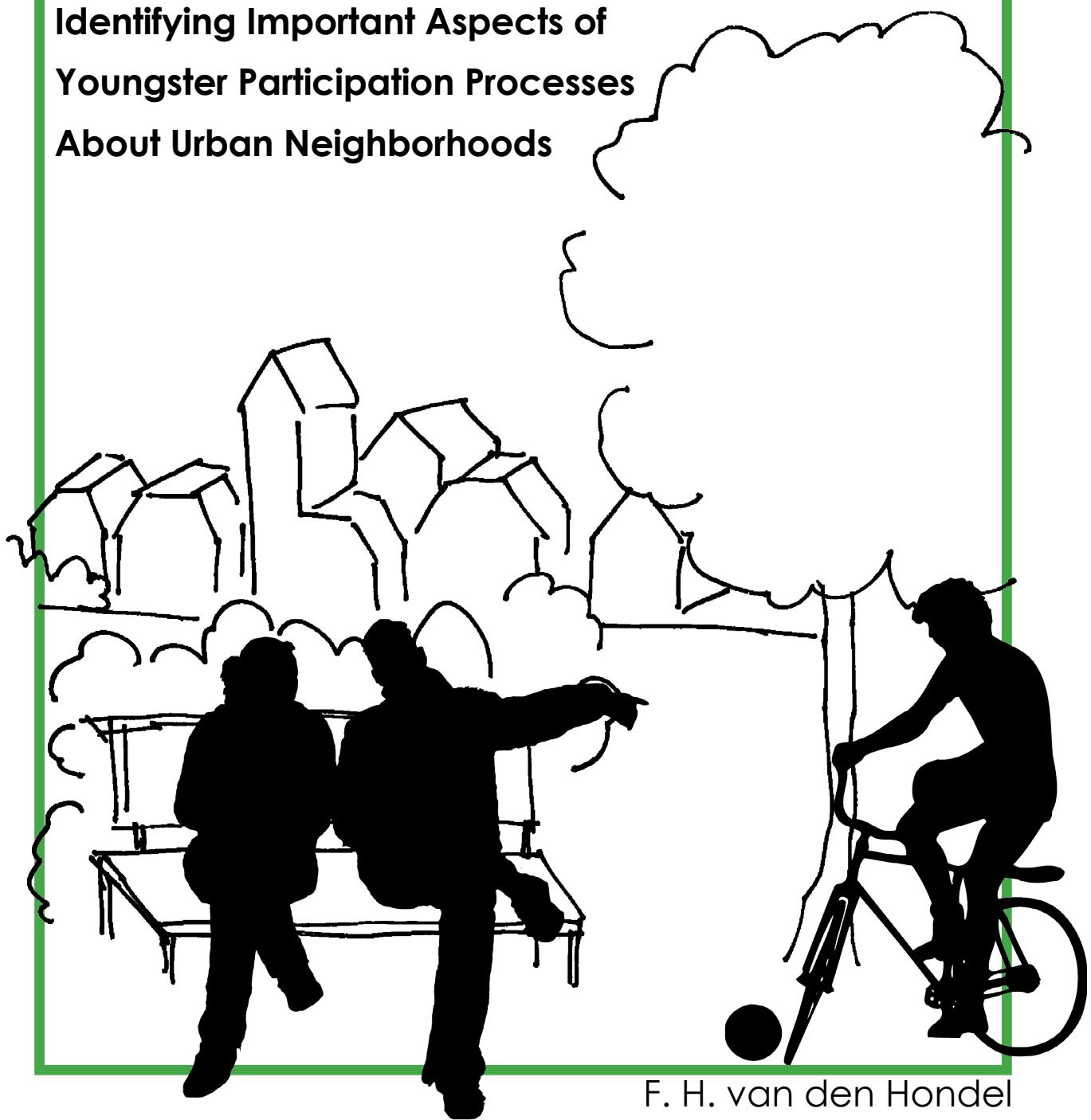


Let's Go Outside:

Identifying Important Aspects of
Youngster Participation Processes
About Urban Neighborhoods



F. H. van den Hondel

The drawings in this thesis, including the drawing on the cover are made by Loes van Schie.

The photos on page 40 and 52 are made by Femke van den Hondel, the photo collages are made by Judith Bouwman.

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Abstract

The involvement of youngsters in planning processes about their own neighborhood is gaining more interest in The Netherlands nowadays. In literature however, there is not much information about this specific target group. It is important to reduce this literature gap, as a lot of projects are starting now without the knowledge. This research gives a better understanding of the important aspects that have to be taken into account during the planning processes. The important aspects are resources, process, engagement, leisure and neighborhood. They are based on a literature review and the analysis of cases in Bergen op Zoom and Arnhem. Involved youngsters and their contact person of a municipality and LSA, the National Partnership Underprivileged Neighborhoods were contacted and interviewed. The cases show the differences between individuals, the interrelations between the interviewees and literature.

Keywords: youngster, participation, green environment, Arnhem, Bergen op Zoom, urban, neighborhood

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Preface

After several months of work my MSc thesis is finished. During the writing of the thesis I learned a lot on different fields. Firstly, I gained more experience with working methodologically. I learned it is important to argue the steps I take and thoroughly select a method depending on the desired output. It also makes the process of writing the thesis easier, because you can logically follow up the steps you take.

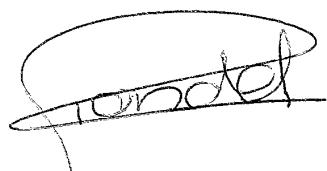
Secondly, content wise I learned about the wishes of youngsters for the public space, as in the requirements they have for the public space. Also the difficulties in starting a youngster participation process came forward during the process of writing the thesis. Youngsters think the adults will not take them seriously and the adults think the youngsters are not interested in participating. On the contrary, the youngsters get very motivated once they realize adults are enthusiastic about their idea.

Lastly, I learned that although the time youngsters spend indoors watching television and surfing the Internet is increasing, they still enjoy being outside and meeting others. However, the functions of a realized place for youngsters have to be fulfilled for the youngsters to make use of it. This is more important than the design itself. Also the place must be selected by the youngsters themselves to ensure they will actually make use of it.

To finish this preface I would like to thank several people starting with Petra Roodbol-Mekkes for supervising me during my thesis. She taught me a lot in the methodological working style as described above. I felt she was always aware of my situation and therefore was able to give the right help when necessary. She put a lot of time in supervising me and motivated me in difficult times and discussed possible solutions. Peter Veer for supervising me mostly content wise. He guided me into the subject of youngster participation, which was new for me. He also shared useful information and involved me with the project 'Welkom in de G-Zone'.

Next I want to thank all the interviewees for their cooperation. Jaap Rohof of Stichting wAarde for bringing me into contact with the youngsters from Bergen op Zoom. Jerrald Emanuel, Stef Visser, Wendy Beukhof and Koen Koenders from de Laar for their cooperation and bringing me into contact with the interviewees from Arnhem. I want to thank Leonie Heutinck from Alterra for informing me about the subject of my thesis, explaining her earlier work and providing me with useful information. Loes van Schie and Judith Bouwman for their creative contribution to the thesis to give it a better appearance. Lastly I would like to thank my family and friends for supporting me throughout the process.

I hope you enjoy reading my thesis,

A handwritten signature in black ink, enclosed in a decorative oval border. The signature reads "Femke H. van den Hondel".

Femke H. van den Hondel

Summary

Youngsters spend less time outside in comparison to years before. This is a disadvantage as being outside and especially in contact with nature has a positive influence on human beings. Through participation efforts are made to increase the time that youngsters spend outside. Youngster participation processes is an increasing phenomenon in The Netherlands, unfortunately there is not much literature about important aspects that should be taken into account during these processes. Therefore the following purpose is created for this research:

The purpose of this study is to contribute to the existing knowledge base by identifying the important aspects of youngster participation in planning processes and projects about the green environment in urban areas.

The research combines the use of theoretical literature and a qualitative analysis of case studies by open-ended interviews. The literature provides a better overview and understanding of the five important main-aspects that are mentioned in literature together with their sub-questions and provides an answer to the first research question. The five aspects are: resources, process, engagement, leisure and neighborhood. The second research question is answered after the analysis of data provided by the open-ended interviews of the two cases. The two cases that were selected are The Hangout in Bergen op Zoom and the JOP in de Laar-West, Arnhem. The open-ended interviews for two cases were done with four youngsters, one employee of the municipality and one employee of LSA, the National Partnership Underprivileged Neighborhoods. In practice the same aspects come to light as important. Two additions were done at the sub-aspects, namely motivation and inspiration

In the discussion the data from the literature and from the case studies were compared to each other and between the cases. The two processes of the case studies have developed differently but still the two projects were realized. The design of a project appears to be of more importance than suggested in literature. Projects take too much time and thereby reduce the engagement of youngsters. Two new aspects came to light, namely inspiration and motivation. Especially motivation appeared to be of importance as it is about keeping the youngsters going during the process. The conclusion explains that when one wants to start with a youngster participation process it is important to take the different aspects into account. It appeared to be of importance for a process to have clear purposes that lead to a consistent process. It is important to take the youngsters' opinion into account because they depend more on their own neighborhood than adults.

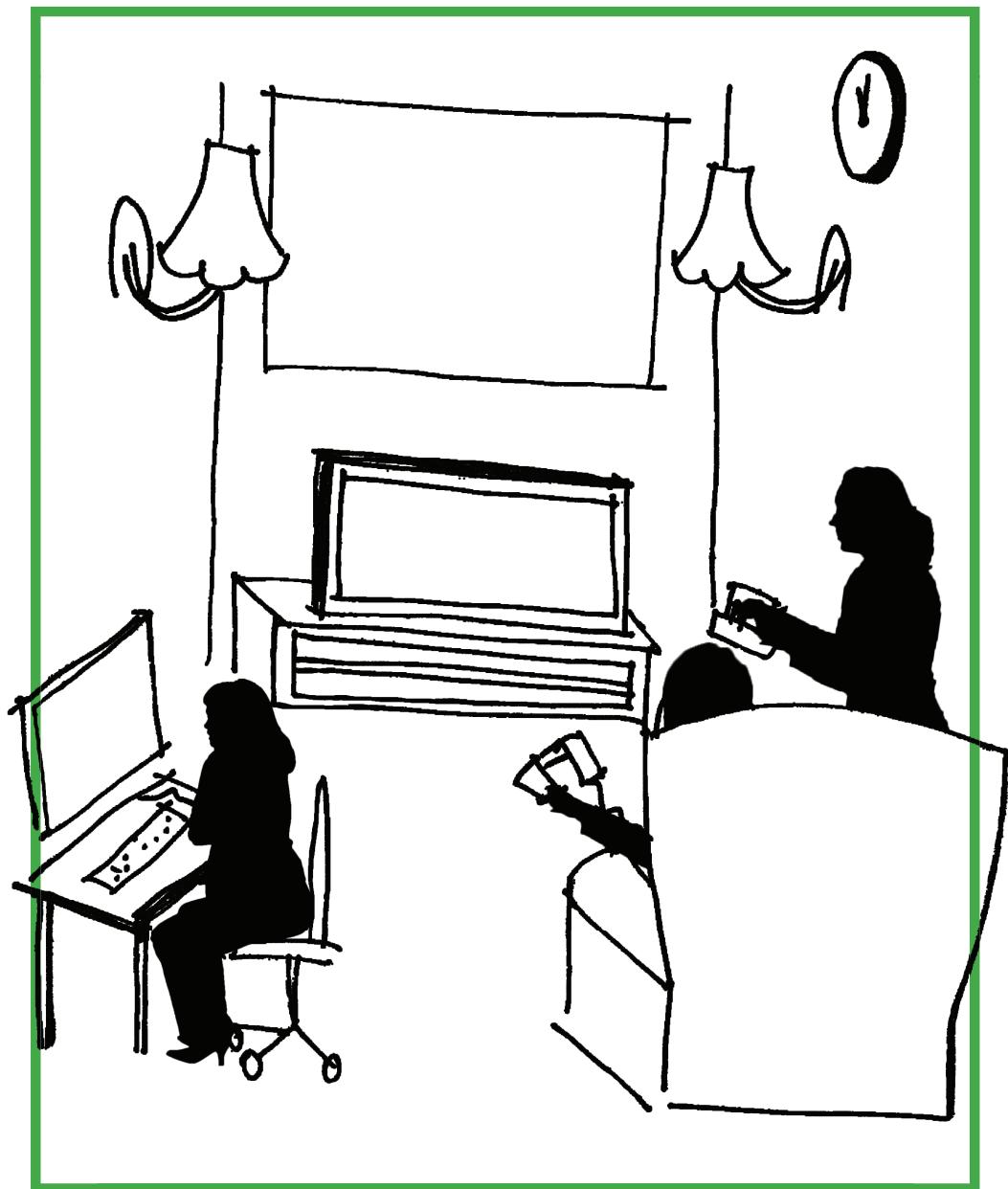
Samenvatting

Hedendaags komen jongeren minder buiten dan voorgaande jaren. Dit is jammer voor hunzelf, omdat buiten zijn een positief effect heeft op mensen. Wanneer buiten zijn wordt gecombineerd met natuur is dit effect zelfs nog sterker. Om jongeren meer naar buiten te krijgen worden participatie processen gestart om op die manier jongeren te betrekken bij de realisatie van hun eigen project. Er zijn steeds meer jongerenparticipatieprocessen in Nederland maar literatuur ontbreekt nog op het vlak van belangrijke aspecten die bij een jongerenparticipatieproces komen kijken. Vandaar dat het doel van deze studie als volgt is geformuleerd:

Het doel van deze studie is om bij te dragen aan de bestaande kennisbasis door belangrijke aspecten van jongerenparticipatie in planningsprocessen en projecten over de groene omgeven in steden te identificeren.

Om het doel van deze studie te bereiken is er theoretische literatuur bekeken en zijn er verschillende open interviews geanalyseerd. De literatuur is bekeken om belangrijke aspecten te vinden. Deze aspecten zijn de middelen, het proces, de betrokkenheid, vrije tijd en de buurt. De interviews zijn afgenumen bij twee verschillende projecten, 'The Hangout' in Bergen op Zoom en 'JOP de Laar-West' in Arnhem. Vier jongeren, een gemeentemedewerker en een medewerker van het Landelijk Samenwerkingsverband Aandachtswijken (LSA) zijn geïnterviewd om te kijken of de vijf gevonden aspecten in de praktijk ook naar voren komen als belangrijk aspecten. Alle vijf de aspecten werden benoemd als belangrijk en er zijn nog twee aspecten toegevoegd, namelijk motivatie en inspiratie omdat deze nadrukkelijk naar voren kwamen tijdens de interviews.

In het hoofdstuk discussie wordt de data van literatuur en van de casussen met elkaar vergeleken en ook een vergelijking tussen de casussen wordt gemaakt. De twee processen in de casussen hebben zich verschillend ontwikkeld over verloop van tijd maar uiteindelijk zijn ze beiden gerealiseerd. Het ontwerp van een project bleek na data analyse belangrijker te zijn dan van te voren in literatuur werd beschreven. De projecten bleken te lang te duren waardoor de toewijding van de jongeren afnam. Er zijn tijdens de analyse twee nieuwe aspecten naar voren gekomen, namelijk inspiratie en motivatie. Vooral motivatie bleek een belangrijk aspect te zijn om het gaan over het blijven stimuleren van de jongeren gaat. De conclusie gaat in op wat belangrijke aspecten zijn wanneer iemand een jongerenparticipatieproces wil beginnen. Het bleek belangrijk te zijn dat er vooraf duidelijke doelen zijn die leiden tot een consistent proces. Het is belangrijk om de mening van de jongeren in ogenschouw te nemen omdat zij meer afhankelijk van hun buurt zijn dan volwassenen.



Chapter one

Introduction

Youngsters and their neighborhood

Youngster have less contact with nature than before, not only during this period of their life, during their whole childhood (Verboom 2004; Cauchon 2005). There are several reasons causing this, a few examples are: a more structured and programmatic life, the introduction of more indoor activities than years ago and parents prevent them from playing outside, because of their concerns about crime and safety (Valentine and McKendrick 1997; Strife and Downey 2009). Also the quality and availability of the physical environment is, from a child's perspective, under pressure and fallow land is increasingly reduced in urban areas. This is mainly caused by motorized traffic, but also land prizes and scaling are important aspects (Karsten, Kuiper et al. 2001). In several countries around the world youngsters are thereby excluded from public spaces, for example by a Mosquito device which is a new way to get rid of youngsters that are loitering in public spaces. The device makes, just like mosquitos, an annoying high sound which only can be heard by dogs and children until approximately the age of twenty-five. By presence of the noise the youngsters will leave the location. According to the company that sells the Mosquito device, the youngsters do not shift their nuisance activities to another location and the usual damage costs are significantly reduced (Compound Security Systems Ltd 2011).

That children go less outside is disappointing for them, especially since there are many positive aspects on human beings (including youngsters) derived from being outdoors and especially in a green and natural environment. Examples of positive effects are stress and health problem reduction, lower health risks, providing possibilities for leisure and recreation, education, personal development and social inclusion (Swanwick, Dunnett et al. 2003; Maas, Verheij et al. 2006; Wells and Lekies 2006). Although there is a lot of literature available about the effects of nature on children and their relation with their neighborhood, the focus of the literature is on the age up to twelve and leave youngsters, with an age of twelve to twenty five, most of the time out.

Participation

Participation can have positive aspects and those will most of the time be the reason to use participation. Examples of positive aspects are: educational benefits, administrators get more insight into wishes of the public and make therefore better decisions, administrators can create more support for an (un)popular plan, within a participative process both parties can persuade and enlighten one another but most of all it can create commitment and

involvement of the participants to their living environment and an improved social relation with their fellow neighbors (Sabatier 1988; Blackburn and Bruce 1995; Dorst van 2005). Through participation in a planning process about the children's, including youngsters, own urban living environment, it is tried to increase the time that they spend outdoors in a natural environment again. Recent projects are for example 'Cool Nature' by the Province of Gelderland, The Netherlands. These projects also influence what children use nature for and try to stimulate them to be more active.

Less dominant target group participation

Next to the large amount of research that has been done on the pros of participation on regular target groups, special attention is also paid on participation with the less dominant target groups (Fenster 1996; Knowles-Yáñez 2005; Böhme and Franke 2010). Less dominant target groups in this case are the target groups that are for instance smaller in numbers or harder to contact. In the few articles it is said that it is important to pay attention to these groups during the planning process, because it can lead for example to a development on democratic, social and economic level. However from the articles it appears that it is not put into practice very often (O'Donoghue, Kirshner et al. 2002). The benefits of participation are already described but how to execute a process with regard to less dominant target groups is still unclear and leaves room for improvement. Especially when it comes to youngsters, as most of the articles about children focus up to the age of twelve again (Eijk van 2002). Now the integration of youngsters in planning processes about the green environment in urban areas is becoming more popular, it is important to make sure that we learn from previous projects and pay attention to the research gaps about the relationship between youngsters and their neighborhood and youngster participation.

Goals and Research questions

However youngster participation is gaining more and more interest from municipalities in The Netherlands, there are still some municipalities that do not take the opinion of youngsters into account. Or municipalities started with youngster participation for a single time, but structural ideas about involvement are missing. There are municipalities that do want to involve youngsters, but do not know how to do so, or do not have the resources for it (Hees 2002). This is a undesirable situation, now participation is used to involve youngsters in their neighborhood and get them outside more often so they can benefit from nature. With more knowledge on youngster participation about green and natural environments in their direct living area, participation will probably be used more often. It will have an influence on the quality of projects at for example the municipalities that do not know how to involve youngsters.

With this in mind, the purpose of this study is to contribute to the existing knowledge base by identifying the important aspects of youngster participation in planning processes and projects about the green environment in urban areas. Two thence following research questions are posed on youngster participation processes about natural areas in their own neighborhood:

1. What theory is available on the important aspects of youngster participation planning processes about green environments in urban areas?
2. What are the experiences in practice with youngster participation during planning processes about the green urban environment?

With the answers on the two central questions and the link between them a final response to the purpose of this study can be created.

Case-study selection

The collection of data about the experiences in practice will be done with two selected case studies. They are located in Bergen op Zoom and Arnhem, the location of these cities within the Netherlands is shown in Figure 1.



Figure 1: Location of cities of the selected case studies

In both cases youngsters were involved in the planning process about a redesign in an urban area. The redesigns are purposed meeting places for youngsters from the neighborhood, where they can meet others and hang around without being send away. In chapter three a further elaboration on these cases, the involved actors and the neighborhood is given.

Outline

Chapter two, the Method, gives an overview of how the research is done and how some choices were made. Chapter three discusses the theoretical framework for this study, starting by describing citizen participation processes followed by youngster participation and ends with the relation between youngsters and their neighborhood. Chapter four describes the research findings. It will give an introduction of the different cases and the results of the interviews that were done. In chapter five more attention will be paid to the link and comparison between theory and practice. Chapter six will give a conclusion and recommendations. It describes how the results can be used to refine and improve youngster participation processes.



Methods

This thesis attempts to identify different essential aspects during youngster participation processes. Results of this thesis are of importance, to make sure that we learn from previous projects and pay attention to the research gaps. Especially now the interest in youngster participation is increasing. The focus of the thesis was on youngsters that had an age of twelve to twenty-five during the process.

Because youngster participation is not yet often conducted and there is not much information available, a qualitative research design was chosen instead of a quantitative design, which is about numbers. Thereby, the features of qualitative research also provide the opportunity to collect relevant data that is consistent to answer the research questions. Data like the experiences of youngsters during such processes and important aspects from their points of view.

The experiences and formed meanings of individuals create an insight of important aspects and make this research rely on the views of participants. It is notable that the meanings of individuals is formed from their earlier experiences, culture etcetera and can therefore differ from person to person. Because of that the setting of the individual is taken into account as well. This is also the case for the researcher, whom is also formed by earlier experiences, which has an influence on the interpretation of data (Creswell 2009).

The qualitative research is conducted with two case studies. It was chosen to do case studies, because they provide in-depth information about a (participation) process that took place at a set time and location with several individuals. These individuals can provide more information about important aspects during a selected process. In this way the personal values of individuals is brought to the study. The data was collected by open-ended interviews and a literature study that provides more information about the context of the cases and also some aspects to start looking at practice.

Case study selection

The selection of the cases started with the creation of a list of preconditions in order to keep them related to this research. The preconditions and the argumentation for them are:

- There should be an involvement of youngsters with the age between twelve to twenty-five, because this thesis is about youngsters that fall within that age

- The planning process was about a green public space in the youngsters' own (urban) living environment, because the green elements and urban setting are subject of the problem that this thesis wants to give and answer to
- The project is already finished, so the final physical result could also be taken into account and people's (dis)satisfaction based on the result as well
- A physical change is made to improve the environment, this is the link with the natural and urban environment that have an influence on the identified problem and are the links with spatial planning
- The cases were not in the same municipality, to compare different strategies and take different opinions into account
- In the case a company, NGO or municipality has been involved, then they cannot be involved in another case as well, to compare different strategies and opinions

With all these different preconditions and just a few youngster participation processes it was hard to find suitable cases. For the selection of cases Internet searches, my personal network, connections of the supervisors and email contact with municipalities was used. Approximately thirty cases were found and looked into whether they met the requirements. Only two cases seemed to meet the requirements as a lot of projects were not finished yet, municipalities did not want to cooperate and Stichting wAarde was involved in most of the projects found on Internet on their Naturally Cool website (Naturally Cool 2011). This difficulty is also the reason to look at two cases that do fulfill all the requirements, while this thesis was proposed to take three cases into account. Another option could have been to be more flexible with the preconditions, but as most of them are linked to the problem statement and a reason for writing this thesis it was decided to reduce the number of cases. However two cases will provide the researcher less information than three cases, it can provide enough data to conduct this research, keeping the timespan in mind as well. Flyvbjerg (2006, p. 219) mentions this in his article that; *'it is a common misunderstanding about case-study research....that one cannot generalize from a single case, therefore, the single-case study cannot contribute to scientific development'*. During the first interview with a youngster from Bergen op Zoom it became clear that the case was different than expected. The youngsters started a participation process themselves and took over the role of the planner as they were organizing evenings where inhabitants of the neighborhood were invited to give their opinion. This however was not taken into account as a precondition on beforehand, but does have an influence on the results. The information on Internet was on youngsters that improved a neighborhood, not that the youngsters were living in other neighborhoods themselves. In the discussion the effects on the results are discussed. The two cases that are selected are participation processes that took place in Bergen op Zoom and Arnhem. They were selected by Internet search and a connection of one supervisor.

Data collection

For this thesis a literature study and semi-structured interviews with open-ended questions are used to derive data. Semi structured interviews are flexible and allow the researcher to bring up new questions during the interview. Open-ended says something about the answers the researcher is asking for, in this case for example an explanation of an experience.

With those two types of data collection it is tried to attempt to understand the aspects that influence the participation processes. The literature study can provide an answer on the first research question on what theory is available at the moment about the subject. The literature is used to create a framework evaluate the cases. The semi-structured interview is used to provide data on the meanings of individuals about the participation processes and what they experienced as important aspects during the process. With the provided data an answer can be given on the second research question. The data collection and data analysis are explained below.

Literature study

The literature study was used to provide an answer on the first research-question. Grey, scientific and public literature was used and important differences are; if the literature is about their findings, if the data is checked and who wrote the literature. Data for the literature study was drawn from several articles, reports, a newspaper, government documents, websites, thesis and books. The search for literature was divided in three subjects. These subjects were created to define the search and get a better understanding of youngster participation processes about the green living environment. The categories were citizen participation, youngster participation and the relation between youngsters and their neighborhood. The citizen participation topic should be featured, because participation is now chosen as the technique to involve youngsters in a process with the expectation that they will spend more time outside and will be more connected to their neighborhood. The question is if that will be the result. To gain more knowledge about the participation process in general attention was among others paid to the ladder of participation, information supply, the role of the initiator and external influences on the process like money. As described in the introduction there is not much information available about experiences with youngster participation and even less about the focus on natural areas in their own urban living environment. But theory makes a plea to involve youngsters in the processes (O'Donoghue, Kirshner et al. 2002). This is the reason to find information about youngster participation on planning processes as well as making the research broader and focus on participation.

The importance of nature in urban areas plays a role in the research objective and would be a good starting point, as it is the reason to involve youngsters in a participation process. Important topics are leisure activities that youngsters use public spaces for, the perception of nature and their relation with their urban neighborhood. This information can give a better understanding why we want

youngsters to be outside and what the environment should contain to attract youngsters.

There was a lot of literature about participation in general and youngster participation, but a smaller selection when it comes to participation about the environment. Web of Science, Scopus and Google Scholar are the used search engines together with the library of Wageningen University. Several search terms were used, examples are: citizen participation (also in combination with money, time, trust etcetera), youngster participation (also youngster involvement, or in combination with democracy etcetera) and youngster neighborhood or youngster nature (also combined with words like stress reduction, loitering, green etcetera). Besides a few examples from health sciences, only literature focused on the environment was used. It was decided to use the few examples from health science, because in that case it was not specific about the field of health but about an evaluation of a process, which was difficult to find from the environmental field. The preference was at the environment field, because green elements, the exterior and the neighborhood are part of the environment.

Semi-structured interviews

To get a better understanding of the meanings and opinions of the individuals about the participation processes that they joined, interviews were done with the individuals of the selected cases. It was chosen to use semi-structured interviews instead of a structured interview to give the individuals the opportunity to tell their story and to increase the chance that they would mention new important aspects that were not mentioned in literature. With semi-structured interviews you create questions that are open ended and ask about a certain topic. The wanted result is that individuals start talking about the topic and while doing so they start remembering more things and bring that to light as well. This way you do not force them to talk about certain topics that are positive and/or negative and can have an influence on the answers they are giving. For this research the interview starts with a small introduction to make the individual feel less nervous. Than a few questions to start up, which were especially important for the interviews with youngsters that sometimes said: '*I am not an adult or smart, how can I help you with this research*'. The questions were simple and about the individuals so they could always answer them. These questions could also help the researcher to place the individuals in the case.

The main questions were focused on the main aspects created with the theoretical framework and shown in **Table 4**. In the interview guide, the list of questions, there were also sub questions. These were based on the sub aspects of **Table 4** and were about aspects the researcher was expecting the individuals to start talking about. When an individual did answer the main questions without mentioning the sub-aspect the researcher probes with the sub questions. When the interviewee already mentioned the sub-aspect the sub-question was not asked. Appendix one, two, three and four, that are based on the interview guide, shows the introduction, main-questions, sub-questions and

the ending of the conversations. The main and sub-questions were put in a table and now show the main and sub aspects the questions are linked to.

The interviews varied in length between sixty-eight and eighty-one minutes and were conducted with six individuals. All interviews were recorded and transcribed verbatim. During the interviews the researcher also made notes of non-verbal behavior or when the speed of talking increases and the tone was changing for instance. This was later used during the data analysis.

Respondents were youngsters that participated in a planning process to improve the public spaces in an urban area. All youngsters involved were invited to tell about their experience, not all of them wanted to cooperate. Some started working and were not interested in the project anymore and others said they already spent too much time on the project they did not want to spend more time on it. These youngsters mentioned that due to their success they were contacted by Stichting wAarde to continue with other projects, but it was enough for them and they did not want to spend time on it. Also in both cases the person who was the youngsters' supervisor during the process was interviewed.

The first study was in Bergen op Zoom and the second study in Arnhem. The first study consisted of three interviews with youngsters and one supervisor from the municipality that supervised them during the whole process and helped them to get things done. In total seven youngsters were invited for an interview and one supervisor. These were all youngsters involved in the case. The interview guide consisted of several questions about the power relations, education, motivation and experience of the process. In this way it stimulated the interviewees to consider in what way the final design is created and to come up with recommendations for improvement. Based on the results of the first study, the interview guide was only slightly adjusted because it did not bring up a new main aspect. The things that were adjusted were the few questions in the beginning of the interview. These questions could not be the same because that differed per case. By probing however it was tried to raise the new sub-aspects. Using almost the same interview guide, the second study in Arnhem consisted of one interview with a youngster and one with a supervisor. In total all involved youngsters (three) were asked for an interview and one supervisor.

Data analysis

All the verbatim-transcribed interviews were coded to get a better grip on the answers the interviewees gave and to make it more workable to draw conclusions. **Table 4**, the table with all the aspects and their meaning, was used to provide labels for the coding process. First all the data was read to obtain a general sense and the overall meaning. Statements of the interviewees were interpreted, both verbal as non-verbal, and coded on main- and sub-aspects. Special attention was paid to what the participants were really saying, their tone during the interview and the impression of the depth of their answers. It is notable that there was information that did not fit the set labels and therefore two new sub-aspects were created. The tables with the coded data per interviewee can be found in appendix five to ten. In this way, during the

discussion it can be checked whether the interviewees mentioned the same sub-aspects as literature.

When all the interviews, per case, were coded it was tried to make an interpretation of the larger meaning of data. This was done looking whether there were similarities or contradictions between the statements of the interviewees and if individuals paid notably more or less attention to (sub)aspects. In this part of the analysis subjectivity of the researcher plays a role, also because non-verbal interpretation is of importance. The researcher is in her way influenced by her own cultural experiences and things that happened in the past and will probably interpret things differently than other researchers. It is not a negative thing to involve her opinion because in this way more information can be added to the research and it does fit the way this research is conducted. On the basis of the analysis an answer to the second research question is provided.

Adjustment of research question

When this research started the research objective was: '*The purpose of this study is to contribute to the existing knowledge base by identifying the pitfalls and possibilities that may occur during youngster participation in planning processes and projects about the green environment in urban areas*'. During the research it became clear that the label of pitfall/possibility did not give the feeling that it was valuable and usable as a result. During the first phase, the literature study, it became clear that it was difficult to appoint pitfalls and possibilities based on theory. Important aspects about the three selected subjects became clear, but if it contributed positively or negatively was not mentioned. Still the objective needed to be reached and it was decided to find more scientific information about what the conditions of a pitfall or possibility should be. During the search for these conditions also other related terms as success and failure were used to find relevant information. Unfortunately usable information was not found and it was decided to change the first research question from '*what theory is available on the pitfalls and possibilities of youngster participation planning processes about green environments in urban areas?*' to '*what theory is available on the important aspects of youngster participation planning processes about green environments in urban areas?*'. The second research question, where more attention is paid to practice, was at this moment unchanged. On beforehand there was still a possibility that during the open-ended interviews the interviewees would express their feelings about aspects positively or negatively. During the data analysis plusses and minuses were put in the tables with all the quotes you can find in the appendix. It was found out that however some of the interviewees sometimes gave an explanation, they were not always coherent and there was not information about all the aspects. The most important difficulty in this case was that some aspects had two sides, both positive and negative. Because of a lack of information about the pitfalls and possibilities and the difficulty to link it to the different aspects the decision was made to remove all the plusses and minuses and keep the second research question as it was in first place and not to add pitfalls and possibilities. The second research question stayed: '*What are the*

experiences in practice with youngster participation during planning processes about the green urban environment?

Now the first research question was changed and the second could not provide the needed information the third research question is not able to provide it as well. This means that the first, second and third research question together are not able anymore to give a proper response to the purpose. Therefore it is decided to change the purpose as well. The research objective is changed into: *'the purpose of this study is to contribute to the existing knowledge base by identifying the important aspects of youngster participation in planning processes and projects about the green environment in urban areas.'*

Discussion of used methods

The chosen methods of data collection for this research were a literature study and open-ended interviews. Problems that were faced because of the chosen methods were dominantly occurring with the interviews. It took a long time to find proper cases, because municipalities did not proudly advertise with their projects on their Internet sites. When phone calls were made the employees both from the communication department and spatial planning department find it hard to name projects that were done in their municipality or province. Both departments referred me to others. Thereby there were also municipalities that did not want to cooperate because they were having some problems with those youngsters at that moment. When I discussed it with one of my supervisors he also conformed that it is hard to find cases.

Besides the difficulty of selecting a case and finding individuals that are willing to cooperate, it was also hard to arrange appointments with youngsters. It took days or sometimes even weeks to answer the phone calls or emails and it was hard for them to plan one or two weeks ahead. Also the summer vacation arrived which made it even more difficult to contact people. The youth workers contacted the interviewee in Arnhem during his visits at the youth center and made the researcher dependent of others in the arrangement of a meeting. With the supervisors that planned during working hours this was not the case.

Although the difficulties to find proper cases and the arrangement of interviews all interviewees were open and willing to answer very detailed. This provided valuable data that could be used for the analysis.

The literature study has few difficulties. The difficulties can be found in the lack of a lot of information about youngsters both for the relation with their neighborhood as about participation processes. It seems that it is less popular or new to do research about youngsters specific in the environmental and communicational fields. Often articles focus also on negative characteristics of youngsters like violence, loitering, smoking marihuana etcetera. The United Nations has started with paying more specific attention and during the Internet search United Nations related articles occurred about problems of youngsters in third world (mega) cities and opportunities to get them on the right track. This information was not used when it was specific for a situation that did not correspond to the situation in the Netherlands. With the usage of a variety of articles from different countries and sometimes linked to children and not youngster specific, valuable information could be found.



Chapter three

Theoretical Framework

A theoretical framework is created in this chapter. As described in the introduction there is a lack of information on the specific topic of youngster participation in planning processes and projects about the green environment in urban areas. Youngster participation is the involvement of youngsters in a process that is normally dominated by adults (Boer de, Heutinck et al. 2010). The ages of the participants are between twelve and twenty-five years. This makes youngster participation a section of youth participation, which also implies children up to the age of twelve.

To create the framework the scope is broadened and three different subjects will theoretically be examined; namely citizen participation, youngster participation and the relation between youngsters and their neighborhood. These subjects were selected because together they will provide information about the specific topic. The subjects will be examined in order as described above to start broad and to further narrow down the scope. At the end of this chapter the relevant information of the three subjects is used to create one theoretical framework about the topic of the thesis.

Citizen participation

Because there is not much information about youngster participation the scope is broadened and citizen participation is examined first. This paragraph will have a closer look on aspects that are of importance for a participation process.

Definitions of participation

A lot of authors created their definition of participation, which all focus on a different aspect. According to Oxford dictionary (2011), participation means '*the action of taking part in something*'. Arnstein (1969, p. 216) however, is focusing more on the redistribution of power in her definition:

'Citizen participation is a categorical term for citizen power. It is the redistribution of power that enables the have-not citizens, presently excluded from the political and economic processes, to be deliberately included in the future'.

And Hart's (1992, p. 5) definition of participation focuses for example more on the reason why participants should be involved;

'The term 'participation' is used ... to refer generally to 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'.

To avoid misunderstandings the term participation that is used in this thesis is, based on the definitions above and others, to refer to processes wherefore it is decided to involve citizens, which have to deal with the consequences of the process, within the process from which they are normally excluded.

Purpose of using participation

Since the 1980s the Dutch government is more interested in the opinion of its citizens and their wishes, this resulted in a more demand-controlled government (Boer de, Heutinck et al. 2010). In the 1990s the policy renewal started by a low turnout at elections and led to interactive policymaking (Korsten 1997; Boer de, Heutinck et al. 2010). A citizen that is taking part in the process gets more responsibility. This corresponds with the ideas of politicians to create a more decentralized government where the citizens take a responsibility for their living environment as well (Edelenbos 2006). Although there are still politicians that agree with the idea, they are kind of reticent to give some tasks or responsibilities out of hands. This has to do with the responsibility that they have towards the council (Edelenbos 2006).

Citizen participation is also known as interactive policymaking. Since recent years the government is now considering whether or not they are involving citizens. For this choice different aspects are of importance, like the purpose of the process, the purpose of involvement and the benefits (Boer de, Heutinck et al. 2010).

In literature different purposes for using participation are mentioned. Reducing the gap between citizens and the government is often addressed. However the gap and for whom it has consequences is not always further specified. In cases there is an explanation it is often about political and democratic legitimacy (Korsten 1997; Edelenbos 2000). Another purpose is the new insights that can come up when citizens are involved. They could bring new insights, because they are looking at the situation from other perspectives than 'experts'. This can lead to creativity and innovative insights (Boer de, Heutinck et al. 2010). A further mentioned purpose is creating support for plans or changes. When citizens support the plan, they are willing to cooperate which results in a more efficient realization (Boer de, Heutinck et al. 2010). The efficiency due to the support also stems from the effect that modern citizens will collect more knowledge on Internet, are more interested in the process, resist less and take less counter actions against the plans (Bock 2002).

Resources of a participation process

Bottom-up participation processes take more time than top-down approaches. Longer processes and supervision of the participants result in higher costs. That is the main reason why participation processes are more expensive than non-participation processes. Participation however results in benefits as well. It is difficult to take benefits of the participation process into account when we are talking about costs. For instance the educational benefits, the happiness and connectivity of the citizens to the plan (Irvin and Stansbury 2004).

It is not only in favor of reducing the costs to keep the process going, but also for the connectivity of the participants. When there are regular meetings the participants will be more connected to the process (Irvin and Stansbury 2004). Also practical support by the power holders for the participants like travel costs and attendance money is important to gain connectivity with the participants and this brings costs (May 2007).

Also the role of the planner is of influence on the process. An unbiased planner brings trust to the participants. The opinion of the citizens is then taken into account and the planner can explain how to make it happen. When the base of trust is not available participants are less willing to expose their opinion (Alexander 1992).

Educating the participant is a benefit of participation and can for instance be done by offering workshops to develop more skills or to learn by doing. Different things that can be educated are personal skills like negotiation, debating and meeting skills. These can be very helpful during the participation process and meetings and give the participant more confidence. Also more understanding can be created during the process. Both the skills and the understanding result in benefits. For the participant who has a better understanding and is more able to express his feelings, but also for the agencies and the society because it is assumed that citizens with a better understanding can make better decisions with better outcomes. Also the power holders can gain more respect for the difficult decisions they have to make (Blackburn and Bruce 1995; Irvin and Stansbury 2004; May 2006; May 2007). Education can also work the other way around, when the agencies learn something from the citizens. This can be on different aspects, like an open-minded way of thinking, experiences from the field, social construction and so on.

Consistency in a participation process

Citizens can be involved in different phases of the process. A process is structured in phases (Boer de, Heutinck et al. 2010). In which phase the citizens will be involved depends on the benefits that are to be achieved and the purpose of participation. When the benefits and purpose are not consistent with the phase(s) it can lead to irritation (Arnstein 1969; Boer de, Heutinck et al. 2010).

Not only the moment within the process is of importance, there are also different methods to involve citizens. Examples are mind mapping, workshops, questionnaires, interviews, debates etcetera (Boer de, Heutinck et al. 2010). There is not a ready to use guide which method should be used, it depends again on the purpose, selected benefits and the target group. The method should be chosen carefully, as it has an influence on the information you will get and on the feeling of the participants about the process. With questionnaires for instance you do not get motivations and argumentations about the answers.

Redistribution of power

To better be able to indicate to what extent one can talk about participation, Arnstein (1969) has developed a participation ladder. The ladder both visualizes and indicates the amount of power that is distributed to the citizens and implies in which level of the citizen participation ladder a process can be scaled.

The ladder contains eight different levels starting from manipulation as the lowest level to citizen control at the top. The citizen participation ladder is visualized in [Figure 2](#) and the three groups of levels will shortly be explained afterwards.

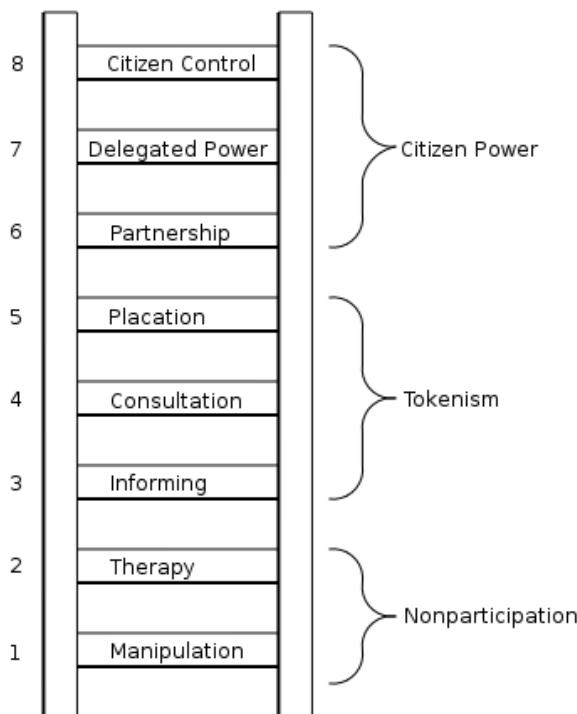


Figure 2: Arnstein's (1969) citizen participation ladder (Laat de 2010)

According to Arnstein (1969) the lowest group of levels of the ladder is nonparticipation. The objective of these levels is to enable power holders to educate or cure the participants and get support for their own ideas.

The middle group of levels is called tokenism. The participants have the opportunity to listen and to give their opinion about certain situations; nevertheless they have a lack of power to ensure that their voice is heard.

The upper group of levels is citizen power; the participants get an increasing role in decision-making, reaching from a partly distribution of power to absolute control. In the delegated power and citizen control levels the citizens obtain the majority of votes during the decision making process.

The examples Arnstein (1969) wrote in her article are from a point of view that the citizens are always the ones without power, the powerless, and that they are invited to the process. From my point of view the distinction between the power holders and powerless could be less extreme. Citizens in the Netherlands are able to have a form of power. They can for example begin proceedings or request (scientific) experts for advice and information (Coenen, Peppel van de et al. 2001). Also voting can have an influence on the government and change the situation. It can be discussed whether or not the division between the two parties is always like this. The citizens can for instance have a lot of money and knowledge themselves and initiate a new process.

Arnstein's (1969) citizen ladder of participation is based on an agencies point of view. It implies that getting your process to a higher level is important. The participants' point of view is not taken into account nor is the level of quality of the process. The ladder can however be used to guide the agencies to choose a technique that suits the purpose of the planning process. It is important that the agencies keep consistency in mind, so the theory can be used to select a level that suits the process. It is not always wishful to try to get to a higher level because it does not fit every situation. (Arnstein 1969; May 2006)

Engagement of participants

The emphasis of May's (2007) theory is not on numbers of participants and levels of participation, but more on the citizens that are involved and their experience. Citizens are connected to processes that influence their personal lives and the world they live in (May 2007) which are influenced by for instance time and scale of the project (Jansen-Jansen, Klijn et al. 2009).

Despite the desire for engagement by the citizens, there is only a small part that actually wants to be actively involved in the participation process. May (2007) visualizes the number of participants and their motivation in the triangle of engagement shown in **Figure 3**. A large group of citizens is willing to participate with planning processes, however only with a low level of engagement. Only a small group of participants is willing to participate with a high level of engagement.

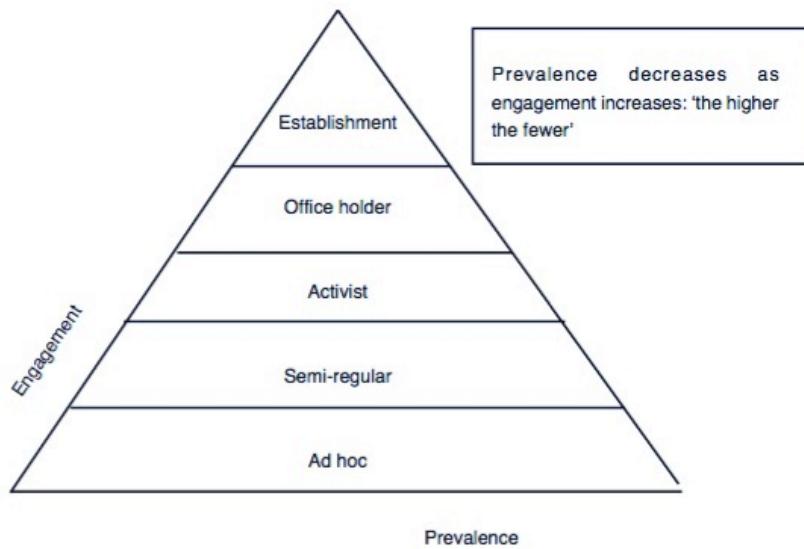


Figure 3: The triangle of engagement (May 2007, p. 70)

The triangle is build up from two axes. The vertical is the degree of engagement. The horizontal axe is the number of citizens that are willing to cooperate during the participation process. The closer to the top of the triangle, the more effort (time, energy, etcetera) the participant is willing to put in the process. Notice that the different layers of the triangle are equal and therefor not more important or respected than another.

'Agencies are used to a bureaucratic culture, which is characterized by formal procedures, committees, meetings, extensive internal dialogue consensus building, and so on. These processes are above all else time-consuming' (May 2006, p. 315).

The time-consuming aspect, also for participants in a bureaucratic culture, has an influence on the number of participants that will reach the top of the triangle, as they must be willing to put a lot of effort in it.

Due to the differences between the citizen ladder of participation and the triangle of engagement it seems that a planner has to choose one theory to work with. This is also strengthened by May (2006) where he brings the triangle as a new theory that can be a substitute for the ladder. However, both theories focus on different aspects of citizen participation. The ladder focuses on the power that is redistributed to the citizens. The triangle focuses more on the selection of participants and the things to keep in mind for a good quality process. As these theories both focus on different aspects, it seems that the ideas of both can be used at the same time and that they can strengthen each other. For this reason both theories are used to create important aspects. It must be kept in mind that the two theories are not completely independent of each other, because the lowest level of the ladder can hardly be used in collaboration with the highest level of engagement. Thereby, May (2006; 2007)

also indicates that in participation there should also be a certain budget for the participants and the possibility for them to vote. These aspects do not occur at lower levels of the ladder of Arnstein (1969).

Table of aspects

The discussed aspects in this paragraph bring some interesting things to light that are relevant to take into account when evaluating a participation process. The interesting aspects can be viewed in **Table 1**.

Table 1: Participation aspects

Short description of Interesting aspects
Participation takes more time than a 'regular' process
Longer duration leads to higher costs
Beneficiaries need investments
Practical support for participants do cost money
An unbiased planner creates trust
A participation process can lead to new insights
Reducing the gap between government and citizens is an often used purpose
Participation can be used to create support for plans
Follow the trend of a participatory approach can be a reason for a participation process
Participation can be used to activate citizens
The purpose influence the decision in which phase participants are involved
Power for participants determines the phase of involvement
The selected method depends on purpose and phase
The selected method depends on the target group
A method can be used to collect certain information
Power of participants determines the used method
Consistency in purpose, phase and used method is important for the process
The time it takes to fulfill the process
Frequency of meetings has an influence on the engagement of participants
The engagement depends on the expected duration until implementation
Participants' connectivity to the area influences his/her engagement to the process

Youngster participation

This second paragraph will narrow the scope and examine literature about participation processes with a specific group of citizens, youngsters.

Purpose of youngster participation

In 1990 the United Nations created a convention on the rights of a child, where the right on child participation is explicitly mentioned. Since the convention many governments incorporated it into their own programs (O'Donoghue, Kirshner et al. 2002; Mauras 2011; Rehfeld 2011). This also happened in The

Netherlands in 2008 with the Ministry of Youth and Family (Boer de, Heutinck et al. 2010). This convention is also supported by other organizations, for example UNICEF. Stephan Lewis, deputy executive director of UNICEF said in 1999 '*You can't ignore children any longer and get away with it*' (Middleton 2006, p. 1). Although this convention is about the rights of children, it also has an influence on the rights of youngsters, who are the oldest group of children.

Participation allows youngsters to express their views on matters in spatial planning. For the youngest group of youngsters this is not possible by way of voting, because they are still not authorized to vote. By means of participation they also express their opinions and they will be listened to (Lieshout van and Aarts 2008; Boer de, Heutinck et al. 2010).

Besides the political pressure with conventions and programs there is a growing interest in involving less dominant target groups in planning participation processes. The aim of involvement differs per situation although it often has to do with a form of education on both sides. The growing interest in less dominant groups is because some groups are growing in numbers (O'Donoghue, Kirshner et al. 2002). Immigrants and elderly for instance are groups within The Netherlands that are expected to grow (Centraal Bureau voor de Statistiek 2010; Centraal Bureau voor de Statistiek 2010).

Valentine (1996; 1997) indicates that a young person is not a miniature version of an adult. They are different, have another life and use the environment differently. Because of the difference in use, it is difficult to imagine what others would like or how they think. Adults, who assume to know how young people look at certain things, designed a part of the public space. This has led to many traditional playgrounds that do not meet the needs of young people (Matthews 1995; Valentine 1996; Matthews and Limb 1999; Karsten 2003). Bleeker and Mulderij (1978) also describe that a living environment should give the possibility to do what a child wants to do. And not subscribe how a child should behave or should act. This information can be collected during a participation process and is within this perspective useful for a (re)design.

Advantages of youngster participation

The advantages and disadvantages of youngster participation processes are already discussed in literature. A common distinction is made in who experiences the (dis)advantage; the youngster participants, society and the agencies (O'Donoghue, Kirshner et al. 2002; Boer de, Heutinck et al. 2010). The ones that often occur in literature are in short described below.

Advantage for youngsters

An important aspect of youngster participation is education. During the participation process they get the opportunity to learn certain skills, such as discussing, negotiating etcetera. Also a bigger social network that can be created during the process leads to a smaller chance of social exclusion. Another effect might be that youngsters are able to give their opinion and ideas

and create more interest in social and political activities. These skills are not automatically taught in school and contribute to future opportunities of the youngster. The big step to adulthood can be reduced when they have been involved in adult business. The participation process also activates the youngster to think about the situation in a broader perspective. New initiatives come up and personal responsibilities are recognized. (Hart 1992; Steketee, Mak et al. 2005; Frank 2006)

A participation process, which asks a lot of effort from the youngsters, can also be used to make a better impression. They are willing to give up free time and put a lot of effort in it, which shows other citizens that youngsters do care about their living environment (Lieshout van and Aarts 2008).

Advantage for society

As described above, it is difficult for youngsters to express their opinion about political matters since some are not competent to vote. Youngsters have more influence on a micro level, by using the environment and their connectivity with it. Just by loitering at a certain spot they already have an influence on the behavior of others who for example rather do not want to pass. When youngsters become aware of their nuisance during the participation process and the responsibility is arising, it might have positive effects on other inhabitants by a reduction in nuisance (Steketee, Mak et al. 2005; Lieshout van and Aarts 2008). This positive effect can already be achieved by mutual respect that arises during the process (Boer de, Heutinck et al. 2010).

Another advantage for society is that there will be a critical view on the environment. With participation processes the quality of the environment will probably be improved. When the youngsters are part of the process and put effort in it, the rest of the citizens profit from their work (Boer de, Heutinck et al. 2010).

Advantage for agencies

Besides the possibilities for youngsters to learn several skills during a planning process, there are also possibilities for education of agencies. They cannot only learn of the information about the environment but also how youngsters think and act. They can find out what is important for youngsters and what they are missing in the environment. This is valuable information to create a sustainable and usable plan (O'Donoghue, Kirshner et al. 2002; Boer de, Heutinck et al. 2010).

For youngsters the work of agencies and in particular authorities is often unclear. Through youngster participation, as in participation with adults, the gap between citizens and government can be reduced (Boer de, Heutinck et al. 2010). In the citizen participation paragraph it is already explained that a gap like this is often not further specified for who it is an advantage to reduce the gap and why. In this case it will probably be that youngsters get a better understanding why and how certain decisions were taken and prepare them more in becoming an adult.

Disadvantages of youngster participation

As described above participation in general takes more time and there are higher costs. But there are also specific disadvantages for youngster participation or disadvantages with a bigger impact. The ones that often occur in literature are in short described below.

May (2007) mentioned that it is harder to find engaged participants of a hard to hear group than of a regular one. With hard to hear participants he means elderly, young people and homeless people etcetera, as they are harder to reach and involve in participation through normal routes. May (2007) discusses that within any section of society there will be citizens that have a high engagement and willingness to participate. However with hard to hear participation groups it remains the question if the citizens with a lower level of engagement respond as often as the mainstream groups (May 2007).

'The special cases are not in fact qualitatively different, but they are technically challenging' (May 2007, p. 75).

Research shows that it is harder for youngsters to keep dedicated to the process than for mainstream participants, because they are easily distracted (Boer de, Heutinck et al. 2010). This will be strengthened for less engaged youngsters and requires more input and efforts to keep them engaged to the process. Important aspects that could contribute to the fluidity of the process are of added importance with this target group. This could include the effort participants put in the process, the total duration of the process, communication etcetera.

Research also shows that the quality of the product of a youngster participation process might be lower than when only working with experts. Youngsters do not have experience in the field. This does not always lead to new insights and the quality of the outcome might be lower (Boer de, Heutinck et al. 2010).

Table of aspects

The discussed aspects in this paragraph highlight some interesting and relevant things to take into account when evaluating a youngster participation process. And as one can see some of the aspects mentioned above correspond to aspects mentioned in the previous paragraph on citizen participation. **Table 2** visualizes only the new aspects of this discussed paragraph.

Table 2: Youngster participation aspects

A reason for participation is that minority groups are increasing in numbers
Youngsters need specific attention as they are not a miniature of an adult
The purpose influences the decision in which phase participants are involved
It is extra important to continuously keep the youngsters involved in the process

Relation between youngsters and their neighborhood

This paragraph describes the relation between youngsters and the public spaces in their neighborhood. Special attention will be paid to public space in urban living areas and natural elements.

It is clear that the group youngsters can be divided in smaller subgroups that have different preferences and cannot always be seen as a whole. Distinctions can for instance be made on age, gender, and ethnicity etcetera.

Youngsters and Leisure

When one talks about a redesign or improvement of the public space for youngsters, it is good to understand how they spend their leisure time. Research in the Netherlands is done by the Central Bureau of Statistics (2010) and indicates leisure time and leisure activities.

The most time consuming activity of youngsters in The Netherlands is school, 95% of youngster with the age of twelve to eighteen goes to school and for the age of eighteen to twenty-five this is 57% (Centraal Bureau voor de Statistiek 2010). Besides school and personal activities, like sleeping and washing, six hours per day was left for leisure in 2003 (Centraal Bureau voor de Statistiek 2003). Popular leisure activities are watching television, surfing on the Internet, sporting, social contact, working and social activities. The role of Internet is increasing and gaining ground despite of television. Youngsters use the Internet for communication and entertainment (Centraal Bureau voor de Statistiek 2010). It is possible that due to the options that Internet provides like social contact and online shopping, youngsters are less dependent on exterior activities.

Both communication and entertainment are important elements within leisure time, also without the use Internet. 98% of the youngsters have at least once a week contact with friends. The percentage is decreasing when youngsters become older. About 78% of the youngsters have weekly contact with relatives that do not live at their home. This percentage is increasing when youngsters become older (Centraal Bureau voor de Statistiek 2010).

Youngsters also start working to make some money and get working experience. Of the youngsters between the ages of fifteen to twenty-three, 32% is working less than twelve hours per week. Voluntary work is also popular with youngsters; in 2008 42% of the youngsters between the age of eighteen and twenty-five did voluntary work (Centraal Bureau voor de Statistiek 2010). Voluntary work also includes activities as sport clubs and associations.

Also sporting is a popular leisure activity for youngsters. Almost 90% of the youngsters, between the ages of four to eighteen, spend at least one hour a week at sports. The percentage is decreasing when youngsters become between the ages of eighteen to twenty-five, to 66%. Although the percentage is decreasing, the time that individuals spend per week is increasing from the moment they reach the age of twelve. Team and individual sports are more popular than duo sports but there is a difference between boys and girls. For

girls swimming and aerobics are popular and for boys soccer and running (Centraal Bureau voor de Statistiek 2010).

This is important information when you want the public space to provide an environment for sports, although this will be difficult for the favorite sports of girls. Also the time that is spent is of importance. When boys want to run for one hour, there should be sufficient paths for them to fill their time.

Sporting with congenial youngsters creates a social network, integration within other groups (ethnical or from other neighborhoods) and confidence. It can also help with a youngster's search to its own identity (Bolt, Hooimeijer et al. 2011). Also the government sees advantages in other fields by stimulating active leisure, like social cohesion and fewer nuisances (Gemeente Utrecht 2009).

Parents also have an increasing influence on the leisure activities of children by keeping them more and more inside. They are protecting their children because they see many dangers, especially in traffic and the presence of youngster and adult strangers. This is especially the case in high-density urban areas. The influence of parents is decreasing when children are getting older (Valentine and McKendrick 1997; Bell, Thompson et al. 2003). Not only the parents' protection is increasing, also youngsters have more fear on the streets and are more inclined to stay indoors (Thomas and Thompson 2004). This fear is among others caused by the appearance and behavior of other groups of youngster on the street and the negative influence of reports, films and stories about the woodlands and wilderness that influence their view on nature (Travlou 2006; Bolt, Hooimeijer et al. 2011). Besides fear, youngsters also like to stay inside for activities such as surfing the Internet (Rivkin and Mary 2000). However, being outside is, despite the popularity of Internet and television, still important for youngsters (Bolt, Hooimeijer et al. 2011).

Youngsters and their neighborhood

Research shows that the neighborhood has an influence on people's life, for instance on their health and perspective. The same research also shows that however there is an influence, other aspects like individual and social characteristics play a more important role. It is unclear if this also counts for youngsters that are more dependent on their neighborhood than adults (Bolt, Hooimeijer et al. 2011).

When youngsters are outside on the streets, besides their age expression, they are easily recognizable as youngsters because they are expressing their personal identity more than adults. It is also easily recognizable for youngsters themselves if they want to join a certain group or rather walk another route to avoid a group (Lieshout van and Aarts 2008).

How public spaces look is not the biggest concern of youngsters. Its functionality is more important and this might also be one of the reasons why youngsters do not come up with many ideas for a change when it is asked during a participation process (Lieshout van and Aarts 2008).

Youngsters use public spaces the most for social functions, such as the construction of identities and a meeting place with others. Another possibility offered by the environment is a place not only to meet, see and talk to others but also the possibility to be somewhere without supervision of adults. But this place cannot be too far away from public life, because that gives protection and things to see. Also the freedom to leave a place when they want to is something that appeals to youngsters (Lieshout van, Aarts et al. 2006; Lieshout van and Aarts 2008).

Although youngsters are looking for social meeting places, they also want anonymous places where they can escape from the mass of cities. Anonymity is a precondition for teenagers to experience freedom in city-life (Lieberg 1995).

Due to some limitations like a lack of money and a drivers license youngsters depend more on public spaces near their living environment than adults. Since the 1950s the car is an upcoming appearance and neighborhoods became less important for adults, they were getting mobile and able to spend time and money in other areas and meet different people. Youngsters do not have an opportunity to go to parks or nature areas outside the city and have to look closer to home. This exclusion from public spaces leads to less options to leisure (Valentine 1996; Valentine 1997; Bell, Thompson et al. 2003; Lieshout van and Aarts 2008; Bolt, Hooimeijer et al. 2011).

The movement of sport accommodations in The Netherlands from the neighborhood to the urban fringe, contribution and a waiting list for registration contribute to this exclusion. This mainly affects the lower educated and immigrants. It is possible that due to this exclusion youngsters are more designated to their direct living environment for social contact and sport activities (Bolt, Hooimeijer et al. 2011). Not only the options for leisure environments are declining, also the quality of the environment is decreasing. There is for instance an increasing absence of trees and fallow grounds. This is mainly caused by motorized traffic, but also land prizes and scaling are important aspects. Also litter and vandalism contribute to a less attractive environment (Karsten, Kuiper et al. 2001; Travlou 2006). Thereby, youngsters from a lower social class and/or an ethnic background are the least exposed to nature, because there is less nature available in less expensive neighborhoods (Walker 1995; Thomas and Thompson 2004; Buijs, Custers et al. 2007).

Groups of youngsters that often meet in public spaces do sometimes have a negative title, namely loitering youngsters. They receive the title when they are creating nuisance, leaving garbage, leave their own marks with for example graffiti and are intimidating because of their group size and verbal terms. They yell at others and are the cause of violence sometimes (Lieshout van, Aarts et al. 2006; Lieshout van and Aarts 2008).

Youngsters and nature

What people see as nature differs from person to person. According to the Oxford Dictionaries (2011) nature means;

'The phenomena of the physical world collectively, including plants, animals, the landscape, and other features and products of the earth, as opposed to humans or human creations'.

With this definition parks, houseplants and the Dutch National Park 'Hoge Veluwe' for instance are not seen as nature, because it is man made or under human control. Due to the effect of this definition it is too fierce for some individuals and they take a different meaning. For instance that houseplants and parks also can be seen as nature because it contains natural elements and have corresponding effects, like stress reduction.

For this thesis nature is the occurrence of natural elements in a specific exterior area, also when it is man made. The exterior element is taken into account because this thesis is about public spaces in the neighborhood, where youngsters can meet, develop and be outside.

How, when and where young children and youngsters use the exterior is under great influence of their parents. When these children become youngsters they increasingly want to decide how to spend their leisure time by themselves. At that time it is not 'cool' to say that you like to be outside and enjoy nature (Witt de 2005). Also practical outdoor lessons at school do not take place, due to time pressure (Buijs, Custers et al. 2007). Nevertheless it is known that children that had a more nature and environment oriented education, developed a more positive attitude and behavior towards nature and the environment, than children that had a 'normal' education program (Jansen, Smit et al. 2006).

In literature two reasons are mentioned why it is important to involve youngsters more in nature (Buijs, Custers et al. 2007). The first reason is a factor for health. There are several positive influences of contact with nature on people's health like stress reduction (Hartig, Evans et al. 2003). American research shows that nature could work beneficial on children with ADHD (Aarden van 2006). The risks and diseases resulting from a movement deficit decreases more than for adults (Berg van den 2007). Travlou (2006, p. 6) also mentions that an effect of being outside on youngsters is that it can prevent and cure nature-deficit disorder;

'deprivation that can result in a 'cultural autism', manifest with symptoms of tunneled senses and feelings of isolation and containment'.

Also the personal and social skills of youngsters that have contact with wilderness are more developed.

The second reason to involve youngsters more with nature is because they are the future generation. They will become the citizens that form the support of governmental projects. The Dutch government has a big responsibility for nature

and needs support for its projects. To increase the likelihood of support the governmental nature projects should take the wishes of future generations into account. The question remains whether people think the same now as over twenty years. Currently support and interest in nature is sought through communication (Buijs, Custers et al. 2007).

Although it is often said that youngsters do barely have interest in nature, research shows that they are concerned about the threats to nature. However, the concerns are more about greenhouse effect and the decline of the rainforest than about nature in their own living area. Nevertheless they are also concerned about building-up The Netherlands, however they do not have any ideas how they can have an influence or even stop the development (Buijs, Custers et al. 2007). Youngsters are willing to pay conservation organizations to take care of nature, but it should not influence their personal lives too much (Verboom 2004; Lieshout van and Aarts 2008). They also do not see an active role in nature conservation for themselves, but more as a task for conservation organizations, the government and industry (Verboom 2004). For this thesis it is interesting to find out if youngster participation has an influence on the feeling of involvement with the environment.

The image people, including youngsters, have of nature has an influence on the appreciation of nature and how people deal with it. Especially people's value and relationship with nature is of influence on landscape preferences. Example relationships are; 'nature in service of man' and 'man that must protect nature'. Research shows that youngsters prefer wild nature above man made nature. When a comparison is made between foreign wild nature and Dutch wild nature, the Dutch wild nature is seen as boring and is less preferred. Buijs (2007) implies that the preference for (foreign) wild nature may come from the wild nature that youngsters see on television like National Geographic Channel. When only Dutch landscapes are selected and preferences of youngsters are asked they often prefer a usable nature. This also corresponds to their preference of leisure landscapes over natural and agrarian landscapes (Vos de 2004; Buijs, Custers et al. 2007). Research shows that nature is, from a youngster point of view, an attractive environment to live in and for leisure activities where the focus is more in the activity than in enjoying nature, like mountain biking instead of bird watching (Verboom 2004; Buijs, Langers et al. 2006). The nature policy youngsters prefer is that it should be well groomed, which is different to the policy that is executed today (Buijs, Custers et al. 2007). This both correspond to their preference of usable nature.

It is thereby a logical consequence that the urban park is the most preferred natural landscape in the Netherlands for youngsters. Other natural areas that were on top of the ranking are forests and dunes. All three landscapes are preferred because youngsters can easily meet each other there, which is the most important activity in nature (Buijs, Langers et al. 2006; Buijs, Custers et al. 2007).

It is noteworthy that all the landscape scores given by youngsters are lower than their reference group composed of adults. In this assessment it seems that

education has a role as higher educated people give higher scores. Also nationality plays a role, immigrant youngsters gave lower scores than Dutch youngsters. (Buijs, Langers et al. 2006; Buijs, Custers et al. 2007)

Table of aspects

The discussed aspects in this paragraph bring some things to light that are interesting and relevant to take into account when evaluating a youngster participation process. There is some overlap with the tables in the previous paragraphs and **Table 3** only visualizes new aspect.

Table 3: Aspects of youngster participation and their relation with the neighborhood

Short description of Interesting aspects
Participation takes more time than a 'regular' process
Longer duration leads to higher costs
Beneficiaries need investments
Practical support for participants do cost money
Promote an active form of leisure
Promote social cohesion
Reduce nuisance
Create involvement in nature
Youngsters' homes are a place for social contact
Dominant leisure activities are watching television and using internet
Youngsters' neighborhood is a place for social contact
The neighborhood is much used for sports
Due to less money, transportation possibilities etcetera youngsters are excluded from activities and some areas
Important aspect of a public space is a place to meet, where they are away from home but still in sight
Youngsters find a design of public space less important than its function

Relations between three different subjects

So far the theoretical framework exists out of three different subjects and fields of theory. Important aspects that came to light are mentioned per paragraph and shown in table 1, 2 and 3. Some of these interesting aspects are related to each other and can be grouped. **Table 4** will show the grouped aspects in main and sub aspects. The grouping into main and sub aspects helps to give a better understanding what the interesting aspects are about. Table 4 will be used to study what is of importance for the progress of a youngster participation process and this will be done with two cases. The focus will be on the main aspects to maintain certain openness to what is important. Because, sub aspects are the ones mentioned in literature, but it might be possible that participants experience other aspects of importance as well. This framework will be used as a basis to look at practice.

Table 4: Main and sub aspects

Main aspect	Sub aspect	Short description of Interesting aspects
Resources	Time	Participation takes more time than a 'regular' process
	Money	Longer duration leads to higher costs Beneficiaries need investments Practical support for participants do cost money
	Role of the planner	An unbiased planner creates trust
Process	Purpose	A participation process can lead to new insights Reducing the gap between government and citizens is an often used purpose Participation can be used to create support for plans Follow the trend of a participatory approach can be a reason for a participation process Participation can be used to activate citizens A reason for participation is that minority groups are increasing in numbers Youngsters need specific attention as they are not a miniature of an adult Promote an active form of leisure Promote social cohesion
		Reduce nuisance
		Create involvement in nature
		The purpose influence the decision in which phase participants are involved
		Power for participants determines the phase of involvement
	Method	The selected method depends on purpose and phase
		The selected method depends on the target group
		A method can be used to collect certain information
		Power of participants determines the used method
	Consistency	Consistency in purpose, phase and used method is important for the process
	Timespan	The time it takes to fulfill the process
Engagement	Time	Frequency of meetings has an influence on the engagement of participants
		The engagement depends on the expected duration until implementation
	Scale	Participants' connectivity to the area influences his/her engagement to the process

	Communication	It is extra important to continuously keep the youngsters involved in the process
Leisure	Indoor activities	Youngsters' homes are a place for social contact
		Dominant leisure activities are watching television and using internet
Neighborhood	Outdoor activities	Youngsters' neighborhood is a place for social contact
		The neighborhood is much used for sports
Neighborhood	Exclusion	Due to less money, transportation possibilities etcetera youngsters are excluded from activities and some areas
	Function	Important aspect of a public space is a place to meet, where they are away from home but still in sight
	Design	Youngsters find a design of public space less important than its function

Knowing this, connections have to be made between these three fields in order to build a coherent framework.

It is important to start a participation process with a clear purpose in mind. The purpose has an influence on the decision in which phase the participants should be involved and what method should be used. Also the used method should fit the chosen phase and deliver the right information for the set purpose. When these three aspects are consistent, it will have a positive influence on how much the participants trust the planner.

When the process is consistent, the purpose, via the consistent phase and method, also has an influence on the time of the process and the expenses. Overall the process will take more time when youngsters are involved in more phases. And the process will be more expensive when it has a longer duration. The chosen method also has an influence on the costs, as not every method will cost the same. Although the costs of participation processes are generally higher, it will also bring benefits that are hard to express in monetary terms. Examples of benefits are happiness, connectivity to the neighborhood and education. Some benefits also need an extra financial input, like workshops to increase education.

Both youngsters and the agencies can learn from participation processes. Agencies can for example learn about social relations in the neighborhood and what youngsters want from their neighborhood, especially because youngsters' specific information is scarce. Youngsters can learn some skills that they can use during the rest of their life, like debating. For youngsters, who are in a sensitive and important phase of their life developing to an adult, this is also an opportunity to gain more knowledge about planning processes and preconditions and norms and values that have an influence on it. This can have an influence on the respect and the way they look at their neighborhood.

The trust relation between planners and the participants is important. As youngsters are a more sensitive group of participants' trust is even more important. The sensitivity of youngsters is during their development to become adults among others caused by their insecurity and search to which group they belong. A second reason why trust is extra important for youngsters is because of their relation with adults. Some youngsters do not feel connected to the decisions agencies are making, because of a lack of (political) knowledge and the difficulty to reduce this gap. Some (group of) youngsters also feel excluded from some public spaces because they were warned or send home by the police or that their stay will be demoralized by for instance a mosquito device. A good trust relation has a positive effect on the engagement of youngsters to the process. Together with good communication it keeps the youngsters involved, provides them the information that they need and avoids misunderstandings as far as possible. The engagement of participants also depends on the relation of the youngsters to the project. When they will suffer the consequences, their engagement will be higher. The location for the project has an influence on the engagement as well. Locations that participants feel connected to increase the engagement. This aspect is more important for youngsters as they depend more on their neighborhood than adults due to their limited transportation possibilities and lack of money.

Youngsters use their neighborhood for sporting outside and as a social meeting place. It is important for them that public spaces provide the opportunity to do this at places where they are away from home, but still in a safely sight. This is more important than how public spaces are designed. Youngsters are also a part of the public and do not want an abandoned place outside the city where they are excluded from contact with other groups of society. The time youngsters spend outside is due to television and Internet reducing. This can sometimes be a purpose to involve youngsters in participation processes and try to get them for instance more involved and think about the environment, active leisure possibilities and taking responsibilities for their neighborhoods.

Now the aspects are grouped in main and sub aspects and represent the important aspects of a youngster participation process about their own neighborhood. The linkages between different aspects are clearer and an answer to the first research question is given.



The Hangout & The JOP in De Laar-West

The Hangout and The JOP are the two selected cases for this research.

The website of Naturally Cool (2011) was found on the Internet and a phone call was made to Stichting wAarde. An employee advised to contact the seven girls that participated with this project in Bergen op Zoom. He provided email addresses and the contact was made. The first interviewee gave contact details of their contact person and supervisor from the municipality. After a phone call he was also willing to cooperate with this research. Later two other girls indicated that they were willing to help with an interview. The four other girls were hard to contact because of a school switch or were a bit tired from the Hangout project and did not want to put any more effort in it.

The JOP in De Laar-West was found by a contact of one of the supervisors. She gave the name of an employee of the municipality of Arnhem that worked on a policy document about the availability of public space for children. She gave in her turn contact details of youth workers that has close contact with youngsters in several neighborhoods in Arnhem and also supervised a group of youngsters with the realization of a JOP. The term JOP means 'Jongeren Ontmoetings Plaats' which means Youngsters' meeting place translated from Dutch. The first interview was with an employee of LSA 'Landelijk Samenwerkingsverband Aandachtswijken' which can be translated as National Partnership Underprivileged Neighborhoods. She supervised the youngsters during the process and helped to arrange the finances and contact with the municipality. The youth worker arranged the interview with one youngster by asking the youngsters to cooperate when they were at the youth center.

On the next pages more insight is given on both cases by a description of the actors, the neighborhood and the physical characteristics followed by the results of the interviews. This is done per case and will start with The Hangout.



The Hangout – Bergen op Zoom

The hangout exists of three zones. The two outer zones accommodate sport facilities and the zone in the middle is the entrance to the place and can be used to sit, relax, chat and watch. The outer zone in the east facilitates a paved basketball court, and is shown in [Figure 4](#). The middle zone facilitates meeting places with roofed and unroofed seating and is shown in [Figure 5](#). This zone is semi-paved and facilitates the entrance from the Lievenshovelaan. The outer zone in the west facilitates a soccer field with artificial grass. Together with the unroofed benches it is shown in [Figure 6](#). Not the whole plot between the four roads is used. In the east and south the roads are intense used and shielded with trees and bushes. In the north one can see there is a grass buffer between the place and the street. This brings safety for the youngsters and less nuisance for the residents. In the west a large part of the plot is not used for the redesign because a future business area is planned there. It is still a grass field where residents walk their dog.



Figure 4: Basketball court



Figure 5: Roofed meeting place



Figure 6: Artificial soccer field and unroofed benches

Bergen op Zoom is a city situated in the southwest of The Netherlands and has a population size of approximately 66.000 people. Seven girls that were in the same class in school initiated this project. Because the class preformed well the year before the tutor decided to reward this with extra projects for all students. The seven girls chose to create a design for a meeting place for youngsters. The project that the tutor provided for the girls was based on the 'Naturally Cool' project of Stichting wAarde. Naturally Cool is a national project stimulating youngsters to develop and design new ideas for meeting places. Thereafter the ideas can be presented to the municipality and they might be executed (Naturally Cool 2011).

The tutor and the students made contact with the municipality in an earlier phase. The municipality of Bergen op Zoom was enthusiastic by the plan that the girls presented and decided to continue the process. A site for the meeting place had to be picked and the municipality demanded a place that was not yet assigned to another purpose. In [Figure 7](#) is shown that the chosen site was a grass field near the Lievenshovelaan in the east of Bergen op Zoom in Gageldonk-Oost. Then the girls had to make a design that had to fulfill certain requirements of the municipality like safety for the people that are making use of the meeting place (Gemeente Bergen op Zoom 2011).



Figure 7: Location before implementation of the Hangout (Claudia, Mayra et al. 2008)

The total process took from February 2008 till October 2009 to finish. On the 2nd of October 2009 there was an official opening.

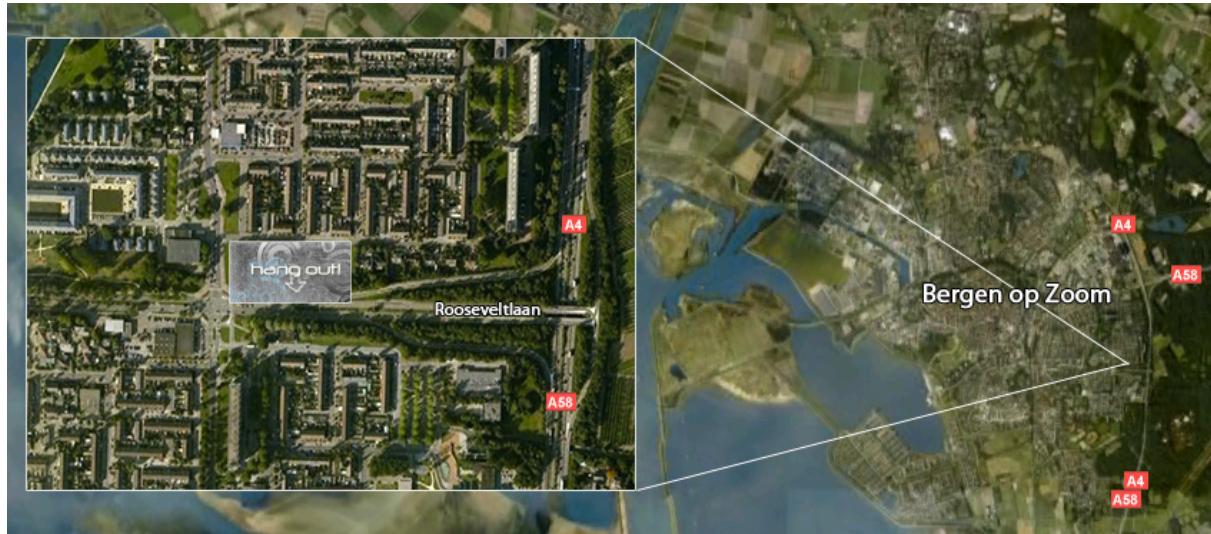


Figure 8: Location of The Hangout in Bergen op Zoom

'Gageldonk-Oost' is a neighborhood situated to the east of the railway and to the west of the Randweg Oost (E312). The location of The Hangout is shown in [Figure 8](#). Four neighborhoods are cut apart by large roads like the Rooseveltlaan (see [Figure 8](#)). The number of inhabitants in the neighborhood was 3.880 in 2010 and the population is 5.782 inhabitants per km². 12% of the inhabitants are between the ages of fifteen to twenty-five, which is similar to the national average. The percentage of non-western immigrants is however 30%, which is 19% more than the national average (Centraal Bureau voor de Statistiek 2010).

The municipality of Bergen op Zoom has neighborhood managers in all neighborhoods. These managers are contact person between the citizens and the municipality. Also, every neighborhood has its own council. The municipality provides these councils with a budget that can be used in increasing the livelihood and safety in the neighborhood and to involve citizens more to the neighborhood/village (Gemeente Bergen op Zoom 2011).

Involved actors

Below a short description is given of the three important actors during the beginning of the process.

The seven girls and their tutor

The seven girls that participated with the process to create The Hangout were about the age of thirteen when the process started. During the interviews they were about sixteen. They were all in the same class of a pre-university school.

Only one of the girls actually lived in the neighborhood where The Hangout is situated and she was also the initiator to select her neighborhood for a redesign. However she lives in that neighborhood, she did not visit that specific area often because it was not close and she did not have a reason to go there. The other girls are not connected in any way to the area. One of the interviewed girls sometimes passes The Hangout nowadays on her scooter when she is on her way to some friends. There was also no contact with the girls and the youngsters of the neighborhood.

The female tutor of the girls was looking for alternatives for the regular course, because all her students passed the previous year. Her class hours was usually used to discuss and improve the students' progress at school. She foresaw that the students would benefit more from alternative projects than from the regular class. At the opening she also said; '*what the girls learned of this project, was impossible and more than I could have learned them in class*' (Prima TV 2009).

Municipality of Bergen op Zoom

With regard to public participation the municipality of Bergen op Zoom state to be open to their citizens. Their vision with their participatory approach is to involve citizens in a varying and creative manner in policy preparations and execution (Gemeente Bergen op Zoom 2009). The goal is to fulfill the requirements set by a law that has been made effective by the Dutch government. The municipality made a future vision document (Gemeente Bergen op Zoom 2008) in which they state that in order to keep this vision up to date, every four years a meeting will be organized in which interested citizens can join in and discuss ongoing and new developments. Furthermore, in the document 'WMO in uitvoering 2008-2012' (Gemeente Bergen op Zoom 2008) the importance of the citizens as client, costumer and assessor for the municipality is stressed. Bergen op Zoom has a policy to involve youngsters as well, one of the ways of communication is a specialized website (Gemeente Bergen op Zoom 2011). The openness for citizens' involvement as they describe can be of influence on the result.

Stichting wAarde

Stichting wAarde is an organization within the natural and environmental movement that states to have new visions, strategic interventions and inspiring acting perspectives for. Especially on the fields in which problems are from their perspective most likely due to a lack of creativity or support among citizens and others involved. As stated on their website, they try to solve these problems by developing and introducing new concepts and ideas, taking into account the existing trends, collaborating with other organizations and having a proactive approach towards the media. Stichting wAarde exists of subsidies and financial support from the former ministries of LNV and VROM and funds like the VSBfonds and the Prins Bernhard Cultuurfonds. Companies and contributions of individuals give the rest of the financial support (Stichting wAarde 2011).

Interview results The Hangout

Per main aspect a description is given about the findings from the held interviews.

Resources

The Hangout costs about €152.000,00 and the girls took responsibility for the arrangement of money. The municipality explained during the process that they were not able to pay for the project, as it was not mentioned on their budget earlier. This was given as a reason why the process took more time than when there would have been a budget available. The girls contacted the companies and agencies themselves to give a presentation about their project and asked for a sponsorship. They found it nice that it was clear on beforehand how much the project would cost, so they knew how far they were in the process. In the end the municipality still sponsored The Hangout. The contact person explained that '*when it comes to the sponsoring of a project, companies and agencies always want to co-finance, adding to input from the government*'. The contact person solved the problem by a municipal sponsorship in kind and payment for the maintenance. At the moment the division of costs were agreed upon between the different sponsors the girls were not present due to an exam. Nevertheless the contact from the municipality wanted the finances to be arranged, to reduce the delay, as it was almost summer vacation.

During the whole process the contact person had an important role for the youngsters. He became enthusiastic by the project and wanted to do everything within his power to succeed. Also when they had a backstroke when the arrangement of finances took a while or an alderman from the municipality was a bit skeptic. He decided to keep the process going and he wanted the youngsters to be involved as much as possible. The girls experienced almost the whole process this way. The exceptions were that they were surprised and did not know that he arranged money as well and that the discussions within the municipality took that long.

Process

The timespan of the total process was about two and a half year, which all girls experienced as too long. The interviewees were not consistent about which phase took too long. The reasons differ from person to person. From the start till the moment the project got a green light from the municipality, the process took about one and a half year.

The tutor of a class selected several projects that students can subscribe for. The seven youngsters subscribed for The Hangout project. In the beginning the seven youngsters were divided in two groups and worked on the same neighborhood but in different places. During the interview it came forward that the purposes of the groups differ between the youngsters, tutor and municipality. The purpose of the tutor was to reward the students for their study behavior and she came up with projects that were educative as well as socially

responsible. The students' choice in the beginning was not based on preferences; they just chose a project because they had to. Early in the process they adapted their purpose to '*doing something for youngsters in an underprivileged neighborhood*'. One of the girls came from the neighborhood and when they needed to select a site she proposed to choose one there, because of the negative media attention on loitering youngsters. The youngsters selected two sites and brainstormed about facilities that needed to be present in the design. With these ideas and selected sites the youngsters and their tutor contacted the municipality to propose their plans. The municipality liked the idea and based their purpose on it. '*Thereby the most important thing of this process was that we were able to succeed an idea that originated from youngsters and not from policymakers*'. The municipality and the youngsters agreed that the youngsters wanted to be involved during the whole process and that an employee of the municipality was going to supervise them during the process. The employee found it important that '*when you jump into a process like this, you have to be aware that it remains their process*'. Two of the interviewed girls experienced unnecessary delays during this period, because '*there were two months between the appointments with the municipality, which was too long*'. Things that were discussed during meetings needed to be discussed internally at the municipality afterwards as well. However the delay was unnecessary from their point of view, the two girls could overlook the situation and it did not have an effect on their motivation.

After the first meeting the municipality checked for future plans on the selected sites, which unfortunately were there. The municipality searched for alternative locations and discussed these with the youngsters. The municipality also suggested merging the groups and designs to create one group, because the success rate would increase. The increase was expected because the project could be bigger, the municipality could focus on one project as it was new for them as well and if the engagement to the project would decrease there were more people to continue with the process. An architect from the municipality improved the ideas and design of the youngsters. However the youngsters experienced this as a time-consuming process, the youngsters said afterwards that they understood his arguments, motivated with safety issues and laws, and that their design was a '*bit naïve*'. All the improvements were discussed with the youngsters. The municipality wanted the youngsters to discuss their plans with people from the neighborhood, as they are the proposed users of the area. After consulting the people from the neighborhood the design was adjusted. The project design gained a green light and the municipality made clear that this design could be implemented, if the girls were able to arrange the money. It took one year including to arrange all the sponsorships to finance the project. Both the contact person and one of the girls experienced this as the most delaying period. However, the contact person expected it to be like this; '*the time span was acceptable and as expected, however it took a while to arrange the sponsors*'. The girl blamed the economic crisis as the cause of the delay. The contact person blamed himself; he wanted the girls to be in power during the process and did not approach his own contacts, later he found this unnecessary and delaying. The girls selected the companies and agencies themselves and presented their ideas. After one year, a negotiation took place

with the sponsors and the municipality about the division of costs. The youngsters were not able to be present, as they had a school exam. The employee made clear during the interview that it was '*important for him to involve the youngsters in every phase, which unfortunately did not succeed*'. He explained that he needed to make a decision just before summer vacation. For him it was important to negotiate about the sponsorship to be able to finish the project after the vacation. But on this short time, the youngsters were not able to arrange something with school. Another option was to do the negotiation after the summer vacation, but he doubted about the girls' enthusiasm when they needed to start the sponsoring process again after vacation. After the vacation the group of youngsters divided two tasks: the selection of materials for the site and a group that organized the opening. The implementation took one week, which all interviewees experienced as a very short time period. It is notable that the girls expected another time scheme on beforehand for the total process. As said before the time span of two and a half years was unexpected, especially the fact that the administrative process and sponsorship arrangements took up almost all the time. The implementation, the visualization of all the effort, was done in one week. Just before the opening the girls were involved with the implementation and painted some benches. Invitations were spread for promotion for the opening. At the opening all involved parties were present and the interviewees are happy that a lot of youngsters from different areas in the neighborhood were present. During the process it was sometimes unclear for two girls what their position was at that moment and what steps still needed to be made and especially how much time that would take. Though it was a long process one of the girls said; '*I am very pleased that we have not shortened the process; now the result is what we wanted*'.

Engagement

The process of The Hangout started with the tutor of the seven girls from The Juvenaat. She was looking for a fun and educational project for her students as they all passed with sufficient marks. Through a website, she became inspired by the work of Stichting wAarde and their Naturally Cool projects. The tutor in turn inspired the seven girls and they signed up for the project. Although the influence of Stichting wAarde was not very big during the project, they only used it as an inspiration and to start up, it is worth mentioning that their Naturally Cool website and their advertisement inspired the tutor and was the beginning of this project. The youngsters started with the project because they needed to do a project during class and liked this one the most. In the beginning the youngsters started with Google Maps and Paint to select locations and create a redesign. In [Figure 9](#) their first design is shown. When the girls needed to brainstorm about what they wanted in their design, they were inspired by previous projects that they liked. An important one was in Steenbergen, also designed by a youngster.



Figure 9: First design made by the youngsters (Claudia, Mayra et al. 2008)

During the first phase they did not have much confidence in the realization of the project. The confidence increased during the process by the reaction of adults when they presented their ideas. Both the municipality and sponsoring companies saw potential in it, which had a positive effect on the youngsters. '*The municipality was so enthusiastic during the first presentation it made me enthusiastic as well. They took us seriously and I never expected that*'. It motivated them to continue in hard times, because the municipality said that it was a feasible plan. Youngsters explained that in another way school also played a motivational role. This was done by supervision of the tutor and flexible schedules. '*Our tutor really motivated us to keep on working and stimulated us to take action*'.

One of the girls lived in the neighborhood Bergen op Zoom-Oost and suggested to select a site in her neighborhood, because of all the negative media attention for youngsters in her neighborhood. The website of Stichting wAarde showed some first steps to consider when starting a process, however only one interviewed youngster said this was useful. After the tutor made contact with the municipality, the steps of Stichting wAarde were not used anymore. They followed the planning of the municipality and an employee of the municipality accompanied the girls during the whole process. They communicated by email

and Hyves, which the youngsters found convenient. The employee brought them in contact with other people from the municipality that they needed at that time. He also mentions during the interview that not all of his colleagues were positive about the process. Especially the Spatial planning department did not want to spend time on it and was only interested in the final result. The department was not positive, because the youngsters used the term JOP for their project. Due to media attention the term JOP is not positively seen by all the inhabitants, so the alderman was not enthusiastic about the project but did not want to stop the process either. When the girls changed the name of their project to The Hangout and the function would not only be a meeting place the alderman became positive as well.

The employee did '*communicate different than in other projects. Normally it is easier to push people in a direction, but now they were free. Well I only did it during the negotiation with sponsors*'. Two youngsters mentioned this as well; '*however we had a good relationship with our contact, the municipality was not transparent. He arranged money, but we did not know about it*'. Although they were not involved during the negotiation, they were happy with the result. The employee of the municipality mentions that interference could also influence the enthusiasm of the youngsters and explains that he tried to avoid other parties from interfering. After a long period of arranging sponsorships it was a relief they were done with the sponsorships for all interviewees, because it was becoming a drag. Next to arranging sponsorships, the municipality found it important to involve the local residents to create public support for the project and gain more information.

Leisure

The girls spoke to youngsters from the neighborhood and were affected by their situation. School, together with homework, is a time-consuming activity for them. However, besides school the youngsters of the neighborhood spend a lot of time outside. One of the interviewees elaborated on this by explaining the houses are small and the families are big, so there is not enough space to meet friends there without affecting others. The youngsters did not have a place to go to see others and play soccer. The Hangout '*creates a place where youngsters have the possibility to gather and relax and spend their leisure time*'. Another girl brought to light that adults use that site as well to walk their dogs and to look at. She expects that this is one of the reasons why the residents did not resist very much. The site was a fallow terrain and after the implementation it is nicer to look at because of the activities. This corresponds with the idea of the municipal employee; '*The site is now intensely used, also because the municipality received a sponsorship for the organization of activities*'.

Neighborhood

The neighborhood is divided into smaller areas by roads. Besides the physical division the girls found out that there is also a social division when discussing their ideas with youngsters from the neighborhood. Youngsters from another area did not plan to go to The Hangout, unless it had an artificial soccer field. Girls from

the neighborhood were more interested in places to sit and watch the sport fields. The functions at The Hangout were derived out of both wishes of youngsters from the neighborhood and brainstorm sessions of the girls led by their tutor. Functions that are important at the site for the youngsters and the municipality differ in level of abstraction. Youngsters think of soccer fields and benches, while the municipality prefers the function to bring people of underprivileged areas together and say that '*youngsters are part of society and need to be present in a social context. They need a site that has social control, but it cannot be too close to residents*'. During the brainstorm sessions the youngsters barely thought of natural elements. Stichting wAarde mentioned the implementation of natural elements in a design, which was the motivation to choose for a fountain. Other elements like trees and bushes did not come to their mind, maybe because the municipality also said that '*we were environmentally friendly if we kept all existing vegetation*'. The municipality improved the youngsters' design, some things were adjusted but the motivation and functions of certain elements were taken into account in the redesign. The improvement of the design created by the municipality, with the approval of the youngsters, is shown in **Figure 10**. After this the design was approved again. This design shows the fountain and chairs, which were later changed to benches.

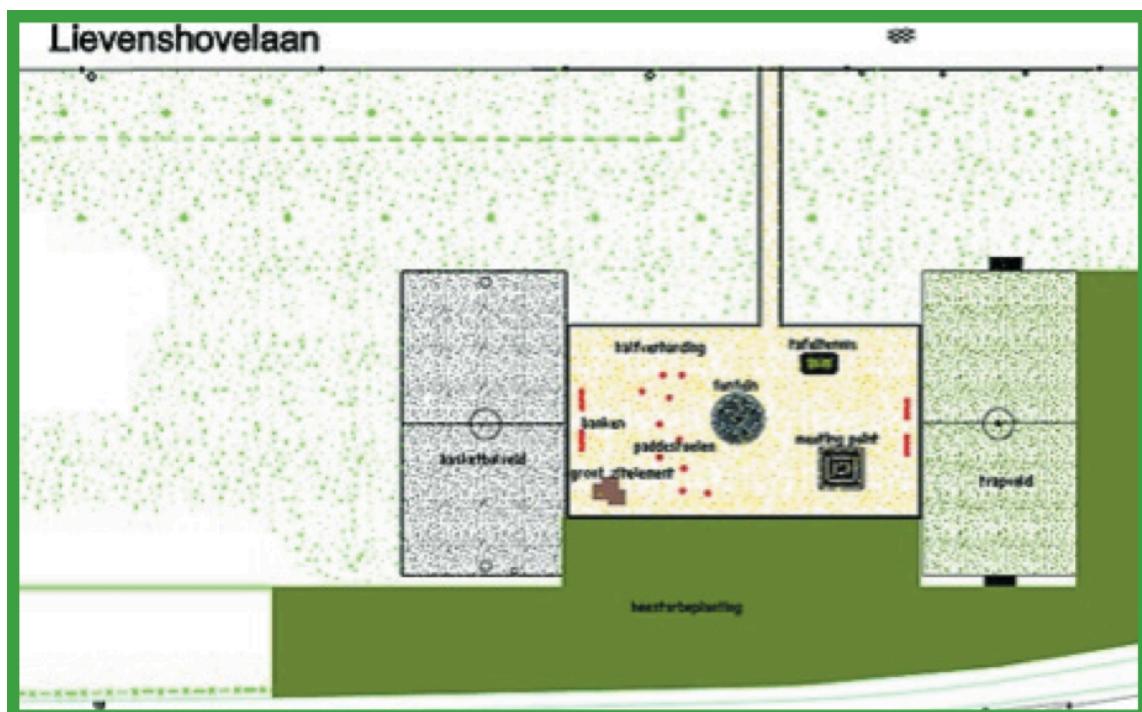


Figure 10: Improved design made by the municipality (Claudia, Mayra et al. 2008)

Discussion Bergen op Zoom case

The analyzed interview results lead to the description of the case above. Looking at the answers one can see that the interviewees do not always have corresponding opinion, because they experienced the project differently. This

was also the case with the invitation of interviewees to cooperate for this thesis. Two girls did not want to cooperate because they had the feeling they had put enough effort into the project already and were not motivated to do anything linked to the project anymore.

As derived from the interview, the project was not the initiative of the youngsters but of their tutor. She was the one to provide the youngsters with the opportunity to be involved in this project. At start, the choice of the youngsters was based on the fact that they had to choose something. Later when the tutor made clear to them that she saw potential and wanted to contact the municipality they became more motivated for the project. The enthusiasm of the municipality contributed to their motivation as well. The municipality's enthusiasm was formed by the youngsters' good ideas and presentation. The motivation of the youngsters contributed to the process but could not be placed at a certain aspect. Therefore it is decided to create a new sub-aspect named motivation, which is placed under the main-aspect engagement as it contributes to the enthusiasm of the youngsters.

Although the youngsters were the first to be involved in the actual project, they were not the ones to start the process. The tutor initiated the start; therefore the youngsters were not involved in the first phase of the process. If Stichting wAarde did not promote the Naturally Cool project the tutor would not be inspired and the youngsters would not have started this project. Because Stichting wAarde showed the youngsters through their website what the possibilities were for them they were inspired to do this project. Before they were not aware of their possibilities for these kinds of projects. Therefore inspiration is a named a sub-aspect as well and is also placed under the main-aspect engagement.

The creation of the new sub-aspect on motivation and inspiration indicates that information in literature about these specific topics related to engagement is missing. The formulation of new aspects is important for people that want to start a new project; they can now start to take it into account.

During the first meeting of the youngsters with the supervisor of the municipality, they agreed that because the youngsters initiated the contact with the municipality they would be involved and in charge of all the phases of the process. This agreement was adhered the whole process except for one moment. At that time the supervisor faced a difficult matter, he had to choose whether to discuss the division of costs with the sponsors without the girls or to wait until the summer vacation was over with the chance of losing some engagement of the girls. He chose to discuss the division of costs with the sponsors before the vacation and this worked out well as the girls indicated they were very happy with the result. When discussing the division of costs it became clear that the companies only wanted to co-finance together with the municipality. The municipality agreed to this demand but before the municipality told the girls they could not contribute to the finances of the project. This was confusing for the girls and not positive for the communication.

A lot of municipalities in The Netherlands indicate they are open to participation, but the implementation of participation can be questioned, as it is becoming a more and more popular term as well. The municipality of Bergen Op Zoom state to be open to participation processes as well. To the question whether there have been more similar processes there was not one concrete answer. Bergen Op Zoom has focused some of their attention to youngsters after the project with the creation of a music venue and website where they are informed and can input some of their ideas.

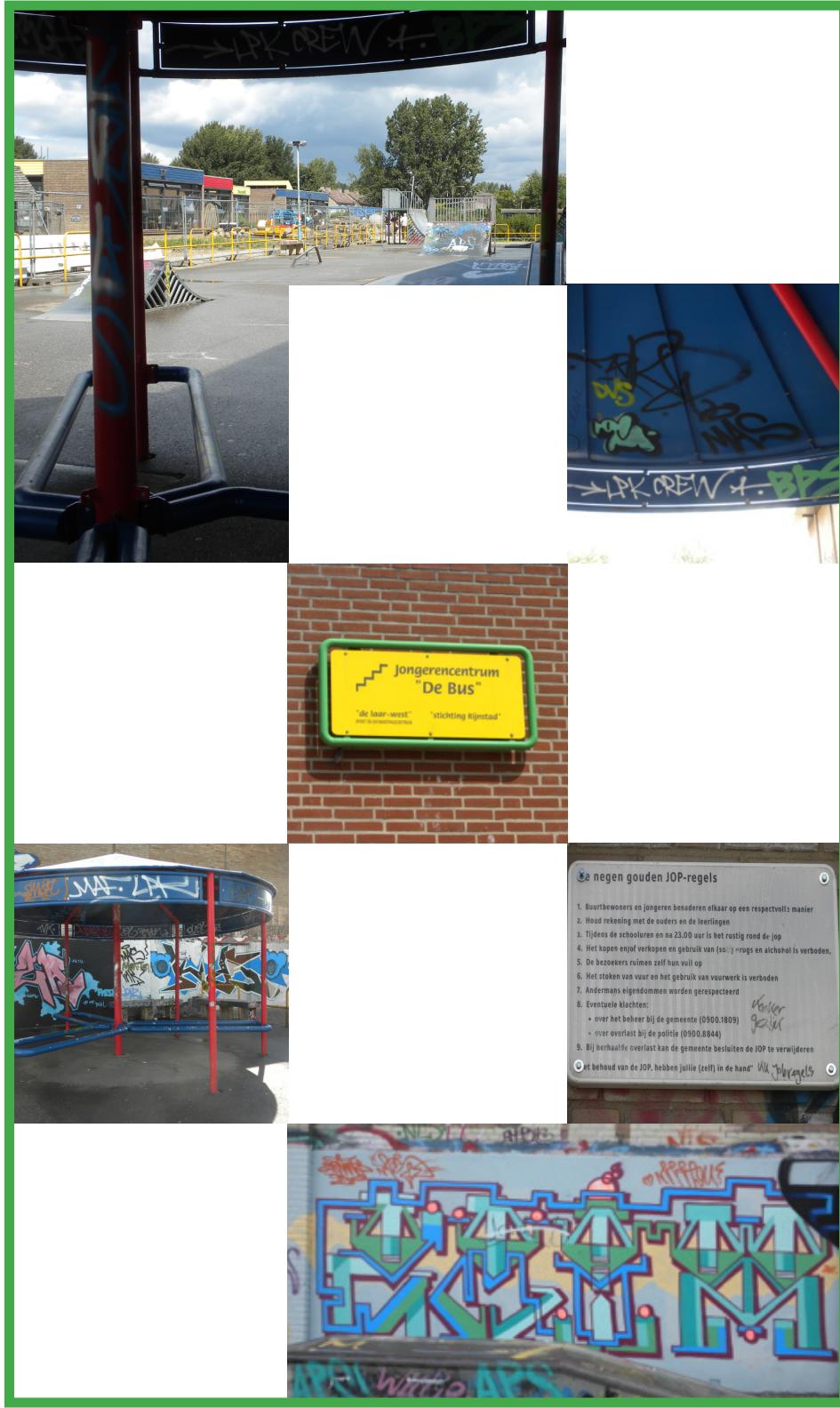
Conclusion Bergen op Zoom case

During the data analysis it became clear that all main aspects were mentioned and important for the process. However, there were a few aspects that for this case had a higher importance than others. These aspects, process and engagement, will shortly be discussed below.

To start, the project that the tutor chose for the youngsters suited the needs in the selected neighborhood well. The neighborhood was split up into smaller areas because of the main roads. This caused less social contact between different neighborhoods. Thereby there were complaints about the behavior and nuisance caused by youngsters, in for example the newspaper. Because the purpose of the youngsters was a possible solution of the problems in the neighborhood the municipality was enthusiastic when they presented their ideas. Their ideas suited the needs perfectly.

The supervision by the municipality was important for the process in multiple ways. They were enthusiastic, which contributed to the girls' motivation and thus engagement to the process. The youngsters did not know what things were important and what steps had to be taken in such a project. The youngsters were able to address the important things and steps together with the municipality's knowledge. Because the supervisor of the municipality was enthusiastic about the idea he contacted the right persons within the municipality at the right time to further increase the chance of success by lobbying. The supervisor's enthusiasm played an important role when it became clear that the municipality was not able to pay for the project because he did not stop the process there. Instead he asked the girls if they were willing to look for sponsorships because in that way the project could be realized. Apparently the supervisor did not think that all the resources have to be present at the start of a process like this.

The last thing that is striking is that the youngsters were dedicated to the process for a period of two and a half years. Participation processes require a longer timespan and this process was even longer because the girls had to arrange the sponsorships as well. Their enthusiasm for the projected was very important to keep them engaged and their school further stimulated this. They got some time off to work on the project. This relieves a bit of pressure of their spare time.



JOP de Laar-West – Anhem

The JOP in the neighborhood Laar-West is a result of a project in southwest Arnhem. The JOP is a roofed place to sit and especially made for youngsters and is shown in Figure 11.



Figure 11: The JOP

It is placed next to the indoor meeting place where the youngsters already came for a long time. Between the meeting place and the adjacent schools there was already a skate park and the youngsters made use of the place. The JOP and its location in the skate park, between the schools and the meeting center is showed in Figure 12.



Figure 12: The JOP between the schools and meeting center

The number of inhabitants in the neighborhood was 6.280 in 2010 and the population is 5.815 inhabitants per km². 12% of the inhabitants is between the age of fifteen to twenty-five, which is similar to the national average. The percentage of non-western immigrants is however 14%, which is 3% more than the national average.(Centraal Bureau voor de Statistiek 2010) The neighborhood received the title 'GSO-III preventiewijk' which means that there is that is more attention and an increased availability of funds for that neighborhood to decrease nuisance and demolishing's of public spaces, improve the meeting centers, reduce the nuisance of youngsters etcetera. (Gemeente Arnhem 2010)

In this area a project by the 'Landelijk Samenwerkingsverband Aandachtswijken' (LSA) was put into action, called the Kan Wél project. With this project a neighborhood coach was assigned to the neighborhood the Laar. This neighborhood coach found three boys that had ideas about an outdoor meeting place near the meeting center at the Brabantweg so people could also stand outside. (Kan Wel 2011; LSA 2011) **Figure 13** below shows the location of the JOP.



Figure 13: Location of the JOP in Arnhem

The neighborhood coach guided the three boys in the process. She brought them into contact with the neighborhood platform. This platform consists out of citizens of the neighborhood and they have a budget for improvements to their neighborhood. The boys presented their ideas and received €10.000,- for their project. From the Kan Wél project they received €2.500,- for the JOP. They also visited another meetings place in a nearby town called Oosterbeek to get inspiration for their own project. When the boys chose their meeting place design the municipality had to be contacted so the permits could be arranged. In collaboration with a municipality employee the exact spot for the meeting place was selected and then it could be build. About the site there was some discussion with primary schools around it. The schools were afraid that the meeting place would cause loitering. When the discussions were settled the JOP was placed in early 2010. So the project took about two years. (Kan Wel 2011)

Involved actors

Below a short description is given of the three important actors during the beginning of the process.

Three involved male youngsters

The three boys that participated with the process to create the JOP were about the age of thirteen when the process started. During the interview he was about sixteen. They knew each other from the indoor youngster meeting-place in the neighborhood, next to the implemented JOP. They all live in the neighborhood that the case was about and they still use the sight for several years now.

Municipality of Arnhem

Arnhem is a city in the east of The Netherlands and it has a population of approximately 150.000 inhabitants. The municipality of Arnhem has set up a policy on participation called 'Participatie door Empowerment' (Participation through Empowerment). With her policy the municipality tries to create a situation in which all citizens can participate on the appropriate level that suits

the needs and possibilities of the city and the citizen. They want to try to motivate their citizens to participate. The main goal the municipality sets for itself is to support people in gaining an own income by regular working. For some this goal might not be reached and in that case they would like to see these people contribute to the society as much as possible. The participation of citizens is also intended as a way into regular work according to the municipality (Cornelissen, Rouw et al. 2010). The policy is mainly implemented using participation coaches. Five neighborhoods in the municipality of Arnhem have their own participation coach. These neighborhoods are 't Broek, Geitenkamp, Klarendal, Malburgen and Presikhaaf. The participation coaches' mission is to involve citizens into the process of improving their neighborhood. (Gemeente Arnhem 2011)

The study area in Arnhem is situated in the neighborhood thre Laar-West. This neighborhood is situated in the southwest of Arnhem. This neighborhood does not have a participation coach, however the participation process has been guided by the Kan Wél project of the Landelijk Samenwerkingsverband Aandachtswijken (LSA). The neighborhood also has a neighborhood platform consisting out of citizens of the neighborhood itself. Their goal is that people are happy to live in the neighborhood and to prevent irritations for citizens. This platform can help people with executing their ideas by helping them with financial aspects of the idea for example. (Wijkvereniging De Laar-West 2011)

Landelijk Samenwerkingsverband Aandachtswijken

The 'Landelijk Samenwerkingsverband Aandachtswijken' (LSA) states on their website they are an independent national platform consisting out of active citizens that work together on improving the livelihood of their neighborhoods. The organization was found in 1990 as a collaborating partnership of district officers and community workers that are active in underprivileged neighborhoods. The goal of the LSA is to involve the citizens in improving the neighborhoods' livelihood and to strengthen the position of citizens as collaborating partners and the ones taking initiative.

The LSA is funded partly by subsidies of the ministry of Binnenlandse Zaken and Koninkrijksrelaties (Internal Affairs) and partly by varying parties that are case dependent, like municipalities, housing corporations and provinces. (LSA 2011; LSA 2011)

One of the projects of LSA is the Kan Wél (Can Do) project. This project tries to stimulate citizens to take action and execute their ideas for their neighborhood. Neighborhood managers look for people with ideas that are present in the neighborhood and try to come in contact these people to guide them through the process of executing the plan. The JOP in the Laar-West in Arnhem is an example of a Kan Wél project. (LSA 2011)

Interview results the JOP

Per main aspect a description is given about the findings from the held interviews.

Resources

When the youngsters' supervisor started working at LSA, she was deployed on the Kan Wél project because she was young and could easily get in contact with the youngsters in the neighborhood. Through different ways she told youngsters that when they would come up with good ideas for their neighborhood she could provide a budget to realize it. At first, two youngsters indicated that they wanted a JOP. Because the amount of time that the project demanded was more than expected they decided a third friend to join the process. Kan Wél had a budget of €30.000 that is provided by the local housing cooperation and could provide each potential project with the first €2.500 for the realization. For the JOP however this was not enough. The supervisor arranged a meeting with the neighborhood platform in which the youngsters presented their idea. The neighborhood platform eventually provided an additional €10.000. The interviewed youngster was unaware of the different parties that paid for the realization of the JOP: *'As far as I am concerned the KAN WÉL project paid for the JOP. And maybe the municipality also contributed.'* He also indicated that he gained more confidence by realizing the project and he learned that processes at the municipality take a lot of time.

Process

The youngsters, the municipality and the Kan Wél supervisor all had a different purpose with the project. The youngsters wanted an outdoor place where they could meet without being sent away all the time. The interviewed youngster also thinks that the municipality's purpose was to centralize the loitering youngsters to reduce the nuisance. And the supervisor wanted the youngsters to participate in a process of which they were in charge.

At the moment the youngsters started working on the project of the JOP they had a closed structure in mind, like a container that they saw in another neighborhood in Arnhem. The supervisor requested a permit to build the JOP at the municipality and from that moment the process stood still for some time because it took a while before they received the permit. The supervisor did not think this took a lot of time but the youngster indicated that he finds it too long and does not understand why it takes this amount of time. *'I found it strange that it took so long, they are having trouble with loitering youngsters but they take so long to take action.'* In the process of waiting for the permit the supervisor looked at companies that could deliver a JOP and despite the youngsters' wishes the selected company could not provide a structure like a container. When the permit was received the youngsters in the youth center were able to vote individually on one of three designs that were provided by the company. The surrounding schools demanded that the youngsters would come up with rules for the JOP. The youngsters of the youth center set up their rules to reduce the nuisance and the rules are still present on site on a sign. From this moment onwards the realization went fast and the youngsters organized an opening that even was attended by the mayor of Arnhem. According to the supervisor the municipality would have liked to be involved more and in an earlier stage. The municipality became involved when they asked for a permit.

Engagement

'Because the initiative for the JOP was there for a long time different groups of youngsters worked on it, because others thought it took too long and quitted.' When the youngsters heard of the project of Kan Wél, with which they would be provided with money and supervision, they thought they could give it a try again to realize a JOP. The three youngsters carried on with the work of others and they managed to realize the JOP in the end. For a long time youngsters in the neighborhood had been trying to create an own place to meet where they would not get sent away but they never succeeded. This has been a motivation for the youngsters indicated the boy in the interview. All three youngsters come from the neighborhood in which the JOP is placed and the interviewed youngster went to one of the surrounding schools in the past. Before the JOP was placed he and his friends would already go there to meet and that is also their reason for choosing this site. They kept the group of participating youngsters small so they would not lose their interest. The supervisor said she did not use another way of communication with the youngsters because she believed that her own way of communicating would suit the process.

Leisure

Most of the times the youngsters meet each other outside on the street. *'Sometimes if someone's parents are away we sit at his place to meet. Regularly most parents do not like big groups to sit at their place.'* Outside, where the youngsters like to be *'chatting, smoking a cigarette and laughing with each other'* the police are often sending them away or they receive a warning. The supervisor finds it important that the youngsters get a safe place to meet without being sent away. The interviewed youngster agrees that they sometimes cause too much garbage and noise by exceeding each other's volume. However, he also thinks that some citizens do not give the youngsters a chance, even if they did not do anything wrong.

Neighborhood

The youngsters have various places in the neighborhood where they meet. This would often be at the youth center (where the JOP is placed) or at super markets. Near super markets they were sent away often and even temporary restraining orders and *'fines were being given to youngsters on the street, at some point they did not know where to go'*. According to the interview with the boy some people that want to go to the super market are excluded because they do not dare to pass the intimidating large group of youngsters. The youngster indicates that adults generalize too much. When a single group has caused some nuisance, all youngster groups cause nuisance in their opinion. Also after the placement of the JOP their nuisance is discussed in a regional newspaper (Kool 2011). The youngster reacts that it is not his group that created the JOP that causes this nuisance. His group has become older and uses the place less. New generations of youngsters whom are now approximately around 13 years old use the JOP more often. But they were not present when

the rules were set for the use of the sight. They do not feel responsible etcetera. They are causing the problems, but all the youngsters are blamed for it.

The youngster indicated that not all their wishes of the design of the JOP were met. First of all they wanted a container but this could not be provided, therefore they are still within reach of the wind and sometimes even the rain. A comfortable place to sit was also one of their wishes but the seats are made of steel pipes, which was a disappointment to the youngsters as well. The benches of the JOP are shown in [Figure 14](#).



[Figure 14: Benches of the JOP](#)

The youngsters wanted the JOP to be '*fire proof and not likely to be demolished.*' This has been realized but there was one more set back concerning the design. At the moment they were selecting the JOP they were not aware of the colors and they were surprised when they saw the result. '*To be honest, it looked like a clown's place. That was a set back for everyone.*' The youngster mentions that, when selecting the location of the JOP, it is important to take the accessibility for youngsters into account. It has to be within in a short distance so youngsters can go there by foot, bicycle or scooter. Although the location cannot be too close to the rest of the neighborhood to prevent nuisance for the citizens, it has to be within a certain distance to ensure social

inclusion. The youngsters have to be able to sit dry and outside the reach of the wind so they can relax at the JOP without getting into trouble.

Discussion Arnhem case

The results of the data analysis of the two open-ended interviews are described above. The answers of the interviewees do not correspond on all aspects and it is notable that they experience several things differently. This was for example the case when it comes to the division of power between the different stakeholders. The supervisor suggests that it is one of the purposes of the 'Kan Wél' project to make it the youngsters' process. From the youngster however it became clear that the supervisor arranged all the appointments, where the finance could be arranged, which company was going to create the JOP etcetera. However the youngsters were present at important moments like the presentation for the neighborhood platform and a decision of the model of the JOP. The supervisor took the steps before these moments. The youngster mentioned during the interview that he appreciated the help and input from the supervisor. It might be the case that the input of the supervisor was too great, to fulfill the purpose of the youngsters. The youngster does not know what the price of the JOP was, how much 'Kan Wél' contributed and that the youngsters arranged €10.000 themselves during a presentation.

During the process for the realization of this JOP the supervisor contributed a lot and organized all important meetings etcetera. Due to her hard work there was less work left for the youngsters. The interviewed youngster reacted positive to this, but the engagement was maybe lower than it could have been. On the other hand is it difficult to say that the supervisor should let the youngsters do the work and reduce her amount of work, as there might be a chance that her supervision is one of the influences that got the JOP idea this time to be implemented. To take more control as a supervisor can be the best thing to do in certain situations. In this case both parties were satisfied with that, however the youngsters might have been more satisfied if the JOP was more similar to their demands. This might have gone better when there would have been more communication between the youngsters and supervisor to discuss the steps that had to be taken.

Like the municipality in Bergen op Zoom and others in The Netherlands the municipality in Arnhem indicated to be open for participation processes. When we look at the actions Arnhem takes to realize this indication they have different neighborhood platforms, which among others include inhabitants. Thereby, the youngster explained that in other neighborhoods JOPs would be placed in the near future as well.

The initiative for the implementation of a JOP in the neighborhood was an idea that existed for a long time. Until the supervisor contacted the youngsters and asked for new ideas, the youngsters could not succeed to fulfill the process. It is questionable what was different this time that the opportunity was created. First of all the group of three youngsters were different boys that initiated the idea

and they might have a different engagement to the process. The selected location by the youngsters stayed the same and was not of influence. An aspect that was different in the start of the process was the aspect of resources, especially the role of the planner/supervisor and the availability of money. The contact the supervisor made with other involved stakeholders and the way she motivated the youngsters was different this time. Due to the 'Kan Wél' project the youngsters started with a budget of €2.500 that also could work motivational. It is interesting to find out why the 'Kan Wél' project as well as the neighborhood platform was willing to contribute with a lot of money to create a place for youngsters. Especially as the youngster explained that he expected the municipality's motivation to be to avoid groups of youngsters loitering through the neighborhood and to concentrate this to one location.

Conclusion Arnhem case

The data analysis provided an overview of the opinion of the interviewees and it seems that all different aspects are of importance for the process. However, few aspects appeared to be more important than others and will be shortly discussed below.

Another important aspect is the purpose of the municipality, which is not interviewed for this case. At the moment the municipality is busy with the implementation of more JOPs. These JOPs will be located in underprivileged neighborhoods. Due to this selection by the municipality there might be a chance that the municipality is willing to create a JOP as a solution for the nuisance made by youngsters, instead of inviting them to participate in a planning process to avoid the problems. This is also the case for the housing corporations that are willing to pay to improve the neighborhood by providing a budget of €30.000 for the 'Kan Wél' project. Due to the interest they have in a high valued neighborhood it might be the case that their purpose for the process is also in favor of themselves. This is not a bad situation on itself, but might have an influence on the willingness of a municipality, citizen initiatives and the mindset of the municipality concerning the youngsters. And how will the municipality deal with other neighborhoods where there is no nuisance?

The interviewed youngster says it is important to keep a youngster participation process to a small group of youngsters. When a group is small they will be more attached to the process and feel more responsible for certain things that need to be arranged. He also mentioned that it is easier to discuss and come to a decision when the group is small. In this case the three boys were all part of a larger group of friends that often went to the youth center. The JOP is created among others for their group so it was important to sometimes ask for their opinion. This was for example the case when the model of the JOP was selected.



Discussion

For this research detailed data was collected for two cases. Already with these two cases some differences came to light and when more cases would have been examined there is a possibility that other opinions of participants from more different cases would bring another light to the main and sub-aspects. During the case selection it was tried to find cases that differ from each other. Different cases can lead to different experiences and therefore data. When the Hangout case was selected it was tried to find a case where a municipality, NGO or agency was the initiator of the process or one in which youngsters were not inspired or motivated by a municipality, NGO or agency. During the search it became clear that it was very hard to find a case like this and unfortunately it did not succeed.

Both cases were selected using some requirements. The requirements were based on the purpose of this study, the research questions etcetera. When started with the case studies, it was thought that both cases fulfill the requirements and participation processes with youngsters. During the interviews it was found that only one case fulfills the requirements, which has an influence on the gained results. In the Bergen op Zoom case it seemed like the girls were not participating but started a participation process themselves with the inhabitants of the neighborhood. Nevertheless, this case does fulfill the other requirements. For example in both cases the project is realized and is used at the moment. The results might be different when the interviews were done with participants of cases that were never implemented because the process stocked somewhere. One could say that the two selected cases are successful in a way that they arranged enough resources and are realized.

The Hangout in Bergen op Zoom was a case that was recommended by an employee of Stichting wAarde to have a closer look at. It might be interesting for my research because the youngsters were very enthusiastic at that time. This already indicated that Stichting wAarde has a positive mindset about that project. Besides, it reduces the chance on a project where some important moments or phases have gone wrong.

During the first interview for this case it became clear that the Bergen op Zoom case did not fully suited the set up of this research. Only one youngster of their group lived in the neighborhood and none of the girls did make use of the specific place. The youngsters designed with a youngster mindset and presented and discussed their ideas with the youngsters from the neighborhood. So actually the seven girls created a participation process themselves and the youngsters of the neighborhood were the participants. Therefore it is hard to

conclude from the results of this case. However, the way the youngsters experiences the process is still very usable and the other data as well but the circumstances need to be considered.

As a first step three subjects were created that are close to the purpose and explored in literature. The data that was collected from the three different subjects was linked to each other and grouped into main and sub-aspects that are, according to literature, of importance during a youngster participation process. Based on the important main aspects open-ended interview questions were created and presented to the interviewees of two different cases, in Bergen op Zoom and Arnhem. A description of the notable findings per main-aspect is given below.

Resources

To fulfill a youngster participation process it needs to be considered that the involvement of youngsters takes more time than doing a process without participants. The youngsters do not always have their knowledge ready about the topic and more opinions need to be discussed during meetings. When youngsters start the process themselves the process might take a bit less time than regular participation processes, as they already have thought about their goals and wishes and have an engagement.

Afterwards all youngsters agreed that they learned a lot of important things with such a process. They learned more about the steps that need to be taken before implementing things in the neighborhood and about the costs of objects in public space. Besides more practical knowledge, the youngsters also learned more about themselves and their skills. They were all proud of what they did and their self-confidence increased. In literature a large focus was also about developing skills, but youngsters did not experience it as that important. For instance all youngsters agree they already had meeting skills before the process. However, selling your plan and ideas with an enthusiastic presentation did contribute to this. Also the two supervisors mentioned that they did learn from the process. They learned to understand how youngsters react on things, learned to keep the process going and to keep the youngsters motivated to continue with the process. The motivation of the supervisors was of high importance and contributed to the engagement of the youngsters. In the beginning the youngsters are insecure about their ideas. When an adult takes them seriously and becomes enthusiastic it gives confidence and the feeling of being taken seriously contributes to the trust youngsters have in their supervisor. The supervisors did make a lot of appointments, talked to the right people and did research to get everything done.

Process

In both cases it was the initiative of the youngsters to start with a process. In the case of The Hangout the youngsters brainstormed about what the design should contain. In the beginning this was clearer for the youngsters in Arnhem. Both

groups visited another youngster meeting place nearby as inspiration and attended meetings to convince the municipality and other important actors of their ideas. Other methods that could be used like mind mapping and a creative workshop are explained in literature but were not used, because the youngsters had already some ideas in the beginning. This makes it more difficult to say anything about methods. This is also the case when talking about the different phases of the process. For the Bergen op Zoom case only the tutor and Stichting wAarde were involved during the first phase where the idea was created. As the girls continued with the process they were involved during all the other phases except for the final decision making about the finances. The high involvement corresponds to the purpose to involve youngsters. In the Arnhem case it was a bit different as the purpose was the same, but the youngsters were less involved and also not during all the phases. This inconsistency should, according to theory, lead to a frustration of the process. This is however not fully the case. The youngster is disappointed about the result, but not about the process. Actually he is glad that the supervisor did so much for them. It could be possible that more involvement leads to a better result.

Different purposes can be used to start a participation process. Also the purposes of the different actors do not have to be the same. Learning from the process, creating a safe place and the reductions of nuisance are the ones that were mentioned in the case studies and theory. It is not a problem that the different actors have different purposes. It is however important for the trust relation to explain the different actors with what purpose they start the process. When there is a consistent process the purpose should decide in which phases the youngsters are involved. In both cases the purpose was to involve the youngsters in every phase, which did not succeed. The youngsters however did not think their exclusion was a problem. The results of those phases, especially when the result is not what they have wished for, are what they find a problem. In Bergen op Zoom this was the case with the final decision how the division of costs would be between the sponsors. The youngsters did not know the sponsors demanded the municipality to co-finance. The youngsters were informed after the meeting that the municipality contributed as well. This surprised the girls and they did not like the feeling that the supervisor did not inform them that he arranged a sponsorship as well. In Arnhem the youngster did not care that the supervisor selected a company where the JOP would be ordered. However, he was surprised that the ones they could choose from did not meet their criteria. A good communication could avoid these kinds of problems. The methods that are going to be used during certain phases should be providing the data that is needed to continue to the next phase.

Also the timespan was a sensitive topic. The youngsters could not understand why the municipalities had to discuss that long about their topic and why such a decision that meets their goals of reducing the nuisance takes so long. All interviewees mentioned that they should have had more contact with the municipality to conform they are still working on the process. In Bergen op Zoom they used a different technique. One of the first things within the municipality was to see if there were future plans for the selected area. The idea was

approved, if the design would meet the requirements for safety etcetera. After that the design phase and financial aspects were taken care off and they did not have to wait for a permit anymore.

Engagement

The engagement of the youngsters is of high importance for the input. The role of the planner/supervisor is also of importance to keep the process going. The time between meetings etcetera should not be too long to keep them up to date, because youngsters are developing themselves to adults and when the process takes too much time they might not be interested anymore, as their interest changes. Also convincing them that they are taken serious and their opinion means something works motivational. The engagement of the youngsters works for the process. It helps to give a convincing presentation and to get people behind the plan.

May (2007) and Jansen-Jansen et al. (2009) discussed that the engagement of participants would be higher if they would be confronted with the consequences of implementations. This engagement will increase when the project will be executed in a relative short timespan and when the location of the project will be in or near the area where they will be in daily life. In The Hangout case the youngsters were very enthusiastic during the project and continued with it for more than two years, however they did not live in the neighborhood (except for one, who also did not use the area) and did not have any benefit from the realization. The engagement could also have decreased after one year when the tutor's classes ended and the set hours to work on the project were not available anymore. But this was not the case and the girls continued with the process and arranged all the sponsors themselves. From this case it can be said that engagement is not only present when the youngsters have to deal with the consequences. Youngsters can be engaged to a process with the perspective to learn something, gain experience from the process and enjoy doing things for other people. In both cases there was no input of money to strengthen these skills improvements and there was also no compensation for made costs as there were no costs made.

In literature, inspiration and motivation are not mentioned as important aspects. The main-aspect that is linked to those sub-aspects is engagement. In literature this main-aspect is described, as the time and effort participants are willing to put in a participation process and depends on the time of implementation, location and their connectivity with that area and frequency of communication. From the cases in Arnhem and Bergen op Zoom one can conclude that motivation and inspiration are of importance for the engagement of the youngsters. It also has an influence on their confidence. After the phase of inspiration the youngsters started the process themselves. A lot of theory used in the theoretical framework however assumes that the initiative comes from municipalities and agencies that want to improve/implement something. According to literature the initiative can also come from the youngsters themselves if they are to have all the power and are leading the process. Based on these theories the aspects were formed, the

data was reflected and this could lead to different results. The idea for a JOP in Arnhem existed for a long time, but it was stationary and never succeeded. At the moment the 'Kan Wél' project promoted to contact them with ideas the youngsters thought this was a new chance and continued with the idea. They felt supported, and with the help of the organization, the municipality took them seriously. This was not the case before they received help. From theory it became clear that a relation with trust is important between the youngsters and the planner. In both cases it came to light that the relation with the planner (supervisor in these cases) also motivates and was important for the engagement and therefore the process. One can think how important it is to stimulate youngsters to come up with ideas, as apparently their problems are not important enough in their neighborhood, as they did not come up with plans without the help of an agency. Still you can see that the idea in Arnhem existed for a longer time and it is executed now.

In both cases the neighborhood where the youngsters' meeting place is implemented had known some troubles with youngsters that were discussed in the newspapers. Through implementing a place for youngsters they were less present at locations where other inhabitants had problems with them. In Bergen op Zoom one purpose of the municipality was also to create an improved social cohesion between the different areas within the neighborhood, which is, according to the interviewees, successfully done. It is questionable if the municipality is willing to cooperate and even sponsor the project when there are few to none problems with youngsters in the neighborhood. From the results of these cases it seems that it is important that the municipality also has an advantage to the process. The advantage that a municipality wants to achieve will differ per municipality and can for example be the learning process and a satisfied citizen. These purposes correspond to the ones mentioned in literature. Also the purpose of youngsters to create a safe place to meet each other corresponds to literature.

Leisure

Youngsters like to sit indoors to watch television or surf on the Internet. This can be a meeting place where friends can gather. Most of the parents however do not want a group of youngsters in their house and they are sent outside. Outside they talk, make jokes and smoke cigarettes. Outside they also meet other groups and make contact. In literature more attention was on the usage of the environment to sport. This is hardly mentioned in the case in Arnhem. In Bergen op Zoom two sport fields are part of the design.

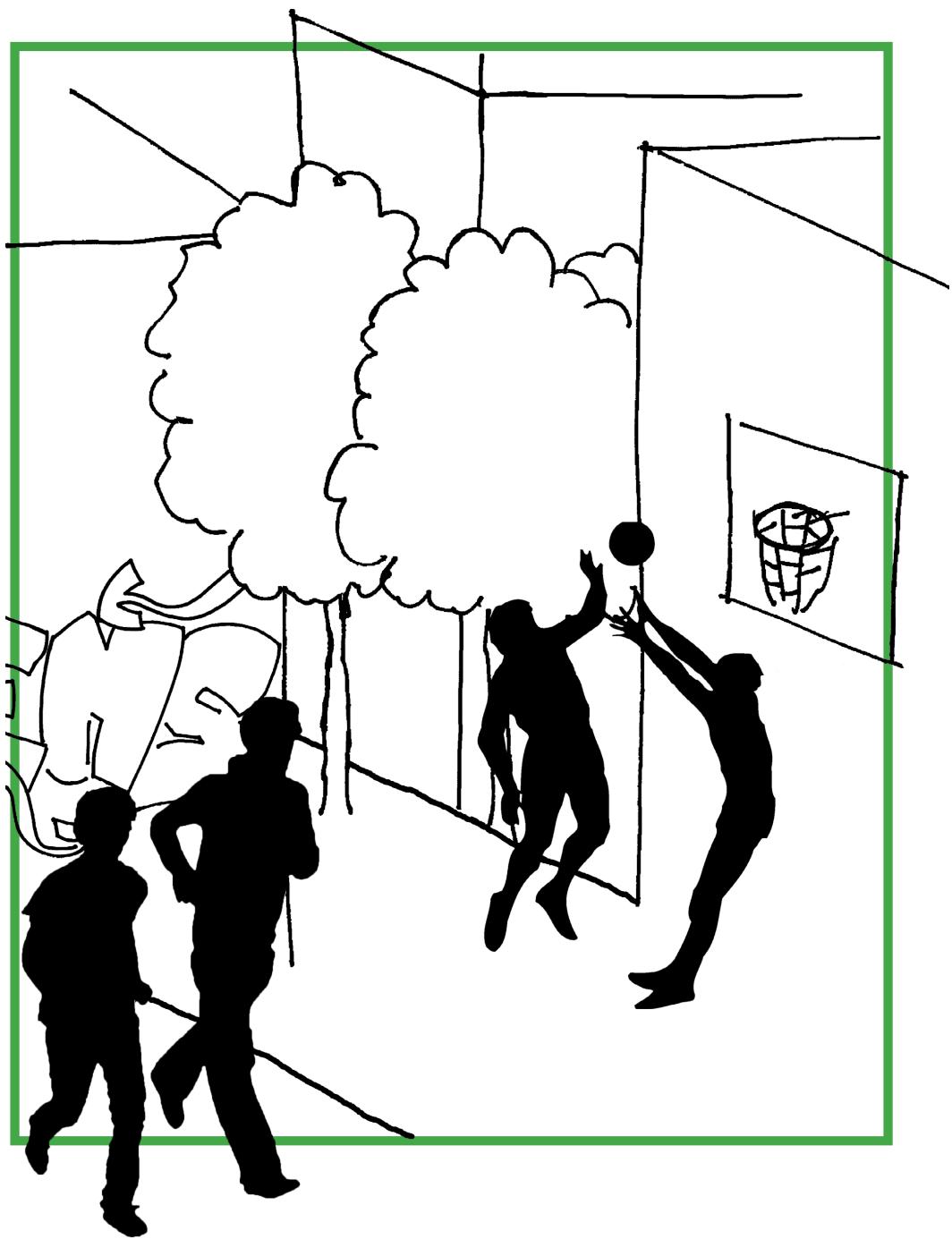
Neighborhood

What the youngsters from the cases like to do when they are outside corresponds with the thoughts from literature. They want to meet friends, chat, make jokes, smoke a cigarette and sport a little bit by playing street soccer etcetera. They prefer to meet at places where they got the opportunity to do these activities. It is therefore not been helpful that the benches in the JOP were

made of pipes, because now they also like to go to a supermarket nearby where there are benches with a wooden seat. This shows that the function of the location is important and, like they said in theory, should correspond to the requirements of the youngsters. The youngsters in Arnhem preferred a place to sit comfortable and the design is not answering to that wish now, as they have to sit on pipes. The design was a disappointment for the youngsters. They wanted a cool and modern place they could be proud of, not a childish colored structure. A youngster from the neighborhood in Bergen op Zoom said that he liked the idea the youngsters presented, and that he would go there if an artificial soccer field could be implemented as well. These two examples show that the cases state the same as literature, namely that the function of the place is very important for youngsters and should be according to their wishes or they will find another location. And the design is of importance, although the function is of higher importance. The design can be an extra motivation to become more proud of the place or to go there more often because it is more modern and more relaxed to train, like the artificial soccer field.

The neighborhood is very important for the youngsters. Practically their whole life takes place in the neighborhood. Youngsters have fewer opportunities to move to other neighborhoods because they do often not have a car and the public transport is expensive. A place for youngsters to meet should therefore be easily to reach. Also groups of youngsters are sent away when other inhabitants complain about them. This should be taken into account when changing something in the neighborhood. In the case of Bergen op Zoom busy roads excluded the different neighborhoods from each other. When the Hangout was realized the exclusion was reduced. In the case of Arnhem it appeared that the youngsters stayed in their own neighborhood.

A special place for youngsters in an urban neighborhood should first of all give an answer to the functional needs of the youngsters and be demolish-proof. There should be places to sit, also when it rains. The youngsters want to look at something happening around them, for instance a square, a road etcetera. This also gives them a safer feeling. A nice design is also preferred, but it is less important than the functionality of the place. The design should meet their feeling at that age and not be childish. It is therefore important to for example ask what materials and colors are preferred to avoid misunderstandings.



Conclusions & Recommendations

The conclusions are based on the comparison between the analyzed data from the literature research and the interviews. Concluding from the results, when starting a youngster participation process about urban neighborhoods the following aspects are important to take into account.

Resources

The resources time, money and role of the planner are important for youngster participation process although they not all have to be present at the start of the process. The absence of money does not necessarily mean that the process should be canceled or stopped. Time and money are of importance because a youngster participation process takes more time than processes without participation of citizens and has higher costs. The role of the planner is of importance for the supervision of the youngsters during the process. The planner/supervisor has experience with these kinds of projects and knows what is of importance to take into account and helps the youngsters to make a start with the process. This way the process proceeds smoothly and the youngsters learn how these processes work. In the case of youngsters having a lot of responsibilities it remains important for the planner/supervisor to actively supervise the youngsters. Besides youngsters learning how a process works and developing more personal skills the municipality learns more about the youngsters' wishes and how they formulate these wishes. In some cases, at the start of the process both the municipality and the youngsters are skeptic about their collaboration. The youngsters do not think their opinion matters and the municipality want to work with them. The municipality thinks that youngsters are not interested in participation processes. However, when the planner/supervisor shows interest in their ideas and shows their opinions matter, the youngsters become more self-confident and enthusiastic for the process. This is important for the engagement of the youngsters to the process. When their trust in the planner/supervisor is damaged their engagement goes down rapidly.

Process

When starting a youngster participation process it is important for all actors to formulate their own purpose of the process. Their purposes must be clear to be aware of what other actors intend with the process and it contributes to a trustful relationship. It is important for the purposes to be clear at the start of the process because from there it can be decided what phases are needed in the process, in which phases the youngsters will be involved and to what extent they will be involved. From there the necessary data can be identified and based on that information a suitable method can be found for the process. This leads to a consistent process that prevents irritations among actors and makes the process run smoothly. The extent of the involvement of youngsters is not decisive for the success, it is important that the extent of involvement is consistent with the rest of the process. In addition the total timespan of the process is of importance as well and should not be unnecessarily long because that has a negative influence on the engagement of the youngsters as they might lose their patience.

Engagement

It is important to find engaged youngsters for a project, because youngsters are early distracted in comparison to adults. Engagement is about the effort and time youngsters want to put into the process. Because youngsters are early distracted it is important that the process does not take unnecessarily long to finish and there are regular meetings. A high engagement will occur when the youngsters have to deal with the consequences of the project. The time of implementation and location contribute to this. Thereby motivation and inspiration lead to a higher engagement. Inspiration is important because youngsters have a lot of ideas for their neighborhoods but often do not know how and where to start. The youngsters can make use of the planner/supervisor or other projects to formulate their ideas more concretely and clarifying their wishes.

Leisure

For youngsters it is important to watch television, surf the Internet, meet their friends and family and practice sports during their leisure time. The time youngsters spend inside is increasing, however this does not mean that youngsters do not like to spend their time outdoors. The youngsters' neighborhood is a place for social contact and practicing sports. Therefore it is important to take these activities into account when designing a project. It is important to realize that the activities youngsters like to do can change over time. A popular activity at one moment can be unpopular at another moment.

Neighborhood

The aspect of the neighborhood is of importance because youngsters are more dependent on their own neighborhood than adults. It is also important to be aware of the social and physical situation within the neighborhood when selecting a suitable location for the project to prevent exclusion and non-used implemented projects. The function of a project is of importance because when a project does not meet the required functions the youngsters will not use it as originally planned and they might look for another place. Although the design is slightly less important than the function of the project, a design that suits the preferences of youngsters does contribute to their valuing of the project.

It is important to mention that cases differ from each other and per case a different interpretation of the aspects is wishful. It is above all important that a trustful relation is reached from the beginning and for the different actors to communicate about the different phases.

Recommendations

It is impossible to inquire everything related to youngster participation about their urban neighborhood in this thesis. Especially as involving youngsters in planning processes is an upcoming phenomenon.

Is seems interesting to do this research for a neighborhood where there is no nuisance of youngsters and one where the municipality started the process, because they want the youngsters to have their own place. In this way the influence of the purpose and the engagement of youngsters can be further explored. The case where the municipality started the case can also provide more information about the used methods and power relations. Are the same aspects of importance when there is no nuisance in a neighborhood or when the municipality started the process?

The effect of the implementation of a youngsters' meeting place is interesting as well. In the two used cases the implementation of a place especially for youngsters was tried as a method to reduce the nuisance. Will the implementation of a youngsters' meeting place indeed reduce the nuisance?

Because youngsters are developing into adults and are influenced by their surrounding, the things they like are under a high influence and will change rapidly. It is interesting to see whether the implemented designs are still satisfying the youngsters of the next generation. If that is the case a more sustainable design can be used for years. If this is not the case, what has changed in the wishes of the youngsters or did the surrounding environment change?

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Appendix

Appendix one: interview questions municipality

Introduction

- Intro: Student WUR
- MSc thesis
- Selection of interviewee
- Recording of the conversation will be treated with respect.
- Results: In my thesis, just first name or function?
- Length: 90 minutes
- 3 themes (participation, youngster participation and youth and their neighborhood)
- Chronologically go through the process
- Role interviewee: answering questions with your feelings and thoughts, there are no stupid questions.
- Role interviewer, asking the questions

Interview Question	Probing Question	Main aspect	Sub aspect
Are you originally from Bergen op Zoom/Arnhem?			
How long have you been working at XXX?			
Could you give a short description of your function?			
What words come up when I say XXX?		All	
	You just said <term>, what do you mean with that?	All	All
Could you explain to me how the process started?		Process	
	How and when was contact made with the municipality?	Process	Phase & method
	What did you think of the involvement of Stichting wAarde in the process?	Process	Phase & method
	Did their guidance help you?	Process	Method
After the girls of the Juvenaat made		Process	

contact, how did the process go inside the municipality from that point?			
	What made you decide to cooperate?	Process	Purpose
	Where there certain goals the municipality wanted to achieve?	Process	Purpose
	What advantages did you see in working with the youngsters?	Process	purpose
	What was the influence of the negative messages in the newspaper about loitering youth on your choice of cooperating?	Process	Purpose
What role did the municipality have in mind for itself for during the process?		Resources & process	
	What was this role?	Resources	Role of the planner
	Why was this role chosen?	Resources & process	Role of the planner & consistency
	To what extent did the municipality succeed in taking this role?	Resources & process	Role of the planner & consistency
When the process started, how did it proceed up to the final plan?		Resources & process	
	What was the financial influence of the municipality on the plan?	Resources	Money
	What do you think of the total amount of time the process took?	Resources	Time
	Who came up with the idea to involve surrounding citizens into the process?	Process	Method
	In what way were	Process	Method

	they involved in the process?		
	Did the ideas fit in the land use plan?		
How did the municipality come to the final plan?		Resources, process	
	Did you set certain preconditions to the process and the design?	Resources	Role of the planner
	Were the youngsters involved in all phases of the process?	Process	Phase, consistency
	Who came up with the final plan and who designed it?	Process	Phase, consistency
	Was there any feedback to the youngsters?	Engagement & process	Communication & consistency
	In what way were the youngsters involved in the decision-making?	Process	Phase & method
	On what moments was the opinion of the youngsters decisive?	Process	Phase
	Who is responsible for the maintenance and organization of events at the moment?	Resources	Money
Did the municipality provide any means to the youngsters?		Resources	
	Did the youngsters get any financial compensation for the costs they made?	Resources	Money
	Have you been in contact with the school to discuss compensation for their studies?	Engagement & resources	Time & money
	How did you guide the youngsters in the process?	Resources & engagement	Role of the planner, communication

How was the relationship between the municipality and the youngsters?		Engagement	
	How did the municipality and youngsters exchange information?	Engagement	Communication
	Did you use another method of communicating in comparison to other kinds of groups of people?	Resources, engagement	Role of the planner, communication, time
	Did the municipality and the youngsters inform each other about new developments in the process?	Resources, engagement	Role of the planner, communication, time
	How was the relationship of trust between the municipality and the youngsters?	Resources	Role of the planner
Now that the plan has been realized, are you satisfied with the result? Why?		Process	
	Is there more integration between the different neighborhoods?	Neighborhood	Exclusion & function
	Did the number of complaints about loitering youngsters decline?	Neighborhood & process	Exclusion & purpose
	Do you have the idea that the site is still being used a lot?	Neighborhood & leisure	Function, design & outdoor activities
	What physical aspects are according to you important for a youngsters meeting place?	Neighborhood & leisure	Outdoor activities, exclusion, function & design
	If you were allowed	Neighborhood &	Outdoor activities,

	to change anything, what would that be?	leisure	exclusion, function & design
What did the process change to you personally?		Resources	
	Do you think that the municipality and you learned something from the youngsters?	Resources	Money
	Did you use that knowledge in other situations?	Resources	Money & role of the planner
	Have there been other processes including youngsters in XXX?	Process	Purpose
	What kind of impression do you think the project had on the girls?	Resources, process, engagement	Money, consistency, time, scale & communication
	What, according to you, is the most important thing they have learned?	Resources	Money
	Would you do the process again? Why?	Process	Purpose
Do you have any remarks about subjects that are important but not yet discussed?		All	
	Do you have any ideas on how the process could improve?	Process	Purpose, phase, method & consistency
	What would you tell other youngsters to keep in mind when they want to start a project themselves?	All	
	What would you tell other municipalities to keep in mind when they want to start a process like this?	All	

Appendix two: quotes table youngster The Hangout

Main aspect	Sub aspect	Quote
Resources	Time	
	Money	<p>The municipality said that the plan looked good and could be implemented, however they were not able to pay for the whole project and the youngsters needed to arrange some money themselves</p> <p>If the youngsters did not take care of the sponsorships, the design was too expensive and would not be realized by the municipality</p>
		<p>The high costs were not an argument to change the plans to have a cheaper design</p>
		<p>If we had a problem with sponsorships the basketball field would be skipped out of the plan</p>
		<p>I think that the agencies were willing to sponsor our project, because we wanted to do something for society</p>
		<p>The municipality also sponsored, but I do not know how much</p>
		<p>The project costs about 152.000, 00 euro</p>
		<p>The municipality also contacted some agencies for sponsorships</p>
		<p>The municipality arranged a 16.000,00 euro sponsorship for activities after the realization of the design, it is unclear to me if anything is done yet with that money</p>
		<p>The municipality asked the youngsters how much time and influence they wish to have during the process. The youngsters chose for full involvement to gain experience</p>
		<p>I think that the municipality learned that youngsters do care about their neighborhood and are willing to do something for improvements. I think they were impressed by our perseverance</p>
		<p>I learned that I should not give up and that you can get a lot of things done with enthusiasm</p>
		<p>The process made me more aware of society, I found out that the youngsters of the neighborhood live in small flats and do not have many places to go to.</p>
		<p>The municipality is responsible for the maintenance via the community center, they have to keep an eye on the Hangout as well</p>
		<p>The main sponsors are on a sign at the Hangout</p>

	Role of the planner	Some future plans for the site already existed, the planner of the municipality found an alternative place on the site where they would not experience problems
Process	Purpose	I would like to do the whole process again, there will be a new situation and new things to learn
		I do not feel more responsible for my neighborhood after this process. In my village everyone has a big garden where they take care for themselves. On the other hand it felt good to help the people that do not have a lot
		Connect the two areas within the neighborhood that are separated by the road
		Reduce the nuisance that local residents experience of youngsters
		In the neighborhood there are quite some problems and residents are complaining about them
Phase		The selected site was visited and checked on future plans
		The municipality asked the youngsters if they wanted to be involved during the whole process, or if they wanted the municipality to realize their ideas
		The municipality worked out the design, some things were adjusted in consultation with youngsters
		The design was shown to the youngsters of the neighborhood
		The municipality adjusted the design again. The youngsters were invited to have a look, give comments for improvement, but they did not show up
		It was decided within the municipality that the design can be implemented, only the money was still needed
		The sponsors decided on the moment the implementation took place
		The tutor came with the idea to improve a neighborhood
		The youngsters subscribed for this project
		The youngsters made a design
		The tutor made contact with the municipality
		Employees of the municipality are internally informed about the project
		Groups were merged and a new design was made
		A budget was made with help of the municipality
		The construction on the site took about one week

Method	The tutor selected a few exciting projects where we could sign up for as an alternative for class
	Two sights were selected by two groups of girls
	The municipality decided that merging the two groups and their plans together would increase the chance on successfullness
	The municipality designed the final plan, youngsters were able to give comments but they did not, just during the redesign process
	The youngsters took care of the sponsors
	It was decided when the plan could be implemented
	I think that the municipality has taken the lead in this process and stirred us a bit into a direction. They indicated that it was smart to start acting at certain times.
	Due to the lead of the municipality it was a success I think. Without their planning and control it would not have been such a success.
	Four girls selected materials for the construction
	Three girls organized the opening
	Artificial grass was implemented into the design after comments from the youngsters of the neighborhood
	The group selected a new place
	The new group took the best of the two plans and merged it into one design
	The municipality extrapolated our ideas to a design
	We went to the community center to present our plans and ask the youngsters of the neighborhood for comments
	The youngsters of the neighborhood were invited to give their opinion by flyers and use of a megaphone
	The opinion of residents of the neighborhood was asked as well and small adjustments were done
Consistency	Stichting wAarde provided steps to start a process. But we did not use it.
	The municipality took the lead in our project and decided what we should work on, and how much time we had for that part
Timespan	I think it took us about one year to arrange sponsors

		Our rector was enthusiastic about our plan and after the first year with tutor class he supported us by providing hours to work on the project
		The process took us about two and a halve year and it was long, but I was happy to end it this way
		I do not think the process could be shorter, because the sponsoring part took a lot of time
Engagement	Time	If I might change something of the process, it will be the time constrains. Especially the architect of the municipality took about three to four months. In my opinion this could also have been one month. Arranging sponsorships took a long time as well.
	Scale	I do not live here myself, but I go to school in Bergen op Zoom
		One of the girls of the group is from the neighborhood
	Communication	We intensively worked on the site to paint several objects, it was good to receive compliments of construction workers that were surprised to see us working
		At one moment it was decided to start with the construction
		The youngsters went personally to the agencies with their presentation to ask for sponsorships
		During the sponsorship phase, we sometimes had appointments with the municipality where new appointments and deadlines were made
		Contact was also there with the youngsters of the neighborhood and someone of the community center during the sponsorship phase
		The municipality arranged a 16.000,00 euro sponsorship for activities after the realization of the design, up to now it is unclear to me if anything is done yet with that money
		There was good contact with the municipality. They kept us posted and introduced us to new people within the municipality.
		E-mail was used for communication between the youngsters and the municipality
		The project was very fun to do, also because it was an alternative for class and we never expected our ideas to be realized
		I am very proud of what we did! A project of 152.000,00 euro, when we saw the amount we thought that we could not realize it. But we continued and I am very happy that due to the sponsors the project could be realized.
	Inspiration	Our tutor was searching for interesting projects and was inspired by the site of Stichting wAarde,

	Naturally Cool	The tutor decided to contact the municipality about the ideas, because it started to get shape and she thought that it really could be implemented
	Stichting wAarde	Stichting wAarde organized a day in Utrecht where different groups of youngsters could present and we received a lot of compliments
Motivation	Stichting wAarde	Stichting wAarde organized a day in Utrecht where different groups of youngsters could present and we received a lot of compliments
	Our contact person of the municipality	Our contact person of the municipality was very enthusiastic because it was the first time for him that youngsters initiated a project themselves and therefore he expected new ideas and an improvement for Bergen op Zoom.
	For our first presentation at the municipality	For our first presentation at the municipality we expected a high contrast between us and the municipality and a business atmosphere there. But they took us serious and were enthusiastic, which gave confidence.
	The municipality said:	it is a lot of money, but you convinced us, so you can convince the agencies as well!
Leisure	Indoor activities	
	Outdoor activities	The youngsters did not have a place to sit
		We wanted to create a place where youngsters have the possibility to gather and relax and spend their leisure time
		I think that the youngsters feel safe at the site, it is now there for one and a half year and I expect them to make it their own place.
		It is safe to reach the spot, also if you have to come from the cross-section which is well organized
		Before this process I already spend much time outdoor, but it is increased afterwards.
Neighborhood	Exclusion	The activities you do when you are a child, are not the same as the activities you do as a youngster
		The youngsters did not have a place to sit
		The neighborhood 'Bergen op Zoom East' is split into two areas by a road
		The road also causes a social separation between the two areas
	Function	When I am passing by it is nice to see that the Hangout is used

		We wanted to create a place where youngsters have the possibility to gather and relax and spend their leisure time
		After the implementation the younger generations are not physical or social separated by the road anymore. The youngsters' design was improved by the municipality, some things were adjusted but the motivation and function of certain elements were taken into account in the redesign
		There was not much resistance from residents to our plan, because before is was fallow terrain where nothing happened
		Before, the neighborhood did not provide the elements that the youngsters want to have.
		I think that the municipality gained a lot of knowledge to use in future projects as well.
	Design	The design is better than other sites, because there are sport activities and places to sit and relax
		The design is inspired on what we have seen in Steenbergen
		The first design consisted of a concrete floor, with a basketball and soccer field in one
		The youngsters from the neighborhood insisted on artificial grass
		In one of the first designs a fountain was implemented as a natural element, where Naturally Cool asks for
		We did not implement new natural elements, the municipality said that we were environmental friendly if we kept all the existing vegetation
		Four girls went to one of the sponsors to choose the materials that are used in the Hangout
		It is an outdoor spot; it is still in contact with the neighborhood and gives the opportunity to be on your own.

Appendix three: quotes table youngster The Hangout

Main-aspect Resources	Sub-aspect Time	Quotes
	Money	I have learned from arranging the sponsorships We needed to reduce the area, to make it easier to finance

	The municipality did not have any budget
	The municipality made an budget for us, so we knew how much we needed to arrange, which was a lot
	We did not expect the project to cost €152.000,00
	Besides the large sponsors we also arranged some smaller sponsorships
	I learned to think more realistic, mainly because the high costs were an eye-opener to me.
	At a certain moment our contact at the municipality told us out of nowhere that he arranged a high amount of money for the project
	I learned how to approach people when you need something from them, like the sponsors
	I learned how to promote a plan
	We arranged a sponsor that gave money for activities, but I do not know what happened with that money. We are now two years further but I do not know if we received the money yet
	I learned more about the financial part. What these things cost and how to arrange sponsors
	I learned to present and also to prepare a presentation in a very short time span
Role of the planner	The municipality told us there were already existing plans to make our site more accessible
Process	The contact of the municipality made sure we got in contact with a lot of important contacts
Purpose	I wanted to learn from the process
	We tried to do something for youngsters in an underprivileged neighborhood
	This project started as something for school, I never thought it would actually be implemented
	We thought it was important to involve the opinion of the residents because they are the ones that have to use the site
	A purpose for the municipality could be that they wanted a solution for the loitering youngsters causing nuisance
Phase	The tutor came with the idea to improve a neighborhood
	The youngsters subscribed for this project
	The youngsters made a design
	The tutor made contact with the municipality

		The two groups of girls went to see the municipality
		The groups were merged and one site was chosen
Method		Two sights were selected by two groups of girls
		The first design as made with paint
		Contact was made with the municipality by our tutor
		We presented our ideas to the municipality and they were very enthusiastic, this made me enthusiastic as well
		The municipality decided that merging the two groups and their plans together was necessary to make the process cheaper
		The group selected a new place
		We started with the steps from Stichting wAarde, but we took other steps later
		We made models of how everything would look like
Consistency		
Timespan		The whole process was very long... it was also paused for a moment
		There were two months between the appointments with the municipality, which was too long
		The municipality always had to discuss within the municipality about things and that took much time
		Arranging sponsors took much time. We needed to present etc. And the fact that they have to think about it while we were waiting...
		Also from the moment we had all the money to the construction could be quicker, but there was a summer vacation in between.
		The process from the beginning to the final plan was fast and the creation of the site was done quickly
Engagement	Time	I would not like to do the process again. It took too much time. But another project in another neighborhood etc. is something I would be interested in
		I am very pleased that we have not shortened the process; now the result is what we wanted
Scale		I am not from the neighborhood myself
Communication		The communication went from the municipality to our tutor and then to us

		The municipality took us seriously, something I never expected
	Our contact person from the municipality arranged that other involved people from the municipality were present at meetings with us	
	Stichting wAarde brought us in contact with the television program 'Vroege Vogels' and invited us to talk about the influence of youngsters on their neighborhood	
	We met the youngsters of the neighborhood and asked for their opinions and ideas for the site	
	Our contact person at the municipality organized an evening for residents, unfortunately in another area with the result that less people showed up and this confirmed the exclusion	
	One alderman also became a member of our Hyve, this was an easy way to communicate	
	All of a sudden our contact at the municipality arranged a big amount of money for the project without us knowing of it	
	There was not a lot of clarity about how far in the process we advanced.	
Inspiration		
	Our tutor found a meeting place for youngsters a interesting project for us to work on	
	She made the step towards the municipality after she found out who she had to contact	
	The municipality was so enthusiastic during the first presentation, I think this was inspiring for us as well	
		Our tutor really motivated us sometimes to keep on working and stimulated us to take some action, especially during the sponsorship phase
		I think that the municipality can motivate youngsters to take action in projects like this. Maybe they can put a button on the website or send letters to all the youngsters on how to approach a project and to make sure that they are open for it. Now it was hard to reach the right person
Motivation		
Leisure	Indoor activities	
	Outdoor activities	Meeting other youngsters
		People from the neighborhood wanted to walk their dog over there
		Youngsters want to play soccer outside
Neighborhood	Exclusion	People from different areas in the neighborhood were separated by roads but did not have contact with each other

	Function	<p>There were already plans to create a roundabout to make it safer for children to cross the street</p> <p>The soccer field was an important part of our design because this was one of the demands of the youngsters</p> <p>The project creates a place where youngsters have the possibility to gather and relax and spend their leisure time</p>
		<p>The first design contained our ideas of what a youngsters' place should offer</p> <p>Some of our ideas were not feasible according to the municipality. Looking back they were right.</p>
		<p>We never thought about green elements in our design, also nobody reminded us of those elements</p>
		<p>Our tutor was also a source of inspiration for functions and things we wanted on the site</p>
	Design	<p>Naturally Cool was stimulating us to develop a green site, but that was not our purpose. We did not involve it specifically into our design</p>
		<p>An architect of the municipality made a new design taken the financial constraints into account and our ideas. We checked his design every time and later he improved it</p>
		<p>The municipality also had constraints concerning safety, which we did not take into account. This was a bit naïve.</p>
		<p>We went to one of the sponsors that took care of the meeting place part, and choose the shapes and materials etcetera</p>

Appendix four: quotes youngster Bergen op Zoom

Main-Aspect	Sub-Aspect	Quotes
Resources	Time	
	Money	<p>During the process the municipality explained that they were not able to pay for our plan</p> <p>We arranged all the finances ourselves. We made appointments, did the presentations and brought a model of our plans</p>
		<p>The municipality made a budget for us, so we knew how much we needed to arrange, which was a lot</p>

	We did not expect it to be that expensive
	The municipality was also organizing an event (not especially for us): a trading floor where demand and supply could find each other. There we also found 1 or two people who would like to sponsor our project
	We learned to be less naïve. With our first design we did not think about safety and costs at all
	Our contact person arranged a large amount of the budget, but we did not know that he was busy with that. At one moment he had a lot of money
	Due to this process I gained a lot more perseverance
	The municipality learned that it is important to gather youngsters' opinion, I think
	I learned how and why to advertise with a project
	Communication within our group was also important!
	I am now more independent and more realistic
	I learned to present and also to prepare a presentation in a very short time span
	The municipality explained to us that there were already existing plans to create a roundabout which will use a part of the field as well
	We appreciated the support and guidance of the municipality and our tutor. There were times that we needed to be motivated and we needed some ideas about how to communicate with for instance the residents
	Our contact person from the municipality arranged all appointments with other important people. But sometimes it was unclear for us what he did in a few weeks, why did he need so much time to arrange things internally?
Process	Purpose
	Bringing people from different neighborhoods together, especially youngsters
	My main purpose was to do a project for school. I later looked for nice purposes to sell our plan to the municipality
	We really wanted to involve the opinions of residents in our design, they are the ones that have to use the field in the end
Phase	The tutor came with the idea to improve a neighborhood
	The youngsters subscribed for this project

		The youngsters made a design
		The tutor made contact with the municipality
		Two groups went individually to the municipality
		The groups were merged and one site was chosen
Method		Two sights were selected by two groups of girls with Google Maps
		The first design was created with paint
		Our tutor contacted the municipality
		The municipality decided that merging the two groups and their plans together was necessary because there was no money available and one plan would be expensive enough
		The group selected a new place for the project
		We made a model, and we showed it to the municipality
		We organized several events for the residents to find out their opinion and to implement their ideas into the design
		The opening of the Hangout was also organized for the residents
Consistency		
Timespan		<p>It has been a very long process</p> <p>Especially the arrangement of sponsorships took long</p>
		The time between appointments with the municipality could be shorter
		The implementation however was done in a very short time period
		When something was discussed with our contact person from the municipality, it always needed to be discussed with other people within the municipality again
		Sometimes it was unclear how far we were with the process. What did we still need to do and how much time was it going to take?
		For me all the contact with the municipality took much time
		Sometimes our contact person at the municipality was not very strict. He said: "I will see you in one month." and then it took two and a half months before we had a new appointment, that could have saved some time
Engagement	Time	For me all the contact with the municipality took much time

	Scale	I am not from the neighborhood, not at all
	Communication	<p>The communication between the youngsters and the municipality was often via our tutor, because the municipality contacted her</p> <p>Our contact person from the municipality made contact with other important people from the municipality</p>
		<p>Due to the website of Stichting wAarde I knew how to start with the process, after the first moment I never looked at it again</p>
		<p>We met the youngsters of the neighborhood and the residents three to four times each and took their opinion into account</p>
		<p>We invited residents onto the site and asked for their ideas and opinion on how the site should be improved, at a later moment we reflected with the residents on the design that was also based on their ideas</p>
		<p>The municipality did send letters to the residents about the development as well, I think. I am not sure</p>
		<p>Although we had a good relationship with our contact from the municipality, he was not accountable. He arranged money but we did not know about it and appointments were also postponed to a later time</p>
	Inspiration	<p>Our tutor was searching for interesting projects and was inspired by the site of Stichting wAarde, Naturally Cool</p>
		<p>The tutor decided to contact the municipality about the ideas, because it got shape and she thought that it really could be implemented</p>
		<p>Stichting wAarde wanted us to develop a green and environmentally friendly site, but we were not too interested in that specific goal</p>
		<p>I would like to do this whole process again, as a job</p>
	Motivation	<p>The Naturally Cool website was a motivation for me. It gave me some information to visualize our project. Also the positive reaction of the municipality was motivating us a lot I think</p>
		<p>Our tutor really motivated us sometimes to keep on working and stimulated us to take some action, especially during the sponsorship phase</p>

Leisure	Indoor activities	Youngsters are busy with schoolwork
	Outdoor activities	Outdoors, youngsters meet other youngsters
		People from the neighborhood wanted to walk their dog at the site
		Youngsters play soccer
		For local residents it was important that the site would be improved, hoping it would become nice to look at
Neighborhood	Exclusion	The neighborhood was split up in different areas by roads
		There were already plans to create a roundabout to make it safer for children to cross the street
	Function	The soccer field was an important part of our design
		The first design contained our ideas of what a youngsters' place should offer
		Our first design was discussed with the municipality about what was possible and what not. We changed some things
		The youngsters from the neighborhood wanted a soccer field
		The girls from the neighborhood wanted places to sit and watch the soccer field
Design	Stichting wAarde	wAarde wanted us to develop a green and environmentally friendly site, but we were not so interested in that
		We made a model, but we used the whole field. When we went there we found out that we forgot about the scale
		An architect of the municipality made a new design taken the financial constraints into account and our ideas. We checked his design every time and later he adjusted it
		We selected materials and asked of our sponsors what they could or could not make
		At the site I experience it like it is really outside, you are surrounded by green elements

Appendix five: quotes employee of the municipality of Bergen op Zoom

Main-aspect	Sub-aspect	Quotes
Resources	Time	There were plans on the selected sites, but we looked critically to those plans and selected an the

		Site with long term business possibilities
	Money	There were no financial resources from the municipality, so it needed to be arranged by the youngsters themselves
		We arranged that the municipality could sponsor the project in kind, by creating a professional design, technical assistance and implementation assistance
		Negotiation with sponsors took place about the division of costs, the agencies wanted the municipality to pay as well
		The municipality sponsored finally with for instance the plot, maintenance, pavements (that were left overs from former projects), excavating, viability budget, budget for the neighborhood and some materials from the municipal wharf
		However the financial crisis made the arrangements of sponsorships more difficult, the prices of labor and materials decreased
		I have learned much about sponsorship arrangements, I should have contacted the housing organization earlier, that could have saved months
		Both youngsters from the neighborhood and the girls helped with the construction
		I was also involved in the organization of the opening, which was really interesting to see because of what the girls wanted. I brought the girls of the gymnasium together with youngsters from the VMBO, and they organized a performance for the opening.
		A foundation sponsored the project in the form of some years of professional support. They will advice and organize activities on the playground. A couple times per week there is a professional to assist youngsters in designing and implementing sports and play activities. In addition, they make grants available for a trainings program to become a supervisor.
		The sponsors wanted to profile themselves during the opening and wanted to organize it. They almost had the opportunity because the girls were away during the summer vacation, but I stopped them
		When it comes to sponsoring of a project, companies and agencies always want to co-finance, adding to input of the government
		I wanted the process to be controlled by the youngsters and I did not mention agencies to ask for a

	<p>Sponsorship in order to leave them free in this process. Now I can conclude that it would have saved some time if I mentioned a sponsor to them earlier and the agency might not have made an accusation that they were kept outside.</p>
	<p>During the process contact was made with 'rebound schools' to create a social aspect for their students by doing some maintenance for the hangout and let them be involved, this idea however is not further developed yet.</p>
	<p>I have grown from my starting point: 'not an option, is no option'. The craziest ideas have a chance to succeed with enthusiasm and perseverance</p>
	<p>The municipality has grown, they are more open for discussion on ideas that come from residents, and they see that these ideas need to be taken seriously</p>
	<p>The hangout is often used as an example project of how public participation should go and is used as an inspiration for colleagues</p>
	<p>I do not know if there were any other projects after the hangout where youngsters were involved during the process</p>
	<p>I hope that the girls also learned something about social responsibility. They were able to make something for other people...</p>
	<p>I hope the girls have learned something about how these kinds of processes work and that it is an interdisciplinary field with a lot of decisions to make.</p>
Role of the planner	<p>From 1998 until 2000 I worked to set, develop and implement a form of neighborhood and community management in all neighborhoods</p> <p>I am working at the municipality as a neighborhood manager and my function is to form networks between several multidisciplinary organizations that are present in the neighborhood, with the aim to get those networks and residents together when problems occur.</p> <p>The first step was to find out if there were any spatial limitations, to find out if we needed another location.</p> <p>The appropriate department heads were also involved in the process, so they would become enthusiastic. This was tactical to create support.</p>

	<p>I did not have any contact with Stichting wAarde, I only went to some events organized by them with the aim to promote our project and try to arrange a sponsorship</p> <p>For the same reason we also joined a young entrepreneurs contest of the Rabobank, eventually we became number two</p>
	<p>From my side the second thing I did was besides the administrative heads, creating administrative support and I introduced the girls to an alderman of integrated youth polity and one alderman of spatial planning</p>
	<p>The municipality was at that moment not busy with a spatial solution for youngster problems, it was a gift for them that the girls were dedicated to this project</p>
	<p>I also protected the process because in the end the sponsors wanted to take over and organize the opening and show their involvement, but I stopped that</p>
Process	Purpose
	<p>The girls wanted to do something for the youngsters in underprivileged neighborhoods</p>
	<p>The selected area was an interesting site, because it is between three socially poor areas in the neighborhood</p>
	<p>The alderman of integrated youth policy was very enthusiastic that the initiative came from the youngsters, and wanted it to succeed.</p>
	<p>The most important thing of this project was that we were able to succeed an idea that originated from youngsters and not from policymakers</p>
	<p>Another interesting aspect for me is that the girls were of the same age, but from another neighborhood, ethnicity and a gymnasium and I wanted to find out how the youngsters from the neighborhood would react on that</p>
	<p>To bring the girls of the gymnasium in contact with youngsters with another ethnicity and from a VMBO</p>
Phase	Phase
	<p>The girls selected sites for the project</p>
	<p>The girls created one design for each selected area</p>
	<p>The municipality got involved in the project</p>
	<p>The municipality checked for future plans at the selected site</p>
	<p>It was decided with which site we would work for the project</p>

	<p>I tried to create administrative support within the municipality</p> <p>We came to a final design with support from the neighborhood</p> <p>The girls started arranging sponsorships</p> <p>There was a negotiation about the division of the finances, without youngsters</p> <p>In the summer vacation we prepared for the construction of the site</p> <p>The site was constructed in 2-3 days</p> <p>On 2 October the site was officially opened</p>
Method	<p>The girls selected two areas with Google Maps in an underprivileged neighborhood in Bergen op zoom to create something for youngsters</p> <p>The girls brainstormed about functions that should be present on the site</p> <p>The girls made a design with paint on the Google Maps image</p> <p>After the tutor found out who they needed, contact was made with through me and the designs were shown</p> <p>We checked future plans and one location was pointed as an urban renewal area and the second location was selected for a long term business development</p> <p>We decided to merge the groups and continue with the second location, because it can take a while for the business area to be built</p> <p>We made contact with several people of the municipality that were important of our process</p> <p>The alderman of spatial planning was not very enthusiastic about the project because the term hangout (hangplek) is contaminated, so we used youngsters meeting place.</p> <p>The design of the girls was adjusted a bit on technical aspects, like a safety test, and it was made more realistic by the municipality and the youngsters were still involved in that process</p> <p>We asked the girls to get in contact with youngsters of the neighborhood to create support for their plan</p> <p>Adjustments were made on the design after the input of youngsters from the neighborhood</p>
	<p>Support from residents was created with two activities, first one for direct residents and later one for the whole neighborhood</p>

		We created a design with municipality's, residents' and youngsters' support
		The girls made appointments with agencies and companies to present the ideas and arrange sponsorships
		We met with all the sponsors and started a negotiation about the division of costs
		The municipality started with the preparation for construction like excavating, because their workers were in the area and this way money could be saved
		Materials for the site were selected by youngsters, one of the main sponsors and the municipal department of spatial planning
		I brought teachers of the VMBO in contact with teachers of the gymnasium
Consistency		To me this process is an excellent example of what a process should look like to create commitment and support, a smart way to create new partnerships
		The opinion of the youngsters was very important and I tried to involve them in every phase. Unfortunately this did not work out due to their school hours, but we needed to continue to get the green light
		When you jump into process like this, you have to be aware that it remains the their process.
		The sponsors wanted to profile themselves during the opening and they wanted to organize it. They almost had the opportunity because the girls were away during vacation, but I stopped them
Timespan		The timespan was acceptable and as expected, however it took a while to arrange the sponsors
		When the sponsors agreed upon the financial division I think that the process went very fast. We agreed in June and the opening was in October
		In two or three days everything was constructed
Engagement	Time	During the year that the youngsters were busy arranging sponsoring I sometimes was afraid that the enthusiasm would ebb away
		Before the summer vacation I wanted a date for the opening just to have a deadline
	Scale	I am from Limburg, but live in Bergen op Zoom since 1983 and work here since 2000
	Communication	The girls and I agreed that I would accompany them during the whole process
		I explained the girls that it would be a hard process due to a lack of resources, but it is possible and worth the try.

		The alderman of integrated youth policy showed interest in the project and joined several activities.
		The alderman of spatial planning was not enthusiastic and was not involved in the process, he did not care, but wanted to see the result in the end
		The girls were not involved in the financial negotiation between the companies, because it was during school hours
		The girls were invited after the negotiation when the companies agreed and they were very happy
		When other people or organizations are taking over some aspects of the process, it has an influence on the enthusiasm of the youngsters
		All the involved people were enthusiastic about the project. Some people took their work even back home to figure the last things out
		I did communicate different than in other projects. Normally it is easier to push people in a direction, but now they were free. Well I only did it during the negotiation with sponsors.
Inspiration		
Motivation		It was very good to see the enthusiasm of the girls for the project
Leisure		
	Outdoor activities	The site is now intensively used, also because the municipality received a sponsorship for the organization of activities
Neighborhood	Exclusion	There were already some facilities for youngsters, more fragmented through the neighborhood
	Function	I find it an ideal site close to three underprivileged areas, that may be bringing people together
		The location is ideal because it is not too close to the houses of residents but in sight and there is also a field left which can be useful for events
		The youngsters wanted three things (in dialogue with youngsters of the neighborhood), a basketball field, a soccer field and an meeting area
		The nuisance of youngsters is reduced in the neighborhood. I think it is not only achieved with the hangout, but also with other policy projects
		The integration between the three different areas in the neighborhood is certainly developed
		Youngsters are part of society and need to be present in a social context. They need a site that has

		a form of social control, but not to close to residents.
	Design	If I were allowed to change something to the design, it would be the pavement. It contains small stones that small children throw on the fields, which is a sin.

Appendix six: quotes youngster Arnhem

Main-aspect	Sub-aspect	Quotes
Resources	Time	Two friends of mine started the project but they did not have enough time with the two of them so I said I could help as well.
		If the municipality would be involved in more projects, their part of the process can be speed up because they have more experience.
Money		Our supervisor helped us with arranging the budget.
		As far as I am concerned the KAN WÉL project paid for the JOP. And maybe the municipality also contributed.
		I think the JOP was expensive but I do not know how much exactly.
Role of the planner		Our supervisor decided that JOP had to be an open structure.
		Our supervisor was our first step; she did most of the work. She arranged meetings where we could speak and explain our wishes.
		Our supervisor stepped up to us and talked to us about the KAN WÉL project.
		Our supervisor was often cycling through the neighborhood and when she saw us she would come and talk to us.
		The youth worker participated in some of the meetings to make sure everything was going well. He also wanted youngsters to stay close to the youth center, also when it was closed.
		Our supervisor contacted us and told us when meetings would take place.
		I had a positive view and trusted the municipality in the process, also before they gave us the permit for the JOP.
		I think the municipality should make sure that youngsters have a place to meet. It should not be like

		youngsters always having to step up and ask for things over and over again. They can ask the youngsters what they want. They also have to provide more trust to the youngsters that plans can be realized. They have to ensure facilities for youngsters.
Process	Purpose	To have a place for youngsters to sit and relax without getting a fine or other trouble.
		I think the purpose for the municipality was to reduce the amount of loitering youngsters and reduce the spreading of groups of youngsters.
		Through the process I gained more inside into youngsters in our neighborhood but also of other neighborhoods.
		I gained more responsibility by the process and I learned about the time it takes for permits from the municipality.
		I gained more confidence because we managed to realize the project.
	Phase	Our supervisor decided that JOP had to be an open structure.
		The whole youth center was involved in choosing the design of the JOP.
		We went to our supervisor about the project KAN WÉL and a few guys helped organizing a football tournament. And two of my friends went to her with the idea of the JOP, and I later joined them.
		During meetings we asked for the opinion of others on the placement of the JOP.
		At the youth center we set up clear rules we all agreed upon and which we would live up to.
		When we received the permit we told the other youngsters that the JOP would be realized. At that time we set up the rules.
		Between the time of requesting the permit and receiving it, we asked the youth worker if he could inform at the municipality why it was taking so long. He then told us they were still processing our request.
		During that time our supervisor kept visiting us to keep the process going.
	Method	Our supervisor decided that JOP had to be an open structure.
		We decided to do this project with a small group of people so we would not lose our interest.
		We visited several meetings to explain our ideas to other parties involved.
		Our supervisor made a request for the JOP.
		We chose a design for the JOP before receiving the permit of the municipality.

	Consistency	Overall the process was not totally like we expected but in the end we were satisfied because we had a place to meet.
	Timespan	I think it took a lot of time to realize this project. It took about a year to receive the permit for the placement of the JOP.
		I found it strange that it took so long, they are having trouble with loitering youngsters but they take so long to take action.
		The time from receiving the permit and placement of the JOP went pretty quick.
Engagement	Time	At a certain moment I thought the JOP would not be realized because it took so long for the municipality to give out the permit.
		Two friends of mine started the project but they did not have enough time with the two of them so I said I could help as well.
	Scale	I have always lived in Arnhem, in de Laar-west
		I live close to the JOP and I went to primary school here.
		We came often to the place where the JOP is now. Most of the times we were there with about 15 people.
		My group of friends throw their garbage into the bin most of the times. Not everyone does that.
		Everyone can easily reach the JOP. Due to some constructions there is not enough parking space for scooters and bicycles at the moment.
	Communication	We decided to do this project with a small group of people so we would not lose our interest.
		We asked the others at the youth center for their opinions on several occasions.
		Our supervisor made contact with the municipality. Sometimes the youth worker also had contact.
		It is very important to include the opinion of others into the process. It is not all about the youngsters because other people also have to deal with the consequences of a JOP for example.
		Our relation with the municipality was positive. They all thought it was a good plan during meetings and when the JOP was opened the mayor visited the site as well.
		Communication with the municipality went through meetings and through our supervisor.
		People should also change their approach to loitering youngsters. I think this would create a better common understanding of the situation.

		For other people that want to start a process, I think the most important thing is to create a very motivated group that is dedicated to realize the project.
	Inspiration	We saw posters of the KAN WÉL project and our supervisor stepped up to us and talked to us about the KAN WÉL project.
	Motivation	We cleaned the area where the JOP is now with a group of about 15 persons. As a reward we went to McDonalds afterwards with a youth worker.
		I would participate in this process again.
Leisure	Indoor activities	Sometimes if someone's parents are away we sit at his place to meet. Regularly most parents do not like big groups to sit at their place.
	Outdoor activities	Sitting at the JOP without getting into any trouble, first the police would send us away.
		I feel safe and I think everyone else as well. There are not many things that go out of hand in the Laar-west.
		I feel like I am outside when I am at the JOP. As soon as I step out door I feel like I am outside.
		When we meet we are chatting, smoking a cigarette and laughing with each other.
Neighborhood	Exclusion	Sitting at the JOP without getting into any trouble, first the police would send us away.
		Schools protested against the realization of the JOP because they thought the youngsters were creating nuisance.
		Often the whole group would be blamed for actions of a few individuals.
		There are a lot of complaints about garbage. That is our own fault.
		We would sometimes stand at a super market and people did not dare to walk by because they were scared for our group. We had a negative image in the neighborhood. This is no surprise to me. Some people get a restriction for a day to be sitting at certain places when they are seen there a lot and there is nuisance.
		I think the youngsters are blamed too much. They are not always doing things wrong.
	Function	To have a place for youngsters to sit and relax without getting a fine or other trouble.
		Having one central place where youngsters can stay was important as well because groups would spread over the neighborhood sometimes.
		It is two years ago that the JOP was placed but me and my friends, we still make use of the JOP.

		There is also a younger group making use of the JOP now.
		We also know other groups from other neighborhoods and we do not have any problems if they come to the JOP.
	Girls also visit the JOP.	
Design		The design is not as we expected. We wanted a closed space where wind and rain could not disturb us. But now there is only a roof. That was a disappointment.
		We asked for a closed kind of container, but they told us after three to four months that we had three choices. We could choose for a certain design that was allowed to be placed.
		The whole youth center was involved in choosing the design of the JOP.
		The municipality was trying hard to find a suited location for the JOP so no one would be bothered by it.
		We wanted the JOP to be fire proof, and not likely to be demolished.
		The municipality did not set practical preconditions.
		When the JOP was built we were surprised about the colors. To be honest, it looked like a clown's place. That was a set back for everyone.
		We wanted a closed place, so we only focused on a container-style meeting place.
		If I could change anything I would make the JOP wind proof and if I would let my imagination go I would place pillows etcetera but that will be burned in two days. Also, I would make the seats more comfortable.
		The ideal spot would be wind proof and where we would bother no other surrounding parties. A site with enough space for us to do what we want. But there should not be any control. Then the situation would go out of hand.

Appendix seven: Quotes employee LSA, Arnhem

Main-aspect	Sub-aspect	Quotes
Resources	Time	The process took so long because JOPs are not a positive thing to a lot of people because they link it to youngsters causing nuisance. Also, the location was difficult, which caused a longer period for

		the building permit application.
Money	Every project could start with a budget of €2500. This makes it easier to start things up. As neighborhood coach I could spend €30.000 in total on several projects. This is quite a luxurious position to be in.	Housing cooperations provided the money for the projects. It was a national initiative but the local housing cooperations were the financers for the specific neighborhoods. Although housing cooperations provided the money, it was my choice if a project would get a green light or not. Because I underwent the whole process judgments could be made best from my point of view.
	The project was bigger than the budget I could provide with Kan Wel. The opening of the JOP was also financed by the neighborhood platform.	There was an idea to provide the youngsters with cleaning materials to keep the site clean. I do not know if they went through with that idea.
	The youngsters presented their ideas for the JOP to the neighborhood platform and arranged another €10.000 for their project.	Because I was young I could be more close to the youngsters I might have a better connection with the youngsters when communicating etcetera.
Role of the planner	It was my role to get in contact with the youngsters through schools, sporting clubs, youth centers and via Hyves and YouTube. To see whether they have ideas for their neighborhood.	I got into contact with the three youngsters that realized the project by meeting the on the street and in the youth center.
Process	When the process started it was my role to support the youngsters, I gave them tips to contact certain persons or I indicated that it was time to take some next steps. To create a safe place for youngsters meet each other where they would not get sent away.	It was the purpose to make it the youngsters' process. To let them undertake all the steps themselves.
Purpose	I think the municipality learned that they have to listen carefully to the wishes of the youngsters when implementing JOPs.	

	<p>I hope the youngsters gained some confidence because they realized this project for their neighborhood. I also hope they gained some pride.</p>
Phase	<p>I spoke youngsters in the youth center and the idea for the JOP came forward pretty soon. We started the process but this group of youngsters stopped themselves after some time. Then three other youngsters picked it up again and together with a youth worker they visited another site in Oosterbeek near Arnhem to come up with ideas for the JOP.</p>
	<p>The youngsters picked a JOP they liked and we then started to contact the municipality to get permits for the placement of the JOP.</p>
	<p>Surrounding stakeholders of the chosen site for the JOP were involved and they could express their ideas about the JOP.</p>
	<p>The building permit required real exact measurements and together with a person from the municipality we agreed on the building location.</p>
	<p>There were a few designs the company could deliver and the youngsters asked others at the youth center what they thought, eventually a design was chosen.</p>
	<p>When the JOP was placed the youngsters organized an opening for the neighborhood citizens together with the youth worker.</p>
Method	<p>The youngsters are project managers, from the start. It is their project and they set it up by themselves.</p>
	<p>When the plans for the JOP were there, we discussed with all involved partners and found a company that could place a JOP.</p>
	<p>The location for the JOP was chosen together with an employee of the municipality</p>
	<p>The youngsters could choose a design for the JOP</p>
	<p>The JOP was placed and the youngsters organized a opening.</p>
Consistency	<p>It was the purpose to make it the youngsters' process. To let them undertake all the steps themselves.</p>
Timespan	<p>Looking at the total time of the process it took several years for the JOP to be realized. The project was already in place before I got involved.</p>

		At a certain moment I thought the process was taking too long and I then started making some phone calls myself to get on with the project. While doing that I always kept the opinions and ideas of the youngsters in mind.
		Looking at the time it took for the three youngsters to finish the project I think it went quite fast. When I take the time before the three got involved into account I could have been 3 to 4 years which is obviously way too long. The process of the three youngsters took approximately fifteen months.
		The project could have been faster if there would have been set locations for JOPs per neighborhood. Then the time permits take could be reduced a lot.
Engagement	Time	Because the initiative for the JOP was there for a long time different groups of youngsters worked on it, because others thought it took too long and quitted.
Scale	Communication	I was neighborhood coach for the Laar-West. It is important to involve youngsters in the process of making a place for them. I have seen other projects where youngsters were not consulted and that resulted in non-used JOPs.
		Also for financers of a project it is better to show youngsters are involved because this is trust worthier to companies and agencies. They know youngsters will use the JOP in the end.
		The youngsters presented their ideas for the JOP to the neighborhood platform and arranged another €10.000 for their project.
		An employee of the municipality was present in the neighborhood platform, so from her position the municipality was involved in the process from an early stage as well. The employee indicated to us which departments we needed to contact etcetera.
		I understood from communication with the municipality that they thought the Kan Wél project worked the wrong way around. I think they wanted to be involved in an earlier stage.
		I always met the youngsters at the youth center. That was the place where we had our regular meetings.
		I did not use another way of communicating with the youngsters because I think my personal way of communicating was good to work with youngsters.
		I think these processes could be improved when all involved parties would sit together in an earlier

		Stage of the process. Together with the youngsters.
	Inspiration	<p>There were a lot of youngsters with ideas for their neighborhood, which was very good to see.</p> <p>Youngsters might have some ideas for their neighborhood but they often do not know how to proceed with those ideas. With the Kan Wél project we were there for those youngsters to provide support in the process of realizing such an idea.</p>
	Motivation	<p>The youngsters were motivated to work on the project because they got sent away in a lot of other places. This way they could change that.</p> <p>I think it was good for the youngsters to meet employees from the municipality because that showed that there were involved and that they supported them.</p>
		<p>I think it was not a good motivation for the youngsters that the idea for the JOP was already there for such a long time. They did not believe it was going to be realized.</p>
Leisure	Indoor activities	
Neighborhood	Outdoor activities	To create a safe place for youngsters meet each other where they would not get sent away.
	Exclusion	In other places in the neighborhood they would be sent away.
		<p>There were a lot of fines being given to youngsters on the street, at some point they did not know where to go.</p>
		Surrounding stakeholders suspected the youngsters of nuisance and the breaking of windows of schools.
	Function	<p>The JOP has to be placed at a site that is part of society and where the youngsters would come before placement as well.</p> <p>To create a safe place for youngsters meet each other where they would not get sent away.</p>
	Design	<p>Then three other youngsters picked it up again and together with a youth worker they visited another site in Oosterbeek near Arnhem to come up with ideas for the JOP.</p> <p>Because some of the surrounding stakeholders were not happy with a JOP it was agreed upon that it would have a trial period of 1 year.</p>
		For the youngsters the JOP needed a roof so they could sit dry when it would rain.