youngsters missed; from the viewpoint of the youngsters they were only asked to give their opinion in a form of consultation, not a real form of participation.

4.3.4 Conclusion

In conclusion, there can be said that most youngsters find it important to express their needs and wishes about their neighbourhood. In the case of an activity or trip, their needs and wishes are also often heard by the youth professionals. But, when it comes to issues that concern larger projects or more specific wishes, young people do not always know where to go to or do not feel like their opinion is heard. Processes of feedback and evaluation are missing in this sense.

In the upcoming paragraph I will combine these findings on young people and their level of participation and the role professionals give to youngsters in the neighbourhood.

4.4 Assembling the parts: involvement and participation of young people

Having looked at the opinion of both young people and youth professionals, I want to conclude this Result chapter with the match of both voices in relation to the involvement and participation of young people.

As already mentioned of all Bindkracht10's professionals, youth workers seem to have gained the trust of young people and can therefore be seen as the closest link young people have if they want to be involved within activities or plans in the neighbourhood. According to most youth workers, a large share of this group is very excited about the activities and other projects of Bindkracht10 and therefore wants to be actively involved in them. This is a big difference compared to a couple of years ago in which youngsters were mostly the 'consumers' of the activities instead of the 'producers'. As Respondent 2 explained:

> Youngsters would get more and more lazy towards coming to activities.. to get rid of the more consumptive behaviour, we ask them to become more active and to know more about what is needed for an activity so that the activity is more supported by youngsters. They then express their feelings about the activities to other youngsters and so it spreads out over the neighbourhood.

Respondent 6 agrees with her, as he stated in his interview that if youngsters would like to have a particular activity in their neighbourhood, they have to execute it themselves: "I give them pen and paper and say to them: write down what you want to do, with whom and what you need. Then, I take on the part of facilitator". The different mindset of letting youngsters be more involved and in the lead corresponds with the viewpoint on the 'New Style Youth work' and the national viewpoint on stimulation of youth participation. But with this enhanced form of participation, there is also more responsibility on their shoulders, which is not always appreciated by young people. Both youngsters and youth workers experience difficulty with this responsibility. For young people, the pressure or expectation to show up at every meeting or activity can get to high and for youth workers the problem rises to get the group enthusiastic for more than one week or one activity (Respondent 2; Farrid, 11: Jamal, 17). The task of the youth worker is then to keep up the positive mindset to keep them involved. When youngsters feel like there are heard, surprising reactions could occur, as Respondent 6 expresses:

> We <youth workers> often have a positive influence and meet with youngsters who say "Oh man, I did not know that you could do that for me". They are surprised about that and at that moment I try to activate them to make their idea come true or help them to solve their issues.

This quote shows the involvement of youth workers in the lives of young people to support/coach them in the best way possible. But, there is also sometimes a mismatch between how the youngsters feel and how youth workers think about them. For example, the idea of Hafid (17) to get a place in his neighbourhood where 'older' youngsters would be able to meet, was taken away from the neighbourhood a couple of years ago. The youth worker thought that the youngsters would not mind the removal, as Respondent 2 expressed: "They do not have a JOP anymore, but they seem fine with that (..) They said little about that, so we got off easy.". Communication seems to be the problem here, as can also be said for other issues, such as the link with Jimmy's and youth work. Most professionals admit this, as Respondent 3 puts it: "If we want to improve and support the participation of youngsters, we have to put the focus on youngsters. Communication is number 1 in that.".

From these statements on the involvement and participation of young people, the different levels on the Participation ladder come forward. In the interviews, I could tell that the youth professionals serve the best interests of the youngsters, but that they are also sometimes unaware of the fact that they still 'use' the youngsters' opinions and needs instead of fully letting them participate. As described earlier in this Result chapter, from the conversations with the youngsters, the third level of the Participation ladder, called Tokenism, is still often the level on which participation gets stuck. Real forms of participation in which evaluation and feedback moments are central focal points, are not often seen. The best example within this study of real participation is the story of Bart and the opportunities he received from his youth worker to fully get involved in the process of getting the JOP back in the neighbourhood. Here, the youth worker filled Bart in on every decision and got back with him every time the municipality came with a (new) answer. But in many other cases, the long-term relationship between youth worker and youngsters was not present and the risk of youngsters getting 'turned off' was realistic (as explained by Davis (2002) in paragraph 2.3.3). If young people do not get the feeling they are taken seriously, other aspects of their life become more prioritised and no real form of participation could take place. This is also true when I look back on the saying that youth workers do not feel that young people would take their policy and plans seriously. Youngsters are given here the position of 'minors' in which they are only included in 'young people's' issues', and are thus thereby not considered to be of importance in relation to adult issues. In line with the principles of the Capability Approach, not every youngster *must* participate but *should* be given the option to do. If they are unaware of policies, and for example the dynamic youth neighbourhood analyses, they are set aside as minor groups where they should be incorporated and seen as actors of themselves.

The importance of involvement/participation of young people is also acknowledged by the UNCRC and the rights they give to young people (as discussed in paragraph 2.3.1). In their statement, youngsters should have the right to be protected, to have access to provision and to be able to participate in for them important issues (Bartos, 2016). The Capability Approach (CA) takes it a step further in saying that with only giving young people the right for those things they do not automatically are given the option for real participation or control over their environment. Within the CA the step from having a capability and making it a functioning is of great importance. From the conversations I had with the youngsters, I got the idea that quit of few of them knew that there was a possibility to be involved or to participate, but the step to actual participation or execution of their ideas was often missing. The same conclusion became visible in the interviews with youth professionals; they were all 'pro-involvement' and 'pro-participation', but the right or claim for this was not automatically transferred into actual actions and activities, as processes of feedback, evaluation and commitment were often left out. Looking from this perspective, the rights carried out by the UNCRC do not necessarily take the level of participation with young people to a higher level: the insights and goals of the CA seem to fit better in an active and inclusive form of participation.

These findings, as well as previous ones in this chapter, will be discussed and put together in the upcoming Conclusion & Discussion chapter to find an answer to the question to what extent youth policy is related to and concerned with the voice of young people.

5. Conclusion, recommendations and reflection

In times of the changing welfare- and youth landscape in the Netherlands in which processes of transition and transformation are commonplace together with the call for more active participation of citizens, and particularly of young people, this study is conducted during an internship at welfare organisation Bindkracht10 in Nijmegen. During the internship two neighbourhoods in Nijmegen, Willemskwartier and Heseveld were selected and the corresponding youth professionals and youngsters were asked to share their opinion on the creation and implementation of youth (work) policy and the level of involvement and participation of young people in all this. Based on the question to what extent the research participants felt like youth policy is related to and concerned with the needs of young people, a theoretical background was formed regarding the background of youth (work) policy, young people's needs, the importance of the Capability Approach and the different levels of participation. This final chapter concludes this study and thereby provides an answer to the research question, together with recommendations for praxis and a reflection including options for further research.

5.1 Concluding the study

In this paragraph, a conclusion is provided in which an answer is given to the research question of this study:

To what extent is youth policy carried out by youth professionals of Bindkracht10 related to and concerned with the voice of young people regarding their neighbourhood?

In order to answer this question, three sub-questions were formulated. These questions dealt with the translation of national youth (work) policy towards the local vision of the municipality and Bindkracht10, how youth professionals of Bindkracht10 look at youth work and their role in involving young people and the viewpoint of young people towards their involvement and participation in matters that affect their lives in the neighbourhood.

This study has shown that the viewpoints of the municipality of Nijmegen and welfare organisation Bindkracht10 on youth policy derive from statements made by the national government on national youth (work) policy. Themes as the transition and transformation towards a more decentralised and neighbourhood-oriented way of working in which the relationship between professionals and residents is put central are ones that are clearly present in the local way of working in Nijmegen. Thereby is the stimulation of participation and involvement of youngsters within policy and youth work a topic which is evidently present in both the national and local viewpoints. This call for more stimulation and participation is implemented in practice by a customised way of working in which youngsters are asked to become producers instead of consumers within youth work. The dynamic youth neighbourhood analyses are in this case the most local and practical form of recording issues and needs of youngsters to make sure that their needs, wishes and opinions are heard.

But, these findings only correspond with results that are based on written documents and are, therefore 'only' words. As stated before, the real question raises if the match between youth policy and young people's needs is only a 'paper reality' or if the match is also real and visible in the work of Bindkracht10's youth professionals.

From the interviews with youth professionals of Bindkracht10, it became clear that they are not always focused on the involvement and participation of young people in their work. For example, when looking at the dynamic youth neighbourhood analyses, youngsters were asked for their opinion, but the essential part of evaluation and feedback with young people to complete the circle of participation was not executed properly (or not at all). If youth professionals envision the goal to let young people be part of plans and ideas of youth (work) policy, processes of evaluation and feedback are essential in creating an active form of participation. Otherwise, the level of 'Tokenism', stemming from the Participation ladder of Hart (1992), in which young people are rather *used* than *incorporated* could take over. The latest step in incorporating the opinion of young people is the start of the dynamic neighbourhood analyses. But are these analyses really the answer for youth workers to take in the opinion of young people? According to the answer given by the youth workers, the analyses do provide them with an overview of the most important issues that are at stake in the neighbourhood, but to make the 'ultimate' step towards actively involving young people and continuing this process, the analyses appear not be the solution. As many youth professionals mentioned, the key to let youngsters become more involved in the neighbourhood is better communication on the organisational level. Youth professionals, including the ones at the office, at Jimmy's and in the neighbourhood need to reach a higher level of collaboration. To make it possible for every youngster to get involved in the neighbourhood and to let them participate in matters that concern their lives, youth professionals need to be more aware of each other's work, strengths and 'good practices'. Especially the collaboration between youth workers and Jimmy's could be enhanced to make Jimmy's more widely known among young people, to let Jimmy's grow as a 'youngster STIP' and to let activities from both sides better connect.

The findings on the needs and opinions of young people on this matter became visible through the questionnaires and follow-up conversations I conducted with them during the several activities and opening hours of the youth centre. During this part of the fieldwork, I asked young people about their opinions and needs and how they feel about their involvement and participation in the neighbourhood and the specific activities and projects of Bindkracht10.

When it comes to the different needs young people expressed, most of them referred to (green) play areas or a variety of shops for their neighbourhood. In general, most youngsters were very satisfied with their neighbourhood and the facilities it offered them. Disagreements or negative thoughts were only mentioned by the more 'elderly' youngsters, as explained in the stories of Hafid (17), Jemal (17) and Bart (23). For the youngsters, the most important places in the neighbourhood all expressed a sense of "public familiarity" (Blokland, 2008; Meesters, 2018) and where either 'places of retreat', such as a JOP or 'places of interaction', such as the Cruyff-court or the youth centre (Lieberg, 1995, 1997; Holloway & Valentine, 2000; van Lieshout & Aarts, 2008; Meesters, 2018).

During the conversations I had with the group of young people, it became clear that not every youngster was able to express his or her wishes and feelings in the same way and thereby also differed in the way they wanted to be included in the level of participation/involvement. With the handles the Capability Approach (CA) offered, it became possible in this research to not only look at the needs of youngsters but also at the individual resources and capabilities of a youngster and if he or she was able to convert these into actual functionings. Most youngsters were able to express their wishes and needs to the youth worker or other youth professionals, as these professionals served as a 'social conversion factor' to get the group of young people to a point where they could live the life

they want and value with reason. Within this study I focussed on three indicated capabilities: moving around freely (3), being able to play (9) and having control over the environment (10). This study has shown that youngsters feel very comfortable moving around their neighbourhood to meet with other young people or to visit the youth centre. In the youth centre, the capability to being able to play is also met, as the group feels like they are at home when they play a game of table tennis or participate in other activities hosted by the youth professionals, for example the girl-activities in both youth centres of Willemskwartier and Heseveld. The third capability of having control over their environment is more debatable. A couple of youngsters pointed out that their ideas are not always heard and the youth worker (or other youth professional) is sometimes lacking in given them proper evaluation and feedback on their idea or input. For real participation to take place, as researched in his study by the use of the Participation ladder of Hart (1992), young people have to be more included in plans or policy youth professionals create. Youth professionals should thereby involve young people in the entire process to prevent non-participation (level 1 to 3 on the ladder) and the danger of 'Tokenism'. In this statement, the 'good practice' of the story of Bart on getting back the JOP into the neighbourhood can be set aside as this was a perfect example of how young people can be involved in the neighbourhood and in plans youth professionals create for it. In this particular case, the youth worker acted together with the youngsters, whereby they were able to bring about change and express the youngsters' opinion and need for bringing back the JOP. Here, the youngster was very keen on being involved in the entire process and was thereby also able to express his wishes and needs.

But, as also became visible through the conducted fieldwork on young people, and in line with the findings of Meesters (2018), not every youngster prioritizes the influence he or she can have and more personal issues, as hanging around with friends or finding a job/internship, are seen as more important. The same thing can be said on the statement van Lieshout & Aarts (2008) made on the fact that young people do not always believe that they can affect the situation or that they find it difficult to articulate their wishes for public spaces and their neighbourhood. Especially young people with an age above 14-15 years were under the impression that youth professionals would much easier to take on the opinion of the 'younger' youngsters and that their opinion was often set aside. To tackle this problem as a youth professional the idea of Habermas (1992), on the difference between the 'system-world' and the 'life-world', can be of use. If youth professionals can truly become part of the youngsters' life-world, and the restrictions of the system-world and the 'paper reality' can be set aside, young people might open up even more to the youth professionals. In this way, the involvement of young people could transfer from an instrumental value, in which young people are used *as means to an end*, to a sufficient model in which young people are seen *as an end itself* (Timmerman, 2009).

In conclusion I argue that with the findings of this study it can be said that youth professionals are on the right track in involving the needs and opinions of young people into their work and youth (work) policy, but there is still some ground to cover when it comes to letting young people participate in a 'true' matter, and not only on paper. In order to fully incorporate young people's wishes and their option to carry out the capability of having control over their environment, in this case their neighbourhood, several improvements must be implemented in the daily work of youth professionals. These practical recommendations will be discussed in the following paragraph.

5.2 Recommendations for practice

The findings of this study lead to a couple of practical recommendations for the youth professionals of Bindkracht10, and other professionals related to this field.

In order to let every youngster feel like their opinion is of importance and can be expressed, youth professionals have to keep an open attitude towards them when it comes to ideas or issues in the neighbourhood. This open attitude could entail a returning questioning-meeting with young people in which they can express their needs, wishes, desires, viewpoints, opinions etc. on the neighbourhood. A more modern form of creating an App for their telephones in which youngsters could leave suggestions or youth professionals could ask questions, might be the best solution for youth professionals to connect to the life-world of youngsters. With returning meetings or the option of an App, youngsters are keep being involved and posted on their ideas. Moments of evaluation and feedback are therefore also easier to schedule. As my findings clarify, there is a difference between the group of 'younger' youngsters (up to an age of 14-15 years) and the more elderly ones. With the App or the returning sessions, I would recommend starting 'slowly' by asking the younger youngsters if they liked the activity. The younger ones could for example rate the activity with a smiley or could place a comment if they would like to change the activity. For the more elderly ones, the App or the meetings could serve as a platform in which ideas or frustrations about the neighbourhood could be shared; both by the group of young people and the youth worker (or other youth professionals). In this case, young people keep being involved, but they could also indicate themselves if they want to participate and to what extent they want to be involved (or not).

A second practical recommendation focuses on the collaboration between youth workers and youth professionals of Jimmy's. Both parties serve the same interest of supporting young people in their lives and bringing their opinion forward. My findings suggest that the best option for Jimmy's to become more known among youngsters in Nijmegen is to go out into the neighbourhoods and organize activities or questioning hours at the youth centres. Young people are familiar with the youth centre and feel at home in their neighbourhood, as my findings on 'public familiarity' prove. By moving their activities and projects into the neighbourhood, they could make use of the trust relationship the youth workers already have with the youngsters. The group of young people is thereby also larger in the neighbourhood, as the youth workers told me that youngsters experience feelings of being scared or insecure when they leave the neighbourhood. The best way to 'improve' Jimmy's and their project of 'Connecting Youth', is then to get them into the neighbourhood. Collaboration between youth workers and professionals of Jimmy's can thereby easier be achieved, as both parties find themselves on the local level of the neighbourhood. Stories of 'good practices' from one neighbourhood can be shared by professionals of Jimmy's to youth workers of other neighbourhoods so that they do not have to 'reinvent the wheel'.

In combination with better communication and collaboration, youth professionals could take a look at the 8 standards on 'qualitative youth policy', set up in 2004 at the Global Forum on Youth Policies (UNDP) and the core principles of the Capability Approach, and compare those with their own work and creation of youth (work) policy. There is much written on the impact of youth policy and the involvement of young people, and just as with the statement, youth professionals of Bindkracht10 doe not have to 'reinvent the wheel'.

With these two recommendations, I believe that youth professionals of Bindkracht10 are better able to support young people in their strive to be heard and more included in plans and ideas that concern their neighbourhood.

5.3 Reflection and options for further research

This paragraph will provide a critical reflection on the applied theories and methods within this study. In addition, a couple of options for further research will be suggested.

As stated in the Introduction, the scientific relevance of this study is geared towards combining insights on the needs and opinions of young people from the body of literature present in the field of Human Geography to the knowledge present from authors of the Capability Approach (CA). As the knowledge of the CA has only been incorporated in the (social) welfare and youth-related fields in the last couple of years, there is still much ground to cover in exploring and using the insights of the CA in social research fields. By combining concepts of Human Geography to the central concepts within the CA, I was able to connect the importance of the work of the youth worker, and the 'places of retreat and interaction' and feeling of 'public familiarity' they form in and around the youth centres, to the fact that youth workers serve as 'social conversion factors' for young people. Combining the CA to other fields of knowledge proved to be a worthy approach.

But, there was also a downside in the concepts of the CA chosen in this study. As can be seen in paragraph 2.2.2, I used the ten central capabilities of Nussbaum (2000, 2011) in which I focussed on three important capabilities I thought were most applicable for this study. This focus helped me in obtaining the necessary data, but it also 'guided' me towards specific questions and answers from the group of young people. Sen (1990, 1993, 1999 & 2009) is therefore not in favour of using this framework of capabilities. If I would have questioned the group of young people with an open mind to any capability, not only the 10 central ones of Nussbaum, I might have come across other and possibly more meaningful capabilities expressed by young people themselves. As there is still much ground to cover in combining the CA to social studies it may be interesting to conduct a study with young people in which no premediated capabilities are chosen; to let young people free in expressing their most important capabilities.

Besides the theoretical choice for the CA, the methodological choice for including only young people present at the youth centre and the activities of Bindkracht10 had implications for the outcomes of this study. As this study is geared towards the group of young people who is already familiar with the work of Bindkracht10, this automatically meant that other youngsters were excluded from participating in the fieldwork-process. As Tisdall & Davis (2004) pointed out, in every research a choice has to be made which group can participate and which group is excluded. The most important questions are thereby: Can you get the answers from the chosen group? And do you obtain the necessary answers for your research? For this study those questions can both be answered 'yes' when looking at the group of young people who is included in the fieldwork. With the results stemming from this study, further research can look into the needs and opinions of young people who are not familiar with the work of Bindkracht10, and an interesting comparison between the two groups can be made. Then, questions like: 'Does the work of Bindkracht10 make a difference in the option for young people to express their opinion on the neighbourhood?' or 'Do young people who are not familiar with the work of Bindkracht10 feel like they could express their opinion and be involved in the participation society/'', can be answered.

A second methodological choice, which originated from the previous choice for including a particular group of young people, was made to focus on the youth professionals of Bindkracht10 and their role in the lives of young people. But, during the fieldwork it became clear to me that not only youth professionals play a role in

this field; also schools (and thereby teachers), (sport) associations, parents, friends, neighbours etc. play an important role in how young people can express their needs and opinions. By only focussing on youth professionals, it could be possible that I have overestimated their role in this matter. For further research, I would strongly recommend including these institutions and persons to obtain a fuller and more detailed picture on the (social) environment of young people.

What became clear, is that this study covers a theme which is both interesting in scientific and societal spheres. As our society is changing and the scientific world is agreeing on the fact that active participation and involvement of young people is becoming a *must*, we should ensure that this development does not proceed into a 'paper reality', but in one visible to all and for all.

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Appendices

Appendix I: Questionnaire and follow-up questions youngsters

Hoi!

Mijn naam is Maartje en doe een klein onderzoek voor mijn studie

Zou je mij hierbij willen helpen?

Ik heb een paar vragen gemaakt die gaan over wat jij van jouw buurt vindt en de activiteiten die voor jou georganiseerd worden

Er zijn geen foute antwoorden, want ik ben benieuwd naar jouw mening

Dankjewel!

Vervolg vragen na enquête per enquêtevraag

1. Waarom vind je je buurt leuk/gemiddeld/niet leuk?

2. Waarom vind je dat er weinig/een beetje/veel te doen is voor kinderen?

3. Waarom heb je die twee dingen ingevuld? Waarom zijn die twee belangrijk voor jou? Kan de jongerenwerker van Tandem jou helpen om dit in jouw buurt te krijgen?

4. Wat vind je leuk aan de activiteiten?

5. Waarom geef je de activiteiten dit cijfer?

6. Weet je nog waarom je voor het eerst naar een activiteit kwam? Vond je dat leuk toen?

7. Wat was jouw idee? Ben je daar toen verder mee gegaan? Deed je dit samen met de jongerenwerker?

8. Waarom wil je deze horen? Wat is daar voor jou leuk/interessant

O Jongen   O Meisje

Leeftijd …………….

Locatie..

1. **Ik vind mijn buurt…**

2. **In mijn buurt is er voor jongeren…**

Heel veel te doen   Een beetje wat te doen   Weinig te doen
1   2   3

3. **Wat mis je voor jongeren in jouw buurt? (Je kan denken aan een voetbalveld of hangplek) Schrijf 2 dingen op als je die weet.**

● …………………………………………………………………………………………………
…………………………………………………………..

● …………………………………………………………………………………………………
…………………………………………………………..

4. **Ik doe graag mee met activiteiten in mijn buurt**

Mee eens   Een beetje mee eens   Mee oneens   Geen mening

1   2   3   4

5. **Welk cijfer geef je de activiteiten die de jongerenwerker voor jullie organiseert? (bijvoorbeeld de activiteiten in het jongerencentrum, op school of bij een vereniging)**

0   1   2   3   4   5   6   7   8   9   10

6. **Hoe lang ga je al naar de activiteiten van de jongerenwerker (of naar het jongerencentrum)?**

O Minder dan een jaar   O 1 tot 3 jaar   O Meer dan 3 jaar

7. **Heb je wel eens een idee gehad voor jouw buurt of een activiteit?**

O Ja
→ Als je JA hebt ingevuld: Luisterde de jongerenwerker toen naar jou?   Ja O   Nee O

O Nee

8. **De jongerenwerker maakt plannen voor jouw buurt. Zou je deze plannen willen weten?**

O Ja
O Nee

Interview guide manager

Intro

<u>Doel interview</u>
- Onderzoek vanuit master Sociale Geografie naar het jongerenwerk van Bindkracht10
- Specifiek: op welke manier jongeren betrokken worden in het jongerenwerk en de plannen voor hun wijk, met name in de dynamische wijkanalyses

<u>Opzet</u>
- Interview gaat in op: jouw functie (achtergrondinformatie), visie & missie Bindkracht10 algemeen en jongerenwerk, samenwerking jongerenwerk met gemeente en de positie van jongeren in dit geheel
- Vragen of het goed is dat het interview wordt opgenomen (start opname); opname en transcriptie alleen ik; antwoorden voor mijn onderzoek + presentatie Bindkracht10
- Naam en functie zullen niet genoemd worden zodat antwoorden niet herleid kunnen worden
- Terugkoppeling mogelijk: wat zou je zelf graag willen?
- Vragen/opmerkingen vooraf?

Inhoud

<u>Functie kwartiermaker & relatie tot jongerenwerk</u>
- Wat houdt jouw functie in binnen Bindkracht10?
  - o Wat deed je hiervoor binnen Tandem/Bindkracht10?
- Wat houdt het jongerenwerk van Bindkracht10 in?
  - o Welk onderscheid kan je maken tussen de verschillende werkvelden?
  - o Wat is je relatie tot het jongerenwerk?
  - o Hoe verhoudt het jongerenwerk zich tot het jongerenbeleid van Bindkracht10? Komt dit (helemaal) overeen met elkaar?
  - o Zijn er beleidsstukken van Bindkracht10 waar het jongerenwerk uitgelegd staat? Kan je mij daarnaar verwijzen?

<u>Missie & visie Bindkracht10</u>
- Nieuwe opgestelde visie & missie sinds de fusie
  - o Hoe zijn jullie tot deze missie & visie gekomen?
  - o Welke verschillen zijn er in vergelijking met de oude visie & missie van Tandem?
  - o Op welke manier komen jongeren terug in deze visie & missie?

<u>Missie & visie Jongerenwerk Bindkracht10</u>
- Wat wil Bindkracht10 bereiken met het jongerenwerk?
  - o Is er een specifieke visie & missie (voor de komende 5 of 10 jaar)? Zo ja:
  - o Op welke manier is deze tot stand gekomen?
  - o Met wie wordt deze visie & missie bepaald? (Thema's vanuit gemeentelijk beleid?)
  - o Hoe wordt die missie/visie vertaald naar strategie en plannen jongerenwerk?
  - o Hoe passen de dynamische wijkanalyses hierbinnen?
    - ▪ Wat is het doel van deze analyses?
    - ▪ Wanneer is Bindkracht10 hiermee begonnen en vanuit welk gedachtegoed?
    - ▪ Wie is er verantwoordelijk voor de analyses? (Zowel bedenken, uitvoeren als terugkoppelen)
    - ▪ Voor wie worden de wijkanalyses gemaakt? Wie doet er uiteindelijk iets mee? Komen de wijkanalyses terug in het jongerenbeleid van Bindkracht10?

<u>Samenwerking gemeente Nijmegen</u>
  - o Op welke manier is de gemeente Nijmegen een samenwerkingspartner? Waarom op deze manier?
  - o Op welke manier is het jongerenwerk van Bindkracht10 verbonden met het beleid dat de gemeente Nijmegen opstelt t.a.v. jongeren?

- o Wat is de rol van Jimmy's in Nijmegen hierbij?
    - ▪ Op welke manier werken Bindkracht10 en Jimmy's samen om jongeren te helpen/bereiken?
    - ▪ Welke rol hebben Jimmy's en de gemeente bij het opstellen van de wijkanalyses en de uitwerking naar werkplannen speerpunten?

<u>Rol jongeren in plannen voor de wijk</u>
- - Op welke manier kunnen jongeren invloed oefenen op hun wijk/omgeving d.m.v. het jongerenwerk?
    - o Hebben jongeren naar jouw mening daadwerkelijk de mogelijkheid/vrijheid om invloed uit te kunnen oefenen en te laten zien welke behoeftes ze hebben? (*agency & positive freedom*) → Waarom wel of niet?
        - ▪ Denk je dat jongeren het belangrijk vinden om invloed uit te kunnen oefenen op hun omgeving/wijk? → Waarom wel of niet?
        - ▪ Denk je dat jongeren meer invloed zouden willen uitoefenen op hun wijk/omgeving en het jongerenwerk? → Waarom wel of niet?
    - o Welke rol hebben de jongerenwerkers in het proces om jongeren een stem te geven als het gaat over hun wijk/omgeving? (*social conversion factor*)
        - ▪ Bieden zij hiervoor activiteiten/gesprekken/momenten voor?
        - ▪ Zijn er andere partners in de wijk die deze rol ook (kunnen) vervullen? Welke partners zijn dat?
    - o Welke ervaringen hebben de jongerenwerkers bij het betrekken van jongeren bij de wijk en bij het jongerenwerk?
        - ▪ Reageren jongeren positief op deze betrokkenheid? Gaat dit vanzelf? Waarom wel of niet?
    - o Weet je of er een terugkoppeling is vanuit de jongerenwerkers naar de jongeren over hun betrokkenheid? Zo ja: Hoe? Zo nee: Waarom niet?
- - Welke rol hebben de dynamische wijkanalyses in het geven van een stem aan jongeren?
    - o Hoe zijn de wijkanalyses opgepakt in de verschillende wijken en welke invloed hebben jongeren in dit proces gehad?
        - ▪ Hebben ze de mogelijkheid gehad om hun stem te laten horen? (*agency*)
    - o Welke verschillen zie je tussen de wijken en de jongerenwerkers in het proces van het creëren van de wijkanalyses?
        - ▪ Op welke manier hebben de jongerenwerkers in de wijkanalyses de invloed van jongeren opgepakt? (*social conversion factor*)
    - o Worden de uitkomsten van de wijkanalyses besproken met de jongeren en welke rol hebben jongeren in het vervolg van de analyses? (naar werkplannen)

Slot
- - Zijn er onderwerpen die ik niet besproken heb en die je graag wil toelichten?
- - Heb je toevoegingen voor mijn onderzoek? Of toevoegingen voor de interviews met jongerenwerkers?
- - Hartelijk dank voor je medewerking!

Interview guide professionals at Jimmy's

- Interview voor mijn master scriptie: over jongerenwerk en jeugdbeleid van Bindkracht10 en welke invloed jongeren hebben op dit beleid
- Interview wordt opgenomen (ook in mail gevraagd): opname en uitwerking hou ik voor mijzelf, ook de namen; mag ik zeggen dat de antwoorden van Jimmy's komen?
- Interview zal ongeveer een uur duren.
- Willen jullie graag een terugkoppeling van de antwoorden? Ik geef een presentatie voor Bindkracht10 en er komt een 'bij product'.

Jimmy's algemeen
- Wat houdt Jimmy's in? -> Waar staat Jimmy' voor?
- Uit wie bestaat Jimmy's? -> Hoe zit de organisatie in elkaar?

Missie, visie & doel Jimmy's
- Wat is de missie en de visie van Jimmy's?
    - o Staat dit ergens opgeschreven?
    - o Evalueren jullie de missie en de visie?
    - o Wie is er uiteindelijk verantwoordelijk voor het slagen van Jimmy's?
    - o Wat zien jongeren als het belangrijkste doel van Jimmy's?
- Met welke samenwerkingspartners wordt er gewerkt om de missie & visie te behalen?
    - o Wat is de rol van Bindkracht10 hierin?
    - o Wat is de rol van de gemeente hierin?

Functies van Jimmy's
- Jeugdverbinden
    - o Wat houdt het Jeugdverbinden in?
    - o Met welk doel is Jimmy's hiermee begonnen? Vanuit wie kwam dit idee?
    - o Hoe reageren de jongeren op het Jeugdverbinden? Op het contact met de gemeente?
    - o Hoe zorg je er als Jimmy's voor dat de jongeren *in the lead* blijven, als het gaat om contact met de gemeente en invloed hebben op beleid?
        - ▪ Op welke manier helpen jullie de jongeren om hun mening te kunnen beargumenteren?
    - o Wat doe je als verzoeken/vragen van jongeren niet realistisch zijn?
- Jongerenstip
    - o Wat willen jullie bereiken met het Jongerenstip?
    - o Hoe zorg je ervoor dat de ideeën, vragen en/of opmerkingen van jongeren ook daadwerkelijk meegenomen worden en dat er naar geluisterd wordt?
- Talentontwikkeling
    - o Wat houdt de talentontwikkeling in?
    - o Hoe zet je jongeren hierin voorop?
- Wat geven de jongeren aan als het gaat om de functies die Jimmy's kan vervullen voor hun?
    - o Wat vinden zij het belangrijkst?
    - o Vinden ze het lastig om voor een lange tijd verbonden te blijven?
    - o Hebben de jongeren invloed op welke functies Jimmy's voor ze kan vervullen?

Samenwerking Jimmy's met jongerenwerk Bindkracht10
- Wat houdt de samenwerking met het jongerenwerk in?
    - o Is er een directe link tussen het werk van Jimmy' en de jongerenwerkers?
    - o Zouden jullie daarin een verdere samenwerking zien, om plannen en activiteiten meer te bespreken en evalueren bijvoorbeeld? (Jimmy's als stadsbreed vs. de jongerenwerkers wijkgericht)
- Zijn jullie als Jimmy's bekend met de dynamische wijk/jeugd analyses die de jongerenwerkers uitvoeren?

- o Zo ja, gebruiken jullie ook de signalen/speerpunten die uit deze analyses komen? Wat is voor jullie de toegevoegde waarde?
  - o Zo nee uitleggen wat het is: zouden de signalen/speerpunten hieruit van toegevoegde waarde zijn voor Jimmy's?
- Weten jullie of jullie bij Jimmy's dezelfde jongeren spreken als de jongerenwerkers in hun wijk?
  - o Zijn hier verschillen tussen? Hebben de jongeren andere meningen/ervaringen?

<u>Toekomst Jimmy's</u>
- Wat zouden jullie over 5 jaar bereikt willen hebben?
- Wat is over 5 jaar de rol van jongeren in het Nijmeegse jeugdbeleid?
  - o Hoe kan Jimmy's ervoor zorgen dat jongeren een grotere invloed uit kunnen oefenen op het beleid?

Hebben jullie zelf vragen en/of opmerkingen?

Hartelijk dank!

Interview guide youth workers Willemskwartier

Intro

Doel interview
- Onderzoek vanuit master Sociale Geografie naar het jongerenwerk van Bindkracht10

Opzet
- Interview gaat in op: jouw functie als jongerenwerker(achtergrondinformatie), jongerenwerk van Bindkracht10 en de stem van jongeren in de wijk/jeugd analyses en plannen van het jongerenwerk
- Vragen of het goed is dat het interview wordt opgenomen (start opname); antwoorden alleen gebruikt voor mijn onderzoek + presentatie/product voor Bindkracht10
- Naam zal niet genoemd worden zodat antwoorden niet herleid kunnen worden; mogelijk wel zeggen dat deze informatie van een jongerenwerker komt: akkoord daarmee?
- Terugkoppeling mogelijk: wat zou je zelf graag willen?
- Vragen/opmerkingen vooraf?

Inhoud

Functie als jongerenwerker & jongerenwerk Bindkracht10
- Wat houdt jouw functie als jongerenwerker in Nijmegen en in het Willemskwartier in? Hoe zie jij jouw rol in Willemskwartier?
  - o Hoe lang vervul je deze functie al?
  - o Met wie heb je voornamelijk contact binnen je functie? Welke partners?
    - ▪ Is Jimmy's hier ook een onderdeel van?
- Onderscheid 3 werkvelden: ambulant op straat, georganiseerde activiteiten en individuele begeleiding
  - o Wat is jouw ervaring in de wijk met deze 3 werkvelden?

Rol jongeren in plannen voor de wijk
- Welke rol hebben jongeren in Willemskwartier bij het opstellen van de plannen voor de wijk?
  - o Hebben jongeren naar jouw mening daadwerkelijk de mogelijkheid om invloed uit te kunnen oefenen en te laten zien wat zij belangrijk vinden? (*agency & positive freedom*)
    - ▪ Denk je dat jongeren het belangrijk vinden om invloed uit te kunnen oefenen op hun omgeving/wijk? Waaruit blijkt dat?
    - ▪ Denk je dat ze meer invloed zouden willen hebben? Wat voor meerwaarde zou dat opleveren voor ze?
  - o Wat is jouw rol als jongerenwerker in dit proces? Welke ervaring heb je?
    - ▪ Vind je dat dit proces goed verloopt? Zie je verbeteringen als je kritisch naar jezelf kijkt?
    - ▪ Hoe zorg je dat signalen van jongeren vertaald worden naar plannen voor de wijk? Inspraakmomenten? Andere middelen? Wat doe je met deze informatie? Koppel je die ook terug?
  - o Welke voorbeelden heb je hierbij in situaties met jongeren?
- Meting 2015: tevredenheid over het jongerenwerk
  - o Ken je deze meting en heb je er aan meegewerkt? (Zo nee: door naar volgend kopje)
  - o Een aantal uitkomsten gingen in op de mening van jongeren: "er mag meer gedaan worden voor de jeugd" en "ik vind dat de kinderen zelf mogen kiezen en dat we gaan stemmen wat we de week daarna gaan doen" en "ik wil zelf bepalen wat we doen"
    - ▪ Herken je dit soort uitspraken?
    - ▪ Heb je zelf jongeren gesproken over deze meting?
    - ▪ Welke signalen kwamen aan de hand daarvan naar voren?
    - ▪ Hebben jongeren het idee dat ze gehoord werden bij deze meting?
    - ▪ Heb je het idee dat jongeren behoefte hebben hier over te praten?

Dynamische wijk/jeugd analyses
- Wat zie jij als het doel van de dynamische wijk/jeugd analyse voor de wijk en de jongeren?
    o Wat zijn voor jou de belangrijkste punten in de analyse van Willemskwartier?
- Heb je problemen/moeilijkheden ondervonden tijdens het maken van de analyse (onderbouwing)?
    o Wat vond je lastig? Waar zaten de problemen/moeilijkheden?
    o Heb je hierbij om hulp gevraagd van anderen?
- Zijn er andere partijen betrokken bij de analyse?
    o Welke partijen en wat is hun rol in het maken van de analyse?
    o Geven verschillende partijen verschillende signalen/ontwikkelingen af?
    o Hoe vond je dat deze samenwerking ging? Kunnen daar dingen in verbeterd worden?
- Wat is jouw mening over de analyse? Nuttig, handig, of juist niet?
- Hoe ben je van de analyse over gegaan naar het maken van het werkplan?
    o Hoe is dit proces gegaan?
    o Vind je het lastig om van analyse naar speerpunten/activiteiten te gaan?
    o Hoe zie je jouw rol als jongerenwerker daarbij in de wijk? (als kartrekker of bijdrage leveren)
    o Format nieuw werkplan: A3 blad met alles er op: mee bekend? Goed plan?
- Hoe zie je in dit geheel de rol van je werkbegeleider?

Rol jongeren in dynamische wijkanalyses
- Welke rol hebben de jongeren volgens jou in de dynamische wijkanalyses?
    o Wat voor rol is dit? Welke invloed oefenen ze daadwerkelijk uit? Welke vrijheid hebben ze hierin?
    o Heb je het idee dat jongeren invloed uit willen oefenen in de wijkanalyse die gaat over hun wijk?
        ▪ Zo ja, op welke manier vraag je de jongeren naar hun mening? Heb je het idee dat de jongeren het gevoel hebben dat ze als een gelijkwaardige gezien worden?
        ▪ Zo nee, waar zou dit door komen? Willen ze geen invloed uitoefenen? Geen behoefte aan?
- Specifieke onderwerpen in de analyse van Willemskwartier
    o Domeinen leefbaarheid en opvoeding
    Leefbaarheid
        ▪ Wat geven jongeren aan over de leefbaarheid in de wijk?
        ▪ Willen ze invloed hebben op aspecten van leefbaarheid in de wijk?
        ▪ Zie je hierin verschillen tussen leeftijden?
    Opvoeding
        ▪ Geven jongeren aan wat ze belangrijk vinden in ondersteuning bij opvoeding? Hoe doen ze dit? Luisteren jullie hierin naar de jongeren, of veelal naar de ouders?
- Specifieke onderwerpen in het werkplan van Willemskwartier
    o Meidengroepen: is hier een 'kerngroep' actief? Waarom alleen een meidengroep en geen specifieke jongensgroep? Welke invloed hebben de jongeren zelf op het vormen van deze groepen?
    o Partners: zitten hierbij ook de jongeren?
- Welke rol hebben jongeren in het vervolg van de wijkanalyses en het werkplan?
    o Is er een evaluatie nadat het werkplan in gang is gezet? En terugkoppeling naar de jongeren?
        ▪ Hoe is dit bij jullie gegaan?
        ▪ Wat zou je hierin kunnen verbeteren; om jongeren meer *in the lead* te zetten?

Slot
- Zijn er onderwerpen die ik niet besproken heb en die je graag wil toelichten?
- Hartelijk dank voor je medewerking!

Intro

Doel interview
- Onderzoek vanuit master Sociale Geografie naar het jongerenwerk van Bindkracht10

Opzet
- Interview gaat in op: jouw functie als jongerenwerker (achtergrondinformatie), jongerenwerk van Bindkracht10 en de stem van jongeren in de wijkanalyses en plannen van het jongerenwerk
- Vragen of het goed is dat het interview wordt opgenomen (start opname); antwoorden alleen gebruikt voor mijn onderzoek + presentatie/product voor Bindkracht10
- Naam zal niet genoemd worden zodat antwoorden niet herleid kunnen worden; mogelijk wel zeggen dat deze informatie van een jongerenwerker komt: akkoord daarmee?
- Terugkoppeling mogelijk: wat zou je zelf graag willen?
- Vragen/opmerkingen vooraf?

Inhoud

Functie als jongerenwerker & jongerenwerk Bindkracht10
- Wat houdt jouw functie als jongerenwerker in Heseveld in? Hoe zie jij jouw rol in Heseveld?
    o Hoe lang vervul je deze functie al?
    o Met wie heb je voornamelijk contact binnen je functie? Welke partners?
- Onderscheid 3 werkvelden: ambulant op straat, georganiseerde activiteiten en individuele begeleiding
    o Wat is jouw ervaring in de wijk met deze 3 werkvelden?

Rol jongeren in plannen voor de wijk
- Welke rol hebben jongeren in Heseveld bij het opstellen van de plannen voor de wijk?
    o Hebben jongeren naar jouw mening daadwerkelijk de mogelijkheid om invloed uit te kunnen oefenen en te laten zien wat zij belangrijk vinden? (*agency & positive freedom*)
        ▪ Denk je dat jongeren het belangrijk vinden om invloed uit te kunnen oefenen op hun omgeving/wijk? Waaruit blijkt dat?
        ▪ Denk je dat ze meer invloed zouden willen hebben? Wat voor meerwaarde zou dat opleveren voor ze?
    o Wat is jouw rol als jongerenwerker in dit proces? Welke ervaring heb je?
        ▪ Vind je dat dit proces goed verloopt? Zie je verbeteringen als je kritisch naar jezelf kijkt?
        ▪ Hoe zorg je dat signalen van jongeren vertaald worden naar plannen voor de wijk? Inspraakmomenten? Andere middelen? Wat doe je met deze informatie? Koppel je die ook terug?
    o Welke voorbeelden heb je hierbij in situaties met jongeren?
- Meting 2015: tevredenheid over het jongerenwerk
    o Ken je deze meting en heb je er aan meegewerkt? (Zo nee: door naar volgend kopje)
    o Een aantal uitkomsten gingen in op de mening van jongeren: "er mag meer gedaan worden voor de jeugd" en "ik vind dat de kinderen zelf mogen kiezen en dat we gaan stemmen wat we de week daarna gaan doen" en "ik wil zelf bepalen wat we doen"
        ▪ Herken je dit soort uitspraken?
        ▪ Heb je zelf jongeren gesproken over deze meting?
        ▪ Welke signalen kwamen aan de hand daarvan naar voren?
        ▪ Hebben jongeren het idee dat ze gehoord werden bij deze meting?

Dynamische wijk/jeugd analyses
- Wat zie jij als het doel van de dynamische wijk/jeugd analyse voor de wijk en de jongeren?
  o Wat zijn voor jou de belangrijkste punten in de analyse van Heseveld?
- Heb je problemen/moeilijkheden ondervonden tijdens het maken van de analyse (onderbouwing)?
  o Wat vond je lastig? Waar zaten de problemen/moeilijkheden?
  o Heb je hierbij om hulp gevraagd van anderen?
- Zijn er andere partijen betrokken bij de analyse?
  o Welke partijen en wat is hun rol in het maken van de analyse?
  o Geven verschillende partijen verschillende signalen/ontwikkelingen af?
  o Hoe vond je dat deze samenwerking ging? Kunnen daar dingen in verbeterd worden?
- Wat is jouw mening over de analyse? Nuttig, handig, of juist niet?
- Hoe ben je van de analyse over gegaan naar het maken van het werkplan?
  o Hoe is dit proces gegaan?
  o Vind je het lastig om van analyse naar speerpunten/activiteiten te gaan?
  o Hoe zie je jouw rol als jongerenwerker daarbij in de wijk? (als kartrekker of bijdrage leveren)
  o Format nieuw draaiboek: A3 blad met alles er op: mee bekend? Goed plan?
- Hoe zie je in dit geheel de rol van je werkbegeleider?

Rol jongeren in dynamische wijkanalyses
- Welke rol hebben de jongeren volgens jou in de dynamische wijkanalyses?
  o Wat voor rol is dit? Welke invloed oefenen ze daadwerkelijk uit? Welke vrijheid hebben ze hierin?
    ▪ Wat kunnen ze concreet betekenen voor de wijk en het jongerenwerk?
  o Heb je het idee dat jongeren invloed uit willen oefenen in de wijkanalyse die gaat over hun wijk?
    ▪ Zo ja, op welke manier vraag je de jongeren naar hun mening? Heb je het idee dat de jongeren het gevoel hebben dat ze als een gelijkwaardige gezien worden?
    ▪ Zo nee, waar zou dit door komen? Willen ze geen invloed uitoefenen? Geen behoefte aan?
- Specifieke onderwerpen in de analyse van Heseveld
  o Jongerenwerk wil regie bij jongeren laten: interviews met jongeren en gesprekken op school
    ▪ Wat is er gevraagd bij deze gesprekken?
    ▪ Krijgen jongeren terugkoppeling hiervan? Op welke manier?
  o Visie jongeren Daniëlsplein & ontwikkelen activiteiten
    ▪ Hoe hebben jongeren invloed op deze punten?
    ▪ Zijn jongeren achteraf blij met de nieuwe ontwikkelingen? Terugkoppeling?
  o Jongerencentrum de Piramide
    ▪ Welke rol hebben jongeren in dit centrum?
    ▪ Hoe krijg je als jongerenwerker jongeren enthousiast hiervoor?
- Specifieke onderwerpen in het werkplan van Heseveld
    ▪ Aangegeven dat de behoefte van meiden in kaart wordt gebracht: hoe pak je dit aan? Welke invloed hebben de meiden/jongeren in het vormen van deze groepen? Hoe koppel je dit later terug? En waarom expliciet bij meiden?
- Welke rol hebben jongeren in het vervolg van de wijkanalyses?
  o Is er een evaluatie nadat het werkplan in gang is gezet? En terugkoppeling naar de jongeren?
    ▪ Hoe is dit bij jullie gegaan?
    ▪ Wat zou je hierin kunnen verbeteren; om jongeren meer *in the lead* te zetten?

Slot
- Zijn er onderwerpen die ik niet besproken heb en die je graag wil toelichten?
- Hartelijk dank voor je medewerking!

Appendix III: Coding schedule

Semi-structured interviews: youth workers and other professionals

Bindkracht10	Bindkracht10: Missie en visie
	Bindkracht10: Missie en visie jongerenwerk
Jongerenwerk	Jongerenwerk: doel
	Jongerenwerk: algemeen
	Jongerenwerk: partners
	Jongerenwerk: bereik
	Jongerenwerk: beleid
	Jongerenwerk: capabilities
	Jongerenwerk: vertrouwensband
	Jongeren(werk): vindplaats
	Positie jongerenwerk in Gemeente
	Wijkgericht werken
	Agogisch handelen
	Draaiboek
Jongerenwerk – doelgroepen	Doelgroep: leeftijd
	Reden verschillende doelgroepen/activiteiten
	Specifieke activiteiten: jongens
	Specifieke activiteiten: meiden
	Gemixte activiteiten
Jongerenwerkers	Jongerenwerker: functie
	Jongerenwerker: duur functie
	Rol jongerenwerker: algemeen
	Rol jongerenwerker: ondersteuner
	Rol jongerenwerker: facilitator
	Jongerenwerker: bekendheid met Jimmy's
	Jongerenwerker: mening over jongerenwerk
Professional	Professional: functie
	Professional: duur functie
Wijkanalyse en werkplan	Wijkanalyse: doel
	Wijkanalyse: achtergrond
	Wijkanalyse: uitkomsten
	Wijkanalyse: problemen/moeilijkheden
	Wijkanalyse: mening jongerenwerker
	Cyclus wijkanalyse-werkplan
	Werkplan: achtergrond
	Werkplan: speerpunten/acties algemeen
	Werkplan: speerpunten/acties jongeren
Jimmy's	Jimmy's: algemeen
	Jimmy's: doel/missie/visie
	Jimmy's: Jeugdverbinden
	Jimmy's: verantwoordelijkheid
	Jimmy's: partners
	Jimmy's: link gemeente
	Jimmy's: communicatie
	Jimmy's: visie op jongerenwerk(ers)
	Jimmy's: bekendheid met jongerenwerk(ers)
	Jimmy's: verbinding met jongerenwerk
	Jimmy's: bekendheid jongeren
Jongeren: behoefte	Jongeren: behoefte
	Jongeren: behoefte verschil leeftijd/geslacht
	Jongeren: ontwikkeling behoefte
	Jongeren: behoefte in kaart brengen/bevragen
Jongeren: beleid	Rol jongeren: in jongerenwerk
	Rol jongeren: in jeugdbeleid
	Rol jongeren: in wijkanalyse
	Rol jongeren: in werkplan

	Rol jongeren: bij Jimmy's
	Soort jongeren
Jongeren in beleid: woordkeuze	Woordkeuze: bevragen/enquêteren/interviewen jongeren
	Woordkeuze: betrekken/betrokkenheid jongeren
	Woordkeuze: (actieve) participatie jongeren
	Woordkeuze: agency/eigenheid jongeren
	Woordkeuze: invloed jongeren
	Woordkeuze: initiatief vanuit jongeren
Evaluatie/terugkoppeling	Evaluatie/terugkoppeling: plannen/activiteiten
	Evaluatie/terugkoppeling: 'good practices'
Overig	Behoefte/betrekken: buurtbewoners
	Behoefte/betrekken: ouders
	Communicatie: professionals – jongeren - bewoners

Questionnaires and follow-up conversations: youngsters

Activiteiten/inloop	Reden bezoek activiteiten/jongerencentrum
	Doelgroep activiteiten/jongerencentrum
	Verschillende activiteiten (leeftijd-geslacht)
Mening jongeren	Mening: algemeen
	Mening over: jongerencentrum
	Mening over: activiteit/inloop
	Mening over: jongerenwerker
	Mening over: Jimmy's
Ideeën wijk/plannen	Meer willen weten over plannen/activiteiten
	Ideeën: wijk algemeen
	Ideeën: wijk activiteit
	Ideeën: winkel/hangplek/park/groen
	Ideeën: gerealiseerd
Mening stagiaire/beheerder/extra jongerenwerker	Mening stagiaire
	Mening: beheerder
	Mening: extra jongerenwerker

Extensive conversation: Youngster (Bart)

JOP: persoon	JOP: biografie Bart
JOP: algemeen	JOP: eerste idee
	JOP: geschiedenis
	JOP: reden voor terugbrengen
	JOP: doel groter plein
	JOP: support jongeren
JOP: rol jongerenwerk/gemeente	JOP: rol jongerenwerker
	JOP: traject met gemeente
	JOP: mening jongerenwerker