

International
Institute of
Social Studies

Erasmus

**UNDERSTANDING MEANINGFUL
PARTICIPATION OF YOUNG PEOPLE IN
ROTTERDAM USING ARNSTEIN'S LADDER OF
PARTICIPATION**

A Research Paper

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The Hague, The Netherlands
March 31, 2024

Understanding Meaningful Participation of Young People in Rotterdam using Arnstein's Ladder of Participation

Keywords

Young people, participation, youth participation, agency, ladder of participation, Rotterdam, Netherlands

TABLE OF CONTENTS

ABSTRACT	1
1. INTRODUCTION	2
1.1 WHAT IS THE RESEARCH ABOUT?	4
1.2 BACKGROUND TO THE PROPOSED STUDY	5
1.3 RESEARCH OBJECTIVE AND QUESTION	8
1.4 JUSTIFICATION AND RELEVANCE	8
1.5 STRUCTURE OF THE PAPER	9
2. THEORETICAL AND METHODOLOGICAL CONSIDERATIONS	12
2.1 THEORETICAL FRAMEWORK	12
2.2 METHODOLOGY	16
2.3 LIMITATIONS	20
3. YOUNG PEOPLE PARTICIPATION IN ROTTERDAM	21
3.1 FUNCTION OF PLAY	22
3.2 FUNCTION OF RESILIENCE	24
3.3 HOW CENTRAL IS LISTENING?	28
4. THE LEVELS OF PARTICIPATION	32
4.1 ROTTERDAM MUNICIPALITY ENGAGING WITH THEORIES OF PARTICIPATION	32
4.2 NON-PARTICIPATION	34
4.3 DEGREES OF TOKENISM	35
4.4 DEGREES OF CITIZEN CONTROL	38
5. CONCLUDING REMARKS	44
5.1 AGENCY: FUNCTION AND CITIZEN POWER	44
5.2 CONCLUSION	47
6. REFERENCES	50
ANNEX I: DISCOURSE ANALYSIS OF TEXT I	56
ANNEX II: DISCOURSE ANALYSIS OF TEXT II	69
ANNEX III: DISCOURSE ANALYSIS OF TEXT III	88
ANNEX IV: DISCOURSE ANALYSIS OF TEXT VI	151
ANNEX V: DISCOURSE ANALYSIS OF TEXT V	189
ANNEX VI: DISCOURSE ANALYSIS OF TEXT VI	218
ANNEX VII: TEXT VII	246

ABSTRACT

Young people's participation is widely and commonly accepted as a part of policymaking in the Netherlands. Especially in Rotterdam, the municipality is currently conducting various projects to further understand participation among young people and how to include them more in various aspects of society. Drawing on the observations and analysis of 6 youth initiatives texts published by organizations that work with young people in Rotterdam and combined with the insights from the 'Great Participation Summary' internally published by the Rotterdam municipality, this research paper hopes to understand the various levels of participation applied to young people against the backdrop of Arnstein's (1969) ladder of participation. The ladder is applied to provide a conceptual understanding of meaningful participation as the theory showcases the degrees of participation that are possible within society. This research paper concludes that having agency and opportunities to influence decision-making determines the level of participation. This level of participation is informed by the expected roles young people are characterized by within their society. By further understanding these roles and functions delegated to young people in the municipality, their levels of participation can increase or decrease depending on the policymakers. Meaningful participation in young people begins with active listening and involving them in decision-making processes from the inception of a policy to its implementation and evaluation.

1. INTRODUCTION

The research statement of this paper is to investigate young people's participation in Rotterdam municipality in the Netherlands. It hopes to identify their functions within the municipality, their assigned role, and the various levels of participation offered to them through social policies and other programs targeted at young people. The idea is to gauge the involvement of young people and what the municipality discerns as meaningful engagement in the decision-making spaces. The various levels of participation denote the various levels of meaningful engagement within a community. The paper attempts to achieve this by observing whether young people are defined as active or passive social actors in policies and/or programs designed for them. This research aims to understand the present state of young people's participation in the municipality and attempts to address the gap between the various levels of participation that can take place and what higher level participation looks like in policy spaces. It investigates what the Rotterdam Municipality considers as meaningful participation and how they incorporate it into their policies for young people. The contextual overview of texts selected for this study provides a multifaceted understanding and experiences of young people in Rotterdam municipality across multiple domains including community participation, policy engagement in decision-making processes, and youth-related programs such as resilience-building, volunteering activities, workshops, etc. After identifying their function in a particular program in the selected text, their level of participation using Arnstein's ladder is used to study the agency given to them.

Young people are a huge and significant portion of the global population, but very rarely are they allowed in decision-making processes, their representation is not reflected in their involvement in public and social policymaking, let alone in issues concerning them (Yeo, 2009). The study aims to address the gap in young people's participation in Rotterdam Municipality and understand the nuances of their involvement in developing their well-being and society. It focuses on analysing an assorted array of

initiatives that reveal the multifaceted nature of young people's engagement and support within the community. The selected texts include reports from national youth organizations like Mind Us, Lokaal and Young010, along with the municipality's action plan of initiatives to discuss the varied engagement styles, themes, and approaches toward meaningful participation among young people. States and policymakers should approach policymaking with the presupposition that they (young people) can form, express, and explain their views and opinions (CRC, 2009). Young people should be regarded as citizens just as any adults living within a city and seen as 'beings' rather than 'becomings' (Heimer and Palme, 2016), and participation is the prerequisite requirement for fulfilling the rights of a child. There are outcomes relating to a younger person's self-esteem and self-confidence being positively impacted and feeling secure and safe when involved in decision-making processes (Horwath et al., 2012). For that to happen, these participation groups and spaces should be conducive and supportive environments that not only allow them to participate on various levels but also provide safe spaces for them to freely voice out their concerns and opinions without any judgment.

It is also important to note how young people are viewed in these spaces, and what actions are expected from them. As the function of young people in society is shaped by the level of agency that is available to them, with high perception of agency leads to high recognition and higher levels of participation of young people in decision-making spaces (Thew, 2018). This can be observed in the analysis of the selected texts. Young people's participation is not just about creating spaces where they are allowed to voice out their views, participate in discussions, and express opinions but are also spaces that increase their level of agency, and perception amongst themselves and society—which in many instances is directly related to each other. The paper fills a gap in the existing research by attempting to comprehensively understand how Rotterdam Municipality meaningfully engages with the young people in society and the approaches a policymaker can take from these strategies and patterns. The

study discusses the wide spectrum of participation ranging from non-participation and/or tokenism participation to citizen control as explained by Sherry Arnstein (1969). The paper concludes by highlighting the importance of opting for an inclusive and meaningful approach to young people's participation in which they are not just merely informed or consulted as an add-on feature but are allowed to be actively engaged in the various stages of the decision-making processes and spaces. This approach allows for the diverse needs, concerns, and varied experiences of an individual in various age groups to be realized, furthering the need to recognize their distinctions instead of lumping them together as 'young people.'

Definitions of 'children' and 'young people' usually vary over time and space depending on certain contexts and instances. and in some cases, they are further differentiated as 'adolescents'. UNESCO (2020) specifies young people as the youth from ages 15-24 and one of the selected texts the Vastpakken en niet loslaten- Actieplan Kwetsbare Jongeren 16-27 jaar (Grab and don't let go- Action Plan Vulnerable Young People 16-27 years) (Gemeente Rotterdam, 2021) uses this similar age group to define 'young people'. And the Rotterdam, city with a Future: How to Build a Child-Friendly City (Youth, Education & Society, 2010) report talks about 'children' referring to their pre-teen years. But the remaining documents selected for this research paper analysis, do not specify the age groups, or distinguish between children and young people. So, this paper combines UNCRC's definition of young people as "every human being below the age of eighteen years" (UNCRC, 1989), the definition of UNESCO (2020), and the Rotterdam municipality's characteristic ages of young people—up to 20 years of age.

1.1. WHAT IS THE RESEARCH ABOUT?

Young people's participation is often observed in the form of consultation within policymaking spaces. More focus is paid to these adult-led and dominated approaches to young people's engagement and little attention is to the genuineness of the participation. This leads one to wonder to

what extent this participation impacts the actual decision-making and the implementation of the initiative or project. The level of importance given to young people's participation can be surmised by how they are characterized in the official documents and the function of their actions in the design process of the initiative/project. Recognizing the agency of a young person will result in a different form of participation compared to non-participation or surface-level participation. This research also helps to understand what level of participation can be considered meaningful participation. This will be done using Critical Discourse Analysis, and six reports that work with young people participation in Rotterdam municipality were selected for this analysis; 'Rotterdam: A city with a future: How to build a Child-friendly City' report published by the Youth, Education & Society Department of the city of Rotterdam (2010); 'Ontwerpproject jongerenparticipatie gemeente Rotterdam' (Design project for youth participation in the municipality of Rotterdam), an internal document by Healthy Start Convergence (2023); 'Actieplan Kwetsbare Jongeren 16-27 jaar' (Action Plan Vulnerable Young People 16-27 years) published by the municipality of Rotterdam (Gemeente Rotterdam, 2021); 'Het Gaat Om Jou' (It's About You!) action plan published by Mind Us (2022); 'Jongerenparticipatie Bij Innovatie: Een Mengpaneel Van Factoren' (Youth Participation in Innovation: A Mix of Factors) report by Garage2020 (2023) and; 'Bouwen aan Burgerschap Kansen op wijkniveau' (Building Citizenship Chances at District Levels) by Lokaal Rotterdam and Young010 (2023). The paper also looks into the 'De Grote Participatie Samenvatting: aan de slag met Meedenken Meedoen in Rotterdam' (The Great Participation Summary: Getting Started with Thinking Participating in Rotterdam!) report that details youth participation in the municipality.

1.2. BACKGROUND OF PROPOSED STUDY

In 2015, the implementation of the Youth Act introduced a major change in the Dutch youth care system that moved from care-dependency to participation—the government decided that self-reliance of citizens, their networks, and connections should be facilitated and encouraged as much as possible and active participation in society is not just a matter for the

government (Memorie van Toelichting bij de Jeugdwet [Explanatory Memorandum to the Youth Act], 2013). In recent years there has been growing recognition of including young people's voices, concerns, and voices in decision-making processes as spaces for participation are a professional's personal choice (Bouma et al., 2018; Cossar, Brandon, & Jordan, 2014). In the municipality of Rotterdam, young people's participation is given some credence and there are various youth advisory councils like Young010, NJR, youth panels, youth hubs, researchers, youth participation projects like Garage2020, Mind Us, and Youth Contribution scheme, and municipality project coordinators tasked at encouraging more meaningful and inclusive participation. However, the question remains whether the views shared in these youth councils are included in the public decision-making and how much impact these participation initiatives have in the structural processes. There are instances where researchers and policymakers do want to pay attention to participation but are not sure of how to go beyond a surface-level interaction, they are looking for different ways to meaningfully engage with young people. Meaningful participation is defined "as the experience of children being listened to and taken seriously" whether that be by hearing the child and/or getting them involved in the decision-making processes or having an opportunity to influence outcomes (Defence for Children, n.d.; Pöllki et al., 2012 in Bouma et al., 2018). Meaningful participation also enhances and encourages active citizenship and democratic responsibilities of the young people within the municipality.

The Nationale Jeugdraad, the Dutch National Youth Council which stands as an umbrella organisation for various youth-based organisations in the Netherlands outlines some essential practical conditions for meaningful participation for young people (NJR, 2021). The first practical guideline emphasizes meeting young people in places they naturally congregate and flock to—in physical places like schools, sports clubs, and youth care institutions and in their digital spaces like social media platforms (ibid.). To create safe spaces for the youngsters, collaboration with the adults who already work with young people, the local influencers, and

adults who are already part of their daily and/or student lives should be considered. This amplifies outreach efforts by establishing a presence and creating direct lines of communication within the spheres of influence among young people which makes it easier to disseminate information and foster meaningful engagement. The guidelines also specify that you people should be taken seriously and to ensure that communication with young people is clear and accessible, the language patterns and styles used by young people should be included in the information provided (ibid.,). For more meaningful participation, the Nationale Jeugdraad (2021) recommends that young people should be involved from the inception to the implementation and evaluation stages of the policy/initiative, including feedback systems within the decision-making processes—and to also have them validate the information for more clarity and effectiveness of the initiative. This would be considered an ideal notion of meaningful participation, as they are not only involved in feedback or information gathering stages but in every stage for ease of transition and integration of the new policy. To incentivize their participation, articulation of the impact and the influence of their engagement must be clearly communicated to the young participants—this cultivates a transparent process and builds trust relations which further facilitates active engagement in each step. Showcasing previous success stories of youth participation and the opportunities for empowerment through their active participation in the decision-making processes can also further motivate and incentivize their involvement (ibid.,).

As explained above, the Nationale Jeugdraad points to some practical tips for meaningful participation when working with young people. This paper uses Arnstein's (1969) ladder of citizen engagement theory to further substantiate and understand meaningful participation. Meaningful participation is more focused on listening to young people and making sure that their diversity, the length and breadth of their issues and concerns are noted and addressed. But it doesn't stop there, it goes further and includes young people in these discussions and decision-making processes so that they have a direct say in what concerns them. Meaningful

participation calls for the engagement of young people in all stages of the decision-making process and not just at the end for feedback or at the beginning for consultation. It speaks to the agency of young people and their capabilities to work things out.

1.3. RESEARCH OBJECTIVE AND QUESTION

To understand the meaningful expression of the participatory rights of young people and the various levels of participation that can be achieved in their daily lives by using the municipality of Rotterdam as a case study. The level of participation is studied by using Arnstein's (1969) Ladder of Participation as a theoretical framework.

The research also hopes to understand whether the function expected of a young person in society directly correlates with higher levels of participation and engagement in decision-making processes.

- What is meaningful participation?
- What role do young people play in these initiatives?
- What is the function expected of them and how are they involved?
- What is the level of their participation?

1.4. JUSTIFICATION AND RELEVANCE

In 2006, in a study that compared almost 500 Dutch municipalities, Rotterdam received the lowest scores regarding child-friendliness with the perception of the city being “anything but child-friendly” (Lefavre and Döll, 2007, p. 81). Since being voted the “least attractive city to grow up”, in over 3 years the municipality has been improving public spaces, communities, and neighbourhoods to make them more child-friendly (Laker, 2018; Gill, 2018; Vesela, 2010). The programs to make Rotterdam child-friendly proved to be successful and ended up receiving the national prize for “the most child and family-friendly initiative(s)” (Vesela, 2010; Hoogendoorn, Hilverdink and Darwish, 2012). Tim Gill (2018) explains that Rotterdam's child-friendly initiatives are one of the most ambitious ones as the city has pushed to become a more child-friendly city. This shift

in policymaking creates an interesting case study for further understanding young people's participation and how young people are viewed in the designing and decision-making process through the language expressed in their official documents. So, I chose Rotterdam to understand what meaningful participation entails when dealing with young people and the various levels and functions that can be granted to them in policy spaces. The relevance of this paper is the high interest in Rotterdam municipality regarding young people's participation. Based on an interview done with one of the project coordinators working with young people's participation in Rotterdam, she talks about how the municipality is looking for new ways to engage with young Rotterdammers and participation is a hot topic issue within decision-making circles. Also, understanding how participation works, helps further understand the agency involved and how policymakers can help create an environment that makes young people feel at home.

The texts used for discourse analysis were selected due to the diversity of the strategies that were designed by policymakers specifically to be inclusive and engaging toward the young people of Rotterdam. These texts were included in the study as they detail the action plans and the outlines of the programs and policies, giving the reader an understanding of how the policymakers perceive young people through their assumptions, preconceptions, and explanations of young people in the discourse of their policies. They were also selected as they are reports containing explanations of the diverse accounts of participation patterns and initiatives directed toward young people in the municipality. Hence, discourse analysis is used to further understand these perceptions and the functions that are assigned to young people in the making of these programs and policies.

1.5. STRUCTURE OF THE PAPER

The research paper is split into 6 chapters.

CHAPTER 1: INTRODUCTION

The paper introduces the aspects of the study and gives an overview of the research statement, the contextual overview, the background of the study, and as listed above.

CHAPTER 2: THEORETICAL AND METHODOLOGICAL CONSIDERATIONS

This chapter goes into detail about the theoretical framework and the methodology of the research paper. It talks about Sherry Arnstein's 1969 Ladder of Citizen Participation and lists the parameters for understanding the levels of participation in the selected texts using discourse analysis. It also contains the questions used to analyse the texts chosen for the study.

CHAPTER 3: YOUNG PEOPLE PARTICIPATION IN ROTTERDAM

This chapter uses the case studies mentioned in the reports from the selected texts to identify and provide insights into the identifiable functions of young people in Rotterdam Municipality. Based on the discourse analysis applied, two specific functions are identified relating to the young people in the municipality—Function of Fun & Play and, Function of Resilience. This chapter also delves into the function of the adults and policymakers required to partake in when dealing with young people—it examines the function of active listening and responsiveness to the concerns and needs of the young population.

CHAPTER 4: THE LEVELS OF PARTICIPATION

The chapter talks about how Rotterdam municipality engages with the various levels of participation based on Arnstein's 1969 Ladder of Citizen

Participation. It provides a detailed discussion of each degree of participation based on the results of the discourse analysis (methodology shown in the annex). Case studies and initiatives mentioned in the selected texts are discussed to illustrate how the municipality conducts meaningful participation with its younger citizens.

CHAPTER 5: CONCLUDING REMARKS

This chapter concludes the research paper by summarizing the insights drawn from Arnstein's ladder analysis of the text with an emphasis on further understanding meaningful participation. It also explores the dynamics of young people's participation and agency specifically to how it relates to citizen power—the highest level of participation within Rotterdam municipality based on the reports selected for the study.

CHAPTER 6: REFERENCES

The final chapter contains the bibliography and the annex. It contains all the references mentioned in the paper and the annex contains the tables of discourse analysis conducted on each of the selected texts along with some official reports not available online and an interview transcript.

2. THEORETICAL AND METHODOLOGICAL CONSIDERATIONS

2.1. THEORETICAL FRAMEWORK

This paper uses Sherry Arnstein's 1969 Ladder of Citizen Participation as it talks about citizen control in policies that concern them. The ladder is a simplification that illustrates the gradations of citizen participation. Arnstein explains that “there is a critical difference between going through the empty ritual of participation and having the real power needed to affect the outcome of the process” (Arnstein, 1969, p. 24). According to Arnstein, the bottom rungs of the ladder that render non-participation are equated to empty rituals that do not amount to any sense of empowerment or enrichment, spaces where the status quo remains unadjusted. The choice to use this theory over Roger Hart's ladder of participation as Arnstein's (1969) eight rungs on the ladder of citizen participation focuses more on the redistribution of power with the increased level of participation step-by-step. The redistribution of power and redistributing influence on citizens, in this case, the young people in Rotterdam have over the decisions made for them by the authorities in charge. Arnstein (1969) explains that citizen participation is not necessarily a flow from community to government or vice versa but it is a separate sector regarding a domain or problem area that requires development and advancement. She states that the decision-making processes and structures are “made up of three sectors: 1) established agencies and governing bodies, 2) coalition of establishment and neighborhood, and 3) the model neighborhood” (Gaber, 2019, p. 199). This paper aims to understand how young people are identified as citizens in the municipality, and their level of involvement is analyzed with the same metric used to measure adult participation—who are considered citizens in all instances. This distinction plays a role that is later observed in one of the analyses discussed in the findings. The ladder is divided into three categories to demonstrate the types of participation.

Arnstein's "Ladder of Citizen Participation"

8. Citizen Control

Residents can govern a program or an institution, be in full charge of policy and managerial aspects, and be able to negotiate the conditions under which 'outsiders' may change them.

7. Delegated Power

Citizens hold the significant cards to assure accountability of the program to them. To resolve differences, powerholders need to start the bargaining process rather than respond to pressure from the other end.

6. Partnership

Shared planning and decision-making responsibilities through such structures as joint policy boards, planning committees, and mechanisms for resolving impasses.

5. Placation

Limited degree of influence in a process. Citizens are merely involved only to demonstrate that they were involved. A few hand-picked 'worthy' individuals on boards, who are not accountable and can be easily outvoted and out maneuvered

4. Consultation

Inviting citizens' opinions, when consultation processes is not combined with other modes of participation, and has no assurance that citizen concerns and ideas will be taken into account.

3. Informing

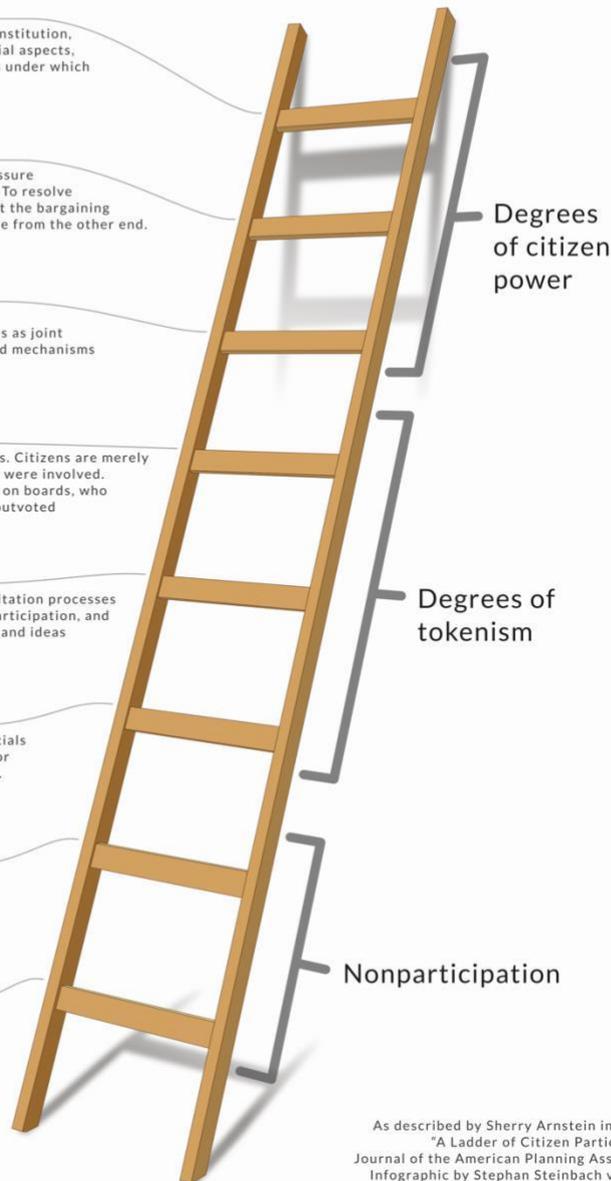
One-way flow of information from officials to citizens, with no channel provided for feedback and no power for negotiation.

2. Therapy

Pseudo-participatory programs that attempt to convince citizens that they are the problem.

1. Manipulation

Rubber stamp advisory committees with purpose of engineering support.



As described by Sherry Arnstein in 1969 in "A Ladder of Citizen Participation," Journal of the American Planning Association. Infographic by Stephan Steinbach v2022-07 alternativetransport.wordpress.com CC BY-SA 3.0 AT

Figure 1: Arnstein's "Ladder of Citizen Participation" Available at: <https://alternativetransport.wordpress.com/2022/07/17/arnsteins-ladder-of-citizen-participation/>

NON-PARTICIPATION

The bottom rungs of the ladder fall under non-participation, and it substitutes and replaces genuine and meaningful participation with no to little participation (Arnstein, 1969; Gaber, 2019).

- **MANIPULATION:** People who are placed on “rubberstamp advisory committees or advisory boards for the express purpose of “educating” them or engineering their support” (Arnstein, 1969). This specific level does not apply to young people as much as they would not be even acknowledged in such spaces or considered citizens to enter their committees or advisory boards.
- **THERAPY:** This is usually observed in mental health initiatives where the citizen or participant is powerless in the activity they are expected to abide by or follow based on certain guidelines (ibid.,). Citizens are nudged to take steps that involve changing mindsets and attitudes based on the agenda of the policymaker and the objective of the policy.

DEGREES OF TOKENISM

The next three rungs of the ladder are levels of tokenism where participants are given spaces to express their views and concerns—allowing “the have-nots to hear and have a voice” (Arnstein, 1969, p. 25). Young people are asked to participate in the discussion, but their opinion does not influence the decision-making process.

- **INFORMING:** This, according to Arnstein is the first step towards “legitimate citizen participation” (ibid., p. 27) as the rights, responsibilities, and the choices/options available to citizens are known and being informed to them. There is usually a one-way flow of information where there is no space for feedback, or advice, and no power for negotiation that could improve their situation.
- **CONSULTATION:** Here, citizens are allowed to participate in a limited capacity, but there is no assurance that their input will have any effect on the decision-making processes and the outcome. Arnstein (1969, p. 28) explains that when policymakers retain this level of participation

(such as surveys) among citizens then it remains a “window-dressing ritual (where) people are primarily perceived as statistical abstractions”.

→ **PLACATION:** This is the highest degree of tokenism, where citizens are allowed to advise on decision-making processes, and their input is given some sense of power but those in charge, the powerholders have the final say and the right to decide on the continued process (ibid.,). A placation strategy involves handpicking certain worthy, talented, and skilled individuals who are a part of the targeted group, for instance, a few smart young people in a group of adults, to take part in the decision-making committees. Here, the handpicked individuals often, fail to genuinely represent the targeted population and the diversity of their perceptions, views, ideas, and concerns.

DEGREES OF CITIZEN POWER

The final three rungs of the ladder are the levels of increasing degrees of being involved and initiating decision-making processes.

→ **PARTNERSHIP:** This level enables citizens involved to negotiate trade-offs and strive to achieve some benefits in matters concerning them (ibid.,). Here, power begins to be redistributed to the citizens in the planning and decision-making processes. There is a base organized power that initiates the partnership, and negotiations are made to have more impact on the outcome of the initiative and/or project. Genuine participation is observed, and participants have a major influence on the decision-making processes.

→ **DELEGATED POWER:** Here, citizens have a dominant position in the decision-making authority in an initiative targeted for them (ibid.,). Those in authority delegate citizen-based agencies or to citizens, themselves to have control over certain aspects having significant influence on the outcome. Citizens have more say at this level and have the power to veto or approve decisions. “To resolve differences, powerholders need to start the bargaining process rather than respond to pressure from the other end” (ibid., p. 31).

→ **CITIZEN CONTROL:** At the very top of the ladder is community-

controlled decision-making. According to Hart's ladder, the highest rung includes decisions initiated by young people (Hart, 2002), but also shared with adults. He explains that the most desirable situation concerning youth participation is therefore not that young people alone make and direct the decisions, but that this takes place in consultation with adults, initiated by young people. This gives them a sense of ownership over decision-making (ibid.). However, based on Arnstein's theory, this level of involvement is observed to be delegated power.

Arnstein explains that no one in any domain has sole authority and absolute control to make one-sided decisions, citizen control is the level of participation in citizens that demands "the degree of power (or control) which guarantees that participants or residents can govern a program or an institution, be in full charge of policy and managerial aspects, and be able to negotiate the conditions under which "outsiders" may change them" (Arnstein, 1969, p. 32). Young people indeed need direction but there is an example where this level of participation is observed where there are no intermediaries in between.

2.2. METHODOLOGY

The observations made in this research paper are made using Michael Farrelly's Social Actor Critical Discourse Analysis on six selected texts. This method was chosen to help identify the social actors in the texts, their identifiable functions resigned to the social actors, and the actions expected of them. It also helps to further understand the identities and the purposes of the social actors involved in the texts. Critical Discourse Analysis can be used to analyze "which social actors are included and excluded from particular texts or parts of the text and for analyzing important aspects of how they are represented in texts" (Farrelly, 2019, pp. 147, 149). The aim is to use CDA to analyze the social actors (young people) in the texts in the conceptualization of 'Participation.' Michael Farrelly's (2019) Social Actor Critical Discourse Analysis is further expanded through the following questions which will be used to analyze the selected texts. The analysis is listed in the annex.

- I. Who are the social actors in the text?
- II. Are the actors passive or active?

III. Are social actors represented using any categories (function, identity, name)? What are the categories used to represent actors?

IV. What are the effects produced by the representation of the social actors? (the effects are analyzed by incorporating the 8 levels of participation according to Arnstein's ladder)

V. Are social actors represented as an individual or a collective?

The First Text: *Rotterdam, City with a Future* (Youth, Education & Society, 2010) report published by the municipality of Rotterdam details the shift from 2006 to 2009, the milestone achievement of making environments more child-friendly. This milestone shifted the focus from an adult-centric city to one that is more focused on young people. So, I would like to understand what prompted the shift and what was done to include young people in the conversation. The report provides a practical package of four Building Blocks as tools for urban planners, project developers, city services, housing corporations, district councils, and municipalities to create spaces that are sustainable and child-friendly. The report defines a child-friendly city where “children and youngsters can grow up in a pleasant, responsible, safe and dynamic way” (Youth, Education & Society, 2010, pp. 1). It goes on to say that it’s not only about revamping certain areas to allow children to play freely, but rather “it means children are an intrinsic part of the town. The city must allow children space to be young and to have access to every possible opportunity to blossom and be an asset to the city” (Vesela, 2010; Youth, Education & Society, 2010: 1). The Building Blocks was created to be a measuring tool that helped turn abstract goals of wanting to be more appealing to children into tangible results that focus on the strengths and weaknesses of neighborhoods in specific to child-friendly housing, public spaces, amenities, and traffic routes (Vesela, 2010; Laker, 2018; Gill, 2018).

The Second Text: ‘*Ontwerpproject jongerenparticipatie gemeente Rotterdam*’ (Design project for youth participation in the municipality of Rotterdam) details the project ‘Ambitie: Betrokkenheid en participatie van jongeren’ (Ambition: Involvement and participation of young people). The text used for analysis is an internally classified one-page document from a researcher

working on the project. The project *Ambitie* is a part of Health Start Convergence and is focused on increasing youth participation by reaching out to the youth community and involving more underrepresented voices in the social and political spheres— “to make the voices of -all young people heard, to reduce inequality and optimize policy” (Convergence, 2023).

The Third Text: *‘Vastpakken en niet loslaten- Actieplan Kwetsbare Jongeren 16-27 jaar’ (Grab and don’t let go- Action Plan Vulnerable Young People 16-27 years)* (Gemeente Rotterdam, 2021) is an ongoing initiative that looks to engage the young people in the city and details five pillars to hold them up. This report is a prelude to the five-year action plan that is to be implemented in the municipality of Rotterdam from 2021-2026. This text is an administrative version that consists of concrete actions the municipality has implemented from 2021 to 2022 for vulnerable young people from 16-27 years of age in Rotterdam. “The core of the action plan are the five pillars of self-reliance: a social network, a roof over your head, work or education, finances, and help” (Gemeente Rotterdam, 2021: 4). The overall theme of self-reliance can be observed throughout the text as it talks about inculcating a sense of independence among the young Rotterdammers. This initiative is selected as it includes 16–18-year-olds in its approach and operation listing them in the category as young adults. I would like to see how the city differentiates between young people from ages 16-18 and 18+ who are legally adults. The fifth pillar deals with 18+ year-olds, hence the analysis will focus only on the 4 pillars listed in the report.

The Fourth Text: *‘Het Gaat Om Jou’ (It’s About You!)* (Mind Us, 2022).

MIND Us is an organization that joins forces, stimulates (innovative) initiatives that work, and ensures that the mental health of young people receives attention. Together with young people and all kinds of parties, the organization aims to create a stage where young people feel seen and heard. This action plan report is the outcome of a search of initiatives and projects that worked demonstrably well for young people and outlining an action plan talking about the steps to be taken by young people and policymakers. The initiatives mentioned in the report are aimed at visible and demonstrable results for young people and are in line

with their living environment (Mind Us, 2022). The text was selected as it was very intentional in its inclusion of young people and the action plan focuses on implementing strategies that work with all young people and not just a targeted few.

The Fifth Text: *Jongerenparticipatie Bij Innovatie: Een Mengpaneel Van Factoren* (Youth Participation in Innovation: A Mix of Factors) (Garage2020, 2023)

Garage2020 has a lot of experience in developing initiatives with and for young people, to pursue youth participation at one of the highest levels with the 'JongerenGarage'. In this report, the organization presents and reflects on 16 factors that played a role in the level of youth participation and the success of the project. This mixture of factors can be used to make conscious choices in organizing youth participation. JongerenGarage is a transdisciplinary team that devises innovations that contribute to a utopian form of youth care in the future where the way of working is putting young people in the lead in the design process (Garage2020, 2023). This text was selected for its unique way of working with young people that observes high levels of participation.

The Sixth Text: *Bouwen aan Burgerschap Kansen op wijkniveau (Building Citizenship Chances at District Levels)* is published by Young010 which is the youth advisory council of the municipality of Rotterdam. This report was selected for its inclusion of young people and the recency of its implementation initiative for citizenship engagement among young people in Rotterdam. More than 70 young people in five different neighborhoods participated in the discussion about how their neighborhood can be more beautiful, better, and more fun, what they need for this, and what they can contribute to this (Lokaal and Young010, 2023)

2.3. LIMITATIONS

This paper is not an exhaustive study and neither does it analyse all official and project documents to make concrete conclusions about how the municipality of Rotterdam views young people and abides by the characterizations made in this research paper. However, it does make claims based on the projects that have been implemented in the municipality with the underlying notions of specific assumptions, characteristics, and understandings of young people and participation, which are analysed and discussed. Through the analysis of these different reports, I hope to better understand how participation can be defined and the various ways young people can be involved, their levels of participation in policies focused on them, and how the concept of participation has been applied practically through various instances. So, based on these reports, I have come to the following conclusions on how they are depicted and identified in the texts, their functions in the programs what is expected of them, and the level of their participation in each of these programs.

The translated documents do not affect the analysis or the core of the documents as the intention of this research paper is not to analyse the wordings, sentence formation, and syntaxes or to capture the nuances in metaphors or hidden meanings. But to understand the overall themes and the imitative details, processes, and the level of participation and spaces given to young people.

3. YOUNG PEOPLE PARTICIPATION IN ROTTERDAM MUNICIPALITY

Identifiable functions of young people in Rotterdam municipality

In the Lokaal and Young010 (2023) report, research comparing two Rotterdam neighborhoods reveals that active community participation is diverse, involving not only theoretically trained individuals but also women, practically trained individuals, people with migration backgrounds, and young people. However, underreporting of activities, especially among young people, can mistakenly suggest lower participation rates. Young people often engage in informal, short-term voluntary activities, which may not fit traditional volunteer work definitions. In actuality, they are actively involved, showcasing the diverse and rich landscape of community engagement. The study in Zwolle found that young people's disinterest in participating in citizenship activities stemmed from a lack of ownership and not feeling taken seriously (*ibid.*). However, when young people were given ownership and autonomy, they became motivated to organize activities for their peers, such as the Youth Summit in Groningen and discussions on contributing to village governance. This highlights the motivational power of ownership in encouraging young individuals to actively engage in their communities. The municipality expected welfare organizations to encourage young people to organize their activities, but limited possibilities and challenges were encountered, especially for vulnerable young individuals who often required support to get involved. The report emphasizes that youth work is essential in reaching young people who might otherwise be overlooked, providing opportunities for the municipality to add value to Rotterdam's youth. It also highlights variations in reaching different groups of young people, with recreational activities attracting a broader audience, while girls as a target group remain relatively invisible and less engaged. Young people want to start neighborhood activities but need guidance and information. They may rely on youth workers for support or seek assistance elsewhere, emphasizing the importance of active citizenship, which involves contributing to the local community through various means, such as volunteering or initiating projects.

3.1. FUNCTION OF FUN & PLAY

“Rather, it means that children form an intrinsic part of the city and should be allowed space everywhere to be young, to blossom and to become an asset to the city.” (p. 1)

In *The First Text: Rotterdam, city with a Future: How to Build a Child-Friendly City* (Youth, Education & Society, 2010) report published by the municipality of Rotterdam, at first it looks like children are very important social actors. They are to be considered an “intrinsic part of the city”; however, they seem passive as they “should be allowed” and the space provided is for them “to become an asset to the city.” They are subjected to the shift of a more child-friendly space so they can in turn become an asset, a service to the city later. The text implies that one of the functions of the children in the city is expected to grow up and become an asset, but the text does not mention what is considered an asset and what isn’t. Another important function the text places on children is “to play”—To complement that function, the Building Blocks tool calls for communal spaces for playgrounds and play areas to encourage sports, outdoor plays, and physical activities. In listing the conditions for outdoor play areas, the text calls for attention to pavements to be considered as a public space that could create opportunities suitable for play (ibid., p. 2). Private and indoor spaces large enough to allow a child to play freely are also mentioned—even specifying the use of liminal spaces “between the front door and street level” (ibid., p. 2-3).

Rotterdam has placed vital importance on the play as a function related to children, childhood, and healthy upbringing in city areas. And creating spaces, creative areas, and revamping liminal spaces to keep children engaged in that function through play streets, play sidewalks, communal gardens, wall gardens, and play wildernesses. This falls in line with Article 31 of the Convention of the Rights of a Child which calls for States to “recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts” (UNCRC, 1989). The report also emphasizes nature, fresh air, and the environment which is by the preamble of the UNCRC (1989) that states that “the fundamental group of society and the natural environment for the growth and well-being of all its

members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community.” Just as the municipality of Rotterdam creates spaces so that young people can have a safe environment for their healthy upbringing—the municipality also expects children to invoke their sense of independence and exploration through child-friendly traffic routes and “locating public amenities at strategic points makes the street socially safe and therefore safer to travel through independently” (pp. 3). The municipality of Rotterdam seems to want to create opportunities and spaces that encourage the children in the city to explore and engage with the infrastructures, hence the emphasis on creating safer spaces and expanding them to make them child-friendly. This function of a city is also by the preamble of UNCRC (1989) stating that states must consider “that the child should be fully prepared to live an individual life in society.”

Not just pre-teen children, young people of all ages in Rotterdam municipality prefer their neighbourhoods to have spaces for diverse activities, combining both fun and educational elements (Lokaal Rotterdam and Young010, 2023, p. 16). The municipality seems to have been more focused on young children in their child-friendly initiative and the young tween and teenagers of Rotterdammers seem to have been overlooked in this aspect. Some young Rotterdammers seek social events and more neighbourhood parties while others aim to develop life skills like cooking and activities that develop self-confidence encouraging them to venture out and explore new things (*ibid.*). Based on the projects the municipality has implemented in the past, it can be inferred that this would align with the city’s agenda of creating more fun, playful, interactive, and safe spaces for young people that invoke their sense of independence. Additionally, the desire for practical skills and study spaces highlights the broader need for youth self-sufficiency, underlining the importance of addressing their multifaceted needs in community development efforts. Young Rotterdammers are eager to assume a significant role in organizing activities themselves, reflecting a desire for wanting to take initiative, ownership, and in turn an increased motivation to participate (*ibid.*).

3.2. FUNCTION OF RESILIENCE

“Sufficient attention and appropriate guidance is needed to prevent these young people from starting their adult lives with a false start and being socially marginalized” (p. 4)

In the Rotterdam Action Plan for Vulnerable young people (Gemeente Rotterdam, 2021) Young people in the text take a more passive stance. The text is mainly focused on the young people who are “vulnerable and in risky situations.”—but generally young people in Rotterdam are viewed as people who “silently walk the path” from education into adulthood (ibid., p. 2). While the municipality chooses a more active role in carrying out its identified goals. Even though the core goal is to create a sense of “self-reliance”, based on the text, it appears to be done based on the interests of the municipality rather than lending an ear and listening to the voices of those in vulnerable situations— to create opportunities for youth participation. The initiatives lean more towards providing information, creating guidance systems, lending necessary support, and curating prevention strategies. For instance, regarding absenteeism, the municipality suggests that the young people dealing with these absences from school should be “approached as soon as possible and guided to, for example, another education, work or help” (ibid., p. 11). Also, in the case of financial security, the municipality offers workshops to “provide parents with tools to better prepare and guide their children towards their financial independence” (ibid., p. 13), and regarding debt issues, the municipality lends a hand in identifying and supporting more young people with incipient debt issues (ibid., p. 13).

“Sometimes we have to help young people a little longer, so that they can make a good contribution to the city later on.” (Gemeente Rotterdam 2021, p. 4)

“Prepare young people better for their independence. Also, involve experienced coaches. So young people who have experienced it themselves can be a source of hope.” (ibid., p. 10)

The text describes that vulnerable young people are the ones who are unable to follow the usual path from childhood into adulthood, from education to internships, paid jobs, and settling down. They are identified as a group that has

problems following this process and are stuck in vulnerable, risky, or problematic situations that they “cannot get out of without outside help” (Gemeente Rotterdam 2021, p. 2). And those between the ages of 16-27 have an “increased vulnerability due to an imbalance between risk factors and protective factors on a social and personal level” (ibid., p. 4). Young people from ages 16- 23 are identified as the transitional age that could cause many long-lasting problems such as “alcohol and drug use, money problems, absenteeism or school dropout, problems surrounding sexuality, psychosocial health, and police and justice” issues (ibid., p. 4). The text implies that young people in general around this age group have a propensity to find themselves in a vulnerable situation and things will only worsen if they lack social support (ibid., p. 4). There is an assumption that there is a period between childhood and adulthood that is considered tumultuous, however, a majority of young people go through this transition without getting caught in risky and troublesome situations (Oliver et al., 2006).

Though the text talks about collective and individual responsibility, Gemeente Rotterdam (2021) explains that the functions of the Rotterdam municipality are to pay attention, provide appropriate guidance, and support the vulnerable young people in the city—until they have independence, economic and social self-sufficiency and can rely on themselves. The text mentions that the support should not last until they are 18, as the transitional phase begins after that and they need special attention and assistance, especially those caught in vulnerable and risky situations as that could help them make contributions to the city making them stay the path (ibid., p. 2). The stated aim is to strengthen them through resilience programs. Some of the programs recommended by Mind Us in the text also deal with exploring a young person’s resilience alongside providing a listening ear and promoting a mentally healthy environment. Though the municipality focuses on enhancing resilience and imparting resilience strategies within the vulnerable demographic, Mind Us takes a general approach and focuses on imparting resilience and other strategies on all young people and not targeting only those in a vulnerable situation and those suffering from mental health illnesses. The difference is that the Mind Us text considers all young people in the Netherlands to be resilient, it is something they already are and not something that has to be imparted—it can be strengthened and boosted further.

“Young people in the Netherlands are resilient, have insight into and control over their mental health, and optimal access to appropriate help when necessary. They live in an environment in which they experience understanding, in which they are supported, with which they feel connected, which offers space for their personal development, and which sees mental health as a collective and individual responsibility.”

(Mind Us, 2022, p. 5)

The collective and individual responsibility is not done separately in different seasons, but simultaneously and together. The second text ‘Ontwerpproject jongerenparticipatie gemeente Rotterdam’ (Design project for youth participation of the municipality of Rotterdam) for the project ‘Ambitie: Betrokkenheid en participatie van jongeren’ (Ambition: Involvement and participation of young people) (Convergence, 2023) calls for both the municipality and the young people to work together and design projects and policies together so that there is greater success for both—the intention is for both social actors to be active. The text mentions that youth are to be involved through participation. Participation in a sense that creates opportunities that make young people heard, seen, and understood. The text also mentions that “adolescence” specifically distinguishes adolescents from the generalized group of young people. And they are seen in the text to “have a strong need to be heard, seen, and understood” recognizing their dependence on the adults to grant them the opportunities to be more independent. It also highlights the responsibility of the municipality to respond to the “strong need” of the young people in the city by hearing, seeing, and understanding them. This text more than the others infers that a common function of the municipality and young people is to design projects and policies together that are mutually beneficial for both—for the betterment of young people by increasing their self-confidence and their citizenship and democratic duties which is beneficial for the city—“greater chance of success” for both (ibid., para 1). Due to certain conditions, the municipality might have regarding delegating power to citizens, the text implies that the municipality of Rotterdam would prefer to take a more active approach—to find a way that helps in meeting both the municipality and the youth’s needs. Active citizenship, which meaningful participation calls for, is a mutually beneficial concept, as it allows citizens to be involved in

the shaping of the society they live in and contribute to it by having a say in the decision-making processes (Waterman, 2021). The text also recognizes that there are many possible ways by which young people would choose to get involved in the decision-making processes of the municipality and the project hopes to figure out more innovative ways it can be done (para 2).

“Policies and projects that are designed together with young people through youth participation have a greater chance of success. In addition, young people during adolescence have a strong need to be heard, seen, and understood. Successful youth participation can strengthen young people’s self-confidence and contribute to the development of their citizenship and democratic skills.” (para 1)

Resilience is an individual’s capacity to adapt and manage themselves in constructively healthy ways during stressful situations and events (Catalano et al., 2002; Garmezy, 1991; Oliver et al., 2006). Building resilience is a key goal when dealing with mental health initiatives, it is important to strengthen that capacity through meaningful participation and connectedness for more impactful outcomes (Oliver et al., 2006). To achieve this attention should be focused on where young people are at, like in educational spaces and places where courses offered to young people strategies focusing on improving the mentally healthy environment and the listening ear actionable key goals (Mind Us, 2022). It is crucial for the strengthening of teaching programs, increasing the variety, findability, and choice of programs, and finding partners to scale up “demonstrably effective programs” (ibid.,). For instance, in tackling the performance pressures that are directly related to the demands imposed by society among young people which has a major influence on their mental health. The text explains that the organization “dreams of a society in which young people have the right to fail.” (ibid., p. 12). This is suggested to be done by discussing “with young people what the current standard in society is concerning performance pressure and what the desired standard should be” (ibid., p. 12). The text calls for an integrated approach where everyone in the school is involved, from management to teacher, from pupil and student to counselor, and not just the mental health counselor to be trained and educated on the topic and to have a listening

ear—to feel comfortable doing this and have had the appropriate training to do so. To have this as a common goal and agenda in education to achieve for everyone in school by connecting and strengthening existing available programs. Another place where young people gather and convene is in the online domain—focusing on creating a mentally healthy online environment is also important in these times. Strategies that strengthen and boost a young person’s resilience in the online domain are imperative. Mind Us (2022) suggests that initiatives focused on influencers young people follow, by offering courses on being a good listener and on tools to formulate helpful responses to a DM can help young people greatly. The idea is to help young people show an honest picture of how they feel rather than showcasing filtered and fake content that could cause unhealthy and negative impacts on mental health. And then in continuation to the previous strategy, to create accessible online assistance—a transition from chats and anonymous online conversations and influencer DMs to specialized and local facilities when required and creating an integrated cooperation between them (ibid.). Such prevention and promotion strategies can help reduce the risk of serious compliments and keep young people more informed about the prevalence of mental health issues, develop their cognitive competency, and access to care when needed—it also increases the capacity for resilience (Oliver et al., 2006).

3.3. ARE WE LISTENING?

The text by Mind Us gives more insight into the actions that are expected from young people in the Netherlands—their function is to be able to support and strengthen their mental health, have hobbies, and pursue interests to help regulate and express their emotions. Learning how to ask for help, recognize signals in someone else, and know where to find help (Mind Us, 2022, p. 7). Not just the young people, but the adult citizen is also required to provide the young people in their society with “unconditional support and help” by simply lending an ear and having open and honest conversations with the young people about their mental well-being and struggles (Mind Us, 2022, p. 3). Mind Us is not prescribing just the society and policymakers to have conversations with young peo-

ple—but the initiative determines and directs its actions and solutions by listening to the concerns and understanding the experiences of young people in the city, to make them feel seen and heard. A sense of community is invoked throughout the city, where every adult functions as a caretaker or mentor. This leans into the conditions for meaningful participation posed by NJR earlier, where it's not just involving young people in dialogue, but engaging the community around them as well. While young Rotterdammers indicate their eagerness to organize fun activities in their communities, they also seek the assistance of adults in their communities in organizing these activities (Lokaal Rotterdam and Young010, 2023). They recognize the role of community mentors/supervisors in their lives and in navigating personal and educational challenges like requiring guidance and support regarding their career goals and future planning (ibid.). In the Garage2020 (2023) report, young people voiced out their apparent need for a leader to help and coach them to provide structure and clarity about tasks that contribute to safety in the group and guidance for being beneficial for effectiveness. This highlights the significance young people place on structured support and the value they play on focused attention. In some Rotterdam neighbourhoods, the social workers are more visible in the community and have established strong connections with young people, increasing their accessibility to information which fosters a sense of belonging and engagement in their local areas (Lokaal Rotterdam and Young010, 2023). This not only creates safe environments where young people are more willing to participate in discussions as they experience understanding and are supported by the community where they feel connected and offers space for their personal development (Horwath et al., 2012). The municipality of Rotterdam implemented the initiative *Jouw Ingebrachte Mentor (JIM)* (Your Contributed Mentor)—which provides support to vulnerable youth through a buddy or mentor system, a confidential advisor who could be an acquaintance, a family member, a friend of a young person (Gemeente Rotterdam 2021, p. 6). And the municipality set up *Jongerenhubs* (Youth Hubs); places where different projects and groups come together to create new connections (ibid., p. 7). Based on the text, the initiatives do not include active participation of young people—but rather they are given information and the help they may need. The purpose is to support the young people by being sub-

jected to an action meant to fulfill the initiative’s goals that best suit the municipalities’ needs—young people’s participation doesn’t seem to be involved in the decision-making processes on these initiatives.

Listening is central, and in many instances, young people often feel that their concerns and emotions are not met with understanding and active listening, this makes them apprehensive about reaching out as they are unsure about who to entrust their story with (Mind Us, 2022). The text also sheds light on how young people feel like they are sometimes not taken seriously, hence their input is usually dismissed or overlooked (ibid.,). Yeo (2009, p. 286) also talks about the presuppositions governments and municipalities have about young people as they are usually considered “not ready to contribute constructively to the design of policies.” One such example is the Huis van de Wijk in Rotterdam, a place young Rotterdammers express a strong preference as a venue for their activities (Lokaal Rotterdam and Young010, 2023). However, they highlight significant accessibility issues in several neighborhoods, such as limited opening hours and reaching full capacity leading many to be being turned away. This restricted access and poor accessibility leads to young Rotterdammers congregating outside, sometimes resulting in strained relationships with residents. They also face challenges when seeking shelter in adverse weather conditions. But young Rotterdammers are still drawn to Huis van de Wijk as they feel safe and empowered in these spaces, they also suggest having a confidential counselor in Huis van de Wijk at various locations so that they can turn to them for support and guidance. These insights further highlight the importance of community spaces and enhancing the accessibility and functionality of community centers to better cater to the needs of young residents. Apart from the uncertainty, a gap between policymakers and the young people population can be observed, where the relevant information regarding the designing of the policies rarely reaches them due to inaccessibility, and/or the appropriate channels to reach young people are overlooked. And even if the information is conveyed, “language and content of the communication is often in a form that young people do not respond to” (Yeo, 2009, p. 286). In the text from Lokaal Rotterdam & Young010 (2023), young people did voice out their concern for the lack of communication, and this inaccessibility them feel unappreciated and unwelcome. To mitigate these gaps,

national youth platforms, youth advisory councils, and youth panels are set up as intermediaries to reach young people and hear the consultations and concerns of their representatives. Listening to young people, lending an ear to their concerns has proven to have positive and improving outcomes and increasing their resiliency and developing their confidence (Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2004; Roth, Brooks-Gunn, Murray, & Foster, 1998; Kalish, 2010; Lundy, 2018). The various levels and capacities to which adults listen to young people are further understood with Arnstein's illustrative theory on the ladder of participation. The engagement level differs depending on the choices of the decision-makers. Participation in many cases is referred to as just listening and hearing out the concerns of those the policy is designed to cater to. But listening is just the first step to meaningful participation and engagement.

4. THE LEVELS OF PARTICIPATION

4.1. ROTTERDAM MUNICIPALITY ENGAGING WITH THEORIES OF PARTICIPATION

The Municipality of Rotterdam engages in participation theories of its own. In *De Grote Participatie Samenvatting: aan de sla met Meedenken Meedoen in Rotterdam!* (The Great Participation Summary: Getting Started with Thinking Participating in Rotterdam!) designed by the municipality of Rotterdam details the instructions and guidance for policymakers, project coordinators, and researchers on creating a participation plan among young people in the municipality. The report is an internal document, and the RP only focuses on pages 2-4 and is attached in annex VII for reference. The report suggests that in designing participation, it is important to make the 'how', 'what', and 'why' concrete. It also highlights the following principles for young people's participation in the municipality;

1. Participation is tailor-made.
2. The immediate living environment of Rotterdam residents is important and is central. Therefore, involve the environment at an early stage in plans and activities.
3. Be transparent about the choices that are made.
4. Make it clear whether the environment can think along, decide, or participate.
5. Ensure consistent feedback.
6. Appreciate and support initiatives from the environment.
7. Provide good participation instruments for the entire environment. So, take the diversity and inclusivity of our city into account.

The following flowchart is a tool used by the municipality to determine which level of participation policymakers can adhere to in the designing of their policy/project. The collaboration and the focus on the decision-making process the officials choose to have between the municipality and young people in the neighbourhood.

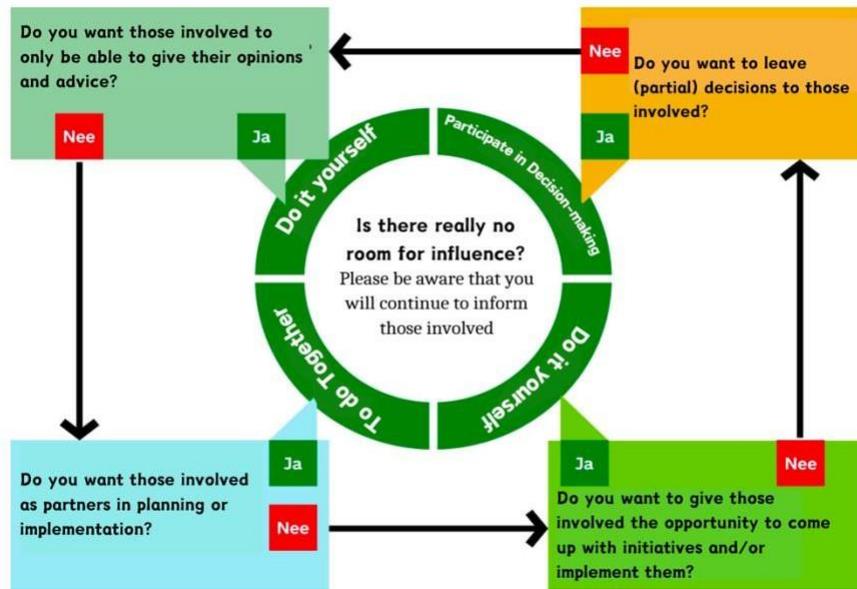


Figure 2: Participation circle to choose the right form of participation in Rotterdam Municipality

Lokaal Rotterdam & Young010 (2023) and Garage 2020 (2023) reports that focus on encouraging more young people's participation in Rotterdam municipality both engage in Roger Hart's participation ladder in their activities dealing with young people in the municipality. For decades Hart's ladder of participation which is an adaptation of Arnstein's ladder of participation has been the most influential model in enhancing children's participation in policy-making spaces (Sheir, 2001). The participation ladder outlines various levels of engagement for young people. At the lower steps, they are excluded from decision-making, but as they progress up the ladder, they become increasingly involved in shaping choices that affect them. The most desirable outcome is a collaborative decision-making process, initiated by young people, and shared with adults, providing them with a sense of ownership and motivation for active citizenship. This approach, starting at the highest step, is crucial to prevent demotivation and to encourage active resident participation and citizenship, particularly in neighbourhoods where it is most needed, mitigating what is known as the 'Matthew effect' (Lokaal Rotterdam & Young010, 2023, p. 20).

4.1. NON-PARTICIPATION

The rung of the ladder that includes Non-participation is one of the differences between Hart's and Arnstein's ladder of participation. Hart's ladder includes tokenism as a part of non-participation while Arnstein's ladder does not include tokenism as an actual rung on the imaginary ladder nor is it defined as a form of non-participation (Lundy, 2018). Instead, Arnstein places tokenism above non-participation and categorizes it into three degrees which is not included in Hart's theory. Arnstein (1969) mentions that the bottom rungs of the ladder, Manipulation and Therapy are the two levels of non-participation that distort and replace genuine participation among citizens. Based on Arnstein's ladder, none of the texts selected to understand young people's participation in Rotterdam municipality in this RP fall under the level of Non-participation. Even with the 'Rotterdam, a city with a future' report that mentions the participation and inclusion of children in a small portion at the end of the text under the heading "Inspirations" (Youth Education & Society 2010, p. 4). The said participation mentioned in the text is the suggestion of a mental map that asks children to recreate their existing surroundings with the present issues and what they would change about it, through a drawing and that "often reveals surprisingly simple solutions" to policymakers (ibid., p. 4). Concerning Hart's ladder, this form of participation would be considered tokenism on the level of non-participation. Hart describes tokenism as children having "little or no opportunity to formulate their own opinions" (Hart, 1992, p. 9) and "having no discernible impact on decisions" (Tisdall, 2015, p. 382) after being given a voice as a form of either Tolerance, Indulgence, or an afterthought in policymaking (Hart, 2008). However, based on Arnstein's ladder, the suggestion to include children in the early stages of decision-making does create a level of participation that lies above the level of non-participation depending on the project developing team. This function of drawing allows children to be more active actors and/or participants in the decision-making processes regarding the neighbourhoods and streets they reside in.

4.2. DEGREES OF TOKENISM

Arnstein (1969) does not include tokenism as a level of non-participation but transcends non-participation and is observed in three varying degrees categorized into three different levels—Informing, Consultation, and Placation.

4.2.1. INFORMING

Informing young people of their rights and responsibilities is extremely important, however, when the emphasis is only on a one-way flow of information, just informing young people, there is a hindrance to meaningful participation (Arnstein, 1969). This can be observed in the Rotterdam’s Action Plan for Vulnerable Young People report (Gemeente Rotterdam, 2021). Since the youth are viewed through the lens of being extremely vulnerable to risky situations, the municipality has resorted to protective, supportive, proactive, and guidance measures to help young Rotterdammers. These measures focus on guiding them to solve only the symptoms of the problem they find themselves in. As observed in their strategy to tackle homelessness—the municipality focuses on meeting the demand for housing with their main goal being to “quickly” help the homeless youth find housing so that “homelessness is prevented” (p. 8). And also with absenteeism, to tackle it as quickly by approaching those who may drop out “as soon as possible and guided to” other options or alternatives encouraging skills and basic education (p. 11). Similarly, when dealing with financial literacy, the municipality inclines towards offering “income security to vulnerable young people as quickly as possible” (p. 12)—teaching them financially responsible behavior and providing tools for parents to “guide their children towards their financial independence” (p. 13). Even with regards to youth workers, the text mentions that their function is to support and help discover the talents within the young people in the city and guide them to the opportunities available to cultivate those talents. (p. 7). The municipality takes an active approach in investing, organizing, and setting up support systems of informal support among young Rotterdammers to help them navigate life. The text reiterates that young people “need a person to fall back on” and to expand their social network, the JIM (Jouw Ingebrachte Mentor or Your Contributed Mentor) buddy system was implemented with the aim that “young people are linked voluntarily to a buddy,

buddy or volunteer who supports them temporarily and individually” to increase their capacity (pp. 7). The text does not go into detail about what strategies would be used to cultivate their agency and capacity to increase their independence. The only mention of young people helping themselves without guidance or support is regarding the ‘Ping Ping app’ that could be used as a digital tool to encourage young people to “improve their financial skills themselves” (p. 13).

4.2.2. CONSULTATION

Having just a consultation about a young person’s opinions and views alone is not enough, it should be combined with other forms of participation to be considered meaningful participation (Arnstein, 1969). This form of “window-dressing ritual” instituting a “participated in participation” approach (ibid., p. 29) can be observed in the above-stated mental map in the ‘Rotterdam, a City with a Future’ report (Youth Education & Society 2010, p. 4). The report in which the suggested participation of children is relegated to a recommendation. There is no assurance the input received during these mental map sessions would be considered in the decision-making processes. This is witnessed in children participating in the mental map activity in some Droomstraat projects in Rotterdam which enabled the neighbourhood to bring a positive mindset to the planning process leading the planning committee to “open to ideas” (Tim Gill, 2018). This is the most common method of young people's participation in policymaking spaces (Vromen and Collin, 2010). It includes formal methods of participation that do not account for a full representation and inclusion of young people. A type of participation to provide feedback or creative solutions for consultation to gauge the interest of the targeted demographic. Based on the selected texts, this type of participation, which is most common in various other decision-making structures, is observed only in the above-mentioned instance.

4.2.3. PLACATION

Placation is a level of participation that shows a form of influence where a selected few are part of a committee to represent the many. Youth care organizations, for example, often set up youth councils or consultative bodies to include

the voices of young people in policy and decisions (Garage2020, 2023, p. 4). Several established bodies are involved in innovation for young people and offer manuals and tips to prevent bogus participation. Young010 has set up advisory youth councils consisting of team members of 18-18+ and youth experts to weigh in on decision-making and consultations (Lokaal and Young010, 2023). So Mind Us established a Council of Direction (Raad van Richting) which is completely created and occupied by young people (Mind Us, 2023). The members of the Council of Direction contribute to the realization of the goals of MIND Us and influence the strategy and continuity of the organization. They also test whether the administrative direction corresponds with the goals, mission, and vision of MIND US. The Rotterdam Municipality has set up the 'Raadsmonitor en Staat van de Jeugd' (Council Monitor and the State of Youth) (Gemeente Rotterdam, 2021, p. 6) to monitor and steer forward the initiatives implemented by the city through this Action Plan. Though mentioned only once in the text, they are a council of adults that make decisions regarding youth-based initiatives. Another arena of youth participation mentioned in this action plan is through "Jongerenhubs (Youth Hubs)" where "everyday and spontaneous" connections with young people are encouraged and new physical and online networks are established (p. 7). Though the aim is to increase a vulnerable young Rotterdammer's independence and self-reliance and reduce their dependence on professionals and the municipality—many initiatives are focused on them being passive participants rather than active or meaningful engagement.

Placation can also be observed in the Lokaal and Young010 (2023) report, where the initiatives undertaken focused on achieving three primary objectives: providing valuable input for the neighbourhood agreement, building familiarity with the roles and responsibilities of neighbourhood councils, and determining the most effective means for these councils to engage with young people. To ensure the success of these efforts, collaboration with various local structures in contact with young individuals was deemed essential. This collaborative approach involved working closely with district managers, coordinators, and managers, who facilitated connections with youth workers. Additionally, members of neighbourhood councils were actively engaged and invited to participate in discussion evenings. The outcomes of these sessions were shared in written form

with all relevant stakeholders, promoting transparency and communication throughout the process. Transforming neighbourhood aspirations into tangible actions is achieved by adopting a community-focused approach, with the municipality working directly from within the neighbourhood in collaboration with residents and neighbourhood councils. emphasizing the importance of direct engagement and participation in bringing about the changes and improvements desired by the local community. The neighbourhood council facilitates conversations, turns them into advice, and keeps the local network active. This network involves residents, businesses, and partners (like politicians, housing associations, and welfare providers). The district council also conveys the network's interests to the city council and executive, ensuring a balanced and fair representation of the neighbourhood network.

4.3. DEGREES OF CITIZEN POWER

In the next three rungs of the ladder, power being distributed can be observed among the young people by taking part in decisions where their opinions and concerns have an impact on the outcome in three degrees—Partnership, Delegated Power, and Citizen Control (Arnstein, 1969).

4.3.1. PARTNERSHIP

Partnership can be observed in the Mind Us (2023) text, here, young people are not treated as helpless subjects but a form of participation and initiative to be taken by the young people themselves for their well-being is explicitly stated. This can be understood through statements like; “MIND Us gives all young people the opportunity to develop resilience. This is only possible if they get a grip on their mental health and know how to find help when necessary...We connect with the living environment of the young people themselves; their school or college, their neighbourhood with sports clubs and associations, and of course their online environment...The voice and experience of young people is essential to find solutions that help...They experience the burden and show us the need to take their mental health seriously. Moreover, they are part of the solution. They are the best at expressing what is needed and what will or will not

work in practice” (Mind Us, 2021, pp.3- 4). It talks about connecting and partnering with young people directly—not just in a forum or group setting but in all their associations and environments—in-person and online. The initiatives and projects focus specifically on what demonstrably works for young people and that is done through knowing and understanding the concerns and experiences of the young people in the city. Also, realizing the importance of participation of young people’s voices in matters that regard them as they are best at expressing what is needed (Mind Us, 2021). The text mentions the privilege of the young people in the Netherlands— they are recognized as having insight and control over their mental health. They are viewed as individuals and not a collective that needs help to survive. It also specifies that the environment young people find themselves in is an environment that is open-minded and understanding—a safe space that supports them and gives them a community sense of feeling through connectedness. A crucial outlook specified here is how this organization views mental health as a collective and individualistic responsibility. Hence, programs and strategies would focus on partnerships with young people to invoke their responsibility in the matter as well.

The project *Ambitie* text calls for both the municipality and the young people to work together and design projects and policies together so that there is greater success for both (Convergence, 2023). For the involvement of young people in various stages of policymaking within the municipality of Rotterdam through increased partnership and collaboration. Youth participation in this text is referred to as sharing what’s important to the young people, policymakers, and youth workers, how they view youth participation, how the youth want to get involved and “gain(ing) insight into the wishes, needs and possibilities” (ibid., para 3) of the young people in the city. Not just a surface level of participation that could fit into an adult’s agenda or plans—but an intention to make young people, especially adolescents be “heard, seen and understood” (ibid., para 1). The project aims to further understand how to incorporate the voices of young people in municipal policies. Their aim is also to hear the “preconditions from the municipality” (ibid., para 3) and merge them with insights received through youth participation and design interventions for the city. The text does not go

into detail as to what the preconditions of the municipality could be, so we cannot be sure if these preconditions will enforce or limit youth agency. However, adhering to the preconditions set by the municipality prevents the project from achieving higher levels of participation. However, by relating participation (albeit ‘successful participation’) to a young person’s confidence, their emotional state is considered, not just seen as a group that would grow up to be an asset, or some help to the city (para 1). Rather, other than their future contribution, their self-confidence with the healthy development of their state of being—not just externally but internally is also considered. The intentions of the project lie in understanding and exploring the varied possible lanes of drawing attention to their needs and their voices heard. The focus is on the young people and the city responding to them, rather than controlling the needs of the young people to suit the interests of the municipality (para 2). Another thing the text does is recognize that there is a “broad, diverse group of young people” instead of subjecting all the youth to a municipal policy (para 2). At the beginning of the text, “young people” are mentioned as a collective and tend to appear as being generalized, however, later it specifically mentions “adolescence” and towards the end of the text, “young people” are further categorized into a particular age group from 15-24 years. Overall, there’s an understanding that youth have prior experiential knowledge and that they are a broad and diverse category, they can’t be lumped in as one whole.

4.3.2. DELEGATED POWER

There is one mention of an initiative that could deal with the Delegated Power level of participation where citizens have more say in the decision-making over the local authority or program/policy (Arnstein, 1969) in the selected document. In the Lokaal and Young010 (2023) report, the new governance model Wijk aan Zet gives citizens more say in their neighbourhoods. At Wijk aan Zet residents can submit their initiatives for the neighbourhood and collectively help determine which of the initiatives receive financial incentives to be implemented (Gemeente Rotterdam, 2023a). This is aimed at giving citizens more influence in their neighbourhoods, facilitated through participatory budgets and a user-

friendly digital platform, where residents can easily share their ideas. The participation platform mijn.rotterdam.nl aims to empower residents by allowing them to contribute their ideas and decisions about their neighbourhoods. Through this platform, residents can propose initiatives, garner support, engage in discussions about neighbourhood tasks, and access information about participation projects. Young010 suggests recognizing young people as a distinct target group within the new Wijk aan Zet model and providing opportunities tailored to their needs. Making young people an explicit target group involves considering their role in the neighbourhood and adjusting the model to enable their contributions. The Wijk aan Zet governance model is relatively new and requires time to become well-known and evolve. To ensure its effectiveness, it's crucial that its impact on the daily lives of young people becomes clear and tangible, and that the opportunities it offers are evident. Additionally, simplicity and clarity are essential, and using fewer confusing terms can help achieve this. To enhance accessibility for young people's initiatives, streamlining assessment processes, providing support tailored to their needs, and establishing dedicated times for them to visit the neighbourhood hub with questions or ideas. The municipality aims to be more visible and accessible in neighbourhoods to assist residents effectively. They plan to achieve this by establishing small neighbourhood hubs in every neighbourhood, allowing residents to easily drop in with their questions and concerns (Lokaal and Young010, 2023).

4.3.3. CITIZEN CONTROL

Citizen Control may not seem applicable for young people, as they are still minors and adults will oversee the financial and managerial aspects, and no one in particular can be in full control in a municipality. Arnstein (1969) explains that Citizen Control is the degree of power that guarantees the governing of a project or a program with no intermediaries between the governed and those being governing. But something that comes close and stands in between Delegated Power and Citizen Control is the JongerenGarage (Youth Garage) initiative. Garage2020 (2023) explains that with JongerenGarage, young people are in the lead of the design process. “Instead of gathering insights or needs from young people or testing and evaluating innovations with them, we support young people in

carrying out the design process. In this way, the young people who participate in the Youth Garage make proposals for innovations (services or products) for young people and present them to other young people and important stakeholders” (ibid., p. 7). Based on Hart’s ladder, which JongerenGarage adheres to, their approach and design fall under the very top rung of the ladder as it focuses on child-initiated and shared decisions with adults and decision-makers. (Hart, 1992). According to JongerenGarage (Youth Garage) the ultimate youth participation design which is a process of the project/initiative/innovation consists of—Meeting and getting to know the young people in the participation group to make it more inclusive and diverse; Elevating the youth participation to the level of ownership and citizen control so the input from young people directly influences the process and outcome of the project/innovation and; Learning skills, the extent to which the participating young people have the information, expertise, knowledge, and skills during their participation (ibid., p. 9). The ultimate youth aid design i.e. product is determined by the—Impact of the project: to what extent the intervention contributes to a solution; Innovative: to what extent the outcomes complement existing solutions and strategies and; Human-centeredness: how the innovation matches the perception and needs of the end user and whether the end-user has been given a voice in the development processes, in what phases and how either through co-creation, advice, co-decision making (ibid., p. 9). Regarding participation in their pilot program, JongerenGarage explains that “the balance between the young people taking control themselves and the need to think carefully and demonstrate the possibilities must be clear. You don't want to direct too much, but you do want to inspire” (ibid., p. 31). Balancing young people's autonomy and inspiration to demonstrate possibilities without excessive direction is crucial.

In balancing youth participation in the highest degree of participation, a careful integration approach is key, as the full inclusion of the young people in the 'regular' team can diminish youth involvement as sooner or later adults tend to step in and take leadership. In the JongerenGarage pilot, members observed that the level of youth participation decreased the larger the group became. Leaders and followers will emerge, and the degree of ownership will decrease if the group is too large. We also see the ultimate impact decrease: with a lower sense

of ownership, people are more likely to drop out during or at the end of the design process. For example, concepts may ultimately not be implemented and therefore have no impact.” (p. 25). However, a completely self-contained team is not ideal either as the ideas and influence of the young people on changes are then too disconnected from the organization (Garage2020, 2023). In a regular team that deals with youth policies, young people should be independent of each other and seek each other out in projects when necessary (ibid., 14)—here, some control of the project is given to young people, where delegation plays a role in this instance. In the same pilot, when the approach was adjusted further, the balance between granting young people ownership and providing support yielded mixed experiences. While some found the freedom challenging and occasionally vulnerable, others valued the responsibility and felt genuinely engaged, thereby enhancing their level of participation. Encouraging self-discovery and problem-solving promotes higher engagement and a greater learning experience, but some guidance can also clarify the process and lead to improved results. Balancing autonomy and guidance is essential to support young people in navigating team dynamics and roles while allowing them to explore various forms of collaboration without excessive direction. As explained earlier, young people prefer to have adult mentors, to support, and assist them in their activities to further provide structure and clarity about tasks that contribute to safety in the group, and guidance for being beneficial for effectiveness. While young people may bring fresh intuition and perspectives to the table, their limited work experience and potential inclination to rely solely on personal experience underscore the value of integrating both youth and adult expertise in research, design, and testing processes. Striking a balance in ownership and participation is crucial, ensuring equality between young and adult contributors for optimal outcomes. Granting youth greater autonomy in shaping project content enhances their engagement and ensures a more tailored approach to their experiences. Combining the wisdom of adults with the enthusiasm of young people can result in innovative solutions that resonate with a wider audience and yield a greater impact. Moreover, involving both youth and adult experts in defining project goals ensures a more comprehensive and inclusive problem statement, better serving the entire target group.

5. CONCLUDING REMARKS

5.1. AGENCY: FUNCTION AND CITIZEN POWER

One of the key observations based on the selected texts is the relation of the function of a young person in Rotterdam directly relating to their level of participation and attention given to them in the municipality. All the texts identified young people as social actors, more passively in some than active but the recognition underlines their agency in the municipality (Abebe, 2019). Agency is an abstract concept and is vaguely defined in various instances but is most agreeably defined as the promoted opportunities that influence decision-making and having some sense of control over the matters that concern them (Sirikko, Kyrönlampi and Puroila, 2019). This concept is similar to the ladder of participation as with each rung of the ladder, with every level of participation being increased, so is the agency to act on those decisions. Therefore, the higher the level of participation so is the level of agency involved. The texts that characterize young people in the realm of fun and play, resort to lower levels of participation, as seen in Rotterdam, a city with a future report (Youth, Education & Society, 2010). Also, in the instances where young people are viewed and identified as vulnerable as in the Gemeente Rotterdam (2021) Action Plan report, they are granted lower levels of participation bordering on informing and various degrees of tokenism. Focusing more on guidance and support initiatives rather than initiatives that increase their agency. Meanwhile, the reports that specify collective and individual responsibility and paying attention to the self-sufficiency and self-resilience aspect of young people observed in the Mind Us (2022) and Garage2020 (2023) reports, the level of participation is much higher with varying degrees of citizen control. Specifically in the Mind Us (2022) action plan, the view of young people is that of a peer, with the inclusion of their presence in regular teams that design policies and are actively engaged in the various stages of the decision-making processes. This of course leads to higher levels of participation in the ladder.

Functions that define an action or activity of a young person come from the underlying assumption of a specific characteristic trait that forms the identity

and normative conceptions policymakers have regarding young people (Bordano and Payne, 2012). If young people are targeted for being ‘vulnerable’ and having the propensity to often find themselves in ‘at risk’ situations, then the initiatives designed and implemented for them would further constrain their agency yielding to lower levels of participation in the decision-making processes. A sense of the paternalistic pattern of initiatives in these projects can be observed, although the parents are hardly involved, which could be the intention as many vulnerable youths come from broken families and many a time with no families to support them, hence, the municipality steps in as a parent through these initiatives. Or does its function lie elsewhere? Based on the function detailed in the municipality text it hints towards an investment mindset where vulnerable young people need extra help a bit longer so they can become useful to the city later. Finding themselves in a place where they can make a “good contribution” (Gemeente Rotterdam, 2021, p. 2) to the city or a “meaningful contribution to society” (p. 10)—hence, they deserve help so they can help and support the city in return. A huge importance is given to inculcating ‘independence’ and ‘self-reliance’ among young people by providing, supporting, and helping them until they reach that state. This speaks to the notion of protective parenting, rather than emboldening their agency by bolstering their capacity for autonomy and enabling them to be engaged in participation of varying degrees of citizen control.

Participation is mentioned in the municipality’s action plan about the collaboration and uniformity among the local, regional, and national policies regarding young people, to better understand what works and what is most useful and effective (Gemeente Rotterdam, 2021, p. 4, 13). The report mentions the participation of young people but does not specify in what form or to what extent. It is mentioned, however, that social participation is stimulated through school or voluntary work is encouraged so they can make a “meaningful contribution to society” or “make a good contribution to the city later on” which is made possible through a young person’s self-sufficiency—hence, all the initiatives point to offering support, preferably in the short term so that the independence of a young Rotterdammer in a vulnerable situation is increased. However, the Mind Us (2022) action plan report deals with similar issues of engaging young

people in vulnerable situations to improve their mental health, the text specifies three domains in which the most impact can be made— Neighbourhood/District and leisure activities; at School or in Training; and Online. In these three domains, three actionable goals on how to work with them are identified: Listening ear, Exploring resilience, and Creating a Mentally healthy environment. Each area or domain that is identified in the text has an action for the young people and an action for the adults on how to help the kids in this domain. It is more beneficial to not only young people who are more vulnerable or prone to suffer from mental health issues and other risky situations—but also every young person in the neighbourhood so reliance can be bolstered. In this action plan, the burden is not borne only by the adults to create an impact, but young people are also involved in the process of activating their own lives. For instance, in the Neighbourhood and Leisure domain focuses more on the listening ear and promoting a mentally healthy environment aspect of the key actionable goals. The advisable action recommended to young people is to explore their interests and hobbies in sports, music, arts, and culture in their spare time so they can learn how to create a good balance between necessity and relaxation, and that can help teach them to regulate, manage and express their emotions; they also have to learn to ask for help; to be self-aware and observe for clues around them for those in need, to recognize distress signals in them and their neighbours; and also knowing where and how to access the necessary help needed. The emphasis is placed on teaching young people that they can reach out and knowing when to reach out and where and who to reach out to. Knowing the various support that could be provided for them.

The majority of the texts chosen for this analysis are social interventions to be child-focused to promote youth involvement, independence, and self-resilience while also improving the municipality's suitability for them. What differs, and therefore influences the degree of engagement, is how young people are recognized and defined based on the role they are expected to play in the municipality. Functional characteristics and expected roles designated to young people in the municipality are what vary from policy/initiative to policy/initiative and this variability informs the level of participation.

5.2. CONCLUSION

Based on Arnstein's explanation of power redistribution with the illustration of the participation ladder where the bottom rungs of the ladder amount to empty rituals that maintain the unrelenting status quo, none of the selected texts fall under the category of non-participation. This suggests that young people in Rotterdam municipality are not in a position of powerlessness and that those governing them do prefer engaging with them in some form or capacity to include their voices in the decision-making processes. Meaningful participation, based on the selected texts always begins with listening. It is important that young people are listened to, it is imperative that young people are present in spaces where decisions are made. More attention should be given to involving young people in policymaking's planning and implementation stages. Policies need to be made in partnership with young people and not just to tick the box of young people's participation or in times when it suits the agenda of policymakers (Nederlands Jeugdinstituut, 2023). Steps should be taken to demonstrate that young people's voices in these arenas matter. To encourage more participation from young people and have constructive two-way dialogues with them, there needs to be accountability and transparency in the initiatives implemented. And how their input impacted the decision-making processes so that they do not disengage from participation (Yeo, 2009). Listening is an important function in working with young people and having training sessions for adults who work in the leisure networks of young people in sports, arts, and cultural clubs and associations to help equip them with listening and recognizing skills to support young people from all walks of life (Mind Us, 2022).

The next point to note is the inclusivity of the voices, innovation projects can benefit from changing the group of young people to expand participation, diversify perspectives, and better reflect the target audience. However, retaining the same group allows for deeper skill development, longer concept development, and potentially greater impact. Young people's limited capacity for long-term commitment to innovation processes due to their dynamic life stages and multiple commitments underscores the value of shorter, flexible initiatives. These initiatives accommodate their evolving interests, studies, work, and skill

acquisition, fostering broader youth engagement (Garage2020, 2023). In the YouthGarage pilot, the challenge of balancing the time investment required for a meaningful innovation process with the realities of young people's lives became apparent. While greater intensity may enhance focus and participation quality, it can also exclude those unable to commit extensively. A more flexible approach, considering varying intensity for different phases of the innovation process, could better align with young people's needs, enabling their continued involvement. An intensive process positively impacts encounters, skill development, and project impact, but it may not always align optimally with young people's schedules, impacting youth participation efficiency. Retaining the same core group and adding new members for new initiatives may allow for deeper skill development. Still, it also decreases the level of participation the larger the group becomes.

This brings attention to young people's agency as for large-scale initiatives, it becomes tricky to implement higher levels of participation-based initiatives. The key is not in the implementation of the concept of agency, but the recognition and acknowledgment of agency which shapes the characteristics of the targeted demographic. This, in turn, moulds the functions policymakers expect young people to perform in the initiative and society at large. This is necessary for the empowerment of young people as they cannot be truly empowered if they have no agency to influence decisions in their lives (Adu-Gyamfi, 2013). For instance, if policymakers assume that young people can take on responsible roles and have agency to carry out activities effectively and competently then there would be renewed opportunities of partnership, collaborating towards a common and collective goal for the betterment of all. Although the dichotomy understanding of agency should be revised, the strategies used in these participatory initiatives and the level of agency of young people are not yet fully understood by policymakers and project coordinators. In a written interview with one of the project coordinators of the Gemeente Rotterdam (2021) action plan, they explained that youth agency was a new concept to them, but they do think that young people should always, if they want to, be able to contribute ideas and even participate in decision-making and that depends on their age and the choices given to them. They reiterated that to them youth participation is the same as

youth agency, at least that's how the municipality views it. The real issue, however, is that they are mainly confronted with the question of 'But how should this be done?' This can be done by reevaluating the power relations between young people and the municipality, and how much control the municipality is willing to forgo to empower young Rotterdammers to liberate themselves and influence all decisions on matters concerning them moving forward.

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ANNEX I.

The First text: ‘How to build a Child-friendly City’ published by the Youth, Education & Society department of the City of Rotterdam. (Youth Education & Society, 2010)

S.No	Question	Text	Analysis
1.	Who are the social actors in the text?	<p>“A Child Friendly City is a city in which children and youngsters can grow up in a pleasant, responsible, safe and dynamic way” (p. 1)</p> <p>“Local facilities such as shops, sports clubs and schools, are generally highly appreciated by parents and children” (p. 3)</p> <p>“Asking children to make a drawing of their surroundings often reveals surprisingly simple solutions. They can draw both the existing situation, including the problems and inconveniences these children encounter, and the way they would like it to be.” (p. 4)</p> <p>“So-called ‘play streets’ are streets with extra playing facilities for children.” (p. 4)</p>	Children are mentioned as a social actor.

		<p>“A Child Friendly City is a city in which children and youngsters can grow up in a pleasant, responsible, safe and dynamic way” (p. 1)</p>	<p>Youngsters are mentioned as a social actor.</p>
		<p>“District councils and city services, together with housing corporations and project developers, can use this tool to chart a course for specific neighbourhoods to make them truly child-friendly” (p. 1)</p>	<p>District councils, though only once, is mentioned as a social actor that can help make cities child-friendly</p>
		<p>“District councils and city services, together with housing corporations and project developers, can use this tool to chart a course for specific neighbourhoods to make them truly child-friendly” (p. 1)</p> <p>“The conditions for child-friendly homes were formulated in partnership with housing corporations and project developers.” (p. 2)</p>	<p>Housing corporations are mentioned to tie in the theme of creating child-friendly environments for children to thrive in</p>
		<p>“District councils and city services, together with housing corporations and project developers, can use this tool to chart a course for specific neighbourhoods to make them truly child-friendly” (p. 1)</p>	<p>Projects developers are highlighted to shed more attention to child-friendly spaces and make existing spaces more child-friendly through tools like Building Blocks</p>

		“The conditions for child-friendly homes were formulated in partnership with housing corporations and project developers. ” (p. 2)	
		“ Local facilities such as shops, sports clubs and schools, are generally highly appreciated by parents and children” (p. 3)	
		“Local facilities such as shops, sports clubs and schools, are generally highly appreciated by parents and children” (p. 3)	The only mention of parents in the text
2.	Are the actors passive or active?	“Rather, it means that children form an intrinsic part of the city and should be allowed space everywhere to be young , to blossom and to become an asset to the city.” (p. 1)	At a glance, it looks like children are very important social actors. They are to be considered “intrinsic part of the city.” However, they seem passive in this sentence, where they “should be allowed” and the space provided is for them “to become an asset to the city.” They are subjected to the shift of a more child friendly space so they can in turn become an asset, a service to the city later.
		“ District councils and city services, together with housing corpora-	District councils are passive actors in the text. They are only

		tions and project developers, can use this tool to chart a course for specific neighbourhoods to make them truly child-friendly” (p. 1)	mentioned in passing, as what they could do to make cities more child-friendly
		<p>“District councils and city services, together with housing corporations and project developers, can use this tool to chart a course for specific neighbourhoods to make them truly child-friendly” (p. 1)</p> <p>“The conditions for child-friendly homes were formulated in partnership with housing corporations and project developers.” (p. 2)</p>	Housing Corporations are passive social actors in the text
		<p>“District councils and city services, together with housing corporations and project developers, can use this tool to chart a course for specific neighbourhoods to make them truly child-friendly” (p. 1)</p> <p>“The conditions for child-friendly homes were formulated in partnership with housing corporations and project developers.” (p. 2)</p>	Project Developers are also passive actors in the text
		“Local facilities such as shops, sports clubs and schools, are generally highly appreciated by	Parents are passive actors. The text is directed to project developers and/or

		parents and children” (p. 3)	policy makers to change the make-up of streets and neighborhoods to make them more child-friendly.
		“Asking children to make a drawing of their surroundings often reveals surprisingly simple solutions. They can draw both the existing situation, including the problems and inconveniences these children encounter, and the way they would like it to be.” (p. 4)	This function of drawing allows children to be more active actors and/or participants in the decision-making processes regarding the neighbourhoods and streets they reside in.
3.	Are social actors represented using any categories (function, identity, name)? What are the categories used to represent actors?	“A Child Friendly City is a city in which children and youngsters can grow up in a pleasant, responsible, safe and dynamic way” (p. 1)	Children and youngsters are differentiated from adults and are identified in the text.
		“Being a Child Friendly City does not simply mean that children are allotted specific areas in the city to play and move around in ” (p. 1) “A communal playground within the building...” (p. 2)	“To play” is considered as one of the function of children living in cities. And to complement that function, the Building Blocks tool calls for communal spaces for playgrounds and play areas to encourage sports, outdoor plays, and physical activities. In listing the conditions for

		<p>“Private outdoor area(s) large enough for at least a table” (p. 2)</p> <p>“Good outdoor play areas and communal areas for various age groups.” (p. 2)</p> <p>“The building block Public Space addresses conditions for play areas, outdoor play areas and the use of the space between front door and street level (liminal space).” (p. 2)</p> <p>“Sports and play areas...” (p. 2)</p> <p>“A pavement suitable for playing...” (p.2)</p> <p>“Grass areas and green playgrounds (with climbing trees rather than prickly shrubs and bushes)” (p.3)</p> <p>“Schoolyards with greenery” (p.3)</p> <p>“So-called ‘play streets’ are streets with extra playing facilities for children. Play streets can be realised with relatively simple means. The city of Rotterdam has</p>	<p>outdoor play areas, the text calls for attention to pavements to be considered as a public space that could create opportunities suitable for play. Private and indoor spaces large enough to allow a child to play freely is also mentioned—specifying the use of spaces “between the front door and street level.”</p> <p>Rotterdam has placed. vital importance to play as a function related to children, childhood,</p>
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		<p>made containers available with go-karts, roller skates and skipping ropes, which the children can borrow.” (p. 4)</p> <p>“Rotterdam created so-called ‘play wildernesses’, where children can run around freely and engage in climbing and playing.”</p> <p>“Play areas with greenery and shrubbery can be made more interesting and appealing” (p. 4)</p>	<p>and healthy upbringing in city areas. And creating spaces, creative areas and revamping liminal spaces to keep children engaged in that function through play streets, play sidewalks, communal gardens, wall gardens and play wildernesses. The emphasis is more on nature, fresh air and the environment.</p>
		<p>“Rather, it means that children form an intrinsic part of the city and should be allowed space everywhere to be young, to blossom and to become an asset to the city.” (p. 1)</p>	<p>Another function of children in cities are expected to grow up and “become an asset to the city.” The text does not mention what is considered as an asset and what doesn’t.</p>
		<p>“Child-friendly traffic routes encourage children to explore the city and engage in city life more independently” (p.3)</p> <ul style="list-style-type: none"> “• Speed reduction measures and no-through traffic zones; • Locating public amenities at strategic points makes the street socially safe and therefore 	<p>Attached to the function of play, another function expected of children is to create spaces that encourage them to explore the city and engage with the infrastructures, hence the emphasis on creating safer spaces and expanding them to make them child friendly.</p>

		<p>safer to travel through independently.</p> <ul style="list-style-type: none"> • In order to create a child-friendly network of streets in every neighbourhood, it is essential that at least one side of every street has a sidewalk of at least 3 m (10 ft) wide.” (p.3) 	
		<p>“Child-friendly traffic routes encourage children to explore the city and engage in city life more independently” (p.3)</p> <p>“Locating public amenities at strategic points makes the street socially safe and therefore safer to travel through independently.” (p. 3)</p>	<p>Another function expected of children is the opportunity to be more independent.</p>
		<p>“Asking children to make a drawing of their surroundings often reveals surprisingly simple solutions. They can draw both the existing situation, including the problems and inconveniences these children encounter, and the way they would like it to be.” (p. 4)</p>	<p>Another function that can be expected of children is “to make a drawing.”</p>
4.	<p>What the effects produced by the representation of the social actors? <i>(Non-participation)</i></p>	<p>“Asking children to make a drawing of their surroundings often reveals surprisingly simple solutions. They can</p>	<p>The participation and inclusion of children as an active participant is only</p>

	<p>(Therapy and Manipulation); <i>Tokenism</i> (Placation, Consultation, Informing); <i>Citizen Power</i> (Citizen control, Delegated power, Partnership); Choice)</p>	<p>draw both the existing situation, including the problems and inconveniences these children encounter, and the way they would like it to be." (p. 4)</p> <p>"Building Blocks for a Child Friendly Rotterdam provides a practical roadmap for making urban neighbourhoods a better place for children to grow up in. With the implementation of these building blocks, the city truly becomes an appealing place for families to live and play in." (p. 5)</p>	<p>listed under the inspirations heading on the last page of the building blocks. This so-called mental map is just a suggestion and not mentioned as part of the Building Blocks tool kit. Nevertheless, the suggestion to include children in the early stages of the decision-making does create a level of participation that lies above the level of non-participation depending on the project developing team.</p> <p>Rotterdam, however, did include the suggestion in their decision-making of revamping streets and neighbourhoods to make it child friendly.</p> <p>But, could this level of participation be considered as Tokenism as children are expected to do their function, which is largely focused on play and becoming an asset to the city. And the suggestion of a mental map is to</p>
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			just an added benefit rather than the core or part of the initiative.
5.	Are social actors represented as an individual or a collective?	“A Child Friendly City is a city in which children and youngsters can grow up in a pleasant, responsible, safe and dynamic way” (p1)	Children and youngsters are specified as a collective
		“ District councils and city services, together with housing corporations and project developers, can use this tool to chart a course for specific neighbourhoods to make them truly child-friendly” (p. 1)	
		“District councils and city services, together with housing corporations and project developers , can use this tool to chart a course for specific neighbourhoods to make them truly child-friendly” (p. 1)	
		“District councils and city services, together with housing corporations and project developers, can use this tool to chart a course for specific neighbourhoods to make them truly child-friendly” (p. 1)	
		“ Asking children to make a drawing of their surroundings often reveals surprisingly simple	Children are seen as a collective, they are not categorized into

		solutions. They can draw both the existing situation, including the problems and inconveniences these children encounter, and the way they would like it to be.” (p. 4)	different age groups and
6.	Is anything personified in the text?	“A Child Friendly City is a city in which children and youngsters can grow up in a pleasant, responsible, safe and dynamic way” (p. 1)	A city is labelled and defined based on an attribute of friendliness that is most associated with human interaction.
		“A Child Friendly City is a city in which children and youngsters can grow up in a pleasant , responsible, safe and dynamic way” (p. 1)	A city where people reside in, are given human-like characteristics by being pleasant, an attribute and/or their personality and conduct.
		“A Child Friendly City is a city in which children and youngsters can grow up in a pleasant, responsible , safe and dynamic way” (p1)	Being responsible is another human-like attribute that is expected of humans in their everyday living.
		“A Child Friendly City is a city in which children and youngsters can grow up in a pleasant, responsible, safe and dynamic way” (p. 1)	This sentence makes it unsure if the city is required to be this way, or if the city should cater an environment where children and youngsters can grow up to be like the listed attributes.
		“Building Blocks for a Child Friendly Rotterdam was developed to	Though Building Blocks is considered as a tool, it is still

		scan neighbourhoods on their degree of, and potential for, childfriendliness . Also, a tool was developed to measure the effects of the city's specific efforts towards becoming a Child Friendly City" (p. 1)	developed to scan neighbourhoods to measure the degree of "childfriendliness"—friendliness is a more human-like attribute and in this instance, the Building Blocks tool is personified.
		"District councils and city services, together with housing corporations and project developers, can use this tool to chart a course for specific neighbourhoods to make them truly child-friendly " (p. 1)"	The implication here is that Building Blocks, though still a tool, is required to make a city "truly child-friendly"—a tool being used to make collectivized groups more human/child-friendly.
		"Play areas with greenery and shrubbery can be made more interesting and appealing... " (p. 4)	Play areas are expected to be "interesting" and "appealing" so as to keep children engaged and captivated and invoking their sense to explore.
7.	Who are the important actors absent from the text given the context? What's the impact of their absence?	"At least one extended school per district, i.e. either a primary or a secondary school offering additional activity programmes for six hours per week" (p. 3) "A safe school environment, both in terms of schoolyard layout and school accessibility " (p. 3)	School as a facility is mentioned, but not as a group of social actors that could help enrich a life of a child. However, the mention of activities and programmes to be provided by the school is mentioned. The safety aspect of school is focused on

			a building, the layout and the available schoolyard for greenery and the function of play.
			Parents, families, and communities are not specifically mentioned as active actors or actors that an action could be observed.
		“A Child Friendly City is a city in which children and youngsters can grow up in a pleasant, responsible, safe and dynamic way” (p. 1)	The youth are hardly mentioned. Since the majority function of the main social actor being children is play, it is safe to mention that youngsters mentioned in the beginning of the text refer to children as well and not teenagers and the youth.

ANNEX II

The Second text: ‘Ontwerpproject jongerenparticipatie gemeente Rotterdam’ (Design project for youth participation in the municipality of Rotterdam) for the project ‘Ambitie: Betrokkenheid en participatie van jongeren’ (Convergence, 2023)

Ontwerpproject jongerenparticipatie gemeente Rotterdam

Het betrekken van jongeren bij het vormgeven en uitvoeren van (gemeentelijk) beleid is zowel van belang voor de gemeente, als voor jongeren zelf. Beleid en projecten die via jongerenparticipatie samen met jongeren worden vormgegeven, hebben een grotere kans van slagen. Daarnaast hebben jongeren tijdens de adolescentie een sterke behoefte om gehoord, gezien, en begrepen te worden. Succesvolle jongerenparticipatie kan het zelfvertrouwen van jongeren versterken en draagt bij aan de ontwikkeling van hun burgerschap en democratische vaardigheden.

Het belang van jongerenparticipatie is duidelijk. Echter, hoe doe je dit op een manier die zowel bij de behoeftes van jongeren als bij de behoeftes van de gemeente aansluit? Op welke manieren willen jongeren hun stem laten horen in de totstandkoming en uitvoering van gemeentelijk beleid en hoe kan de gemeente Rotterdam daarop aansluiten? Hoe kan een brede, diverse groep jongeren worden bereikt? Wat maakt dat jongeren zich écht gehoord voelen en hoe kan hun ervaringskennis worden ingezet? Welke barrières spelen een rol en hoe zouden die kunnen worden weggenomen? Deze vragen zullen via dit actiegericht ontwerpproject beantwoord worden. Daarmee levert dit project belangrijke kennis op die direct toe te passen is op het vormgeven van jongerenparticipatie in gemeentelijk beleid.

Wat is onze werkwijze?

In dit ontwerpproject (2023-2025) worden Rotterdamse jongeren, beleidsmakers en jongerenwerkers uitgenodigd om te delen wat voor hen belangrijk is als het gaat om jongerenparticipatie. We willen graag leren van ervaringen en inzicht krijgen in de wensen, behoeften en mogelijkheden. Deze gesprekken vinden plaats in 2023. In 2024 worden er een aantal ontwerpbijsessies georganiseerd waarin jongeren, jongerenwerkers en beleidsmakers samen een focus kiezen en een nieuwe aanpak ontwikkelen en testen in de praktijk. Met dit ontwerpproject willen we inzicht krijgen in hoe jongeren hun stem willen laten horen in gemeentelijk beleid, wat daarbij de randvoorwaarden vanuit de gemeente zijn en vervolgens concrete interventies ontwerpen die dit mogelijk maken.

Wat vragen wij van u?

Voor de verkennende fase van dit ontwerpproject zoeken we jongeren (15-24 jaar), jongerenwerkers en beleidsmakers van de gemeente Rotterdam die willen deelnemen aan een interview of groepsgesprek. De inzichten verwerken we in een oogstrapport met waar mogelijk al aanbevelingen voor de gemeente Rotterdam. Heeft u interesse? Neem dan contact op met Irene Fierloos via fierloos@essb.eur.nl.

Onderdeel van Healthy Start

Dit project maakt deel uit van de Healthy Start Convergence (<https://convergence.nl/nl/healthy-start/>). Healthy Start zet zich in voor het verbeteren van de fysieke, mentale en sociale gezondheid van jongeren wetenschappelijke inzichten te combineren met inzichten uit de praktijk. We willen een brug slaan om tot grensverleggende oplossingen te komen voor complexe maatschappelijke uitdagingen. We werken ook samen met GovLab010, een samenwerking tussen de gemeente Rotterdam en de Erasmus Universiteit Rotterdam gericht op het ontwikkelen en toepassen van nieuwe sturingsaanpakken die passen bij de uitdagingen waar Rotterdam mee te maken heeft.

Classification: Internal



S.No	Question	Text	Analysis
1.	Who are the social actors in the text?	<p>“Involving young people in shaping and implementing (municipal) policy is important for both the municipality and for young people themselves” (para 1)</p> <p>“In addition, young people during adolescence have a strong need to be heard, seen, and understood.” (para 1)</p> <p>“However, how do you do this in a way that meets both the needs of young people and the needs of the municipality?” (para 2)</p> <p>“In what ways do young people want to make their voices heard...” (para 2)</p> <p>“How can a broad, diverse group of young people be reached?” (para 2)</p> <p>“...a number of design meetings will be organized in which young people, youth workers and policymakers together choose a focus</p>	Young people

		<p>and develop and test a new approach in practice.” (para 3)</p> <p>“With this design project we want to gain insight into how young people want to make their voice heard in municipal policy” (para 3)</p> <p>“In this design project (2023-2025), Rotterdam young people, policy makers and youth workers are invited to share what is important to them when it comes to youth participation. We would like to learn from experiences and gain insight into the wishes, needs and possibilities” (para 3)</p>	
		<p>“In addition, young people during adolescence have a strong need to be heard, seen, and understood.” (para 1)</p>	Adolescence
		<p>“Design project for youth participation in the municipality of Rotterdam” (heading)</p> <p>“Involving young people in shaping and implementing (municipal) policy is important for both the municipality</p>	The Municipality of Rotterdam is considered as a social actor in the text. It also is the audience for the text.

		and for young people themselves” (para 1)	
		<p>“...a number of design meetings will be organized in which young people, youth workers and policymakers together choose a focus and develop and test a new approach in practice.” (para 3)</p> <p>“In this design project (2023-2025), Rotterdam young people, policy makers and youth workers are invited to share what is important to them when it comes to youth participation. We would like to learn from experiences and gain insight into the wishes, needs and possibilities” (para 3)</p> <p>“For the exploratory phase of this design project, we are looking for young people (15-24 years), youth workers and policy makers from the municipality of Rotterdam who want to participate in an interview or group discussion” (para 4)</p>	Youth workers are mentioned in the text to take part in the discussion of youth participation in this project.
		“...a number of design meetings will be organized in which young people, youth workers	Policy makers are mentioned in the text to take part in the discussion of

		<p>and policymakers together choose a focus and develop and test a new approach in practice.” (para 3)</p> <p>“In this design project (2023-2025), Rotterdam young people, policy makers and youth workers are invited to share what is important to them when it comes to youth participation. We would like to learn from experiences and gain insight into the wishes, needs and possibilities” (para 3)</p> <p>“For the exploratory phase of this design project, we are looking for young people (15-24 years), youth workers and policy makers from the municipality of Rotterdam who want to participate in an interview or group discussion” (para 4)</p>	<p>youth participation in this project.</p>
		<p>“For the exploratory phase of this design project, we are looking for young people (15-24 years), youth workers and policy makers from the municipality of Rotterdam who want to participate in an interview or group discussion. We process the insights in a harvest</p>	<p>The researchers at Healthy Start is a social actor in the text, the design project mentioned in the text is part of Health Start Convergence.</p>

		<p>report with recommendations for the municipality of Rotterdam where possible” (para 4)</p> <p>“Healthy Start is committed to improving the physical, mental and social health of young people by combining scientific insights with insights from practice. We want to build a bridge to arrive at groundbreaking solutions to complex social challenges.” (para 5)</p>	
2.	Are the actors passive or active?	<p>“Involving young people in shaping and implementing (municipal) policy is important for both the municipality and for young people themselves” (para 1)</p>	<p>Here, the young people are to be involved, they seem to be considered as passive and municipality is to take steps to engage with them by involving them in decision-making processes.</p>
		<p>“Policies and projects that are designed together with young people through youth participation have a greater chance of success.” (para 1)</p>	<p>The text is calling for both the municipality and the young people to work together and design projects and policies together so that there is greater success for both—the intention is for both social actors to be active. The youth are to be involved</p>

			through participation.
		“In addition, young people during adolescence have a strong need to be heard, seen, and understood.” (para 1)	Young people in this text appear to be passive, as an action is to be observed onto them, rather than them doing the action.
		“However, how do you do this in a way that meets both the needs of young people and the needs of the municipality?” (para 2) “ In what ways do young people want to make their voices heard in the development and implementation of municipal policy and how can the municipality of Rotterdam respond to this? ” (para 2)	The text is calling for the Municipality to take a more active approach—in a way that helps in meeting both the city’s and the youth’s needs.
		“...a number of design meetings will be organized in which young people, youth workers and policymakers together choose a focus and develop and test a new approach in practice.” (para 3) “In this design project (2023-2025), Rotterdam young people, policy makers and youth workers are invited to share what is important to them when it comes	The youth workers mentioned in the text are seen as a collective and remain passive. They are called to participate in the project to gain their insight.

		<p>to youth participation. We would like to learn from experiences and gain insight into the wishes, needs and possibilities” (para 3)</p> <p>“For the exploratory phase of this design project, we are looking for young people (15-24 years), youth workers and policy makers from the municipality of Rotterdam who want to participate in an interview or group discussion” (para 4)</p>	
		<p>“Policies and projects that are designed together with young people through youth participation have a greater chance of success.” (para 1)</p> <p>“...a number of design meetings will be organized in which young people, youth workers and policymakers together choose a focus and develop and test a new approach in practice.” (para 3)</p> <p>“In this design project (2023-2025), Rotterdam young people, policy makers and youth workers are invited to share what is important</p>	<p>The policy makers as a social actor in the text are passive, however, a case can be made that policy makers might come under the municipality of Rotterdam and since the text is addressed to them, they are called to action, with the text revolving around them. They don’t play an active role in creating a narrative in text. But they are an important part as they can make the goals of the project come to pass—and their corporation is needed for municipal policies and projects to have a</p>

		<p>to them when it comes to youth participation. We would like to learn from experiences and gain insight into the wishes, needs and possibilities” (para 3)</p> <p>“For the exploratory phase of this design project, we are looking for young people (15-24 years), youth workers and policy makers from the municipality of Rotterdam who want to participate in an interview or group discussion” (para 4)</p>	<p>“greater chance of success.”</p>
		<p>“With this design project we want to gain insight into how young people want to make their voice heard in municipal policy, what the preconditions are from the municipality and then design concrete interventions that make this possible” (para 3)</p> <p>“For the exploratory phase of this design project, we are looking for young people (15-24 years), youth workers and policy makers from the municipality of Rotterdam who want to participate in an interview or group discussion. We process the</p>	<p>The researchers who are a part of the project at Healthy Start Convergence play an active role in the text. Their aim is to gain insights on views of young people, youth workers and the preconditions of the municipality and process these insights into “reports with recommendations” and help “design concrete interventions.” For the first phase, they are taking an active role of calling for participants for the interviews and discussion groups.</p>

		<p>insights in a harvest report with recommendations for the municipality of Rotterdam where possible” (para 4)</p>	
3.	<p>Are social actors represented using any categories (function, identity, name)? What are the categories used to represent actors?</p>	<p>“Design project for youth participation in the municipality of Rotterdam” (heading)</p> <p>“Involving young people in shaping and implementing (municipal) policy is important for both the municipality and for young people themselves” (para 1)</p> <p>“In what ways do young people want to make their voices heard in the development and implementation of municipal policy and how can the municipality of Rotterdam respond to this?” (para 2)</p> <p>“For the exploratory phase of this design project, we are looking for young people (15-24 years), youth workers and policy makers from the municipality of Rotterdam who want to participate in an interview or group discussion” (para 4)</p>	<p>The Municipality which is the main social actor in the text, is also the audience and the Municipality is identified specifically by name and function as the “municipality of Rotterdam.”</p>

		<p>“For the exploratory phase of this design project, we are looking for young people (15-24 years), youth workers and policy makers from the municipality of Rotterdam who want to participate in an interview or group discussion. We process the insights in a harvest report with recommendations for the municipality of Rotterdam where possible” (para 4)</p>	
		<p>“Involving young people in shaping and implementing (municipal) policy is important for both the municipality and for young people themselves” (para 1)</p> <p>“Policies and projects that are designed together with young people through youth participation have a greater chance of success.” (para 1)</p> <p>“Successful youth participation can strengthen young people's self-confidence and contribute to the development of their citizenship and democratic skills.” (para 1)</p>	<p>One of the functions of the Municipality is to work together with the young people in the city, to involve them in policy-making—to create chances for youth participation.</p>

		<p>“This project therefore provides important knowledge that can be directly applied to shaping youth participation in municipal policy” (para 2)</p>	
		<p>“Policies and projects that are designed together with young people through youth participation have a greater chance of success.” (para 1)</p>	<p>Another function of both the municipality and young people in the city is to design projects and policies together that is beneficial to both.</p>
		<p>“In addition, young people during adolescence have a strong need to be heard, seen, and understood.” (para 1)</p>	<p>It is the responsibility of the municipality to respond to the “strong need” of the young people in the city by hearing them. It doesn’t specify individually or as a group as whole. The two are not differentiated or categorized.</p>
		<p>“In addition, young people during adolescence have a strong need to be heard, seen, and understood.” (para 1)</p>	<p>It is the responsibility of the municipality to respond to the “strong need” of the young people in the city by seeing. It doesn’t specify individually or as a group as whole. The two are not differentiated or categorized.</p>
		<p>“In addition, young people during adolescence have a strong need to be heard, seen, and understood.” (para 1)</p>	<p>It is the responsibility of the municipality to respond to the “strong need” of the young people in the city by understanding them. It doesn’t</p>

			specify individually or as a group as whole. The two are not differentiated or categorized.
		<p>“However, how do you do this in a way that meets both the needs of young people and the needs of the municipality?” (para 2)</p> <p>“Successful youth participation can strengthen young people's self-confidence and contribute to the development of their citizenship and democratic skills.” (para 1)</p> <p>“Policies and projects that are designed together with young people through youth participation have a greater chance of success.” (para 1)</p>	<p>The function of the Municipality of the city is to respond to the needs of the young people and the city. Their direction is to be mutually beneficial to both—for the betterment of young people and the citizenship and democratic duties to better their city—“greater chance of success” for both.</p>
		<p>“In what ways do young people want to make their voices heard in the development and implementation of municipal policy and how can the municipality of Rotterdam respond to this?” (para 2)</p>	<p>The text mentions that there are many possible ways by which young people would choose to get involved in the decision-making processes of the municipality. And it is the responsibility of the city to respond to the “strong need” of the young people to</p>

			be heard, seen and understood in all they ways that it could be represented.
4.	<p>What the effects produced by the representation of the social actors? <i>(Non-participation (Therapy and Manipulation); Tokenism (Placation, Consultation, Informing); Citizen Power (Citizen control, Delegated power, Partnership); Choice)</i></p>	<p>“Involving young people in shaping and implementing (municipal) policy is important for both the municipality and for young people themselves” (para 1)</p> <p>“Policies and projects that are designed together with young people through youth participation have a greater chance of success.” (para 1)</p> <p>“Successful youth participation can strengthen young people's self-confidence and contribute to the development of their citizenship and democratic skills.” (para 1)</p> <p>“The importance of youth participation is clear” (para 2)</p> <p>“This project therefore provides important knowledge that can be directly applied to</p>	<p>It particularly mentions “youth participation” and calls for the involvement of young people in various stages of policy making within the municipality of Rotterdam; in the text the stages of “shaping and implementing” of the policies are specified. And this project in specific, will help in providing important information that can achieve higher levels of participation, meaningful participation of young people in municipal policy. Youth participation in this text is referred to as sharing what’s important to the young people, policy makers and youth workers, how they view youth participation, how do the youth want to get involved and “gain(ing) insight into the wishes,</p>

		<p>shaping youth participation in municipal policy” (para 2)</p> <p>“In this design project (2023-2025), Rotterdam young people, policy makers and youth workers are invited to share what is important to them when it comes to youth participation. We would like to learn from experiences and gain insight into the wishes, needs and possibilities” (para 3)</p> <p>“With this design project we want to gain insight into how young people want to make their voice heard in municipal policy” (para 3)</p>	<p>needs and possibilities” of the young people in the city.</p>
		<p>“In addition, young people during adolescence have a strong need to be heard, seen, and understood.” (para 1)</p> <p>“In this design project (2023-2025), Rotterdam young people, policy makers and youth workers are invited to share what is important to them when it comes to youth participation. We would like to learn from experiences and</p>	<p>Not just a surface level of participation that could fit into an adult’s agenda or plans—but an intention to make young people, especially adolescence be “heard, seen and understood.”</p> <p>And the project aims to further understand how to incorporate the voices of young people in municipal policies.</p>

		<p>gain insight into the wishes, needs and possibilities” (para 3)</p> <p>“With this design project we want to gain insight into how young people want to make their voice heard in municipal policy what the preconditions are from the municipality and then design concrete interventions that make this possible” (para 3)</p>	<p>Their aim is also to hear the “preconditions from the municipality” and merge it with insights received through youth participation and design interventions for the city.</p>
		<p>“Successful youth participation can strengthen young people's self-confidence and contribute to the development of their citizenship and democratic skills.” (para 1)</p>	<p>Here, the youth or young people’s emotional state is considered, not just seen as a group that would grow up to be an asset, or some help to the city. Rather, other than their future contribution, their self-confidence in relation to the healthy development of their state of being—not just externally but internally is also taken into account.</p>
		<p>“However, how do you do this in a way that meets both the needs of young people and the needs of the municipality?” (para 2)</p>	<p>The intention of the project is to be mutually beneficial to the city and the young people in the city. Calling for youth participation not just for the benefit of one group.</p>

		<p>“In what ways do young people want to make their voices heard in the development and implementation of municipal policy and how can the municipality of Rotterdam respond to this?” (para 2)</p>	<p>The project through the text implies to understand the various ways in which young people could be involved in the “development and implementation of municipal policy”—the varied possible lanes of drawing attention to their needs and their voices heard. The focus is on the young people and the city responding to them, rather than controlling the needs of the young people to suit the interests of the municipality.</p>
		<p>“How can a broad, diverse group of young people be reached? What makes young people really feel heard and how can their experiential knowledge be used?” (para 2)</p>	<p>Instead of targeting all young people as a single category and subjecting them to a municipal policy—there’s an understanding that youth have prior experiential knowledge and that they are a broad and diverse category, they can’t be lumped in as one whole.</p>
5.	<p>Are social actors represented as an individual or a collective?</p>	<p>“Involving young people in shaping and implementing (municipal) policy is important for both the municipality and for young people themselves.” (para 1)</p>	<p>In the beginning of the text, “young people” are mentioned as a collective and tend to appear as being generalized,</p>

		<p>“In addition, young people during adolescence have a strong need to be heard, seen, and understood.” (para 1)</p> <p>“For the exploratory phase of this design project, we are looking for young people (15-24 years), youth workers and policy makers from the municipality of Rotterdam who want to participate in an interview or group discussion” (para 4)</p>	<p>however, later it specifically mentions “adolescence” and towards the end of the text, “young people” are further categorized into a particular age group from 15-24 years.</p>
		<p>“Design project for youth participation in the municipality of Rotterdam” (para 1)</p> <p>“Involving young people in shaping and implementing (municipal) policy is important for both the municipality and for young people themselves” (para 1)</p>	<p>The Municipality mentioned in the text is very much targeted to the Municipality of Rotterdam, an individualization takes place here in the text. But still, it is considered as Collectivized as it is addressing all the officials of the city as “municipality” and not specific or individual departments.</p>
		<p>“How can a broad, diverse group of young people be reached? What makes young people really feel heard and how can their experiential knowledge be used?” (para 2)</p>	<p>The text individualizes the young people by recognizing their “broad. diverse” nature. And understanding their value of using their “experiential</p>

			knowledge” not assuming that all young people have similar experience and similar knowledge and perspectives.
6.	Is anything personified in the text?	“ Successful youth participation can strengthen young people's self-confidence and contribute to the development of their citizenship and democratic skills.” (para 1)	
7.	Who are the important actors absent from the text given the context? What’s the impact of their absence?		

ANNEX III

The Third text: ‘Vastpakken en niet loslaten- Actieplan Kwetsbare Jongeren 16-27 jaar’ (Grab and don’t let go- Action Plan Vulnerable Young People 16-27 years) (Gemeente Rotterdam, 2021)

S.No	Question	Text	Analysis
1	Who are the social actors in the text?	<p>“Young people are the face and the future of Rotterdam” (p. 2)</p> <p>“Many young people silently walk the path from primary school, through secondary education, vocational education, internship to a paid job and adulthood” (p. 2)</p> <p>“But there is a group of young people who do not complete this process without any problems. They are vulnerable, in a risky or problem situation that they cannot get out of without outside help.” (p. 2)</p> <p>“We are going to support these young people in a vulnerable situation aged 16-27 in various ways so that they can first get their basics in order.” (p. 2)</p> <p>“Firstly, every young person needs a network for informal support (1).</p>	<p>The young people of Rotterdam are the main social actor in the text. Especially aged from 16-27— younger Rotterdammers aged 16-27— also mentioned as homeless young people and arbeidsbeperkte jongeren (ABJ) (young people with disabilities).</p>

		<p>In addition, a suitable, stable and safe place to live (2). School, a job or daytime activities must offer opportunities for further development (3). There must also be sufficient income, with a plan to prevent debt (4).” (p. 2)</p> <p>“Sometimes we have to help young people a little longer, so that they can make a good contribution to the city later on.” (p. 2)</p> <p>“The core of the action plan are the five pillars of self-reliance: a social network, a roof over your head, work or education, finances and help. These pillars must be in order to be able to give young people, especially the vulnerable young people, a promising future. The action plan also describes the relationship with criminal law and the prevention of juvenile crime and actions to break a criminal career early or to prevent young people from re-offending.” (p. 4)</p> <p>“The transition to adulthood offers new development opportunities,</p>	
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		<p>but young people are also more likely to develop problems. It is known that alcohol and drug use, money problems, absenteeism or school dropout, problems surrounding sexuality, psychosocial health and police and justice often first manifest themselves between the ages of 16 and 23.” (p. 4)</p> <p>“Sufficient attention and appropriate guidance is needed to prevent these young people from starting their adult lives with a false start and being socially marginalized” (p. 4)</p> <p>“The action plan 'Grab it and don't let go' is obviously not an isolated action. The policy plan 'All of the city' outlines a new framework for the period 2021-2026, including extra attention for the young generation of Rotterdammers in general and for younger Rotterdammers aged 16-27 in particular” (p. 4)</p> <p>“At the moment, many professionals work for and with young people to support them on their</p>	
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		<p>way to independence” (p. 4)</p> <p>“Young people between the ages of 16 and 27 with an increased vulnerability due to an imbalance between risk factors and protective factors on a social and personal level, in coupled with the lack of social support. And for the age group 12-27 when it comes to young people who are at risk of coming into contact with criminal law or have come into contact with it. Young people with problems in multiple areas of life and who need help solving these problems.” (p. 4)</p> <p>“Every young person in a vulnerable situation, who wants to, has one or more adult mentors or buddies to fall back on, or some form of life coaching. We always invest in organizing and supporting informal support and the network around the young person” (p. 6)</p> <p>“Young people are supported by the youth worker in discovering their talents and pointing the way to opportunities</p>	
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		<p>to develop those talents.” (p. 7)</p> <p>“There are various programs and projects that link vulnerable young people between the ages of 18 and 27 to an advising and guiding buddy, buddy or volunteer, such as De Rotterdamse Douwers.” (p. 7)</p> <p>“We will make concrete agreements with the contracted providers to invest sustainably at all times in methods that contribute to building a network around a young person. A good example is the JIM approach, in which a JIM is a family member, friend or acquaintance of a young person, whom he appoints himself.” (p. 7)</p> <p>“Young people and/or the parents can bring in a confidential adviser (the JIM) themselves, who can act as intermediary acting towards professionals. This JIM enters into a lasting relationship with the young person.” (p. 7)</p> <p>“These young people depend on a Participa-</p>	
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		<p>tion Act benefit, a (flexible) job with a low and uncertain income.” (p. 8)</p> <p>“It is also possible that the young person is at school, but cannot claim student housing, because the education is lower than MBO4 level.” (p. 8)</p> <p>“Housing is a major problem, especially for vulnerable young people.” (p. 8)</p> <p>“Continuation of this project for homeless young people due to the influx of new young people.” (p. 9)</p> <p>“About 35 homeless young people are helped to find housing, get their lives in order and orientate themselves on their future.” (p. 9)</p> <p>“We want to prevent young people up to the age of 23 dropping out of education and, if possible, focus on obtaining a basic qualification. Youth consultants from the Regional Reporting and Coordination Center (RMC) seek contact with the vulnerable young people.” (p. 10)</p>	
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		<p>“We set up programs for young people who are further removed from the labor market, with special attention to arbeidsbeperkte jongeren (ABJ) (young people with disabilities) that provide support in increasing self-reliance and independence. The young people in the ABJ target group suffer from medical, psychological or psychiatric conditions, have an intellectual disability or other structural disability” (p. 10)</p> <p>“Reports of absenteeism and early school leaving are dealt with more quickly... Young people who are absent, or who may drop out, are approached as soon as possible and guided to, for example, another education, work or help.” (p. 11)</p> <p>“we help young people with the prospect of a debt-free future.” (p. 12)</p> <p>“We offer income security to vulnerable young people as quickly as possible. We teach young Rotterdammers to</p>	
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		<p>show financially responsible behaviour...such as moving out on your own” (p. 12)</p> <p>“We bring together our various departments that already approach young people in response to life events from other areas of life.” (p. 13)</p> <p>“More young people, including those who are not in education, are approached and reached with a structured and clear approach.” (p. 13)</p> <p>“Become more young achieved because mutual cooperation has been optimized when approaching young people.” (p. 13)</p> <p>“We will investigate the possibilities for cooperation with chain partners in the approach to young people for example the life event turning 18 or getting the first job.” (p. 13)</p> <p>“More young people with incipient debt problems are identified and supported.” (p. 13)</p>	
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		<p>“We are going to support these young people in a vulnerable situation aged 16-27 in various ways so that they can first get their basics in order.” (p. 2)</p> <p>“This vision looks beyond the current council 'rules', but the formation of municipal youth policy is also a process.” (p. 2)</p> <p>“The municipality does not have clear access to the range for young people and involved professionals: we want to provide insight into which question is answered by which counter.” (p. 5)</p> <p>“We always invest in organizing and supporting informal support and the network around the young person” (p. 6)</p> <p>“We connect to what is already there, creating new connections. The Talenthouse method gives youth participation a prominent role.” (p. 7)</p> <p>“We will make concrete agreements with the contracted providers to invest sustainably at all</p>	<p>The “we” in the text refers to the municipality of Rotterdam.</p>
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		<p>times in methods that contribute to building a network around a young person.” (p. 7)</p> <p>“How good that Rotterdam is going to work with Project 010 and Housing First! First a roof over your head and customized guidance gives peace of mind” (p. 8)</p> <p>“We want to prevent young people up to the age of 23 dropping out of education and, if possible, focus on obtaining a basic qualification. Youth consultants from the Regional Reporting and Coordination Center (RMC) seek contact with the vulnerable young people.” (p. 10)</p> <p>“We set up programs for young people who are further removed from the labor market, with special attention to arbeidsbeperkte jongeren (ABJ) (young people with disabilities) that provide support in increasing self-reliance and independence.” (p. 10)</p> <p>“The benefit in Capelle was terminated. Vicky</p>	
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		<p>was referred to Rotterdam after telephone contact between Capelle and the Rotterdam Youth Desk.” (p. 12)</p> <p>“She has problems with password verification for her DigiD and also had to wait a long time before she was registered in the municipality of Rotterdam” (p. 12)</p> <p>“we help young people with the prospect of a debt-free future.” (p. 12)</p> <p>“We offer income security to vulnerable young people as quickly as possible. We teach young Rotterdammers to show financially responsible behaviour...such as moving out on your own” (p. 12)</p> <p>“We are intensifying the offer of financial education in schools, with new providers who realize educational activities that supplement the current offer.” (p. 13)</p> <p>“We are going to develop a plan that focuses on the financial parenting skills of the parents” (p. 13)</p>	
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		<p>“We bring together our various departments that already approach young people in response to life events from other areas of life.” (p. 13)</p> <p>“We will investigate the possibilities for cooperation with chain partners in the approach to young people” (p. 13)</p> <p>“We will investigate the opportunities and possibilities in the collaboration with the municipality of Amsterdam regarding the Ping Ping ap.” (p. 13)</p>	
		<p>“Monitoring and steering on results is now done via the Raadsmonitor en Staat van de Jeugd (Council Monitor and the State of Youth).” (p. 6)</p>	<p>Although the Raadsmonitor en Staat van de Jeugd is mentioned only once in the text, I believe they are one of the social actors as they perform an important function in the initiatives implemented by the city through this Action Plan.</p>
		<p>“Every young person in a vulnerable situation, who wants to, has one or more adult mentors or buddies to fall back on, or some form of life coaching. We always invest in organizing and</p>	<p>JIM (Jouw Ingebrachte Mentor)—Your Contributed Mentor. An initiative that provides support to vulnerable youth through a buddy or mentor</p>

		<p>supporting informal support and the network around the young person” (p. 6)</p> <p>“The young people we know all say 'we need a person to fall back on'. That could be a mentor or a JIM (Jouw Ingebrachte Mentor (Your Contributed Mentor)), but could also be a counselor for other young people who stays with them from the age of 16 (or earlier) until they become independent.” (p. 6)</p> <p>“There are various programs and projects that link vulnerable young people between the ages of 18 and 27 to an advising and guiding buddy, buddy or volunteer, such as De Rotterdamse Douwers.” (p. 7)</p> <p>“Young people are linked on a voluntary basis to a buddy, buddy or volunteer who supports them temporarily and individually. The young person becomes more self-reliant and his own capacity is increased.” (p. 7)</p>	<p>system. It can also be an acquaintance, a family member, a friend of a young person—JIM is equated to a “confidential advisor.”</p>
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		<p>“A good example is the JIM approach, in which a JIM is a family member, friend or acquaintance of a young person, whom he appoints himself.” (p. 7)</p> <p>“Young people and/or the parents can bring in a confidential adviser (the JIM) themselves, who can act as intermediary acting towards professionals. This JIM enters into a lasting relationship with the young person.” (p. 7)</p>	
		<p>“Youth work is an important pillar of welfare work and will be part of every area assignment.” (p. 7)</p> <p>“A youth worker is the low-threshold point of contact and supervisor for the young person. Youth work links up with MBO and VMBO locations.” (p. 7)</p> <p>“Young people are supported by the youth worker in discovering their talents and pointing the way to opportunities to develop those talents.” (p. 7)</p>	<p>Youth workers are an important social actor in the text.</p>
		<p>“We are setting up Jongerenhubs (Youth</p>	<p>Youth hubs are a social actor “creating new connections”</p>

		<p>Hubs): places where different projects and groups come together. We connect to what is already there, creating new connections. The Talent-house method gives youth participation a prominent role.” (p. 7)</p>	<p>that “gives youth participation” more importance.</p>
		<p>“Jongerenhuisvesting (Youth housing) in this action plan is intended for young people who are in a vulnerable situation, at home or elsewhere, as a result of which they can no longer live at home. Homelessness can be a result. These young people depend on a Participation Act benefit, a (flexible) job with a low and uncertain income.” (p. 8)</p> <p>“The four large Rotterdamse woningcorporaties (Rotterdam housing associations) will work with youth contracts. This improves the flow of affordable homes and more young people can be helped to find housing.” (p. 9)</p> <p>“75% of the 550 housing association homes that become available up to the quality discount limit will be allocated to young people up to the</p>	<p>Housing corporations</p>

		age of 23, with a minimum number of 550 homes available in total.” (p. 9)	
		<p>“We are going to develop a plan that focuses on the financial parenting skills of the parents.” (p. 13)</p> <p>“The outcomes of this plan can provide parents with tools to better prepare and guide their children towards their financial independence.” (p. 13)</p>	
		<p>“‘Take hold and don't let go' was developed in close consultation with internal and external partners, parties and institutions. They have contributed ideas in the various digital sessions we have organized, such as Youth Desk, Child Protection Board and Youth Probation Service and others. However, the most important contribution was made by youth advisory councils from Young 010 and the 18-/18+ youth team and youth experts from ExpEx.” (p. 4)</p> <p>“How good that Rotterdam is going to work with Project 010 and</p>	Experts and institutions working with the youth

		<p>Housing First! First a roof over your head and customized guidance gives peace of mind” (p. 8)</p> <p>“The benefit in Capelle was terminated. Vicky was referred to Rotterdam after telephone contact between Capelle and the Rotterdam Youth Desk.” (p. 12)</p>	
		<p>“Case: Jayden Jayden is 17 years old...” (p. 6)</p> <p>“Case: Ricardo Ricardo is 18 years old...” (p. 8)</p> <p>“Case: Marian Marjan's school is very concerned about her home situation...” (p. 10)</p> <p>“Case: Vicky Vicky has been diagnosed with PPD NOS and autistic traits...” (p. 12)</p>	The case studies mentioned in the text.
2	Are the actors passive or active?	<p>“Many young people silently walk the path from primary school, through secondary education, vocational education, internship to a paid</p>	Young people in the text take a more passive stance. The text is mainly focused on the young people who are “vulnerable

		job and adulthood.” (p. 2)	and in risky situations.”—but generally young people in Rotterdam are viewed as people who “silently walk the path” from education into adulthood.
		<p>“The core of the action plan are the five pillars of self-reliance: a social network, a roof over your head, work or education, finances and help. These pillars must be in order to be able to give young people, especially the vulnerable young people, a promising future. The action plan also describes the relationship with criminal law and the prevention of juvenile crime and actions to break a criminal career early or to prevent young people from re-offending... These young people are more vulnerable to developing problems in this phase of life.” (p. 4)</p> <p>“Reports of absenteeism and early school leaving are dealt with more quickly... Young people who are absent, or who may drop out, are approached as soon as possible and guided to, for example,</p>	The young people in the text seem to be passive as they have initiatives to help them become self-reliant, but the initiatives do not include active participation of young people—but rather they are subjected to information and the help they need.

		<p>another education, work or help.” (p. 11)</p> <p>“We offer income security to vulnerable young people as quickly as possible. We teach young Rotterdammers to show financially responsible behaviour...such as moving out on your own” (p. 12)</p> <p>“In collaboration with a higher vocational education or university, we are going to develop a research plan aimed at breaking through the intergenerational transfer of debts.” (p. 13)</p>	
		<p>“At the moment, many professionals work for and with young people to support them on their way to independence” (p. 4)</p> <p>“Reports of absenteeism and early school leaving are dealt with more quickly...Young people who are absent, or who may drop out, are approached as soon as possible and guided to, for example, another education, work or help.” (p. 11)</p>	<p>Although in this text, it seems like the municipality and the young people of the city are working together might indicate an active role of both social actors—the purpose is to support the young people rather than creating spaces for their voices to be heard—and their participation doesn’t seem to be involved in the decision-making processes on these initiatives. Young people are</p>

		<p>“The outcomes of this plan can provide parents with tools to better prepare and guide their children towards their financial independence.” (p. 13)</p> <p>“More young people with incipient debt problems are identified and supported.” (p. 13)</p>	<p>passive in this text as well as they have to a part of</p>
		<p>“Sufficient attention and appropriate guidance is needed to prevent these young people from starting their adult lives with a false start and being socially marginalized” (p. 4)</p> <p>“Young people between the ages of 16 and 27 with an increased vulnerability due to an imbalance between risk factors and protective factors on a social and personal level, in coupled with the lack of social support. And for the age group 12-27 when it comes to young people who are at risk of coming into contact with criminal law or have come into contact with it. Young people with problems in multiple areas of life and who need help solving these problems.” (p. 4)</p>	<p>Here, the municipality is active while the young people are considered as passive—where they are being subjected to an action and/or expected to be subjected to the initiative goals. Even though the core goal is to create a sense of “self-reliance”, it appears to be done on the basis of the interests of the municipality rather than lending an ear and listening to the voices of those in vulnerable situations—to create opportunities for youth participation.</p>

		<p>“Young people are supported by the youth worker in discovering their talents and pointing the way to opportunities to develop those talents.” (p. 7)</p> <p>“Young people are linked on a voluntary basis to a buddy, buddy or volunteer who supports them temporarily and individually. The young person becomes more self-reliant and his own capacity is increased.” (p. 7)</p> <p>“Jongerenhuisvesting (Youth housing) in this action plan is intended for young people who are in a vulnerable situation, at home or elsewhere, as a result of which they can no longer live at home. Homelessness can be a result. These young people depend on a Participation Act benefit, a (flexible) job with a low and uncertain income.” (p. 8)</p> <p>“Continuation of this project for homeless young people due to the influx of new young people.” (p. 9)</p>	
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		<p>“About 35 homeless young people are helped to find housing, get their lives in order and orientate themselves on their future.” (p. 9)</p> <p>“An emergency action via Safe Home then had to be initiated, resulting in the necessary relational and family drama.” (p. 10)</p> <p>“We set up programs for young people who are further removed from the labor market, with special attention to arbeidsbeperkte jongeren (ABJ) (young people with disabilities) that provide support in increasing self-reliance and independence. The young people in the ABJ target group suffer from medical, psychological or psychiatric conditions, have an intellectual disability or other structural disability” (p. 10)</p> <p>“The Flying Brigade of the Youth Desk will visit and provide information to cooperation partners, referrers, schools, program providers, etc... Young people receive appropriate</p>	
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		<p>services at an earlier stage.” (p. 11)</p> <p>“The benefit in Capelle was terminated. Vicky was referred to Rotterdam after telephone contact between Capelle and the Rotterdam Youth Desk.” (p. 12)</p> <p>“we help young people with the prospect of a debt-free future.” (p. 12)</p> <p>“We offer income security to vulnerable young people as quickly as possible. We teach young Rotterdammers to show financially responsible behaviour...such as moving out on your own” (p. 12)</p> <p>“We are going to develop a plan that focuses on the financial parenting skills of the parents.” (p. 13)</p> <p>“The outcomes of this plan can provide parents with tools to better prepare and guide their children towards their financial independence.” (p. 13)</p>	
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		<p>“More young people with incipient debt problems are identified and supported.” (p. 13)</p>	
		<p>“Youth work is an important pillar of welfare work and will be part of every area assignment.” (p. 7)</p> <p>“A youth worker is the low-threshold point of contact and supervisor for the young person. Youth work links up with MBO and VMBO locations.” (p. 7)</p> <p>“Young people are supported by the youth worker in discovering their talents and pointing the way to opportunities to develop those talents.” (p. 7)</p>	<p>Youth workers are considered as an “important pillar of welfare work” and play an active role in the text.</p>
		<p>“Case: Jayden Jayden is 17 years old...” (p. 6)</p> <p>“Case: Ricardo Ricardo is 18 years old...” (p. 8)</p> <p>“Case: Marian Marjan's school is very concerned about her home situation...” (p. 10)</p>	<p>The case studies of some of the vulnerable young people and their background is listed—the young people mentioned in the case studies are passive social actors in the text.</p>

		<p>“Case: Vicky</p> <p>Vicky has been diagnosed with PPD NOS and autistic traits...” (p. 12)</p>	
		<p>“Every young person in a vulnerable situation, who wants to, has one or more adult mentors or buddies to fall back on, or some form of life coaching. We always invest in organizing and supporting informal support and the network around the young person” (p. 6)</p> <p>“The young people we know all say ‘we need a person to fall back on!’ That could be a mentor or a JIM (Jouw Ingebrachte Mentor (Your Contributed Mentor)), but could also be a counselor for other young people who stays with them from the age of 16 (or earlier) until they become independent.” (p. 6)</p> <p>“Young people are linked on a voluntary basis to a buddy, buddy or volunteer who supports them temporarily and individually. The young person becomes more self-reliant and his</p>	<p>Vulnerable young Rotterdammers are seen as passive social actors in this text as they “need a person to fall back on” and they require support and aid “until they become independent.” Or that they need to be approached and guided to the right path.</p>

		<p>own capacity is increased.” (p. 7)</p> <p>“The ambition is that young people in a vulnerable situation are quickly helped to find housing and that homelessness is prevented.” (p. 8)</p> <p>“Prepare young people better for their independence. Also involve experience coaches. So young people who have experienced it themselves and can be a source of hope.” (p. 10)</p> <p>“Reports of absenteeism and early school leaving are dealt with more quickly... Young people who are absent, or who may drop out, are approached as soon as possible and guided to, for example, another education, work or help.” (p. 11)</p> <p>“Preferably in the short term, if necessary also in the longer term, on the way to economic and social self-sufficiency.” (p. 10)</p> <p>“For young people with a greater distance to the</p>	
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		<p>labor market, with special attention to work-limited young people (ABJ), we set up programs that offer support in increasing self-reliance and independence.” (p. 10)</p> <p>“we help young people with the prospect of a debt-free future.” (p. 12)</p> <p>“Young people aged 18 to 23 often have too little income to be able to live independently. We think they really need help.” (p. 12)</p> <p>“The outcomes of this plan can provide parents with tools to better prepare and guide their children towards their financial independence.” (p. 13)</p> <p>“More young people with incipient debt problems are identified and supported.” (p. 13)</p>	
		<p>“Every young person in a vulnerable situation, who wants to, has one or more adult mentors or buddies to fall back on, or some form of life coaching. We always invest in organizing and</p>	<p>The municipality takes an active approach in investing, organizing and setting up support systems of informal support among</p>

		<p>supporting informal support and the network around the young person” (p. 6)</p> <p>“Jongerenhuisvesting (Youth housing) in this action plan is intended for young people who are in a vulnerable situation, at home or elsewhere, as a result of which they can no longer live at home. Homelessness can be a result. These young people depend on a Participation Act benefit, a (flexible) job with a low and uncertain income.” (p. 8)</p> <p>“The ambition is that young people in a vulnerable situation are quickly helped to find housing and that homelessness is prevented.” (p. 8)</p> <p>“Continuation of this project for homeless young people due to the influx of new young people.” (p. 9)</p> <p>“About 35 homeless young people are helped to find housing, get their lives in order and orientate themselves on their future.” (p. 9)</p>	<p>young Rotterdammers to help them navigate life.</p>
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		<p>“An emergency action via Safe Home then had to be initiated, resulting in the necessary relational and family drama.” (p. 10)</p> <p>“Preferably in the short term, if necessary also in the longer term, on the way to economic and social self-sufficiency.” (p. 10)</p> <p>“For young people with a greater distance to the labor market, with special attention to work-limited young people (ABJ), we set up programs that offer support in increasing self-reliance and independence.” (p. 10)</p> <p>“Reports of absenteeism and early school leaving are dealt with more quickly... Young people who are absent, or who may drop out, are approached as soon as possible and guided to, for example, another education, work or help.” (p. 11)</p> <p>“we help young people with the prospect of a debt-free future.” (p. 12)</p>	
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		<p>“We offer income security to vulnerable young people as quickly as possible. We teach young Rotterdammers to show financially responsible behaviour...such as moving out on your own” (p. 12)</p> <p>“We are going to develop a plan that focuses on the financial parenting skills of the parents.” (p. 13)</p> <p>“The outcomes of this plan can provide parents with tools to better prepare and guide their children towards their financial independence.” (p. 13)</p> <p>“In collaboration with a higher vocational education or university, we are going to develop a research plan aimed at breaking through the intergenerational transfer of debts.” (p. 13)</p> <p>“More young people with incipient debt problems are identified and supported.” (p. 13)</p>	
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		<p>“The young people we know all say ‘we need a person to fall back on’. That could be a mentor or a JIM (Jouw Ingebrachte Mentor (Your Contributed Mentor)), but could also be a counselor for other young people who stays with them from the age of 16 (or earlier) until they become independent.” (p. 6)</p> <p>“There are various programs and projects that link vulnerable young people between the ages of 18 and 27 to an advising and guiding buddy, buddy or volunteer, such as De Rotterdamse Douwers.” (p. 7)</p> <p>“We will make concrete agreements with the contracted providers to invest sustainably at all times in methods that contribute to building a network around a young person. A good example is the JIM approach, in which a JIM is a family member, friend or acquaintance of a young person, whom he appoints himself.” (p. 7)”</p>	<p>The mentor or buddy system takes an active role as they help in supporting the vulnerable youth in the city.</p>
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		<p>“Young people and/or the parents can bring in a confidential adviser (the JIM) themselves, who can act as intermediary acting towards professionals. This JIM enters into a lasting relationship with the young person.” (p. 7)</p>	
3	<p>Are social actors represented using any categories (function, identity, name)? What are the categories used to represent actors?</p>	<p>“Many young people silently walk the path from primary school, through secondary education, vocational education, internship to a paid job and adulthood” (p. 2)</p>	<p>Young people are identified as silent, passive actors.</p>
		<p>“But there is a group of young people who do not complete this process without any problems. They are vulnerable, in a risky or problem situation that they cannot get out of without outside help.” (p. 2)</p> <p>“We are going to support these young people in a vulnerable situation aged 16-27 in various ways so that they can first get their basics in order.” (p. 2)</p> <p>“Young people between the ages of 16 and 27</p>	<p>The text identifies a group of young people who are in a “vulnerable, in a risky situation”, they are stuck in a situation and are in dire need of help and support. Those in prone of getting into multiple troubles and risk factors.</p>

		<p>with an increased vulnerability due to an imbalance between risk factors and protective factors on a social and personal level, in coupled with the lack of social support. And for the age group 12-27 when it comes to young people who are at risk of coming into contact with criminal law or have come into contact with it. Young people with problems in multiple areas of life and who need help solving these problems.” (p. 4)</p> <p>“Youth housing in this action plan is intended for young people who are in a vulnerable situation, at home or elsewhere, as a result of which they can no longer live at home. Homelessness can be a result...The ambition is that young people in a vulnerable situation are quickly helped to find housing and that homelessness is prevented.” (p. 8)</p> <p>“We want to prevent young people up to the age of 23 dropping out of education and, if possible, focus on obtaining a basic qualification.</p>	
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		<p>Youth consultants from the Regional Reporting and Coordination Center (RMC) seek contact with the vulnerable young people.” (p. 10)</p> <p>“The young people in the ABJ target group suffer from medical, psychological or psychiatric conditions, have an intellectual disability or other structural disability” (p. 10)</p> <p>“Reports of absenteeism and early school leaving are dealt with more quickly... Young people who are absent, or who may drop out, are approached as soon as possible and guided to, for example, another education, work or help.” (p. 11)</p> <p>“In addition, prevention and learning how to deal with money and income are important. Get good reliable administrators. And prevent young people from getting into trouble due to bureaucracy...” (p. 12)</p> <p>“In collaboration with a higher vocational education or university, we are</p>	
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		<p>going to develop a research plan aimed at breaking through the intergenerational transfer of debts.” (p. 13)</p> <p>“More young people with incipient debt problems are identified and supported.” (p. 13)</p>	
		<p>“Youth housing in this action plan is intended for young people who are in a vulnerable situation, at home or elsewhere, as a result of which they can no longer live at home. Homelessness can be a result. These young people depend on a Participation Act benefit, a (flexible) job with a low and uncertain income...The ambition is that young people in a vulnerable situation are quickly helped to find housing and that homelessness is prevented.” (p. 8)</p> <p>“Continuation of this project for homeless young people due to the influx of new young people.” (p. 9)</p> <p>“About 35 homeless young people are helped to find housing, get their lives in order</p>	<p>Vulnerable young people are identified as “homeless young people” due to their risky situation.</p>

		<p>and orientate themselves on their future.” (p. 9)</p> <p>“There will be a pilot for an emergency scheme for young people in a residential setting youth institution, so that they can move to an independent home in a sustainable way, so that homelessness is prevented.” (p. 9)</p>	
		<p>“Sometimes we have to help young people a little longer, so that they can make a good contribution to the city later on.” (p. 2)</p> <p>“We listen to the young person's unique story and together we look for the most suitable future perspective. Preferably in the short term, if necessary also in the longer term, on the way to economic and social self-sufficiency. We stimulate social participation and equality of opportunity; we are committed to making a meaningful contribution to society, participating at school or participating through (voluntary) work and thereby reducing the use of help and guidance.” (p. 10)</p>	<p>The function detailed in the text is hinted at being useful for the city later. Being in a place where they can make a “good contribution” to the city or a “meaningful contribution”—hence, they deserve help so they can help and support in return. It is seen as an investment into them.</p>

		<p>“The transition to adulthood offers new development opportunities, but young people are also more likely to develop problems. It is known that alcohol and drug use, money problems, absenteeism or school dropout, problems surrounding sexuality, psychosocial health and police and justice often first manifest themselves between the ages of 16 and 23. ... These young people are more vulnerable to developing problems in this phase of life.” (p. 4)</p> <p>“In collaboration with a higher vocational education or university, we are going to develop a research plan aimed at breaking through the intergenerational transfer of debts.” (p. 13)</p> <p>“More young people with incipient debt problems are identified and supported.” (p. 13)</p>	<p>Young people from ages 16-23 are identified as the transitional age that could cause many long-lasting problems.</p>
		<p>“Sufficient attention and appropriate guidance is needed to prevent these young people from starting their adult lives with a false start</p>	<p>One of the functions of the Rotterdam municipality is to pay attention, provide appropriate guidance and support the vulnerable</p>

	<p>and being socially marginalized” (p. 4)</p> <p>“At the moment, many professionals work for and with young people to support them on their way to independence” (p. 4)</p> <p>“Every young person in a vulnerable situation, who wants to, has one or more adult mentors or buddies to fall back on, or some form of life coaching. We always invest in organizing and supporting informal support and the network around the young person” (p. 6)</p> <p>“Young people are linked on a voluntary basis to a buddy, buddy or volunteer who supports them temporarily and individually. The young person becomes more self-reliant and his own capacity is increased.” (p. 7)</p> <p>“We will make concrete agreements with the contracted providers to invest sustainably at all times in methods that contribute to building a network around a young person. A good</p>	<p>young people in the city—until they have independence and can rely on themselves.</p>
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		<p>example is the JIM approach, in which a JIM is a family member, friend or acquaintance of a young person, whom he appoints himself.” (p. 7)</p> <p>“We want to prevent young people up to the age of 23 dropping out of education and, if possible, focus on obtaining a basic qualification. Youth consultants from the Regional Reporting and Coordination Center (RMC) seek contact with the vulnerable young people.” (p. 10)</p> <p>“Preferably in the short term, if necessary also in the longer term, on the way to economic and social self-sufficiency.” (p. 10)</p> <p>“For young people with a greater distance to the labor market, with special attention to work-limited young people (ABJ), we set up programs that offer support in increasing self-reliance and independence.” (p. 10)</p> <p>“Reports of absenteeism and early school leaving are dealt with</p>	
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		<p>more quickly...Young people who are absent, or who may drop out, are approached as soon as possible and guided to, for example, another education, work or help.” (p. 11)</p> <p>“we help young people with the prospect of a debt-free future.” (p. 12)</p> <p>“In addition, prevention and learning how to deal with money and income are important. Get good reliable administrators. And: prevent young people from getting into trouble due to bureaucracy...” (p. 12)</p> <p>“We offer income security to vulnerable young people as quickly as possible. We teach young Rotterdammers to show financially responsible behaviour...such as moving out on your own” (p. 12)</p> <p>“We are going to develop a plan that focuses on the financial parenting skills of the parents.” (p. 13)</p>	
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		<p>“The outcomes of this plan can provide parents with tools to better prepare and guide their children towards their financial independence.” (p. 13)</p> <p>“We are expanding the number of locations for young people in the context of early detection.” (p. 13)</p> <p>“More young people with incipient debt problems are identified and supported.” (p. 13)</p>	
		<p>“At the moment, many professionals work for and with young people to support them on their way to independence” (p. 4)</p> <p>“The young people we know all say 'we need a person to fall back on'. That could be a mentor or a JIM (Jouw Ingebrachte Mentor (Your Contributed Mentor)), but could also be a counselor for other young people who stays with them from the age of 16 (or earlier) until they become independent.” (p. 6)</p>	<p>A function and identity that is expected of the young Rotterdammers is “independence.”</p>

		<p>“Contacts with one's own network are more sustainable and reduce dependence on professionals.” (p. 6)</p> <p>“Young people see more perspective, are more self-reliant and their self-resolving capacity is increased” (p. 7)</p> <p>“Young people are linked on a voluntary basis to a buddy, buddy or volunteer who supports them temporarily and individually. The young person becomes more self-reliant and his own capacity is increased.” (p. 7)</p> <p>“Prepare young people better for their independence. Also involve experience coaches. So young people who have experienced it themselves and can be a source of hope.” (p. 10)</p> <p>“Preferably in the short term, if necessary also in the longer term, on the way to economic and social self-sufficiency.” (p. 10)</p> <p>“For young people with a greater distance to the</p>	
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		<p>labor market, with special attention to work-limited young people (ABJ), we set up programs that offer support in increasing self-reliance and independence.” (p. 10)</p> <p>“we help young people with the prospect of a debt-free future.” (p. 12)</p> <p>“Young people aged 18 to 23 often have too little income to be able to live independently. We think they really need help.” (p. 12)</p> <p>“The outcomes of this plan can provide parents with tools to better prepare and guide their children towards their financial independence.” (p. 13)</p>	
		<p>“Case: Jayden Jayden is 17 years old...” (p. 6)</p> <p>“Case: Ricardo Ricardo is 18 years old...” (p. 8)</p> <p>“Case: Marian Marjan's school is very concerned about her</p>	<p>Some of the vulnerable people the city is trying to reach are named as case studies.</p>

		<p>home situation...” (p. 10)</p> <p>“Case: Vicky Vicky has been diagnosed with PPD NOS and autistic traits...” (p. 12)</p>	
		<p>“Young people are supported by the youth worker in discovering their talents and pointing the way to opportunities to develop those talents.” (p. 7)</p>	<p>The function of a youth worker is to support and help in discovering the talents within the young people in the city and guide them to the opportunities available to cultivate those talents.</p>
4	<p>What the effects produced by the representation of the social actors? <i>(Non-participation</i> (Therapy and Manipulation); <i>Tokenism</i> (Placation, Consultation, Informing); <i>Citizen Power</i> (Citizen control, Delegated power, Partnership); Choice)</p>	<p>“Many young people silently walk the path from primary school, through secondary education, vocational education, internship to a paid job and adulthood.” But there is a group of young people who do not complete this process without any problems. They are vulnerable, in a risky or problem situation that they cannot get out of without outside help.” (p. 2)</p> <p>“Young people between the ages of 16 and 27 with an increased vulnerability due to an imbalance between</p>	<p>Young people are viewed as extremely vulnerable—especially in the age bracket of 12-27 years and they need much attention, support and help to guide them and help process their issues and solve them.</p>

		<p>risk factors and protective factors on a social and personal level, in coupled with the lack of social support. And for the age group 12-27 when it comes to young people who are at risk of coming into contact with criminal law or have come into contact with it. Young people with problems in multiple areas of life and who need help solving these problems.” (p. 4)</p> <p>“We set up programs for young people who are further removed from the labor market, with special attention to arbeidsbeperkte jongeren (ABJ) (young people with disabilities) that provide support in increasing self-reliance and independence. The young people in the ABJ target group suffer from medical, psychological or psychiatric conditions, have an intellectual disability or other structural disability” (p. 10)</p> <p>“Reports of absenteeism and early school leaving are dealt with more quickly... Young people who are absent, or who may drop out, are approached as soon as</p>	
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		<p>possible and guided to, for example, another education, work or help.” (p. 11)</p> <p>“we help young people with the prospect of a debt-free future.” (p. 12)</p> <p>“Young people aged 18 to 23 often have too little income to be able to live independently. We think they really need help.” (p. 12)</p> <p>“We offer income security to vulnerable young people as quickly as possible. We teach young Rotterdammers to show financially responsible behaviour...such as moving out on your own” (p. 12)</p> <p>“We are going to develop a plan that focuses on the financial parenting skills of the parents.” (p. 13)</p> <p>“The outcomes of this plan can provide parents with tools to better prepare and guide their children towards their financial independence.” (p. 13)</p>	
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		<p>“In collaboration with a higher vocational education or university, we are going to develop a research plan aimed at breaking through the intergenerational transfer of debts.” (p. 13)</p> <p>“We are expanding the number of locations for young people in the context of early detection.” (p. 13)</p> <p>“More young people with incipient debt problems are identified and supported.” (p. 13)</p>	
		<p>“Firstly, every young person needs a network for informal support (1). In addition, a suitable, stable and safe place to live (2). School, a job or daytime activities must offer opportunities for further development (3). There must also be sufficient income, with a plan to prevent debt (4).” (p. 2)</p> <p>“...our vision is clear: we grab young people and don't suddenly let them go after their eighteenth birthday. Sometimes we have to help young people a little</p>	<p>The main aim revolves around providing support to the young Rotterdammers until they can take care of themselves—that support does not last only until they are 18, as the transitional phase begins after that and they need special attention and assistance, especially those caught in vulnerable and risky situations. The aim is to strength their agency through resilience</p>

		<p>longer, so that they can make a good contribution to the city later on.” (p. 2)</p> <p>“The core of the action plan are the five pillars of self- reliance: a social network, a roof over your head, work or education, finances and help. These pillars must be in order to be able to give young people, especially the vulnerable young people, a promising future. The action plan also describes the relationship with criminal law and the prevention of juvenile crime and actions to break a criminal career early or to prevent young people from re-offending.” (p. 4)</p> <p>“Sufficient attention and appropriate guidance is needed to prevent these young people from starting their adult lives with a false start and being socially marginalized” (p. 4)</p> <p>“We want to prevent young people up to the age of 23 dropping out of education and, if possible, focus on ob-</p>	<p>programs. Even including parents and teaching them parenting skills.</p>
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		<p>taining a basic qualification. Youth consultants from the Regional Reporting and Coordination Center (RMC) seek contact with the vulnerable young people.” (p. 10)</p> <p>“We set up programs for young people who are further removed from the labor market, with special attention to arbeidsbeperkte jongeren (ABJ) (young people with disabilities) that provide support in increasing self-reliance and independence. The young people in the ABJ target group suffer from medical, psychological or psychiatric conditions, have an intellectual disability or other structural disability” (p. 10)</p> <p>“we help young people with the prospect of a debt-free future.” (p. 12)</p> <p>“Young people aged 18 to 23 often have too little income to be able to live independently. We think they really need help.” (p. 12)</p> <p>“In addition, prevention and learning how to</p>	
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		<p>deal with money and income are important. Get good reliable administrators. And: prevent young people from getting into trouble due to bureaucracy...” (p. 12)</p> <p>“We offer income security to vulnerable young people as quickly as possible. We teach young Rotterdammers to show financially responsible behaviour” (p. 12)</p> <p>“We are going to develop a plan that focuses on the financial parenting skills of the parents.” (p. 13)</p> <p>“The outcomes of this plan can provide parents with tools to better prepare and guide their children towards their financial independence.” (p. 13)</p> <p>“In collaboration with a higher vocational education or university, we are going to develop a research plan aimed at breaking through the intergenerational transfer of debts.” (p. 13)</p>	
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		<p>“In addition, when drawing up this action plan, alignment was sought with relevant local, regional and national policy plans and programs by participating in various projects and attending various meetings.” (p. 4)</p> <p>“We will investigate the possibilities for cooperation with chain partners in the approach to young people for example the life event turning 18 or getting the first job.” (p. 13)</p> <p>“We will investigate the opportunities and possibilities in the collaboration with the municipality of Amsterdam regarding the Ping Ping ap.” (p. 13)</p>	<p>The participation mentioned here is the collaboration and uniformity among the local, regional and national policies regarding young people, to better understand what works and what is most useful and effective.</p>
		<p>“Sometimes we have to help young people a little longer, so that they can make a good contribution to the city later on.” (p. 2)</p> <p>“We listen to the young person's unique story and together we look for the most suitable future perspective. Preferably in the short term, if necessary also in the longer term, on the way to</p>	<p>The text mentions participation of young people but does not specify in what form or to what extent. It is mentioned, however, that social participation is stimulated through school or voluntary work is encouraged so they can make “meaningful contribution to society” or “make a good contribution to</p>

		<p>economic and social self-sufficiency. We stimulate social participation and equality of opportunity; we are committed to making a meaningful contribution to society, participating at school or participating through (voluntary) work and thereby reducing the use of help and guidance.” (p. 10)</p> <p>“We offer income security to vulnerable young people as quickly as possible. We teach young Rotterdammers to show financially responsible behaviour... such as moving out on your own” (p. 12)</p>	<p>the city later on” which is made possible through a young person’s self-sufficiency—hence, all the initiatives point to offering support, preferably in the short term so that the independence of a young Rotterdamer in a vulnerable situation is increased.</p>
		<p>“Young people can then use this digital tool (Ping Ping app) to improve their financial skills themselves.” (p. 13)</p>	<p>The only mention of young people helping themselves without guidance or support.</p>
		<p>“Every young person in a vulnerable situation, who wants to, has one or more adult mentors or buddies to fall back on, or some form of life coaching. We always invest in organizing and supporting informal support and the network around the young person” (p. 6)</p>	<p>The concept of support and providing an adult that young people can fall back on is given through life coaching and buddy/mentor systems is given more attention here with the main aim of them being able to be independent—by investing, organizing</p>

		<p>“The young people we know all say ‘we need a person to fall back on’. That could be a mentor or a JIM (Jouw Ingebrachte Mentor (Your Contributed Mentor)), but could also be a counselor for other young people who stays with them from the age of 16 (or earlier) until they become independent.” (p. 6)</p> <p>“Contacts with one’s own network are more sustainable and reduce dependence on professionals.” (p. 6)</p> <p>“Young people are supported by the youth worker in discovering their talents and pointing the way to opportunities to develop those talents.” (p. 7)</p> <p>“There are various programs and projects that link vulnerable young people between the ages of 18 and 27 to an advising and guiding buddy, buddy or volunteer, such as De Rotterdamse Douwers.” (p. 7)</p>	<p>and building supporting network systems around young Rotterdammer—around them and not with them. The young people are to be supported and aided by the youth workers in helping them discover their talents and show them the opportunities available to cultivate those talents. Here, again, young people are viewed as passive recipients.</p>
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		<p>“We will make concrete agreements with the contracted providers to invest sustainably at all times in methods that contribute to building a network around a young person. A good example is the JIM approach, in which a JIM is a family member, friend or acquaintance of a young person, whom he appoints himself.” (p. 7)</p> <p>“For young people with a greater distance to the labor market, with special attention to work-limited young people (ABJ), we set up programs that offer support in increasing self-reliance and independence.” (p. 10)</p> <p>“The Flying Brigade of the Youth Desk will visit and provide information to cooperation partners, referrers, schools, program providers, etc... Young people receive appropriate services at an earlier stage.” (p. 11)</p> <p>“We set up programs for young people who are further removed from the labor market, with special attention to</p>	
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		<p>arbeidsbeperkte jongeren (ABJ) (young people with disabilities) that provide support in increasing self-reliance and independence. The young people in the ABJ target group suffer from medical, psychological or psychiatric conditions, have an intellectual disability or other structural disability” (p. 10)</p> <p>“Reports of absenteeism and early school leaving are dealt with more quickly... Young people who are absent, or who may drop out, are approached as soon as possible and guided to, for example, another education, work or help.” (p. 11)</p> <p>“We are expanding the number of locations for young people in the context of early detection.” (p. 13)</p> <p>“More young people with incipient debt problems are identified and supported.” (p. 13)</p>	
		<p>“At the moment, many professionals work for and with young people to support them on their way to independence” (p. 4)</p>	<p>Though the aim is to increase a vulnerable young Rotterdammer’s independence and self-reliance and</p>

		<p>“The young people we know all say 'we need a person to fall back on'. That could be a mentor or a JIM (Jouw Ingebrachte Mentor (Your Contributed Mentor)), but could also be a counselor for other young people who stays with them from the age of 16 (or earlier) until they become independent.” (p. 6)</p> <p>“Contacts with one's own network are more sustainable and reduce dependence on professionals.” (p. 6)</p> <p>“Young people see more perspective, are more self-reliant and their self-resolving capacity is increased” (p. 7)</p> <p>“Young people see more perspective, are more self-reliant and their self-resolving capacity is increased” (p. 7)</p> <p>“Prepare young people better for their independence. Also involve experience coaches. So young people who have experienced it themselves</p>	<p>reduce their dependence on professionals and the municipality—many initiatives are focused on them being passive participants rather than active or meaningful engagement.</p>
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		<p>and can be a source of hope.” (p. 10)</p> <p>“Preferably in the short term, if necessary also in the longer term, on the way to economic and social self-sufficiency.” (p. 10)</p> <p>“For young people with a greater distance to the labor market, with special attention to work-limited young people (ABJ), we set up programs that offer support in increasing self-reliance and independence.” (p. 10)</p> <p>“we help young people with the prospect of a debt-free future.” (p. 12)</p> <p>“Young people aged 18 to 23 often have too little income to be able to live independently. We think they really need help.” (p. 12)</p> <p>“We are going to develop a plan that focuses on the financial parenting skills of the parents.” (p. 13)</p>	
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		<p>“The outcomes of this plan can provide parents with tools to better prepare and guide their children towards their financial independence.” (p. 13)</p>	
		<p>“We are setting up Jongerenhubs (Youth Hubs): places where different projects and groups come together. We connect to what is already there, creating new connections. The Talenthouse method gives youth participation a prominent role.” (p. 7)</p>	<p>The action plan allows for youth participation through these youth hubs where “everyday and spontaneous” connections with young people are encouraged and new physical and online networks are established.</p>
		<p>“Jongerenhuisvesting (Youth housing) in this action plan is intended for young people who are in a vulnerable situation, at home or elsewhere, as a result of which they can no longer live at home. Homelessness can be a result. These young people depend on a Participation Act benefit, a (flexible) job with a low and uncertain income...The ambition is that young people in a vulnerable situation are quickly helped to find housing and that homelessness is prevented.” (p. 8)</p> <p>“Continuation of this project for homeless</p>	<p>Vulnerable young people are seen as those caught in risky situations—subjected to homelessness, absenteeism, loss of jobs, debts and caught in addiction.</p>

		<p>young people due to the influx of new young people.” (p. 9)</p> <p>“About 35 homeless young people are helped to find housing, get their lives in order and orientate themselves on their future.” (p. 9)</p> <p>“There will be a pilot for an emergency scheme for young people in a residential setting youth institution, so that they can move to an independent home in a sustainable way, so that homelessness is prevented.” (p. 9)</p> <p>“We set up programs for young people who are further removed from the labor market, with special attention to arbeidsbeperkte jongeren (ABJ) (young people with disabilities) that provide support in increasing self-reliance and independence. The young people in the ABJ target group suffer from medical, psychological or psychiatric conditions, have an intellectual disability or other structural disability” (p. 10)</p>	
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		<p>“Reports of absenteeism and early school leaving are dealt with more quickly... Young people who are absent, or who may drop out, are approached as soon as possible and guided to, for example, another education, work or help.” (p. 11)</p> <p>“we help young people with the prospect of a debt-free future.” (p. 12)</p> <p>“Young people aged 18 to 23 often have too little income to be able to live independently. We think they really need help.” (p. 12)</p> <p>“We are expanding the number of locations for young people in the context of early detection.” (p. 13)</p> <p>“More young people with incipient debt problems are identified and supported.” (p. 13)</p>	
5	Are social actors represented as an individual or a collective?	“But there is a group of young people who do not complete this process without any problems. They are vulnerable, in a risky or problem	All Rotterdammers are not grouped in together, there is some form of distinction observed here.

		situation that they cannot get out of without outside help.” (p. 2)	
		<p>“Firstly, every young person needs a network for informal support (1). In addition, a suitable, stable and safe place to live (2). School, a job or daytime activities must offer opportunities for further development (3). There must also be sufficient income, with a plan to prevent debt (4).” (p. 2)</p> <p>“Young people are linked on a voluntary basis to a buddy, buddy or volunteer who supports them temporarily and individually. The young person becomes more self-reliant and his own capacity is increased.” (p. 7)</p>	The individuality of young Rotterdammers are emphasized here—by stating that every single young person deserves these things—they are collectively grouped together as it is basic necessity for the dignity of a young people.
		“Young people who leave youth care are recruited assisted living space. We are starting with a pilot of ten young people .” (p. 9)	The initiative conducted a pilot study that included 10 young people—the text is individualistic, either by the mention of the case studies or dealing with young people with diverse different complicated issue.
		“Case: Jayden Jayden is 17 years old...” (p. 6)	Case study mentioned—by specifying a single individual young

			Rotterdammer in Pillar 1
		“Case: Ricardo Ricardo is 18 years old...” (p. 8)	Case study mentioned—by specifying a single individual young Rotterdammer in Pillar 2
		“Case: Marian Marjan's school is very concerned about her home situation...” (p. 10)	Case study mentioned—by specifying a single individual young Rotterdammer in Pillar 3
		“Case: Vicky Vicky has been diagnosed with PPD NOS and autistic traits...” (p. 12)	Case study mentioned—by specifying a single individual young Rotterdammer in Pillar 4
		“We set up programs for young people who are further removed from the labor market, with special attention to arbeidsbeperkte jongeren (ABJ) (young people with disabilities) that provide support in increasing self-reliance and independence. The young people in the ABJ target group suffer from medical, psychological or psychiatric conditions, have an intellectual disability or other structural disability” (p. 10)	The young people with disabilities are distinguished and mentioned—they are not combined with the collective but are specified as a target group with initiatives focused specifically for them.
		“More young people with incipient debt problems are identified and supported.” (p. 13)	Distinction of another target group.

		<p>“More young people, including those who are not in education, are approached and reached with a structured and clear approach.” (p. 13)</p>	Another distinction
6	Is anything personified in the text?	<p>“This policy, too, is not 'mature' all at once. That is why we are starting now: for a good basis.” (p. 2)</p>	

ANNEX IV

The Fourth text: 'Het Gaat Om Jou' (It's About You!) (Mind Us, 2022)

S.No	Question	Text	Analysis
1.	Who are the social actors in the text?	<p>“Research shows disturbing statistics about the mental health of our young people. Young people experience increasing pressure to perform.” (p. 3)</p> <p>“MIND Us joins forces, stimulates (innovative) initiatives that work and ensures that the mental health of young people receives attention. Together with young people and all kinds of parties, we create a stage with MIND Us where young people feel seen and heard” (p. 3)</p> <p>“Together with our partners and together with young people. Because we do it for them and with them.” (p. 3)</p> <p>“The voice and experience of young people is essential to find solutions that really help. That is why young people have helped determine the direction and course of MIND Us from the start.” (p. 4)</p>	<p>The text mentions about all young people in the Netherlands—and later it specifies “young people aged 12 to 27”</p>

		<p>“MIND Us works on the healthy development of young people: to be vulnerable, to grow, to learn and to experience. We focus on promoting mental health among young people aged 12 to 27...” (p. 5)</p> <p>“Attention is paid to the context in which young people grow up and the effect this has on their mental health. Young people are taught to recognize complaints, to discuss them and to ask for support” (p. 5)</p> <p>“We work with young people and scientists who bring together knowledge and experience and noticeably and measurably improve the mental health of young people” (p. 6)</p>	
		<p>“In March we launched the MIND Us Foundation. MIND Us gives all young people the opportunity to develop resilience” (p. 3)</p> <p>“We connect with the living environment of the young people themselves; their school or college, their neighborhood with sports clubs</p>	<p>Mind Us is a social actor in the text.</p>

		<p>and associations, for example, and of course their online environment” (p. 3)</p> <p>“The voice and experience of young people is essential to find solutions that really help. That is why young people have helped determine the direction and course of MIND Us from the start.” (p. 4)</p> <p>“In addition to the active involvement in the implementation of the program through ambassadors and volunteers, MIND Us has therefore established a Council of Direction (Raad van Richting) - completely occupied by young people - created.” (p. 4)</p> <p>“MIND Us works on the healthy development of young people: to be vulnerable, to grow, to learn and to experience. We focus on promoting mental health among young people aged 12 to 27...” (p. 5)</p>	
		<p>“Low-threshold facilities, physical and online, can be found in the immediate vicinity of young people for mutual use contact with (experience</p>	

		<p>expert) peers and - where necessary – professional support in case of initial complaints.” (p. 5)</p> <p>“Learning about your own resilience, talking to peers about mental health and gaining knowledge about good care for your mental health are an essential part of young people's personal development.” (p. 11)</p> <p>“On social media they need access to knowledge and skills about mental health and tips and tricks from peers on how to deal with certain situations.” (p. 15)</p> <p>“Core ingredients are: knowledge (videos, explanations), links to training (aimed at increasing your own resilience) and the opportunity for discussion and advice from peers (for example through a forum)” (p. 15)</p>	
		<p>“In addition to the active involvement in the implementation of the program through ambassadors and volunteers, MIND Us has therefore</p>	

		established a Council of Direction - completely occupied by young people - created.” (p. 4)	
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		“In addition to the active involvement in the implementation of the program through ambassadors and volunteers, MIND Us has therefore established a Council of Direction (Raad van Richting) - completely occupied by young people - created.” (p. 4)	
		“Low-threshold facilities, physical and online, can be found in the immediate vicinity of young people for mutual use contact with (experience expert) peers and - where necessary – professional support in case of initial complaints.” (p. 5) “Developing training for support persons... ” (p. 7)	
		“We work with young people and scientists who bring together	

		<p>knowledge and experience and noticeably and measurably improve the mental health of young people” (p. 6)</p> <p>“What is needed? Needs of young people, mapping input from scientists and policymakers.” (p. 6)</p>	
		<p>“What is needed? Needs of young people, mapping input from scientists and policymakers.” (p. 6)</p>	
		<p>“Educational institutions have the mental health and well-being of pupils and students on the agenda, see the importance of an integrated approach and act accordingly. Many parties are working hard to help educational institutions take steps in this direction. Together we work towards the following goal: Everyone in the school is involved, from management to teacher, from pupil and student to counselor. Attention to mental health is part of the DNA of the school.” (p. 10)</p> <p>“We make it as clear as possible for the educational institution to</p>	

		<p>choose a suitable approach.” (p. 10)</p> <p>“Together with various parties such as Healthy School, student and student representatives, municipalities, school coalitions and knowledge institutes...” (p. 10)</p> <p>“Teachers and teaching assistants, but also other employees within an educational institution, have a role in signaling and offering a listening ear to young people” (p. 12)</p> <p>“In 2023 we will work towards a list of recommendations for educational institutions to work on this theme. With these recommendations in hand, we encourage schools to translate them into practice.” (p. 12)</p>	
		<p>“Educational institutions have the mental health and well-being of pupils and students on the agenda, see the importance of an integrated approach and act accordingly. Many parties are working hard to help educational institutions take steps in this direction.</p>	

		<p>Together we work towards the following goal: Everyone in the school is involved, from management to teacher, from pupil and student to counselor. Attention to mental health is part of the DNA of the school.” (p. 10)</p> <p>“Together with various parties such as Healthy School, student and student representatives, municipalities, school coalitions and knowledge institutes...” (p. 10)</p>	
		<p>“Together we work towards the following goal: Everyone in the school is involved, from management to teacher, from pupil and student to counselor. Attention to mental health is part of the DNA of the school.” (p. 10)</p> <p>“Teachers and teaching assistants, but also other employees within an educational institution, have a role in signaling and offering a listening ear to young people” (p. 12)</p> <p>“Future teachers and educators; we bring existing actively draws attention to the offer on</p>	

		<p>mental health within teacher training and teaching assistant training and works together with the trainers on a plan for structural embedding.” (p. 12)</p> <p>“Current teachers and teachers; encourage further training. In particular to provide a good listening ear.” (p. 12)</p>	
		<p>“Together we work towards the following goal: Everyone in the school is involved, from management to teacher, from pupil and student to counselor. Attention to mental health is part of the DNA of the school.” (p. 10)</p>	
		<p>“Performance pressure does not only come from education and is directly linked to the demands imposed by society as a whole. We dream of a society in which young people have the right to fail.” (p. 12)</p> <p>“Together with the Collaborating Health Funds Association (SGF), we will discuss with young people what the current standard in society is with regard to performance pressure and what</p>	<p>Society as a whole is also a social actor</p>

		the desired standard should be.” (p. 12)	
		<p>“Social media have become an integral part of our lives. For the current generation of young people, social media are even the place to make and maintain social contacts. A place where they form an image of life and society and where they form their identity and develop.</p> <p>At the same time, young people themselves also indicate that social media cause them stress and sleep deprivation and sometimes even amplify psychological complaints.” (p. 13)</p> <p>“On social media they need access to knowledge and skills about mental health and tips and tricks from peers on how to deal with certain situations.” (p. 15)</p> <p>“Young people are open and curious about social media and like to be informed on the platforms.” (p. 15)</p>	Social media can be considered a social actor in the text. As it can help develop and form a young person’s identities and also can be harmful and have negative impacts and unhealthy effects on their mental health.
		“A needs study has been conducted in collaboration with GGD Amsterdam and the municipality of Utrecht ” (p. 7)	

		<p>“In the first quarter of 2023, we will develop a toolbox with tips and advice on which providers best suit the wishes of the municipalities and how to finance this (structurally). We offer leading municipalities a platform to inspire other municipalities with their knowledge and experience.” (p. 8)</p> <p>“Together with various parties such as Healthy School, student and student representatives, municipalities, school coalitions and knowledge institutes...” (p. 10)</p>	
		<p>“Influencers are part of an online support network of young people and need more knowledge about mental health.</p> <p>Influencer campaign: Role models have a powerful voice to break the taboo and show the honest picture online.</p> <p>MIND Us will start a campaign in collaboration with influencers to make mental health more open to discussion. As part of the campaign, we offer a course on being a good listener and on</p>	<p>Influencers on social media is also a social actor in the text. They are used in a campaign to help counteract the “unhealthy effects of social media on mental health”</p>

		tools to formulate helpful responses to a DM. In 2023 we will focus on a campaign with 10 influencers. ” (p. 13)	
2.	Are the actors passive or active?	“MIND Us gives all young people the opportunity to develop resilience ” (p. 3)”	Mind Us as a social actor is active in the text. The goal is not just to help young people, but the various ways in which it does so is mentioned. First and foremost, by giving opportunities to all young people in Rotterdam “to develop resilience.”
		“Our young people deserve our unconditional support and help to stay mentally healthy. That starts very simply with a listening ear and an honest conversation. ” (p. 3)	The adults in the city are expected to lend an ear and listen to the young people—an active role to help young people.
		“MIND Us gives all young people the opportunity to develop resilience. This is only possible if they get a grip on their mental health and know how to find help when necessary” (p. 3) “Young people in the Netherlands are resilient , have insight into and control over their	Young people as a social actor in this sentence is seen to be active, they are not to quietly observe and receive the care given to them. But an effect or outcome is possible only if young people themselves take an initiative to realize their mental state and have the information on where and how to

		<p>mental health and optimal access to appropriate help when necessary” (p. 5)</p> <p>“They live in an environment in which they experience understanding, in which they are supported, with which they feel connected, which offers space for their personal development and which sees mental health as a collective and individual responsibility.” (p. 5)</p>	<p>get help. The text also talks about how young people have control over their own mental health, rather than being dependent on others to help them control it or understand it or manage it.</p> <p>It acknowledges the privilege of the young people in Netherlands who do have access, support and the environment they live in which gives them space for their own personal development.</p>
		<p>“MIND Us joins forces, stimulates (innovative) initiatives that work and ensures that the mental health of young people receives attention. Together with young people and all kinds of parties, we create a stage with MIND Us where young people feel seen and heard” (p. 3)</p>	<p>Mind Us initiates collaboration, joining forcing and intending to work together with multiple and various groups, parties and institutions.</p>
		<p>“We connect with the living environment of the young people themselves; their school or college, their neighborhood with sports clubs and associations, for example, and of</p>	

		<p>course their online environment” (p. 3)</p> <p>“The voice and experience of young people is essential to find solutions that really help. That is why young people have helped determine the direction and course of MIND Us from the start.” (p. 4)</p>	
		<p>“Attention is paid to the context in which young people grow up and the effect this has on their mental health. Young people are taught to recognize complaints, to discuss them and to ask for support” (p. 5)</p>	
3.	<p>Are social actors represented using any categories (function, identity, name)? What are the categories used to represent actors?</p>	<p>“Research shows disturbing statistics about the mental health of our young people. Young people experience increasing pressure to perform. Fear of failure, stress, depressive complaints and loneliness; unfortunately they are increasing” (p. 3)</p>	<p>In this sentence, young people in the Netherlands are identified by their mental health issues.</p>
		<p>“In your spare time you can work in many ways to support and strengthen your mental health.</p> <p>Sports, music and art and culture contribute to a good balance between necessity and relaxation</p>	<p>The function of a young person in Netherlands is—to be able to support and strengthen their mental health, have hobbies, and pursue interest to help to</p>

		<p>and help to regulate and express your emotions. Learning how to ask for help, how to recognize signals in someone else and knowing where to find help are essential parts of this.” (p. 7)</p>	<p>regulate and express your emotions. Learning how to ask for help, how to recognize signals in someone else and knowing where to find help.</p>
		<p>“Our young people deserve our unconditional support and help to stay mentally healthy. That starts very simply with a listening ear and an honest conversation.” (p. 3)</p> <p>“The voice and experience of young people is essential to find solutions that really help. That is why young people have helped determine the direction and course of MIND Us from the start.” (p. 4)</p>	<p>The function of the “our” referred to in the text is specific to the citizens of the Netherlands. Another function that is required of the adult citizens is that they provide the young people in their society with “unconditional support and help.” They can do that by simply lending an ear and having open and honest conversations with the young people about their mental well-being and struggles. A sense of community is invoked throughout the city, where every adult functions as a caretaker or mentor of sorts.</p> <p>Mind Us is not prescribing just the society and policy makers to have conversations with young people—but</p>

			the initiative determines and directs its actions and solutions by listening to the concerns and understanding the experiences of young people in the city.
		<p>“They live in an environment in which they experience understanding, in which they are supported, with which they feel connected, which offers space for their personal development, and which sees mental health as a collective and individual responsibility.” (p. 5)</p>	The text mentions that young people should also be allowed along with adults through various programs and strategies dealing with mental health.
		<p>“We can do so much together to help young people on their way to a healthy future!” (p. 3)</p> <p>“MIND Us joins forces, stimulates (innovative) initiatives that work and ensures that the mental health of young people receives attention. Together with young people and all kinds of parties, we create a stage with MIND Us where young people feel seen and heard” (p. 3)</p> <p>“Together with our partners and together</p>	<p>The identity of being a citizen—or a resident of in a city in Netherlands.</p> <p>Three social actors, people working at Mind Us, the local citizens and institutions are combined as one, a “we.” Calling for working together, to join forces.</p>

		<p>with young people. Because we do it for them and with them.” (p. 3)</p> <p>“We work with young people and scientists who bring together knowledge and experience and noticeably and measurably improve the mental health of young people” (p. 6)</p>	
		<p>“We are shaping these three changes Within the three areas of young people in which we can make the most impact together” (p. 6)</p> <p>“A needs study has been conducted in collaboration with GGD Amsterdam and the municipality of Utrecht” (p. 7)</p> <p>“In collaboration with sports clubs and associations, we ensure that as many people as possible follow the training. In 2025, there will be a collaboration with at least five national organizations for this” (p. 7)</p> <p>“Together with the Alliance for Accessible Walk-in Opportunities for Mental Health for Young People, we are</p>	<p>Here, the text specifies collaboration with other institutions, associations for training, supporting and helping young people— young people are not mentioned in this collab.</p>

		<p>strengthening the network of walk-in facilities.” (p. 8)</p> <p>“Together we work towards the following goal: Everyone in the school is involved...” (p. 10)</p> <p>“Together with various parties such as Healthy School, student and student representatives, municipalities, school coalitions and knowledge institutes...” (p. 10)</p> <p>“Together with the Collaborating Health Funds Association (SGF), we will discuss with young people what the current standard in society is with regard to performance pressure and what the desired standard should be.” (p. 12)</p> <p>“In addition, together with various partners, we map out which existing initiatives are already in place to contribute to the shared end goal.” (p. 15)</p>	
		<p>“MIND Us joins forces, stimulates (innovative) initiatives that work and ensures that the mental health of young people receives attention. Together with young people</p>	<p>A function of the city is to make the young people residing in it feel, seen and heard.</p>

		and all kinds of parties, we create a stage with MIND Us where young people feel seen and heard ” (p. 3)	
		“ MIND Us works on the healthy development of young people: to be vulnerable, to grow, to learn and to experience. We focus on promoting mental health among young people aged 12 to 27...” (p. 5)	The function of Mind Us is “promoting mental health”—the “healthy development of young people.”
		“Young people in the Netherlands are resilient , have insight into and control over their mental health and optimal access to appropriate help when necessary” (p. 5) “They live in an environment in which they experience understanding, in which they are supported, with which they feel connected, which offers space for their personal development and which sees mental health as a collective and individual responsibility.” (p. 5)	Young people are considered to be resilient, that’s a function they are expected to have/be.
		“Strengthen the support network. In the lives of young people, people who can be of support to them feel competent to have a conversation	Listening to young people, lending a ear to their personal struggles and stories is an important function of MindUS and adults who want to work with

		<p>about mental health. Listening is central.</p> <p>When young people share their concerns and emotions, they often do not listen ear what they are looking for. Precisely those to whom they should entrust their story” (p. 7)</p>	<p>young people in this area.</p>
		<p>“MIND Us is committed to: young people to work with them on their mental health: Listening ear, Explore your resilience, Mentally healthy environment” (p. 6)</p> <p>“We are shaping these three changes Within the three areas of young people in which we can make the most impact together:</p> <ol style="list-style-type: none"> 1. In the neighborhood and leisure activities. 2. At school or in training. 3. Online.” (p. 6) <p>“We do all this to see the following results in the long term:</p> <p>Young people who need help can find help faster and more appropriate.</p>	<p>The program talks about preventive care and not just treating symptoms, it does not target specific group but providing a listening ear; exploring a young person’s resilience; and promoting a mentally healthy environment.</p> <p>The organization also focuses on the 3 main domains where most impact can be made with young people.</p>

		<p>Young people have more skills they experience more resilience to deal with setbacks.</p> <p>There is a visible decrease in elements and factors in the environment of young people that contribute negatively to their mental health.</p> <p>Fewer young people need crisis or specialist care.” (p. 6)</p>	
		<p>“Social media have become an integral part of our lives. For the current generation of young people, social media are even the place to make and maintain social contacts.</p> <p>A place where they form an image of life and society and where they form their identity and develop.</p> <p>At the same time, young people themselves also indicate that social media cause them stress and sleep deprivation and sometimes even amplify psychological complaints.” (p. 13)</p>	<p>Young people’s identities are shaped and formed in social media. And the function of social media is not only developing a young person’s identity but also is harmful for them causing stress, sleep deprivation and other psychological issues.</p>
		<p>“Influencers are part of an online support network of young people and need more knowledge about mental health.</p> <p>Influencer campaign:</p>	<p>The function of a social media influencer is to be a role model for young people online and show an honest picture of they are. And also, to</p>

		<p>Role models have a powerful voice to break the taboo and show the honest picture online.</p> <p>“ACTION: Online accessible assistance.</p> <p>Transition to specialized and local facilities.</p> <p>It is important that a transition can be made from chat or an anonymous conversation online (for example via Direct Messaging with influencers) to a more specialized and local facility when necessary. We are working on a seamless transition and good cooperation between parties” (p. 14)</p> <p>“HOW?</p> <p>Roadmap: We create a clear overview for content makers online to properly guide young people with questions and needs for support to appropriate support.</p> <p>The roadmap is a first step in a seamless connection between the first signals of complaints to appropriate online support.” (p. 14)</p>	<p>properly guide young people with questions and needs for support to appropriate support and direct young people to specialized and local facilities when necessary.</p>
4.	<p>What the effects produced by the representation of the social actors? <i>(Non-participation)</i></p>	<p>“MIND Us gives all young people the opportunity to develop resilience. This is only possible if they get a grip</p>	<p>Young people are not treated as helpless subjects, but a form of participation and initiative to</p>

	(Therapy and Manipulation); <i>Tokenism</i> (Placation, Consultation, Informing); <i>Citizen Power</i> (Citizen control, Delegated power, Partnership); Choice)	on their mental health and know how to find help when necessary ” (p. 3)	be taken by the young people themselves for their well-being is stated here.
		“ We can do so much together to help young people on their way to a healthy future!” (p. 3)	The “we” which combines the Mind Us and the adult citizens of the Netherlands as one in this instance—calling for a more active role.
		“MIND Us joins forces , stimulates (innovative) initiatives that work and ensures that the mental health of young people receives attention. Together with young people and all kinds of parties, we create a stage with MIND Us where young people feel seen and heard” (p. 3) “Together with our partners and together with young people. Because we do it for them and with them. ” (p. 3)	Here, the initiative hopes to work together with young people to make their voices heard— participation to ensure their inclusion where they “don’t feel judged.”
		“We connect with the living environment of the young people themselves ; their school or college , their neighborhood with sports clubs and associations , for example, and	Here, a new kind of participation can be observed. It talks about connecting with young people directly—not just in forum or group setting but in all their

		of course their online environment” (p. 3)	associations and environments—in-person and online.
		<p>“In recent months we have looked at what good initiatives and projects already exist and what demonstrably works for young people” (p. 3)</p> <p>“The voice and experience of young people is essential to find solutions that really help. That is why young people have helped determine the direction and course of MIND Us from the start.” (p. 4)</p> <p>“They experience the burden and show us the need to take their mental health seriously. Moreover, they are part of the solution. They are the best at expressing what is needed and what will or will not work in practice.” (p. 4)</p>	The initiatives and projects focus specifically on “what demonstrably works for young people” and that is done through knowing and understanding the concerns and experiences of the young people in the city. Also, realizing the importance of participation of young people’s voices in matters that regards to them as “they are best at expressing what is needed.”
		<p>“Attention is paid to the context in which young people grow up and the effect this has on their mental health. Young people are taught to recognize complaints, to discuss them and to ask for support” (p. 5)</p>	Young people are equipped on tools that can help with their agency and creating their sense of independence. A more holistic take is taken by paying attention to the context of these young

			people—their environments are taken into account.
		<p>“In addition to the active involvement in the implementation of the program through ambassadors and volunteers, MIND Us has therefore established a Council of Direction (Raad van Richting) - completely occupied by young people - created.” (p. 4)</p> <p>“With the Council of Direction we give the participation of young people in our policy an extra dimension. The members of the Board of Direction contribute to the realization of the goals of MIND Us and influence the strategy and continuity of the organization. They also test whether the administrative direction corresponds with the goals, mission and vision of MIND Us. After all, MIND Us is possible. We will only be successful if we achieve visible results for and appropriate for young people.” (p. 4)</p>	
		<p>“Young people in the Netherlands are resilient, have insight into and control over their mental health and optimal access to appropriate</p>	<p>The text mentions the privilege of the young people in Netherlands—they are recognized as having insight and</p>

		<p>help when necessary” (p. 5)</p> <p>“They live in an environment in which they experience understanding, in which they are supported, with which they feel connected, which offers space for their personal development and which sees mental health as a collective and individual responsibility.” (p. 5)</p>	<p>control over their own mental health. They are viewed as individuals and not a collective that needs help to survive. It also specifies that they environment young people find themselves in is an environment that is open-minded and understanding—a safe space that supports them and gives them a community sense of feeling through connectedness. A crucial outlook specified here is how this organization views mental health as a collective and individualistic responsibility. Hence, programs and strategies would focus on partnership with young people to invoke their own responsibility in the matter as well.</p>
		<p>“HOW TO WORK WE TOGETHER?” (p. 6)</p> <p>“MIND Us is committed to: young people to work with them on their mental health: Listening ear,</p>	<p>The text calls for partnership with the young people to combat issues relating to mental health. They specify 3 domains in which most impact can be made—Neighborhood/District and</p>

		<p>Explore your resilience, Mentally healthy environment” (p. 6)</p> <p>“We are shaping these three changes Within the three areas of young people in which we can make the most impact together:</p> <ol style="list-style-type: none"> 1. In the neighborhood and leisure activities. 2. At school or in training. 3. Online” (p. 6) <p>“We do all this to see the following results in the long term:</p> <p>Young people who need help can find help faster and more appropriate.</p> <p>Young people have more skills they experience more resilience to deal with setbacks.</p> <p>There is a visible decrease in elements and factors in the environment of young people that contribute negatively to their mental health.</p> <p>Fewer young people need crisis or specialist care.” (p. 6)</p>	<p>leisure activities; at School or in Training; and Online.</p> <p>And in these 3 domains, 3 actionable goals on how to work with them is identified: Listening ear, Exploring resilience, and Creating a Mentally healthy environment</p> <p>The text does not target only young people with mental issues and they are not identified by their issues. The program targets everyone so reliance can be built up. Not just reactive measures but preventive as well.</p>
		<p>“In your spare time you can work in many ways to support and</p>	<p>Each area or domain that is identified in the text has an action for the</p>

		<p>strengthen your mental health.</p> <p>Sports, music and art and culture contribute to a good balance between necessity and relaxation and help to regulate and express your emotions. Learning how to ask for help, how to recognize signals in someone else and knowing where to find help are essential parts of this.” (p. 7)</p> <p>“Strengthen the support network. In the lives of young people, people who can be of support to them feel competent to have a conversation about mental health. Listening is central.</p> <p>When young people share their concerns and emotions, they often do not listen ear what they are looking for. Precisely those to whom they should entrust their story” (p. 7)</p> <p>“Developing training for support persons: A needs study has been conducted in collaboration with GGD Amsterdam and the municipality of Utrecht. Both young people and people who work a lot with young</p>	<p>young people and an action for the adults on how to help the kids in this domain—the Neighborhood and Leisure domain focuses more on the listening ear and promoting a mentally healthy environment aspect of the key actionable goals.</p> <p>The advisable action recommended to young people is to explore their interests and hobbies in sports, music, arts and culture in their spare time so they can learn how to create a good balance “between necessity and relaxation” and that can help teach them to regulate, manage and express their emotions; they also have to learn to ask for help; to be self-aware and observe for clues around them for those in need, to recognize distress signals in them and in their neighbours; and also knowing where and how to access the necessary help</p>
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		<p>people have been asked what they need to have conversations about mental health more easily and quickly. Based on this input, appropriate training will be developed in the first half of 2023.</p> <p>b) Rolling out the training in the leisure network of young people. In collaboration with sports clubs and associations, we ensure that as many people as possible follow the training. In 2025, there will be a collaboration with at least five national organizations for this.” (p. 7)</p> <p>“A safe place in the neighborhood National coverage of walk-in facilities with accessible, high-quality support.</p> <p>Taking the first step to talk about your problems is quite difficult for most people. You would like to solve it yourself or you do not dare to discuss it with friends or family to have. Then it can be nice to talk to someone you don't know and to whom you don't feel any obligations. Without waiting time, without referral. A trusted place in your neighborhood or district</p>	<p>needed. The emphasis is placed on teaching young people that they can reach out and knowing when to reach out and where and who to reach out to. Knowing the various support that could be provided for them.</p> <p>Listening is an important function to work with young people and the organization suggests developing training for support persons—to further understand what young people are going through, “a needs study” to know what young people require to have open and transparent conversations about their mental health. They also recommend have training sessions for adults that work in the leisure networks of young people in sports, arts and cultural clubs and associations to help equip them with listening and recognizing skills to support</p>
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		<p>where there is always someone with experience and knowledge available to talk to you about your mental health.” (p. 8)</p> <p>“Together with the Alliance for Accessible Walk-in Opportunities for Mental Health for Young People, we are strengthening the network of walk-in facilities. Track 2, guiding municipalities:</p> <p>a) In the first quarter of 2023, we will develop a toolbox with tips and advice on which providers best suit the wishes of the municipalities and how to finance this (structurally).</p> <p>b) We offer leading municipalities a platform to inspire other municipalities with their knowledge and experience.</p> <p>c) We organize knowledge and inspiration sessions for municipalities about the importance of walk-in facilities (as part of strengthening local prevention agreements for mental health).</p> <p>d) We mobilize young people in the local network to make their</p>	<p>young people from all walks of life.</p> <p>Along with training, safe spaces in neighbourhoods with walk-in facilities and accessible “high-quality support” available for all young people especially those who come from difficult circumstances with no proper. Support systems at home or school—a space where they can access support and help with no waiting times or referral. A trusted safe space where someone in the neighbourhood is always present and available to talk to—a neighbourhood watch and chat of sorts.</p> <p>The text mentions collaboration with other municipalities for these Walk-in facilities and creating platforms for interconnected networks to share knowledge and information. And also mobilizing local networks with young people to serve as</p>
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		<p>voices heard through an ambassador network.”</p>	<p>ambassadors in these facilities to advocate their concerns.</p>
		<p>“See me as a person and not just my grades and achievements.</p> <p>2. Focus structurally on mental health within education well-being of students.</p> <p>3. Train and support teachers as a counselor.</p> <p>4. Teach us about our mental and physical health.</p> <p>5. Being able to be your authentic self, offline and online; you are yourself and not the perfect picture. Failure is not an option, but a right.” (p. 9)</p> <p>“Mental health embedded in school. Educational institutions have the mental health and well-being of pupils and students on the agenda, see the importance of an integrated approach and act accordingly.” (p. 10)</p> <p>“Everyone in the school is involved, from management to teacher, from pupil and student to counselor. Attention</p>	<p>The second domain to focus on—at School or in Training—Educational spaces and courses offered to young people. The importance of schools is specified. The text not only focuses on how to help them but also talking about what young people need in these educational spaces. This area focuses on improving the mentally healthy environment and the listening ear actionable key goals.</p> <p>And two programs relating to building resilience in young people by boosting and strengthening teaching programs, increase the variety, findability and choice of programs and finding partners to scale up “demonstrably effective programs” (p. 11) also “translating one-off programs into a more structural way to embed</p>

		<p>to mental health is part of the DNA of the school” (p. 10)</p> <p>“By putting mental health on the agenda in education and connecting initiatives, approaches and policy, we form a strong joint course towards increasing mental health in education.” (p. 10)</p> <p>“Raising awareness of schools and motivating and enthusing them to commit to one an integrated approach is an important first step. We therefore give leading schools and courses a platform so that they can serve as an example to others educational institutions.” (p. 10)</p> <p>“Strengthening teaching programs: We will boost and strengthen teaching programs and the Healthy School offering. We do this by motivating schools to get started with this through campaigns and experience stories from young people.” (p. 11)</p>	<p>lessons about mental health” (p. 11).</p> <p>And tackling performance pressures that is directly related to the demands imposed by society among young people which has a major influence on their mental health. The text explains that the organization “dream of a society in which young people have the right to fail.” (p. 12). And this is suggested to be done by discussing “with young people what the current standard in society is with regard to performance pressure and what the desired standard should be.” (p. 12)</p> <p>The text calls for an integrated approach where “everyone in the school is involved, from management to teacher, from pupil and student to counselor” and not just the mental health counselor to be trained and educated on the topic and to have a</p>
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		<p>“All pupils and students receive (proven) effective teaching methods and interventions to work on their resilience and mental health. Learning about your own resilience, talking to peers about mental health and gaining knowledge about good care for your mental health are an essential part of young people's personal development.” (p. 11)</p>	<p>listening ear—to feel comfortable doing this and have had the appropriate training to do so. To have this as a common goal and agenda in education to achieve for everyone in school by connecting and strengthening existing available programs.</p> <p>In this domain as well, the text calls for setting up examples for other institutions to follow—to create platforms where this is possible. To encourage healthy competition to advance quality and effective initiatives.</p> <p>The text includes young people by providing spaces for them to share their experiences and stories to further strengthen these mental health training programs. The organization also asks young people to learn about their own resilience, being able to ask for help, learning to have conversations</p>
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			with peers about mental health, gaining information and tips on managing and taking care of one's own mental health.
		<p>“Social Media have become an integral part of our lives. For the current generation of young people, social media are even the place to make and maintain social contacts.</p> <p>A place where they form an image of life and society and where they form their identity and develop.</p> <p>At the same time, young people themselves also indicate that social media cause them stress and sleep deprivation and sometimes even amplify psychological complaints.” (p. 13)</p> <p>“Influencers are part of an online support network of young people and need more knowledge about mental health.</p> <p>Influencer campaign: Role models have a powerful voice to break the taboo and show the honest picture online.</p>	<p>The Online domain focuses on encouraging resilience and creating mentally healthy strategies. One such strategy exploring and strengthening and boosting a young person's resilience in the online domain—is with the help of influencers to “offer a course on being a good listener and on tools to formulate helpful responses to a DM.” The idea is to help young people to show an honest picture of how they feel rather than showcasing filtered and fake content that could cause unhealthy and negative impacts on mental health.</p> <p>Another strategy for exploring and increasing resilience in young people in continuation to the previous program is</p>

		<p>MIND Us will start a campaign in collaboration with influencers to make mental health more open to discussion. As part of the campaign, we offer a course on being a good listener and on tools to formulate helpful responses to a DM. In 2023 we will focus on a campaign with 10 influencers.” (p. 13)</p> <p>“ACTION: Online accessible assistance.</p> <p>Transition to specialized and local facilities.</p> <p>It is important that a transition can be made from chat or an anonymous conversation online (for example via Direct Messaging with influencers) to a more specialized and local facility when necessary. We are working on a seamless transition and good cooperation between parties” (p. 14)</p> <p>“HOW?</p> <p>Roadmap: We create a clear overview for content makers online to properly guide young people with questions and needs for support to appropriate support. The roadmap is a first</p>	<p>to create accessible online assistance—a transition from chats and anonymous online conversations and influencer DMs to a specialized and local facilities when required and creating an integrated and cooperation between them.</p> <p>The strategy outlined in the text with the key actionable goal of creating a healthy online environment is to create an online hub—a national platform aimed at young people where they have access to knowledge, skills and tips regarding mental health from their peers on how to deal with certain situations. “Core ingredients are: knowledge (videos, explanations), links to training (aimed at increasing your own resilience) and the opportunity for discussion and advice from peers (for example through a forum).” (p. 15)</p>
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		<p>step in a seamless connection between the first signals of complaints to appropriate online support.” (p. 14)</p> <p>“ACTION: National platform for young people Developing with knowledge about mental health. With the right referral, both physically and online.</p> <p>An online place or national platform full of knowledge about mental health, aimed at young people; Young people are open and curious about social media and like to be informed on the platforms.</p> <p>On social media they need access to knowledge and skills about mental health and tips and tricks from peers on how to deal with certain situations.” (p. 15)</p> <p>“Creating an online 'hub' (or platform) where young people can go if they need information about mental health. Core ingredients are: knowledge (videos, explanations), links to training (aimed at increasing your own resilience) and the opportunity for discussion and</p>	
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		<p>advice from peers (for example through a forum).</p> <p>This starts with a needs assessment young people: what do they need and what are they looking for? In addition, together with various partners, we map out which existing initiatives are already in place to contribute to the shared end goal.” (p. 15)</p>	
5.	Are social actors represented as an individual or a collective?	<p>“MIND Us gives all young people the opportunity to develop resilience” (p. 3)”</p> <p>“Our young people deserve our unconditional support and help to stay mentally healthy.” (p. 3)</p>	In this sentence, young people are seen as a collective—referring to “all young people.”
		“ We can do so much together to help young people on their way to a healthy future!” (p. 3)	The “we” mentioned here is seen as a collective, along with all the citizens of Rotterdam
		<p>“Attention is paid to the context in which young people grow up and the effect this has on their mental health. Young people are taught to recognize complaints, to discuss them and to ask for support” (p. 5)</p>	With the mention of paying attention to the context of young people—they are being recognized as individuals and not as collectives with the same context and background.
		“Strengthen the support network. In the lives of young people, people	Young people are considered as being individualistic here,

		<p>who can be of support to them feel competent to have a conversation about mental health. Listening is central.</p> <p>When young people share their concerns and emotions, they often do not listen ear what they are looking for. Precisely those to whom they should entrust their story” (p. 7)</p> <p>“See me as a person and not just my grades and achievements... 5. Being able to be your authentic self, offline and online; you are yourself and not the perfect picture. Failure is not an option, but a right.” (p. 9)</p>	<p>each one of them have a different story and all of them deserve to be listened to carefully. Here, the focus is on listening to the concerns and needs of the young people and what they are going through, rather than telling them how to feel and what to do in a situation that is similar to theirs—through a collective lens.</p> <p>Also talks about being your authentic self, not a collective image of what a perfect person should be—to see a young person for who they are as a person and not a collective or a metric.</p>
6.	Is anything personified in the text?	“Attention to mental health is part of the DNA of the school.” (p. 10)	

ANNEX V

The Fifth text: 'Jongerenparticipatie Bij Innovatie: Een Mengpaneel Van Factoren' (Youth Participation in Innovation: A Mix of Factors) (Garage2020, 2023)

S.No	Question	Text	Analysis
1	Who are the social actors in the text?	<p>“Roger A. Hart wrote an essay commissioned by Unicef about children's participation, in which he exposed the undemocratic nature of pseudo participation and underlined the importance of real participation and full citizenship, especially for children.” (p. 4)</p>	Children
		<p>“He argues that young people are sufficiently capable of participating in decision-making and should be involved in important projects with adults.” (p. 4)</p> <p>“Several established bodies involved in innovation for young people offer manuals and tips to prevent bogus participation” (p. 4)</p>	Young people are social actors
		<p>“Almost 30 years later, we see that the idea of real youth participation is widespread in the Netherlands, but obstacles are still experienced in its implementation and safeguarding” (p. 4)</p>	Youth as a social actor

2	Are the actors passive or active?		
3	Are social actors represented using any categories (function, identity, name)? What are the categories used to represent actors?	<p>“I think we're missing a leader. It was clear in the beginning because then Garage2020 did that. But very sneakily we took the lead, I don't think everyone realized that.” (p. 17)</p> <p>“I thought the safari* was really cool, you really get a look behind the scenes.” (p. 19)</p> <p>“The highlight for me was seeing that everyone has a different view and was still able to work together, which I found very pleasant.” (p. 23)</p>	<p>The need for a leader became apparent as Garage2020's initial leadership transitioned sneakily. The safari provided valuable insights behind the scenes and diverse perspectives and collaborative work were a pleasant highlight.</p>
		<p>“When we made a plan with the entire group to do interviews and carried them out together, that was the highlight.” (p. 25)</p>	<p>The highlight was collaborating with the group to plan and conduct interviews.</p>
		<p>“The conversations about responsibilities and absences were a low point, but they have also led to further developments.” (p. 27)</p>	<p>Discussions on responsibilities and absences were challenging but led to progress. The facilitators' shifting leadership roles created confusion, emphasizing the</p>

		<p>“It was a shame to see that we [as facilitators] caused confusion by sometimes taking the lead and sometimes not. There seemed to be a need for clarity in who had what role.” (p. 27)</p>	<p>need for role clarity.</p>
		<p>“It was a great group with many different qualities as a basis for great projects.” (p. 29)</p> <p>“The evaluation moments helped us as a group to create an overview of where we stood in the process at an evaluation moment and it was also nice to get together as groups and share tips, ideas and contacts.” (p. 29)</p>	<p>The group possessed diverse qualities for successful projects. Evaluation moments provided process clarity and facilitated beneficial group interactions, sharing tips, ideas, and contacts.</p>
		<p>“The balance between the young people taking control themselves and the need to think carefully and demonstrate the possibilities must be clear. You don't want to direct too much, but you do want to inspire.” (p. 31)</p>	<p>Balancing young people's autonomy and inspiration to demonstrate possibilities without excessive direction is crucial.</p>

		<p>“When we got closer to the product, that was really special! It felt really special to be able to say that I was part of that!” (p. 33)</p>	<p>The feeling of being part of the project's final product was truly special.</p>
		<p>“Garage2020 and the JongerenGarage need each other. The themes could have more impact if you work together.” (p. 35)</p>	<p>Garage2020 and JongerenGarage's collaboration is mutually beneficial and enhances the potential impact of their shared themes.</p>
		<p>“I spent a long time in [other thought-provoking bodies], where you submitted something and never heard anything about it again. I don't really have the feeling that people really want young people to think along. When that happens, it is usually very well defined and controlled.” (p. 37)</p>	<p>Past experiences in thought-provoking bodies often lacked follow-up and genuine interest in youth participation, tending to be tightly controlled and well-defined.</p>
		<p>“Everyone who participated in this [JongerenGarage] was motivated to make a difference and wanted to remain involved, but it was still not possible to continue seeing each other.” (p. 39)</p>	<p>Despite the shared motivation and desire for continued involvement, it remained challenging to maintain regular contact among participants in JongerenGarage.</p>
			<p>A single day per week was insufficient for substantial</p>

		<p>“1 Friday a week is not enough time to make good progress.” (p. 41)</p> <p>“The fact that few people showed up at one point was a real low point.” (p. 41)</p>	<p>progress. A notable low point was the low attendance of participants at one stage.</p>
		<p>“I don't think that without a salary for this project I would have felt less of an owner of the project, but I do think that I would not have participated myself as I would not have been able to afford it.” (p. 43)</p> <p>“[In youth participation it is important to] really actively participate, not just to be asked for your opinion, but to really listen to you and that your voice is important. [...] Why should I get a gift voucher if someone else just gets paid for the same meeting?” (p. 43)</p> <p>“Yes, of course it is easy for me to say because I do have the time and money to make myself available for such a network, but that is of course very different for young people with money problems and you naturally want such a network to have a diverse composition.” (p. 43)</p>	<p>Salary wasn't necessary for feeling ownership, but it enabled participation for some who couldn't afford it. Real youth participation involves active involvement and equitable compensation, considering diverse financial situations for network diversity.</p>

		<p>“How you work at the JongerenGarage is really very new, we are mainly used to school, in which you always work with a clear beginning and end of your project or subject, while we noticed that the designing at JongerenGarage could actually have continued much longer.” (p. 45)</p>	<p>The JongerenGarage's approach to design was notably different from traditional school projects, allowing for an extended, ongoing design process.</p>
4	<p>What the effects produced by the representation of the social actors? (<i>Non-participation</i> (Therapy and Manipulation); <i>Tokenism</i> (Placation, Consultation, Informing); <i>Citizen Power</i> (Citizen control, Delegated power, Partnership); Choice)</p>	<p>“Roger A. Hart wrote an essay commissioned by Unicef about children's participation, in which he exposed the undemocratic nature of pseudo participation and underlined the importance of real participation and full citizenship, especially for children. He argues that young people are sufficiently capable of participating in decision-making and should be involved in important projects with adults.” (p. 4)</p> <p>“If the youth team stands on its own, there is more equality and recognition. This creates a more neutral context in which sharing and meeting each other becomes easier.” (p. 15)</p>	<p>Independence for the youth team fosters equality, recognition, and a conducive environment for enhanced sharing and social interaction.</p>

		<p>“When it comes to participation & ownership, we see that this decreases when the young people are included in the 'regular' team, in which ownership and leadership are quickly taken up by adults. However, we also see that a completely self-contained team is not ideal: the ideas and influence of the young people on changes are then too disconnected from the organization.” (p. 15)</p>	<p>In balancing youth participation and ownership, a careful integration approach is key, as full inclusion in the 'regular' team can diminish youth involvement, while complete isolation from the organization limits their influence and contributions.</p>
		<p>“we see that a youth team has a better connection with the target group, can approach and involve them well and can also include their own experiences in the process.” (p. 15)</p> <p>“A side note is that it is important that the youth team ensures that they also involve other young people and do not only rely on their own experience. It may also be the case that situations arise that require distance.” (p. 15)</p>	<p>A youth team excels in connecting with the target group, leveraging their own experiences; however, it is crucial for them to actively engage other young individuals and maintain flexibility when circumstances demand some level of detachment.</p>
		<p>“Several established bodies involved in innova-</p>	<p>Setting up youth councils-Placation</p>

		<p>tion for young people offer manuals and tips to prevent bogus participation” (p. 4)</p> <p>“Youth care organizations, for example, often set up youth councils or consultative bodies in order to include the voice of young people in policy and decisions” (p. 4)</p>	
		<p>“Several experts from Garage2020 were involved in the young people's process: they facilitated and taught the work process, assisted the young people in (evaluations of) the group process or acted as a (strict) employer if the young people fulfilled their agreements as employees. did not comply. There was also a permanent daily support worker, who was always present to help the young people in the process, both by explaining things and arranging practical matters for the various teams. Looking back on this way of working together, it ensured that the young people were strong as a</p>	<p>In hindsight, the collaborative involvement of Garage2020 experts and a dedicated daily support worker not only fostered a tightly-knit and self-reliant youth team but also cultivated an objective, innovative problem-solving group, free from predetermined solutions and open to fresh perspectives.</p>

		<p>team: they quickly became a close-knit team and above all learned from each other. It also created an unbiased group (in terms of impact of the solution), who could view problems from new angles, without being steered towards a solution.” (p. 19)</p>	
		<p>“However, we also see that young people have little work experience and work a lot on intuition. In addition, there is little insight into existing innovations. We also saw that there is a risk that young people consider their own experience as sufficient input for research/design/ testing, and do not realize that it is useful to question external end users. In all these areas, using the expertise of both young people and adults could potentially lead to better results. However, it is important to monitor the degree of ownership/participation of young people and to pay attention to the equality between young people and adults.” (p. 19)</p>	<p>While young people may bring fresh intuition and perspectives to the table, their limited work experience and potential inclination to rely solely on personal experience underscore the value of integrating both youth and adult expertise in research, design, and testing processes. Striking a balance in ownership and participation is crucial, ensuring equality between young and adult contributors for optimal outcomes.”</p>

		<p>“A greater degree of freedom in determining the content of the project can have a positive effect on the level of youth participation. Because young people determine the theme, it is more tailored to the experiences of young people. An additional advantage may be that young people feel freer in their process and less inhibited by the expectations of adults.” (p. 21)</p> <p>“it may also be the case that adults can sharpen the ideas and insights of young people, based on the experience and knowledge they already have. With regard to the degree of innovation of the designed innovations, their influence on the theme can actually have a positive effect. In addition, a project can get a kick-start if a theme is a little more defined or a problem is better outlined, and you thus have more time and space for designing stronger innovation.” (p. 21)</p> <p>“The knowledge that adults bring with them</p>	<p>Granting youth greater autonomy in shaping project content enhances their engagement and ensures a more tailored approach to their experiences. Combining the wisdom of adults with the enthusiasm of young people can result in innovative solutions that resonate with a wider audience and yield a greater impact. Moreover, involving both youth and adult experts in defining project goals ensures a more comprehensive and inclusive problem statement, better serving the entire target group.</p>
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		<p>strengthens the development of an innovation with real impact. On the other hand, the voice and influence of young people is highly valued by stakeholders, which means that they respond better to the innovation and the innovation ultimately has a greater reach and higher impact.” (p. 21)</p> <p>“Young people sometimes ignore the fact that their opinion or vision is not necessarily shared by all young people. By also including the expertise of the adult experts in the field of involving the target group in the research and design in the project, the final problem definition will be better suited to the entire target group instead of just a section.” (p. 21)</p>	
		<p>“At the JongerenGarage we recruited in different ways, so that we selected a group of young people through different channels who differed from each other in background, interest, expertise or education, age and gender. For example, we</p>	<p>Recruiting young people from diverse backgrounds and experiences fosters a more comprehensive understanding of the target group's needs, drives innovation, and increases the impact</p>

		<p>have also actively considered how you can reach introverted young people who may not respond immediately to an advertisement but do respond to the call from someone they know. It should be noted that all young people have one thing in common: namely the motivation to innovate on the theme they are working on." (p. 23)</p> <p>"We see that a diverse group has a positive effect in almost all areas. The different visions, experiences and expertise ensure a product that fits well with the target group (because broader needs are identified and one-sided vision is challenged), is more innovative (because there is more knowledge of what already exists or where missed opportunities) and has more impact (because more attention is paid to whether the innovation fits in in all areas and has the desired effect). Diversity also has a positive effect on the process. Young people, who do not easily encounter each other, work together and learn from each other." (p. 23)</p>	<p>of the final product. Moreover, the collaborative environment benefits from the cross-pollination of ideas among young individuals with varying perspectives. However, it's essential to consider potential challenges related to diverse education levels, as they may impact the level of ownership, participation, and shared learning, requiring a more tailored approach to accommodate each participant effectively."</p>
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		<p>“We see the only two points of interest in the field of youth participation and learning skills. In the first pilot of the Youth Garage, the young people were generally quite highly educated. We wonder whether a more diverse level of education increases the uncertainty in a self-managing process (and whether every young person experiences the same degree of ownership and participation) and whether skills will not become so far apart that learning from each other becomes difficult. The process and how to make it suitable for each young person may need some extra attention.” (p. 23)</p>	
		<p>“Expertise can be exchanged between the teams, the experiences and network of all participants can be used and, for example, evaluation and reflection moments can take place. That is why we can say: the larger the group, the better the connection with the target group (human-centeredness)</p>	<p>Larger groups foster stronger connections with the target audience, increased innovation through expertise exchange, and enhanced human-centeredness. However, it's crucial to address challenges related to idea evaluation and avoid compromising design in large</p>

		<p>and the greater the degree of innovation.” (p. 25)</p> <p>“we notice that it is often difficult for young innovators to be critical of their own ideas and to reject or improve them (the activity that is called 'kill your darlings' in the design world). Particularly in a large group, special attention must be paid not to design based on compromises so as not to reject any idea.” (p. 25)</p> <p>“We actually see the level of youth participation decreasing the larger the group becomes. Leaders and followers will emerge, and the degree of ownership will decrease if the group is too large. We also see the ultimate impact decrease: with a lower sense of ownership, people are more likely to drop out during or at the end of the design process. For example, concepts may ultimately not be implemented and therefore have no impact.” (p. 25)</p>	<p>teams. Furthermore, as group size grows, youth participation and ownership levels may decrease, potentially leading to reduced overall impact and the risk of project attrition.</p>
		<p>“In the JongerenGarage pilot, we wanted to give</p>	<p>In the JongerenGarage pilot,</p>

		<p>young people as much ownership of the process as possible but support them where necessary. That is why we left the roles in the team undefined, but we did organize evaluation moments when things were not going well. During those moments, the group itself determined what was needed and how/who would pick it up. Some young people found the freedom difficult and sometimes made the teams vulnerable. At the same time, freedom was also valued, the young people felt taken seriously and responsible and we can therefore say that this indeed improved the level of participation. They also encounter different forms of collaboration. However, the tasks were fulfilled in this way by young people who had an affinity with this.” (p. 27)</p> <p>“encountering something yourself and coming up with a solution has a higher level of participation and a higher learning character, more guidance does lead to the removal of ambiguity and uncertainty about</p>	<p>the balance between granting young people ownership and providing support yielded mixed experiences. While some found the freedom challenging and occasionally vulnerable, others valued the responsibility and felt genuinely engaged, thereby enhancing their level of participation. Encouraging self-discovery and problem-solving promotes higher engagement and a greater learning experience, but some guidance can also clarify the process and lead to improved results. Balancing autonomy and guidance is essential to support young people in navigating team dynamics and roles while allowing them to explore various forms of collaboration without excessive direction.</p>
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		<p>the process. This increases the focus on the content, which would lead to a better result. Young people have less experience in working in teams and the roles required (honestly, many adults even have difficulty with this). You would like to support this and show possible forms of cooperation, without directing too much.” (p. 27)</p>	
		<p>“In the Youth Garage pilot, subgroups were formed based on the interest that young people had in different themes. These groups were formed by the young people themselves, without adjustment by the facilitators. This was in line with the self-managing character and degree of ownership that come with a high level of youth participation.” (p. 29)</p> <p>“However, the groups and also the facilitators gradually discovered that in this team format the diversity of the original group (for which the group had been selected) had been lost. Adjustments were therefore made in order to</p>	<p>In the Youth Garage pilot, initially allowing subgroups to form based on personal interests aligned with the self-managing and youth-participation-oriented approach. However, the subsequent realization that this approach led to a loss of diversity prompted adjustments. The shift to teams formed around expertise rather than just interests enriched both the process and the final product. This approach maintained a high degree of participant involvement and ownership, even in themes</p>

		<p>take optimal advantage of the different backgrounds, expertise, skills and experiences within the sub-teams.” (p. 29)</p> <p>“In the new teams we saw that transdisciplinarity benefited both the process and the product. The ideas gained depth through the more diverse visions and working methods. By appealing to the young people for their expertise instead of their interest, they still felt a high degree of involvement and ownership in the theme that they had not initially chosen. In order to achieve the most profit on all points, we therefore recommend motivating group formation based on expertise and also appealing to participants for their expertise.” (p. 29)</p> <p>“Regardless of sub-groups, it is always recommended to facilitate moments when the entire group comes together and the different teams use each other's network, brainpower or skills.” (p. 29)</p>	<p>they hadn't initially chosen. To optimize outcomes, we recommend a combination of expertise-based group formation and facilitating cross-team collaboration to leverage diverse backgrounds, networks, and skills.</p>

		<p>“During the Jon-gerenGarage pilot, we introduced young people to the design process in a 'pressure cooker design process'. In this way we wanted to equip the young people with knowledge about what they already know and don't know about the design process. We wanted to get them involved in making choices about which workshops they thought they needed for the rest of the process. The young people indicated in the evaluation that they may have been thrown in at the deep end too quickly in the beginning and had too little understanding of the design process to see what influence their choices would have. So we see that the degree of participation is not optimal with complete freedom, but that some guidance and direction actually add to the degree of experience participation. The same applies to optimal human-centeredness:” (p. 31)</p> <p>“Impact is achieved faster and more effectively if the process is completely fixed and the participants only</p>	<p>In the Jon-gerenGarage pilot, the initial 'pressure cooker design process' introduced young people to design and workshop choices. Feedback suggested that complete freedom initially might overwhelm some, emphasizing the need for guided participation. A structured process can boost impact, and learning skills benefit from both hands-on experience and method-prescription. To nurture true ownership, additional guidance or a gradual approach may be valuable.</p>
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		<p>focus on following this standard working method. As far as learning skills are concerned, we think that these are acquired on both sides: when completing the tasks yourself, self-efficacy and your own abilities are addressed, but when prescribing the working method, these are effectively learned. If the aim is to give young people real ownership of the process, they may need more guidance or this ownership may need to be achieved more slowly.” (p. 31)</p>	
		<p>“The young people indicated that they felt ownership of the process and the innovation they proposed. The risk of involving young people in the research phase is that you end up much lower on the participation ladder: young people mainly provide advice on directions or bottlenecks that need improvement, but have less influence on the end product. In addition to the degree of participation, going through a longer process with young people also has a positive effect on the</p>	<p>In the youth innovation process, young people expressed a sense of ownership, and their prolonged involvement positively impacted encounters, impact, and innovation. Building a network over various phases proved instrumental in implementing and amplifying the innovation's effect. While skills acquisition and human-centeredness are less affected by the number of phases young people are</p>

		<p>level of encounters, impact and innovation. The impact is particularly interesting to mention: by going through different phases, the youth team builds a network that can be used to implement the innovation and make a greater impact.” (p. 33)</p> <p>“The 2 outsiders are the acquisition of skills and the human-centeredness. We think that in properly equipping young people with the skills they need in each phase, it does not matter whether young people are only involved in 1 phase or the entire innovation project. By completing only 1 phase, all participants become experts in the skills required in that one phase. As the entire project continues, you see that young people develop as experts in different areas and complement each other. This has a positive impact on the meeting: this way you can learn from each other and compare different methods.” (p. 31)</p> <p>“With regard to the human-centeredness of the innovation, we see that</p>	<p>involved in, prolonged engagement enhances skills diversity and fosters mutual learning among participants. The design thinking process, including designing, prototyping, and testing, is particularly valuable for understanding end user perspectives and enhancing human-centered innovation.</p>
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		<p>the highlight lies in the continuation of the design thinking process, which also includes designing, prototyping and testing. The participants experience that real testing yields a lot about how end users think and how an innovation suits them." (p. 33)</p>	
		<p>"In the JongerenGarage pilot, we wanted to give young people the space and freedom to investigate the youth (help) landscape themselves, discover bottlenecks and opportunities without being guided and thus focus on the part in which they think they can make the most difference. can make. As expected, this approach indeed had a positive effect on the process. The young people experienced the opportunity to freely become acquainted with and explore all kinds of youth care as broadening their perspectives and they got to know each other well. In arriving at the sub-themes with which the groups worked, there was plenty of room for different insights and everyone's own perspective. The young people also</p>	<p>In the JongerenGarage pilot, granting young people the freedom to explore the youth (help) landscape independently proved effective, broadening their perspectives, promoting ownership, and facilitating innovative thinking. This approach, starting from their own direction, encourages unique solutions that may differ from conventional expert perspectives. Impact is enriched when young people collaborate with experts and ongoing projects, and their independent leadership is appreciated by stakeholders, fostering enthusiasm</p>

		<p>indicated that they experienced a lot of ownership and responsibility for the theme they had chosen.” (p. 35)</p> <p>“we see that this method leads to a greater degree of innovation. This is because you do not ask young people to think about a given theme or problem (and thus limit or frame them), but they are allowed to determine their own direction from the start. And it may differ from how experts (who are already more 'stuck' in a way of thinking) would approach it.” (p. 35)</p> <p>“In terms of impact, however, the highlight is more in the middle. Young people indicate that connecting with experts (and therefore ongoing projects or certain themes) only provides strength, but we also saw that young people's own leadership was appreciated by stakeholders and that innovations were therefore received enthusiastically.” (p. 35)</p>	<p>for their innovations. In terms of human-centeredness, involving end users in theme selection enhances urgency, but extensive research and theme selection may limit the time available for other forms of target group involvement.</p>
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		<p>“As for human-centeredness, we think that it works well in different ways on both sides of the scale. Because the end user participates in choosing a theme, this topic becomes more urgent. At the same time, we see that broad research and the choice of themes requires a lot of time from young people, leaving less time to involve the target group in other ways.” (p. 35)</p>	
		<p>“a strong youth participation project does not benefit from a complete focus on youth participation. We see that meetings, the level of involvement and learning of skills also increase when there is a focus on the end result as well as on the process. Having the responsibility to create a strong end product ensures that young people feel taken seriously and it is not just about giving advice, but rather about being able to make a real difference. We also saw in the JongerenGarage pilot that meeting and learning</p>	<p>Balancing focus on both process and end result is key for a successful youth participation project. It not only enhances meetings, participation, and skills development, empowering young people to make a tangible impact, but also aligns with the JongerenGarage pilot's organic learning and skill development approach. A shared emphasis on a strong process and end product maximizes impact, addressing young participants' perceived inexperience and limited influence by</p>

		<p>skills hap. ened very or- ganically around the con- tent and goals of the pro- cess.” (p. 37)</p> <p>“Also in terms of the re- sult, a shared focus on a good process as well as a strong end product seems positive. The im- pact of the end result only increases if the fo- cus is clearly on this. The young people indicate that they still feel inexpe- rienced and that they have little clout. By really focusing on the end re- sult and working towards it at a pace and with con- crete steps, a more effec- tive, better-suited solu- tion will emerge.” (p. 37)</p>	<p>concentrating on the end result and fostering effective, tailored solutions.</p>
		<p>“Young people are often unable to commit themselves long-term to innovation processes because they do not fit the context in which they find themselves. Young people are still in the middle of their devel- opment and are, for ex- ample, busy with studies, have just started work or are looking for work, are discovering themselves in terms of their interests or are busy acquiring differ- ent skills and experi- ences. They have less time on their hands</p>	<p>Young people's limited capacity for long-term commit- ment to innovation processes due to their dynamic life stages and multiple commitments un- derscores the value of shorter, flexible programs that ac- commodate their evolving interests, studies, work, and skill acquisition, fostering broader youth engagement.</p>

		<p>than adults and often less room for a fixed, long-term investment of time. In addition, this ensures that there is less room for a 'new generation' of young people who can participate and meet. Shorter programs in which new young people can participate can therefore also have a positive effect.” (p. 39)</p>	
		<p>“In the YouthGarage pilot, the youth teams worked on their project 1 day a week. On the one hand, the young people indicated that 1 day was too little for a continuous process, on the other hand, we also saw that 1 day a week was a considerable investment of time for the young people, in addition to their other activities. Greater intensity is likely to produce more focus from young people and more quality participation, but at the same time you may exclude young people who cannot make this investment.” (p. 41)</p> <p>“In addition, we see (and this also applies to our own positions) that it is not always necessary</p>	<p>In the YouthGarage pilot, the challenge of balancing the time investment required for a meaningful innovation process with the realities of young people's lives became apparent. While greater intensity may enhance focus and participation quality, it can also exclude those unable to commit extensively. A more flexible approach, considering varying intensity for different phases of the innovation process, could better align with young people's needs, enabling their continued involvement.</p>

		<p>for someone to be constantly involved. We think it is necessary to think outside the box: what if you can free young people for a whole year, full-time? Or make a number of hours available to think about implementation in a project, after the initial design process? Do different phases in the innovation process require different intensity? How can you keep young people involved flexibly, in line with their needs? With regard to human centeredness, should a number of hours be flexible to involve the right people in a project at the right time?” (p. 41)</p> <p>“On the one hand, an intensive process has a positive impact on meeting people, the opportunity to learn skills and the impact of a project. On the other hand, such intensity often does not fit with the agenda of young people and therefore does not ensure an optimal way of youth participation.” (p. 41)</p>	<p>An intensive process positively impacts encounters, skill development, and project impact, but it may not always align optimally with young people's schedules, impacting youth participation efficiency.</p>
		<p>“equal pay for the same work is essential for real participation</p>	<p>Equal pay for the same work is vital</p>

		<p>and fairness. At the Youth Garage, participants were paid according to the minimum wage. For some participants, this ensured that they could afford to participate or did not have to look for other work and for all participants that they felt taken seriously. A payment also ensures continuity in the project, and that it is logical for the young people that demands are placed on their efforts or work. In addition, a truly human-centered design project benefits from good training (in how to involve your target group in your project) and time for its implementation. These elements in turn benefit from involvement and time, where payment helps.” (p. 45)</p> <p>“A different type of reward, such as study points, has different implications. For example, you organize a more homogeneous group of young people (from the same study) who may be less motivated to bring the project to a truly successful conclusion.” (p. 45)</p>	<p>for genuine participation and fairness, as demonstrated by the Youth Garage's payment according to the minimum wage, which facilitated participation, demonstrated respect, and promoted project continuity. This approach aligns with a human-centered design project that requires training and adequate time for implementation, where payment supports involvement and time. In contrast, alternative rewards like study points may lead to a less diverse and motivated group, potentially hindering project success.</p>

		<p>“Changing the group of young people every time gives a larger group of young people the opportunity to participate in innovation and therefore increases the degree of participation and encounters. You also involve a more diverse group of young people (and their network) in your organization, and you quickly increase the possibility of connecting well with a broader and therefore better reflection of the target group.” (p. 45)</p> <p>“On the other hand, by continuing with 1 and the same group of young people, you can teach these young people more and more skills in the innovation process and they will therefore make more impact with their concepts. And they get the opportunity to continue working on their concepts for longer, until they are really well implemented and thus have more effect.” (p. 45)</p> <p>“The degree of innovation can go in two directions. On the one hand, young people with more experience also</p>	<p>Innovation projects can benefit from changing the group of young people to expand participation, diversify perspectives, and better reflect the target audience. However, retaining the same group allows for deeper skill development, longer concept development, and potentially greater impact. The degree of innovation can be influenced by both experienced and fresh perspectives, and strategies like building on previous insights or involving experts from previous groups may offer a balanced approach to impact and ownership.</p>
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		<p>have more knowledge of what has and has not yet been done, and may therefore be able to come up with innovative ideas more quickly. On the other hand, new young people also bring a new, fresh perspective.” (p. 45)</p> <p>“You can of course also think of forms in which the new group of young people builds on the insights and concepts of the previous group. This may increase the impact, although the degree of ownership may decrease. Or, for example, you can have experts from previous groups contribute ideas to the new groups.” (p. 45)</p>	
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ANNEX VI

The Sixth text: ‘Bouwen aan Burgerschap Kansen op wijkniveau’ (Building Citizenship Chances at District Levels) by Lokaal Rotterdam & Young010 (2023).

S.No	Question	Text	Analysis
1	Who are the social actors in the text?	<p>“Young010 on Tour is the neighborhood- oriented approach where Young010 people hold peer-to-peer conversations with young people, with the aim of seeing and hearing young people and including their voices in (youth) policy.” (p. 10)</p>	Young010 is a social actor
		<p>“Young people formed the basis of the focus groups. Their answers to the questions, and their underlying experiences, formed the basis of the conversation....” (p. 14)</p> <p>“The focus groups therefore consisted of young people, neighbourhood council members....” (p. 14)</p> <p>“The outcomes of these On Tour evenings can be reduced to two themes for this advice from Young010: activities for young people and the role of youth workers in</p>	Young people are mentioned as social actors.

		<p>the neighbourhood.” (p. 16)</p> <p>“In all neighbourhoods it emerged that young people need a place where they can undertake activities.” (p. 16)</p> <p>“there are young people who would like more parties in their neighborhood, while others want to learn how to take care of themselves later” (p. 16)</p>	
		<p>“The focus groups therefore consisted of young people, neighbourhood council members, welfare/youth workers, and members of the neighbourhood network.” (p. 14)</p>	
		<p>“The outcomes of these On Tour evenings can be reduced to two themes for this advice from Young010: activities for young people and the role of youth workers in the neighbourhood.” (p. 16)</p>	

		<p>In all neighbourhoods it emerged that young people need a place where they can undertake activities. (p. 16)</p> <p>“there are young people who would like more parties in their neighbourhood, while others want to learn how to take care of themselves later” (p. 16)</p>	
		<p>“The focus groups therefore consisted of young people, neighbourhood council members, welfare/youth workers, and members of the neighbourhood network.” (p. 14)</p> <p>“The outcomes of these On Tour evenings can be reduced to two themes for this advice from Young010: activities for young people and the role of youth workers in the neighbourhood.” (p. 16)</p>	
		<p>“The focus groups therefore consisted of young people, neighbourhood council members, welfare/youth workers, and</p>	

		members of the neighbourhood network. ” (p. 14)	
		<p>“Young010 has conducted discussions within the context of Wijk aan Zet and for the benefit of (the voice of young people in) the Neighborhood Agreement. On March 16, 2022, Rotterdam residents aged 16 and older could vote for the district council. After the elections, 39 district councils were formed.” (p. 22)</p>	
2	Are the actors passive or active?		
3	Are social actors represented using any categories (function (an action or activity they perform or expected to perform), identity, name)? What are the categories used to represent actors?	<p>“In all neighbourhoods it emerged that young people need a place where they can undertake activities. There is a desire for both activities 'for fun' and 'for educational activities’”. (pp16)</p> <p>“There are young people who would like more parties in their neighbourhood, while others want to learn how to take care of themselves later. They want activities</p>	<p>Young people in all neighborhoods require spaces for diverse activities, combining both fun and educational elements. Some seek social events, while others aim to develop life skills and self-confidence. Additionally, the desire for practical skills and study spaces highlights the broader need</p>

		<p>“about life”. They need self-confidence to develop themselves and for this they would like to step outside their comfort zone.” (pp16)</p> <p>“because we need to know how we will pay our fixed costs and take care of ourselves. That's why it might be nice to organize cooking courses or something.” (pp16)</p> <p>“I want to learn this. Various activities that encourage you to do something different than what you would normally do.” (pp16)</p> <p>“they would like to see a study place set up in the House of the Neighborhood.” (pp 18)</p> <p>There is a particular need for practical guidance on matters that young people do not learn at school: how do I deal with money? How can I cook for myself and others?” (pp 18)</p>	<p>for youth self-sufficiency, underlining the importance of addressing their multifaceted needs in community development efforts.</p>
		<p>“Young people want to play a major role in this by organizing activities themselves. They want a</p>	<p>Young people are eager to assume a significant role in</p>

		<p>say in the activities organized for them. This has two reasons: young people want to experience ownership and it provides more motivation to come to an activity.” (pp16)</p> <p>“That the young people in Crooswijk want to take the initiative to realize what they want.” (pp16)</p>	<p>organizing activities themselves, reflecting a desire for ownership and increased motivation to participate.</p>
		<p>“Young people indicate that they need help organizing activities. They often don't know how to start or what to think about.” (pp17)</p> <p>“Young people also mention that they need help with looking for an internship, with homework or with making a feasible plan.” (pp18)</p> <p>The young people indicated that it has a positive effect if a supervisor is present and there is also focused attention for a specific subject.” (pp18)</p>	<p>Young people seek assistance in organizing activities, navigating personal and educational challenges, and value the presence of supervisors and focused attention. This highlights the significance of providing structured support.</p>

		<p>“Walking into an empty room where there is no supervision or activity does not work. “If we're going to get there, we already know we're not going to do anything there.” (pp 18)</p> <p>“Youth workers offer young people safety, but they can also provide certain information. For example, they can help young people set up activities, for example by guiding them in organizing a party for young people from the neighborhood” (pp 18)</p>	
		<p>“Communication about the activities that are already taking place is poor in many neighborhoods. Young people do not know that activities are being organized or that there are even welfare organizations in the neighborhood that are committed to helping young people” (pp16)</p> <p>“The initiatives that are already in place also require reaching young people.” (pp 17)</p>	<p>A common issue is poor communication about existing activities, leaving young people unaware of the opportunities and the welfare organizations dedicated to their well-being. This emphasizes the need for improved outreach to reach young individuals effectively. Making youth workers more visible in the community, as observed in some neighborhoods, highlights</p>

		<p>“The youth workers must be more visible in the neighborhood. In some neighborhoods they are clearly present and young people are even in app groups with them and other young people from the neighborhood.” (pp18)</p>	<p>the importance of establishing strong connections and accessibility for young people, fostering a sense of belonging and engagement in their local areas.</p>
		<p>“According to the young people, a good place for activities is the Huis van de Wijk. In several neighbourhoods, however, young people indicate that the accessibility of these community centres could be much improved. For example, the opening hours are limited, or they are turned away if they want to enter” (pp17)</p> <p>“It's big, but people are often turned away and then sit and chill in front of the door. If you want to chill upstairs, it is said that it is full or that there is no access, but if you sneak a look, that is not the case. It must become more accessible.” (pp 17)</p> <p>“Young people need a place in the neighborhood where they can and may come together,</p>	<p>Young people express a strong preference for the Huis van de Wijk. as a venue for their activities. However, they highlight significant accessibility issues in several neighborhoods, such as limited opening hours and instances of being turned away. This restricted access leads to young individuals congregating outside, sometimes resulting in strained relationships with local residents. They also face challenges when seeking shelter in adverse weather conditions. In response to these issues, young people suggest a need for better information on</p>

		<p>both indoors and outdoors. Due to the poor accessibility of the Huis van de Wijk, they start to “hang outside”, which in turn leads to a bad relationship with the local residents, which many young people are also aware of. In addition, they sometimes have nowhere to go in bad weather, because the Huis van de Wijk is also closed at that time. They often simply don't know where to go” (pp17)</p> <p>“In other neighborhoods it would help if young people knew better who to turn to. It is also mentioned that a youth worker can be appointed as a confidential counselor. There is a need for this, because then young people can go to that person with personal problems or to talk about their mental health. It is important that it is already known where this person can be found and spoken to, the House of the Neighborhood is mentioned as an example.” (pp 18)</p>	<p>whom to contact for support and even propose the appointment of youth workers as confidential counselors, with the Huis van de Wijk. being a suggested location. These insights underscore the importance of enhancing the accessibility and functionality of community centers to better cater to the needs of young residents.</p>

4	<p>What the effects produced by the representation of the social actors? (<i>Non-participation</i> (Therapy and Manipulation); <i>Tokenism</i> (Placation, Consultation, Informing); <i>Citizen Power</i> (Citizen control, Delegated power, Partnership); Choice)</p>	<p>“Provide substantive input for the neighborhood agreement; 2. Get to know the neighborhood councils and their tasks and responsibilities; 3. Identify how the neighborhood council can best reach them.” (pp 10)</p> <p>“Recruitment of young people Essential to the success of the evenings was collaboration with existing and new structures in the neighborhood that are in contact with young people.” (pp 10)</p> <p>“we sought cooperation with the district managers, coordinators and managers in the organization of the evenings. They were also the ones who provided the connection with the youth workers. In a number of neighborhoods, members of the neighborhood council were also closely involved. We have also invited them to be present during the discussion evenings. Afterwards, the outcomes (minutes) of the evening were shared with them in writing.” (pp 10)</p>	<p>The initiatives undertaken focused on achieving three primary objectives: providing valuable input for the neighborhood agreement, building familiarity with the roles and responsibilities of neighborhood councils, and determining the most effective means for these councils to engage with young people. To ensure the success of these efforts, collaboration with various local structures in contact with young individuals was deemed essential. This collaborative approach involved working closely with district managers, coordinators, and managers, who facilitated connections with youth workers. Additionally, members of neighborhood councils were actively engaged and invited to participate in discussion evenings. The outcomes of these sessions were shared in written form</p>
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			with all relevant stakeholders, promoting transparency and communication throughout the process.
		<p>“The aim was to develop new knowledge while improving practice. On the one hand, we have acquired knowledge by talking to young people through the Young010 on Tour evenings. On the other hand, the aim of organizing these conversations was to improve practice by (1) raising the voice of young people for the neighborhood agreements, (2) introducing young people to the formal structures of the neighborhood and (3) to collect input for the advisory function of Young010 as a youth advisory council.” (pp 12)</p> <p>“Action research aims, among other things, to contribute to (1) mapping different perspectives, the established frameworks and the possible room for maneuver within those frameworks (where possible, bringing about change during the process), (2) forming a</p>	<p>The action research aimed to acquire knowledge and improve practice by involving young people in Young010 on Tour evenings. This served the goals of contributing to neighborhood agreements, introducing youth to formal structures, and collecting input for Young010's advisory role. The research aligned with action research objectives of exploring perspectives, understanding dynamics, promoting participation, developing skills, and fostering self-awareness. Additionally, the use of focus groups facilitated in-depth exploration of predetermined topics, enhancing the research process.</p>

		<p>picture of the dynamics in the current situation, where possible in relation to the past and a possible future, (3) organizing participation and co-determination, (4) developing skills such as attentive listening and looking, empathy and a critical one, investigating the attitude and (5) self-awareness of stakeholders, the pleasure of experiencing, being there and growing.” (pp 12)</p> <p>“With a focus group, a group of people, led by a discussion leader, is asked to share their perceptions, ideas, opinions, interests and motives on a predetermined topic.” (pp 12)</p>	
		<p>“That the young people in Crooswijk want to take the initiative to realize what they want.” (pp 16)</p> <p>“Young people mention young race workers as suitable people for this. They know the young people and have already built up a certain connection with them” (pp17)</p>	<p>Young people in Crooswijk express a strong desire to take the initiative in realizing their aspirations. They see youth workers as valuable partners in this endeavor, given their existing connections and the trust they have built with the young residents. The presence of these youth</p>

		<p>“You can trust these youth workers and build a connection with them. Also in the long term.” (pp 17)</p> <p>“They are especially good at guiding young people in learning “about life.”” (pp 18)</p> <p>“The youth workers we can always turn to. There are some things you can't do at home, so you can go here.” (pp 17)</p>	<p>workers provides a reliable source of guidance, particularly in helping young people learn important life skills, fostering a long-term connection that is essential for personal growth and development. The availability of youth workers creates a sense of support and a safe space for young individuals, offering opportunities beyond what can be achieved at home.</p>
		<p>“The lower part of the ladder shows the steps where young people are not allowed to participate and therefore have no ownership. At the first step, that of manipulation, we don't talk to young people, but about them.” (pp 20)</p> <p>“At the second step, young people are asked to participate in the discussion, but their opinion does not influence the decision making process.” (pp 20)</p>	<p>The participation ladder outlines various levels of engagement for young people. At the lower steps, they are excluded from decision-making, but as they progress up the ladder, they become increasingly involved in shaping choices that affect them. The most desirable outcome is a collaborative decision-making process, initiated by young people and shared with adults, providing them with a</p>

		<p>“The third rung is tokenism. Young people are questioned, but they have the feeling that they have little influence on the board or the organization and that their opinion is not taken seriously.” (pp 20)</p> <p>“At steps four to eight there is participation. Step by step, young people are becoming increasingly involved in the decision-making process. People can contribute to society at different levels, for example internationally, nationally or locally. From citizenship to local Where they are initially only allowed to participate on assignment, they are then consulted and are subsequently allowed to participate in decision-making.” (pp 20)</p> <p>“The highest step includes decisions initiated by young people, but also shared with adults. The most desirable situation in youth participation is therefore not that young people alone make and direct the decisions, but that this is done in consultation with adults, initiated by young people. This gives</p>	<p>sense of ownership and motivation for active citizenship. This approach, starting at the highest step, is crucial to prevent demotivation and to encourage active resident participation and citizenship, particularly in neighborhoods where it is most needed, mitigating what is known as the 'Matthew effect.'</p>
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		<p>them a sense of ownership over the decision-making.” (pp 20)</p> <p>“The highest step of the participation ladder must be the starting point; otherwise young people will become demotivated and be hindered in practicing their citizenship. Residents of those neighborhoods would therefore be more active in resident participation and therefore citizenship than residents of 'lesser' neighborhoods, where active citizenship is so desperately needed. This is called the 'Matthew effect’” (pp 20)</p>	
		<p>“To provide a scientific basis for the advice following the Young010 On Tour evenings, we investigated how a sense of ownership among young people at neighbourhood level contributes to the development of their citizenship.” (pp 19)</p> <p>“Active citizenship or participation of young people can only develop when they actually have influence or ownership. This is evident from the</p>	<p>The research delved into the relationship between a sense of ownership among young people at the neighborhood level and its impact on their citizenship development. The participation ladder illustrates that active citizenship flourishes when young individuals have influence and ownership over</p>

		<p>participation ladder.” (pp 19)</p> <p>“Citizenship at the district level. People can contribute to society at different levels, for example internationally, nationally or locally. From citizenship to local level, the image was for a long time that mainly theoretically educated and middle-aged people with a Dutch background were socially active. They often live in 'better' neighbourhoods. These case studies show that young people can very well build their citizenship at a local level, provided they feel ownership over the way they do so.” (pp 20)</p> <p>It has also been investigated how young people experience citizenship at a local level and how this influences their identity. Youth work and other organized activities for young people play an important role in this. (12) Youth workers guide young people towards active citizenship. They do this by building bridges between the different</p>	<p>their activities. It was observed that young people, regardless of their educational and ethnic backgrounds, can contribute to their local communities when they feel a sense of ownership. Additionally, the study explored how young people's experiences of local citizenship influence their identity, with youth work and organized activities playing a vital role in guiding them toward active citizenship. These efforts by youth workers to bridge diverse groups and cultures within a city contribute to social cohesion and the engagement of future generations in society.</p>
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		<p>groups and cultures in a city. This can improve social cohesion and allow future generations to become involved in society. (pp 21)</p>	
		<p>“Not only theoretically trained men, but also women, practically trained people and people with migration backgrounds actively participate. This has emerged from research in which two Rotterdam districts are compared with each other. One neighborhood was a socially weaker neighborhood at the time of the research (2015), while the other neighborhood is referred to in the study as an affluent urban neighborhood. Because there is underreporting of the activities of women, the practically educated, people with migration backgrounds and young people in socially weaker neighborhoods, it seems as if they participate less. For young people this is because they prefer to be active in informal and short-term voluntary activities. This is probably not seen and indicated as</p>	<p>Research comparing two Rotterdam neighborhoods reveals that active community participation is diverse, involving not only theoretically trained individuals but also women, practically trained individuals, people with migration backgrounds, and young people. However, underreporting of activities, especially among young people, can mistakenly suggest lower participation rates. Young people often engage in informal, short-term voluntary activities, which may not fit traditional volunteer work definitions. In reality, they are actively involved, showcasing the diverse and rich landscape of community engagement.</p>

		<p>volunteer work by them. That is why it seems that they are not participating, when in fact they are. They may be different, but no less active.” (pp 20)</p>	
		<p>“A study into citizenship in the everyday lives of young people in Zwolle showed that young people did not want to participate because they did not feel ownership. The young people indicated that they did not experience ownership because they did not feel taken seriously as a group that participates in society. As a result, they had no need to organize activities in their neighborhood, for example. Ownership turned out to be important for the motivation of young people to practice their active citizenship during the Social Service Time (MDT) project (15) in Groningen, Limburg and North Holland. Young people organized activities for other young people in their own villages. They decided for themselves what they were going to do and how they would</p>	<p>The study in Zwolle found that young people's disinterest in participating in citizenship activities stemmed from a lack of ownership and not feeling taken seriously. However, when young people were given ownership and autonomy, they became motivated to organize activities for their peers, such as the Youth Summit in Groningen and discussions on contributing to village governance. This highlights the motivational power of ownership in encouraging young individuals to actively engage in their communities.</p>

		<p>go about it. For example, a Youth Summit was organized in Groningen and young people in Limburg and North Holland thought about how they could contribute to their village government during their own organized meetings.(16)” (pp 21)</p>	
		<p>“And to ensure that the neighborhood's wishes are actually implemented, we are reducing the distance between 'the Coolsingel' and the people of Rotterdam. We do this by working as a municipality from within the neighborhood, together with residents and neighborhood councils.” (pp22)</p>	<p>To transform neighborhood aspirations into tangible actions, it is achieved by adopting a community-focused approach, with the municipality working directly from within the neighborhood in collaboration with residents and neighborhood councils. emphasizing the importance of direct engagement and participation in bringing about the changes and improvements desired by the local community.</p>
		<p>“The neighborhood council organizes the “good conversation” and can translate these signals</p>	<p>The neighborhood council facilitates conversations, turns them into advice, and keeps the</p>

		<p>into standpoints or unsolicited advice. She connects, maintains and activates the neighborhood network consisting of residents, entrepreneurs and partners (such as politicians, housing associations and welfare providers) for the benefit of this good conversation. The district council also represents this network towards the municipal council and the municipal executive. The district council represents the interests of the district. This means balanced and representative representation neighborhood network are well represented.” (pp 22)</p>	<p>local network active. This network involves residents, businesses, and partners (like politicians, housing associations, and welfare providers). The district council also conveys the network's interests to the city council and executive, ensuring a balanced and fair representation of the neighborhood network.</p>
		<p>“The intended result of the participation platform mijn.rotterdam.nl is that residents can contribute ideas and decisions about the neighborhood. With this platform, Rotterdam residents can, among other things, submit resident initiatives, collect support responses,</p>	<p>The platform aims to empower residents by allowing them to contribute their ideas and decisions about their neighborhood. Through this platform, residents can propose initiatives, garner support, engage in discussions about neighbor-</p>

		<p>think and discuss the neighborhood task and view and participate in information about participation projects in the neighborhood.” (pp 23)</p> <p>“The implementation plan describes that the Neighborhood Agreement forms the basis of cooperation in the district. It consists of a district plan with tasks from the district based on participation and agreements on how the district and district partners can participate in urban tasks that arise in the district.” (pp 23)</p> <p>“Via mijn.rotterdam.nl, residents have a say in awarding subsidies for residents' initiatives.” (pp 23)</p>	<p>hood tasks, and access information about participation projects. The implementation plan highlights the Neighborhood Agreement as the foundation for district cooperation, encompassing a district plan with tasks derived from participation and agreements governing district and partner involvement in citywide tasks. Notably, residents also have a role in determining subsidies for residents' initiatives through this platform, ensuring a direct say in community funding.</p>
		<p>“Money and/or efforts are made available to implement ideas that arise in the neighborhoods. These are called participatory budgets. A link will be made with the district agreements and the digital platform mijn.rotterdam.nl so that budgets</p>	<p>Funding and efforts are allocated to put neighborhood ideas into action, known as participatory budgets. To improve access and align with district agreements and the digital platform budgets will be</p>

		<p>can be better accessed and meet the wishes of the district.” (pp 24)</p>	<p>connected to better fulfill district wishes.</p>
		<p>“This elaboration assignment focuses on cooperation in the municipal organization.</p> <p>Ideas and plans for the neighborhoods must be converted more quickly into results that meet the needs of the neighborhood. This should lead to a new way of working together in the municipal organization so that cooperation(s) in the neighborhood becomes easier, smoother, smarter and more visible.” (pp 24)</p>	<p>It aims to speed up the process of turning neighborhood ideas and plans into outcomes that match neighborhood needs. The goal is to create a more efficient and visible way of working together in the municipal organization to make neighborhood cooperation smoother and more effective.</p>
		<p>“The municipal organization has set itself the goal of becoming more visible and easier to approach in the neighborhoods, in order to help residents with questions properly and in an accessible manner. That is why neighborhood hubs become small-scale locations in the neighborhood where residents can drop in. The means to this end is to have a neighborhood hub in every neighborhood.” (pp 24)</p>	<p>It aims to be more visible and accessible in neighborhoods to assist residents effectively. They plan to achieve this by establishing small neighborhood hubs in every neighborhood, allowing residents to easily drop in with their questions and concerns.</p>

		<p>The Whole City policy program is working towards a “generation without disadvantages.” The term citizenship does not appear in the 74 pages, but the program states that Rotterdam arranges the support and assistance that residents need as close as possible, in their own district or neighborhood. Homes and Living Rooms of the Neighborhood “provide protection and contribute to a promising, safe neighborhood and educational environment for children and young people.” One of the proposed measures is to make Huizen van de Wijk more accessible to young people. (21) (pp 24)</p>	<p>It emphasizes providing support and assistance to residents in their own district or neighborhood. Neighborhood homes and living spaces are seen as protective and conducive to a safe environment for children and youth. One step toward achieving this is making Neighborhood Houses more accessible to young people.</p>
		<p>“In concrete terms, this means that the municipality expected that welfare organizations would promote young people themselves organize activities for young people. Welfare organizations should mobilize, Encourage, guide and facilitate young people to this end. The audit office's case studies and interviews showed that the possibilities for youth</p>	<p>The municipality expected welfare organizations to encourage young people to organize their activities, but limited possibilities and challenges were encountered, especially for vulnerable young individuals who often required support to get involved. The report emphasizes that</p>

		<p>work were limited. It would be difficult to “mobilize young people to organize activities for other young people themselves, partly because the target group (vulnerable young people) often needs support to be activated.”” (pp 24)</p> <p>“the report states that youth work reaches young people who would otherwise easily remain out of view and that this reach offers opportunities for the municipality to provide added value to young people in Rotterdam. It should be mentioned that different activities reach different groups of young people. Particularly with recreational activities, a broader target group is reached. While the report also clearly shows that girls as a target group are relatively invisible and are less well reached.” (pp 25)</p>	<p>youth work is essential in reaching young people who might otherwise be overlooked, providing opportunities for the municipality to add value to Rotterdam's youth. It also highlights variations in reaching different groups of young people, with recreational activities attracting a broader audience, while girls as a target group remain relatively invisible and less engaged.</p>
		<p>“During the evenings, young people discussed that they would like to</p>	<p>Young people want to start neighborhood activities but need guidance and information. They</p>

		<p>get started with activities in the neighborhood that suit their wishes and that they need support with this. For example, they do not know what the options are to get an initiative off the ground or how to approach it.” (pp26)</p> <p>“Those who came through youth workers - perhaps logically -referred to youth workers as supporters, but those for whom this was not the case still indicated that they needed some support.” (pp26)</p> <p>“citizenship is the way in which people participate in society and how they help to shape it. Active citizenship is actually making a contribution to the (local) community, for example by volunteering, being a member of an association or by starting an initiative yourself.” (pp 26)</p>	<p>may rely on youth workers for support or seek assistance elsewhere, emphasizing the importance of active citizenship, which involves contributing to the local community through various means, such as volunteering or initiating projects.</p>
		<p>“We focus on the opportunities at district level, partly through the introduction of the new governance model Wijk aan Zet. This should give citizens more say in their neighbourhood. With</p>	<p>This is aimed at giving citizens more influence in their neighborhoods, facilitated through participatory budgets and a user-</p>

		<p>participatory budgets and a new digital platform mijn.rotterdam.nl where residents could more easily submit their initiatives.” (pp 27)</p>	<p>friendly digital platform, where residents can easily share their ideas.</p>
		<p>“Young010 recommends identifying, approaching and treating young people as a standalone target group within the new Wijk aan Zet management model and offering opportunities that match their living” (pp 27)</p> <p>“Making young people explicit as a target group means that within the current management model, consideration must be given to the place of young people in the neighborhood and the way in which the management model is designed to also offer young people the opportunity to contribute to the neighborhood.” (pp 27)</p>	<p>Young010 suggests recognizing young people as a distinct target group within the new Wijk aan Zet model and providing opportunities tailored to their needs. Making young people an explicit target group involves considering their role in the neighborhood and adjusting the model to enable their contributions.</p>
		<p>“Wijk aan Zet is a new governance model and it is logical that it needs time to become known and develop further. Just as it takes time to</p>	<p>The Wijk aan Zet governance model is relatively new and requires time to become well-known and evolve.</p>

		<p>become known among young people. To ensure that Wijk aan Zet and the opportunities it offers young people do not remain a distant show, it is important that it becomes clear, tangible and insightful what Wijk aan Zet means for the daily lives of young people and what opportunities it offers to have an impact.” (pp 28)</p> <p>“We would also like to emphasize that you should be careful with a multitude of terms and names, which often cause more confusion than clarification.” (pp 28)</p> <p>“by adapting frameworks for the young people's initiative for the sake of accessibility: depending on the type of initiative, there is a possibility for a shortened assessment process, the process is described in B1 Dutch and other support conditions apply for residents up to and at 23 years, in contrast to a regular residents' initiative. Because the nature of the initiatives is simple, short-term, short-term and often small-scale.” (pp 28)</p>	<p>To ensure its effectiveness, it's crucial that its impact on the daily lives of young people becomes clear and tangible, and that the opportunities it offers are evident. Additionally, simplicity and clarity are essential, and using fewer confusing terms can help achieve this. To enhance accessibility for young people's initiatives, various measures are suggested, including streamlining assessment processes, providing support tailored to their needs, and establishing dedicated times for them to visit the neighborhood hub with questions or ideas. Finally, proactive outreach to young people to learn about their concerns and inform them about their options is important, particularly during existing gatherings like youth work activities and school meetings. The neighborhood</p>
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		<p>“Secondly, by setting up a fixed time at which the neighborhood hub is available for young people with questions about it organizing activities in the neighborhood.” (pp 28)</p> <p>“Thirdly, and this is in line with making the system better known, also go to young people to find out what is going on and share the options they have. There are various existing moments for this purpose when young people come together, such as youth work activities and meetings at (high) schools.” (pp 29)</p> <p>“Connecting to the neighborhood network, activating and maintaining it are mentioned as tasks of the neighborhood council. The neighborhood council facilitates discussions about what is going on in the neighborhood and what concerns the neighborhood network. Continuous participation is the wish and this seems to us to be a good starting point.” (pp 29)</p>	<p>council plays a key role in connecting, activating, and maintaining the neighborhood network, making continuous participation a valuable starting point for community engagement.</p>
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ANNEX VII

**De Grote Participatie Samenvatting: aan de sla met Meedenken Mee-
doen in Rotterdam!** (The Great Participation Summary: getting started with
Thinking Participating in Rotterdam!) designed by Gemeente Rotterdam.

**De Grote Participatie Samenvatting: aan de slag met Meedenken Mee-
doen in Rotterdam!**

Gemeente Rotterdam

1. Aan de slag met participatie

Mooi dat je aan de slag gaat met participatie. Een goed plan kan je daarbij helpen. Een goed participatieplan (maximaal één A4) geeft antwoord op de volgende vragen:

- Hoe weeg je de samenwerking?
- Wat wil je bereiken?
- Waarom wil je samenwerken?
- Hoe ga je samenwerken?
- Wanneer wil je samenwerken?
- Met wie wil je samenwerken?

Deze elementen helpen je bij maken van een participatieplan:

- Vraagstuk**
Waarover gaan we participeren: beleid, project of traject?
- Ruimte en definitie van participatie**
Stem met elkaar af wat participatie is in dit participatietraject, waarom doen we dat en waarover kunnen de deelnemers meedenken en meedoen.
Gebruik de **Participatiecirkel** om te kiezen voor de juiste vorm van participatie.
- Randvoorwaarden**
Denk aan wettelijke kaders, budgettaire kaders, aangrenzend beleid rondom het vraagstuk, politiek en maatschappelijk draagvlak.
- Fasen**
Maak een tijdslijn en maak helder in welke fasen deel-nemers kunnen meedenken en meedoen. Kijk ook naar de meeste passende vorm van participatie hierbij.
- Omgeving**
Houd rekening met de actualiteiten van de wijk en stad. Met wie heb je te maken, wat is er vooraf gegaan en zijn er trajecten die lopen waarmee je kunt samenwerken.

De Grote Participatie Samenvatting 2.

Participatieplan – Uitgangspunten om samen aan de slag te gaan

In het participatieplan maak je het 'hoe', 'wat' en 'waarom' concreet. Met de Rotterdamse uitgangspunten voor participatie geef je er de Rotterdamse groene kleur aan

- Participatie is maatwerk. Maak dus bij de start van elk project of beleidsvoorstel de afweging welke ruimte er is voor de omgeving om mee te denken, mee te beslissen en mee te doen.
- De directe leefomgeving van de Rotterdamer is belangrijk en staat centraal. Betrek daarom de omgeving al in een vroeg stadium bij plannen en activiteiten.
- Wees transparant over de keuzes die er worden gemaakt. Maak helder of de omgeving mag meedenken, meebeslissen of meedoen. Zorg ook voor consequente terugkoppeling.
- Waardeer en ondersteun initiatieven van de omgeving. We kijken breed naar wat mogelijk is en daarbij is onze organisatie en onze gemeentelijke taken dus niet het uitgangspunt.
- Zorg voor goede participatie-instrumenten voor de hele omgeving. Houden dus rekening met de diversiteit en inclusiviteit van onze stad.
- Participatie is van ons allemaal en niet altijd even makkelijk, tegelijkertijd is participatie ook gewoon een kwestie van doen!

Heb je het plan met de uitgangspunten, de methoden en het niveau in kaart dan staat niets meer in de weg om een mooie samenwerking met Stad en Wijk aan te gaan.

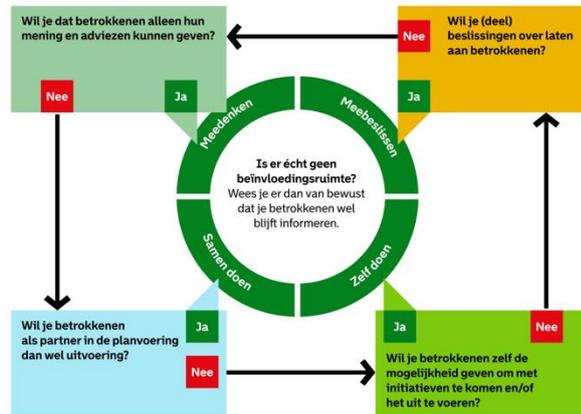
Vergeet alleen niet terug te koppelen aan de deelnemers wat je met de input doet, Rotterdammers waarderen dat!

Veel plezier en succes!

De Grote Participatie Samenvatting

3.

Hiernaast vind je een handig hulpmiddel om te bepalen welke vorm van participatie passend is. De zes stappen in het Kompas voor samenwerken in stad en wijk geven je een goede focus bij het maken van de afwegingen.



De Grote Participatie Samenvatting

4.

ANNEX VIII

Written Interview with *Lienwma Y.E. (Yentl)*, youth participation coordinator of the Action Plan "Grab and don't let go 16-27" in Rotterdam

1. How would you define youth agency? What amounts and how much agency should be given to young people?

The term youth agency was a bit new to me. So I looked it up. I think this is a nice definition.

Youth agency is the desire and ability of young people to make decisions and drive change—in their own lives, in their communities, and in their larger spheres of influence. Agency is a right that allows young people to become the architects of their own future.

<https://iyfglobal.org/youth-agency>

Personally, I think that young people (if they want to) should always be able to contribute ideas and even participate in decision-making. This of course depends on their age and what choices you give them.

I think it is healthy to teach children and young people that they have influence. Especially at a time when there is a lot of distrust in the government.

2. Do you think there is a difference between participation and agency? If yes, what would be the stark differences?

I think when I talk about youth participation I am also talking about youth agency. I just don't think all colleagues think this way. I think they are mainly confronted with the question "but how should this be done"?

3. Is participation the most useful method to have dialogue with young people? If not, then what are the different ways in which young people can be involved in decision-making processes?

What we use is the compass. I will send this to you. This is an adapted version of the participation ladder. I have also created my own step-by-step plan together with my young people. What I mainly watch out for is whether young people can really have an influence. Sometimes decisions have already been made and there is nothing left to participate. We only do assignments if we can actually do something.

4. Is participation a meaningful form of communication with young people? If so, why? If not, then what would be considered meaningful participation?

Yes, but you have to do it the right way en the way the youn people want it. We participate in different ways at the moment. For example, we do group discussions, but we also collaborate and co-write documents. We go to other young people and collect signals and stories and we sit at the table with directors or the

councilor. My way of participating is working with the young people and seeing them as colleagues. This also means that I help them with things they need. Think of a job, being a listening ear, but also treating them with a dinner. We have daily contact via the group chat and also see each other several times a month.

5. What preconditions do municipalities generally have regarding youth participation and youth agency? Does this hinder from meaningful participation and their agency?

There are no real preconditions at the moment. My colleague Saida and I are working on this. What we mainly see now is that colleagues want it but don't really know how. This means that sometimes things don't go well. Which then makes it harder to try again.

6. What hinders and prevents youth participation?

What I already said in question 5. Colleagues don't know how. I also think that it can become more attractive to young people if we pay young people more for their participation activities. Now they receive a volunteer allowance.

7. What active role can young people take to create chances for improving their agency and/or their participation? Or is it dependent on the municipality to provide such chances for them?

Nice question. I think there are a lot of young people who want to participate. They also want to give a voice to young people who are more difficult to reach. But the municipality of Rotterdam is a difficult place to enter. The municipality should reach out more and show young people that they care.

Researcher at Erasmus University, Rotterdam.

1. How would you define youth agency? What amounts and how much agency should be given to young people?

Inviting young people to have a meaningful say in matters that affect their lives and/or are provided with opportunities to co-create/act.

2. Do you think there is a difference between participation and agency? If yes, what would be the stark differences?

I think there is a lot of overlap: agency is part of participation. I think if youth cannot make any difference through participation, it is not really participation (also see the ladder of Hart).

3. Is participation the most useful method to have dialogue with young people? If not, then what are the different ways in which young people can be involved in decision-making processes?

I think when there are other ways to get involved in decision making these are in fact (new) types of participation?

4. Is participation a meaningful form of communication with young people? If so, why? If not, then what would be considered meaningful participation?

I think it should be, also see my answer at 2.

5. What preconditions do municipalities generally have regarding youth participation and youth agency? Does this hinder from meaningful participation and their agency?

I think the preconditions really differ between municipalities, there might be an advisory board, panel, young people structurally advising in their programs (the Actieplan), projects/programs by 'bridge builders' / organizations specialized in youth participation.

I think that the preconditions for an advisory boards and panels are a bit more: you need to have a certain amount of time available, have patience for longer procedures, have some written and verbal skills. For other activities such as brainstorming / small projects there are not many preconditions I'd say.

6. What hinders and prevents youth participation?

Hinders:

- I think often it is quite challenging to reach a diverse audience of young people. The current opportunities for participation seem to appeal to only a small group of adolescents. Also, there may be mistrust towards institutions which hinders participation.
- I think it is often quite difficult to use the input of young people and often young people do not hear what happened with their input, which can demotivate them to participate again.
- Policy officers are not always aware of the value of participation, can be in a rush, which keeps them from creating opportunities for participation. Participation may also be a bit out of their comfort zone.

7. What active role can young people take to create chances for improving their agency and/or their participation? Or is it dependent on the municipality to provide such chances for them?

I think both, maybe it is primarily the responsibility of a municipality, but young people can definitely organize themselves and suggest initiatives and projects, give an advice that was not asked for.