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STUDENT PARTICIPATION PROJECTS IN THE NETHERLANDS:

A COMPARATIVE STUDY OF STUDENT PARTICIPATION PROJECTS ON THE DEGREE OF STUDENT PARTICIPATION

MASTER THESIS

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Abstract

In this multiple case study, student participation projects – currently initiated and running in various cities in the Netherlands – have been compared to examine if and how students can be mobilized to participate in a student participation project. The municipality of Enschede is interested in introducing such student participation projects to mobilize students that are willing to improve neighborhood livability. The main research question is: What are the effects of student participation projects on the degree of student participation?

According to the theoretical framework, citizens that are more motivated, more capable and have been invited, are more likely to actually participate in citizen initiatives. Student participation is examined according to the theoretical framework of Verba, Schlozman & Brady (1995). The capability to participate depends on the availability of education, social civic skills, time, resources and self-efficacy. According to the theoretical framework of Verba et al. (1995, p.15), the motivation to participate is described by four types of motivators: the expected return (in terms of collective action and outcomes) and three types of selective gratifications (selective material-, social- and civic gratifications). The third and final element is invitation (to be asked to participate). When motivation, capability and invitation levels are more present, it is more likely that citizens will actually participate in a citizen initiative.

Facilitators of student participation projects could offer students opportunities, provisions or rewards (extrinsic motivation) that could positively affect student's capabilities and motivations. As a result, students are more likely to actually participate. In this study, the focus is on two elements: the presence of motivation and capability project characteristics and the degree of information provision towards students. The combination of these two elements describe student mobilization. Project facilitators try to mobilize students to participate by influencing their motivation and capability attributes.

Five student participation projects have been compared to examine characteristic similarities and differences. The student projects have been initiated in different cities accross the Netherlands and are currently still running. The following five projects have been selected: De Wijkstudent (Tilburg), Wonen in Nieuw-Jeruzalem (Tilburg), Project Vooruit! (Amsterdam), Academie van de Stad: Springlevend Nieuw-Hoograven (Utrecht) and Studenteninzet (Groningen). The study takes place on project- and student level. The project level describes project characteristics and the corresponding influence on individual student motivation and capability. In addition, the individual student level is examined to clarify the link between project characteristics and degree of participation by examining student motivation and -capability. On individual level, students and facilitators have been selected to describe the influence of the project on student motivation and capability. A total of 28 students and 5 project facilitators have participated in this study.

The first research question is: which student project characteristics are examined to mobilize students? According to project motivation and capability characteristics examined in this study, selected student projects show very little variation in the presence of such characteristics. Motivation and capability characteristics derived from the theoretical framework, are almost completely present in each project. The degree of information provision is more differentiated among projects. Overall, "De Wijkstudent" and "Project Vooruit" achieved the highest motivation/capability characteristics presence and the highest degree of information provision to students (mobilization scores).

Second research question is: is there any difference in the degree of motivation of students that have participated in the student participation project? The expected return (to make an effort in concrete neighborhood improvements) is the most important motivation for students to take part in a student

project, followed by social motivations. This corresponds with the expectations of project facilitators: to make an effort in concrete neighborhood improvements is the most important reason to participate. The civic duty is the least important student motivation to participate. Besides the most important reason to participate, students have been asked to which extent they have realized their most important motivations by participating in the project. Although students have not realized the expected return-motivation the most; selective material gratifications have been realized the most.

Third research question is: is there any difference in the degree of capabilities of students that have participated in the student participation project? There are no statistical significant differences in the degree of capabilities of students that have participated in a student participation project. According to the study results, students indicated they have had most problems with time (on average, 10 hours of voluntary project work per week). Matching project time-schedule and the student's available free-time may cause most problems, but still this is not seen as a major problem. Currently, students do not have any capability problems at all matching the project-schedule and their available free-time.

Fourth research question is: is there any difference in the degree of student participation in student participation projects? According to the average scores of students, "Project Vooruit" students have carried out the intended activities the most and "Nieuw-Hoograven" the least. Facilitators of "Project Vooruit" indicated students have carried out project activities in a very high degree. Both students and facilitators of "Project Vooruit" scored a very high degree at the overall project success. Again, "Nieuw-Hoograven" achieved the lowest score. Overall, facilitators of each student project are satisfied with the performance of students. The total of 28 students that have filled in the questionnaire, have rated the average project success in a high degree.

Fifth research question is: to what extent is there a positive relationship between the student participation project and the degree of student motivation? Based on the study results, project facilitators choose to offer selective material/social gratification rewards/opportunities and to emphasize in various degrees of information provision. Emphasizing and offering selective material and civic gratifications, positively affects student motivation importance in considering to participate in a student participation project.

Sixth research question is: to what extent is there a positive relationship between the student participation project and the degree of student capabilities? Overall, selected student projects hardly differ in the presence of capability provisions, all characteristics are present. Student projects only vary in the degree of information provision to students. There is little variation in student capability problem scores as well. According to the study results, students indicated they have no problems at all regarding their capability to participate. Of the selected capability provisions, emphasizing on self-efficacy capability provisions has a positive effect on student's self-efficacy.

Seventh research question is: to what extent is there a positive relationship between the combination of the degree of student motivation & the degree of student capabilities, and the degree of student participation? Participation is more likely to occur, when students are more motivated and more capable. Students that have filled in the questionnaire, have been successfully mobilized (are highly motivated and are fully capable) to participate. Student project facilitators that achieved high student participation scores, have realized the highest percentages of active student participation (occupancy rate). Students that have participated in the "Nieuw-Hoograven"-project, have carried out project activities in a relatively low degree, compared with "Project Vooruit" and "Studenteninzet". The more the student is motivated and capable, the more the student is actually going to participate in a student participation project.

Preface

This Master-thesis is about student participation projects in the Netherlands. An interesting citizen participation initiative that may be of future added value to Dutch society. This Master-thesis gives fruitful recommendations to the municipality of Enschede in setting up a student participation project as well. Therefore, I would like to thank Rian Olthof for her shown interest and commitment to the subject. The mutual benefits for both neighborhood residents and students are likely to positively contribute to local neighborhood communities.

I would like to thank Gwen Hofland, Liora Eldar, Yoni Paridaans, Jacoline Pijl, Sara Geerken, Harald Hilbrants and Peter Niemeijer for their genuine interest and interview cooperation in this study. The comments and insights were of great importance to this study. I am very thankful for the hospitality and free-time made.

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Finally, I would like to thank my parents for their patience and encouragements to finish the Master-thesis and the opportunity they gave me to attend the Public Administration study at Universiteit Twente.

Almelo, 10-07-2014,

Leon Stielstra

Table of contents

1. Introduction

Students are citizens that perform low levels of citizen participation but have great potential to positively contribute to society's well-being. The challenge is: how can students be mobilized to improve neighborhood livability?

In this comparative case study, student participation projects – currently initiated elsewhere in the Netherlands – have been examined if and how students can be mobilized to positively affect the degree of student participation. In this study, student participation projects have been examined that are interested in how students can be mobilized – by analyzing their motivation and capabilities – to eventually improve neighborhood livability and societal forces by fulfilling various activities that are requested from neighborhood residents. Students carry out various activities aimed at neighborhood-improving. In return, they may receive interesting (personal and community) benefits.

Recently, an institutional transitition emerged from a welfare state into a civic participation society. If citizens could just get engaged in their communities, the argument goes, many of society's ills would vanish. Nowadays citizens are encouraged (by government, organizations and civil society) to develop and take initiatives in the public domain to tackle various problems – e.g. neighborhood care, cleanups, neighborhood safety, tutoring lessons or improving their living environment - by themselves that even reach beyond their self-interest. According to the Dutch cabinet Rutte-I, each citizen has the duty to contribute to Dutch society by taking responsibility for their own existence, for their community and society as a whole (Rijksoverheid, 2011, p.15).

In the Netherlands, citizens live in a citizen participation community. Often citizens and authorities work together or these authorities are experimenting by triggering and stimulating this form of active citizenship. This also implies changes in responsibility, especially in relation to the citizens' personal responsibility and the changing role of the government. According to national policy of the Dutch cabinet Rutte-I, more responsibility is often presented as a cure for two major social issues: the crisis of the welfare state and the experienced blurring of norms and values (Van de Wijdeven, De Graaf & Hendriks, 2013, p.7). At the same time, Tonkens (2008, p.5) states active citizenship is seen as a solution for four major social issues: a lack of social cohesion, consumerist and anti-social behavior, social exclusion and the gap between citizens and government (Tonkens, 2008, p.5). In short this changing relationship between citizens and government resulted in a retreating welfare state on the one hand and on the other hand an attempt to emphatically promote a citizen participation community.

In the eighties of the 20th century, a shift emerged in considering citizenship. Where it first was particularly focused on obtaining citizenship until the seventies, during the eighties the emphasis shifted to the question of what was a desirable form of citizenship. Previously the subject of discussion was focused especially on civic citizenship as a legal status, nowadays citizenship as 'good behavior' is the object of focus. Where the debate about citizenship in earlier decades mainly dealt with the rights, the debate now shifted to the duties of citizenship. The first mainly focused on passive citizenship but now active citizenship is of particular interest (Van de Wijdeven, De Graaf & Hendriks, 2013, p.7). During the seventies citizenship was particularly based on emancipation and to realize a full citizenship for everyone in three main areas: civil, political and social. This is known as the concept of passive citizenship. During the eighties responsibility and initiatives were at that time shifted from civil society to the government, controlled by bureaucracy and implementation by professionals. At the same time the passive understanding of citizenship underestimated how important participation was in society and fulfilling duties towards the society to actually be a full member of society; this was criticized by right-oriented politics. A caring society where citizens care for each other rather than a government that cares for citizens, implicated a shift from rights to

duties to become a full member of society. This is also known as the concept of active citizenship (Van de Wijdeven et al. 2013, p.7).

Active citizenship and promoting citizen participation in communities has received renewed attention as methods of solutions for societal problems since the 80's of the last century. Initiatives to encourage and stimulate the involvement of citizens, but various societal organizations in decision-making can be seen in a wide variety of European countries as well. Citizens panels, citizens charters, new forms of participation (such as student participation projects) and other forms of citizen participation are used to increase the influence of citizens on decision-making and to improve the relation between citizens and government (Edelenbos & Klijn, 2006, p.1). Improving the relationship of citizens and government, is an aspire of active citizenship which encourages citizens to get more active in society. Besides improving the relationship between citizens and government, two other effects of active citizenship are observable: (positive) contribution to the quality of life and a positive contribution to the development of the individual citizen, as this is described by Rhoads (1998) and Yates & Youniss (1998, p.499).

Active citizenship offers students and members of civil society opportunities to get engaged with their neighborhood and to probably improve quality of life. In return, this may give students the opportunity to earn interesting benefits and to get the chance to develop themselves into more caring citizens. Moreover, they get the chance to change the (in general negative) perception of a stereotype student. In addition this form of citizen participation has many beneficial effects and outcomes fulfilling civic responsibilities to one's community, helping persons in need, gaining an insight into one's values and prejudices, developing career interests and job skills for example (Markus, Howard & King, 1993, p.417). Yates & Youniss (1998, p.499) state that when adolescents are given opportunities to use social skills to redress social problems, they can experience themselves as having agency and as being responsible for society's well-being. Consequently, they can reflect on the political and moral ideologies used to understand and improve society (Yates & Youniss, 1998, p.499).

Students are citizens that have great potential for society and may be relatively easy to mobilize. The municipality of Enschede is interested in introducing such a student participation project to mobilize students to improve overall neighborhood livability. A selection of five student participation projects - that have been initiated in cities elsewhere in the Netherlands – is used to examine how student participation projects can be organized to be introduced in Enschede as well. Currently, such student participation projects have not been introduced in Enschede before. The municipality of Enschede is especially interested in students that reside in neighborhoods in Enschede and are willing to take part in student projects to improve their local neighborhood community. Due to the high levels of residing students in these neighborhoods, the neighborhood community is suffering from negative changes in social structure and living environment, but have to offer great potential in return as well. Studentification is the process by which specific neighborhoods become dominated by student residential occupation (Smith, 2006, p.2). The balance between neighborhood residents and students is disturbed, residents are less satisfied about neighborhood livability and living pleasure. According to neighborhood residents of Twekkelerveld (Enschede neighborhood), students are being held responsible of an increasing level of nuisance and disturbance. Students often have a different lifestyle than other neighborhood residents, which causes friction in the community.

Learning from other mutual beneficial participation projects – in trying to mobilize students in such a way that they are motivated and are capable to participate and stay active as well - is the main challenge of this study. Students may offer something useful for the neighborhood, in exchange for interesting benefits. In return, the neighborhood may receive interesting social and community benefits as well. In this study, current student participation projects - that are already initiated and running in other cities in the Netherlands - are examined and compared that bring supply and

demand of students and neighborhood residents together. Participation is an important element of civic engagement. If students are willing to participate in society, this may result in an positive image of students.

Introducing student participation projects as means of community service, implicates that a variety of parties is engaged: students who reside in the selected neighborhoods, student associations, universities or higher education institutions that can play a role in managing and offering students to improve neighborhoods, housing corporations, welfare organizations, the municipality and the neighborhoods themselves. Students in a neighborhood are not necessarily the cause of all problems but they can certainly make a substantial contribution to improving livability of the neighborhood by bringing residents together. The process of studentification has already started; the main challenge is examine methods that help to improve living together. To involve students to make a notable addition in improving livability, it is necessary to involve them in such a way that they are willing to cooperate and that they remain active. The strategies for solutions in these and many other examples, focus on collaboration among community organizations and institutions, involve citizen participation, rest upon a shared belief in the value of building individual and community problem solving capacity, a sense of community and improving social cohesion (Van de Wijdeven et al. 2013, p.8).

Platform Corpovenista (research cooperation of Dutch housing corporations and research institutes in the Netherlands) is interested in the subject of citizen participation and examined effects of current existing student participation projects in the Netherlands. Since 2008, Platform Corpovenista is interested in neighborhood development, especially in community involvement and student participation projects. According to recent research from Platform Corpovenista (2012), positive results have been realized with student participation projects in various cities (Amsterdam, Rotterdam, Groningen and Eindhoven). The effects resulted in cleaner neighborhoods, declining antisocial behavior of residents, less pollution and a decrease in nuisance. Students are involved and encouraged in such a way to make an effort in improving livability in the neighborhoods and may receive interesting benefits for doing such a thing.

According to Platform Corpovenista (2012), effects of student participation projects are distinguished on individual and neighborhood level. Their research previewed all currently existing 37 student participation projects in the Netherlands and the Platform concluded that quantitative effects (Leefbarometer; indications of improvement in livability) are difficult to measure; on the contrary, qualitative effects (social cohesion, sense of community, cooperation) are well-observable. Many projects are small of size and consequently, the effects are small as well. On a larger scale, such as in Amsterdam (province of North-Holland) and Woensel-West (province of North-Brabant), the initiative is known by many residents in the neighborhood and positive community effects have been realized too. What is often heard: a cleaner neighborhood, less pollution and less influx of nuisance residents. The latter is confirmed by many residents as they state: "*a student rather than a criminal*" (Platform Corpovenista, 2012). There is more and better contact between the neighborhood residents, citizens remarked they have pleasant neighbors and realized more social contacts with each other.

Large-scale living and action initiatives also improves the contact between adults and children which are often target groups of the initiatives. At small projects only immediate neighbors and direct parties are informed. In this case professionals and students observe neighborhood effects, but effectiveness is not clarified, because residents that are targeted are not always aware of the project. The neighborhood effects noticed include more and improved connectedness between residents that are target of the project, more contacts between neighbors and students in streets or housings, especially between children and between participating parents with children. Neighborhood watch-members noticed there are less fights between children on the street, in addition, some residents

also refer to an improved image and more positive profiling of their neighborhood (Platform Corpovenista, 2012).

The research areas of this study are citizen participation and community service. The aim of the research is to investigate whether student participation projects organized elsewhere in the Netherlands are successful in positively affecting the degree of student participation by focusing on student motivation and capability.

Based on existing theories of citizen participation and the civic voluntarism model developed by Verba et al. (1995), the focus is on methods that facilitators of student participation projects may use to influence student motivation and student capability, in order to increase the degree of student participation. The degree of presence of these components and the degree of information provision may have an effect on the degree of student participation. Citizen- and student participation is based on the willingness and being capable to participate. According to Verba et al. (1995), both elements need to be present to participate. The capability to participate depends on the availability of skills, time and money: does someone have the required civic skills for participation, the amount of time available and can it (financially) be afforded to participate and not to do something else? The motivation to participate is - according to the model of Verba et al. (1995) - composed by four elements or types of motivators: the expected return for the neighborhood as a whole and three types of selective personal gratifications: civil, social and material benefits (Verba et al. 1995, 15).

Positively affecting student motivation and capability, facilitators of student participation projects may need to invite students and to offer them the opportunity to participate by providing relevant rewards and invitation information. Interesting rewards, encouraging students to get active and creating an inviting setting that appreciates contributions, may probably affect the degree of student participation. Understanding project characteristics and the degree of information provision is scientific relevant, as this study could give directions in explaining the degree of student participation by examining the underlying construct of student motivation and -capability. Based on the Platform Corpovenista (2012) research, the process of studentification and the positive effects examined (cleaner neighborhood, increasing social cohesion, declining antisocial behavior of residents, less pollution and a decrease in nuisance), the study results are of important social relevance as well. Students may positively contribute to their neighborhood by getting engaged in a student project and the challenge remains how they can be mobilized to increase the degree of student participation. The main research question is: what are the effects of student participation projects on the degree of student participation?

2. Research questions

The main research question is:

What are the effects of student participation projects on the degree of student participation?

In order to answer the main research question, sub-questions derived from the main research question are to be answered. Therefore, descriptive and explorative questions have been prepared. Derived from the schematic overview of the relationship between the variables and the theoretical framework of Verba et al. (1995), the following sub-questions are prepared:

1: Which student project characteristics are examined to mobilize students?

2: Is there any difference in the degree of motivation of students that have participated in the student participation project?

3: Is there any difference in the degree of capabilities of students that have participated in the student participation project?

4: Is there any difference in the degree of student participation in student participation projects?

5: To what extent is there a positive relationship between the student participation project and the degree of student motivation?

6: To what extent is there a positive relationship between the student participation project and the degree of student capabilities?

7: To what extent is there a positive relationship between the combination of the degree of student motivation & the degree of student capabilities, and the degree of student participation?
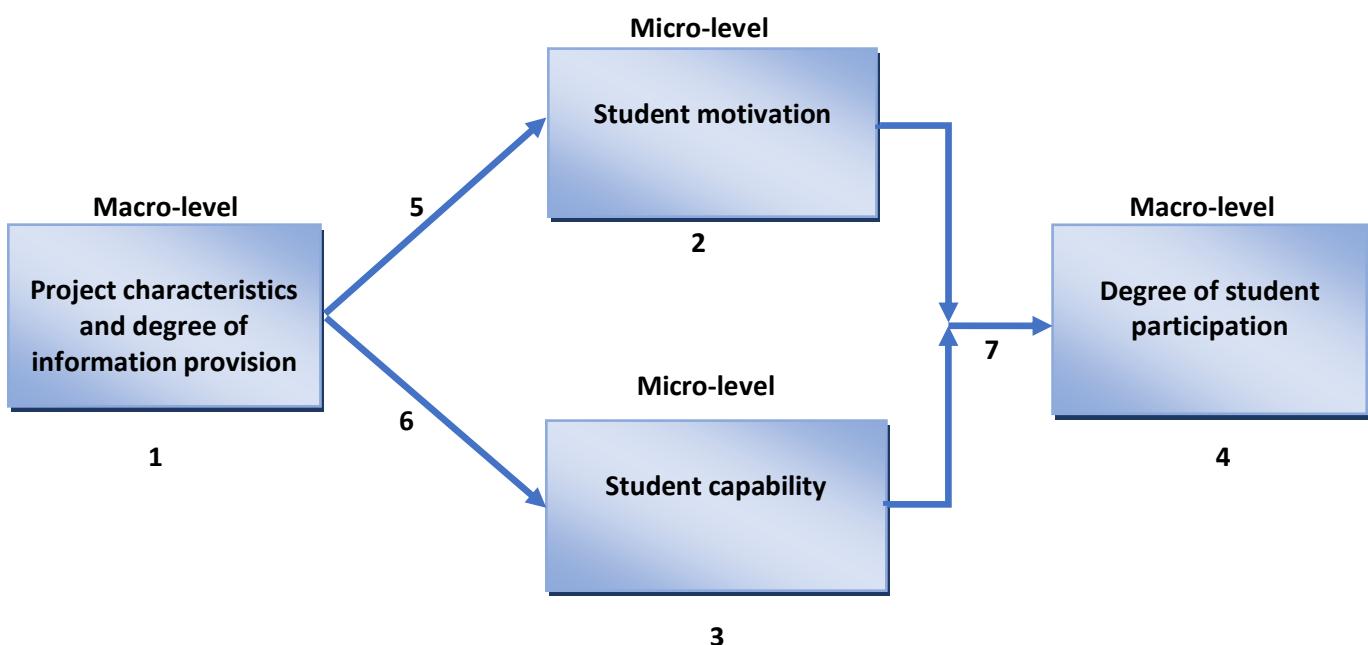
At macro level, characteristics of the student participation project in combination with the degree of information provision is the independent variable. The independent variable, the student participation project (mobilization: combination of project characteristics and the degree of information provision), may affect the (in)dependent variables of student motivation and student capability in such a way that they are actually going to participate (which is the degree of student participation), the dependent variable. At micro level, the motivation and capability of the student may be influenced by student participation project characteristics. Project facilitators either provide student capability provisions or emphasize on student motivations by offering opportunities/rewards that could match their motivations. The degree of student participation is measured at macro level. The arrows that point to each other – from motivation to capabilities and vice versa – clarify that both variables must be present in making citizens or students to actually participate (Verba et al., 1995). Students have to be be motivated and have the appropriate capabilities to actually participate (in a student project). When one of these two participation variables is insufficiently present, participation will not take place. The combination of motivation and capability is indispensable. The model of Verba et al. (1995) and their corresponding elements is described in more detail in the next chapter (theoretical background).

3. Theoretical background

3.1 Citizen participation and the caring self

Citizen participation comprises various definitions and plays a central role in the recent shift from government to governance and the corresponding network society. Citizen participation refers to a range of different actions by different people based on various assumptions. According to Roberts (2004, p.315), citizenship participation is the cornerstone of democracy, but there is some inconsistency about citizens directly participating in their government (Roberts, 2004, p.315). On one hand, the active role of citizens in governance is an important ideal that can positively contribute to society. On the other hand, direct citizen participation is reviewed with skepticism and even wariness. Based on the definitions of citizen participation formulated by Arnstein (1969), Hart (1984), Cooper (1984) and Dewey, Roberts (2004, p.316) defines citizen participation as: "*the process by which members of a society (those not holding office or administrative positions in government) share power with public officials in making substantive decisions and in taking actions related to the community*" (Roberts, 2004, p.316).

According to the Roberts (2004, p.324), multiple reasons are given to choose for citizenship participation. Citizen participation is developmental (develops the highest human capacities and fosters an active, public-spirited moral character), educative (the more one participates, the more one develops the attitudes and skills of citizenship) and therapeutic & integrative (participants achieve psychic rewards, a sense of freedom and control over their lives, and strong feelings of political efficacy with higher levels of participation) (Roberts, 2004, p.323). Moreover citizen participation is legitimating (as citizens participate in governmental affairs and give their consent to decisions, they legitimate those decisions and the regime that makes them), protective of freedom (participation enables people to be and remain their own masters and ensures that no one or group is master of another), instrumental (direct citizen participation is a mechanism for those without power to challenge those who have it) and realistic (participation can minimize delays and can be a source of innovative ideas and approaches) (Roberts, 2004, p.324).

Roberts (2004, p.329) distinguishes citizen and administrator roles in a range of public administration models that varies from political participation to civil participation. In relation to student participation projects, the model of *citizen as volunteer and co-producer in civil society* is of most importance (Roberts, 2004, p.329). This model focuses on civil society—those institutions separate from the state and the private sector. According to Roberts (2004, p.317), civic engagement creates two roles for the citizen. The first is the role of volunteer in nonpaying activities to support improvements in neighborhoods and communities and civic life in general. For example: volunteers participate in conventional law enforcement through neighborhood watches and citizen patrols and in public education through the maintenance of school facilities, participation in clean-up campaigns and as classroom aides and student tutors (Roberts, 2004, p.317). The second is the role of co-producer. Citizens and administrators cooperate with each other through neighborhood associations, community organizations, and other client groups to redesign and deliver government services. Their mutual goal is to improve the quality and quantity of the service output (Roberts, 2004, p.317).

According to Oakley (1989, p.11), citizen participation is a process that is: "*dynamic, unquantifiable and essentially unpredictable*" (Oakley, 1989, p.11). The participation is not limited to the life of a particular project but seen as a permanent and intrinsic feature of an organization or community. The critical elements in the process are to increase the awareness of the people and develop organizational capacities. Engaged, ongoing participation produces the trust and networks that are the oil of social capital. Full, engaged participation does not happen easily. Oakley (1989, p.12) indicates that it may start off as marginal participation in which people have relatively little impact

on the activity (Oakley, 1989, p.12). This will especially be the case where the motivation for the project comes from outside the community.

Followed by Roberts (2004), Florin & Wandersman (1990, p.43) define citizen participation as "*a process in which individuals take part in decision making in the institutions, programs and environments that affect them*" (Florin & Wandersman, 1990, p.43). Citizen participation is proposed to have a wide variety of benefits at the national, community, interpersonal, and individual levels; citizen participation is related to improvements to the neighborhood and community, stronger interpersonal relationships & social fabric and feelings of personal and political efficacy. The feelings of individual confidence and competence are aspects of personal and collective efficacy related to the concepts of empowerment (Florin & Wandersman, 1990, p.43). Personal and collective efficacy are described as factors explaining the capabilities of citizens and students to participate in citizen initiatives. Citizen participation involves individual and collective decisions influenced by settings characteristics. Community development involves collective organizations fueled by individual energy and skills. Citizen participation, voluntary organizations, and community development provide observable arenas for studying the kinds of multilevel, person-environment interactions in order to empower individuals as well as the community as a whole.

Florin & Wandersman (1990, p.41) discuss how citizen participation encourages individuals in the community for decision making and influencing the institutions and programs that affect them. This form of practice employs the skills and talents of citizens to meet the collective goals of the community. Community development focuses on a specific regional location within the city, it capitalizes on the strengths of the community and individuals within that community to improve its conditions. The residents gain a high degree of citizen participation in decision making that takes place concerning the community (Florin & Wandersman, 1990, p.41).

Consistent with Florin & Wandersman (1990), Ohmer (2007, p.109) states citizen participation is the active, voluntary involvement of individuals and groups in changing problematic conditions in communities and influencing the policies and programs that affect the quality of their lives and the lives of other residents. Citizen participation is a means by which residents can influence external social systems and work with neighbors and community organizations to improve their neighborhoods (Ohmer, 2007, p.109-110). Theory and research on self-efficacy, collective efficacy, and sense of community demonstrates how citizen participation can encourage volunteers by facilitating their individual and collective capacities and sense of connection to their community.

Supporters believe citizen participation and voluntary association membership not only helps the individual members, it also helps society in a broad context. Participatory associations strengthen social bonds and develop the sense of community; they broad cooperation and ease coordination to help solve collective action problems in communities; and they increase social capital in communities (Theiss-Morse & Hibbing, 2005, p.231). Putnam (2000) even draws a crucial distinction between "bonding" and "bridging" social capital. Bridging activities are outward looking and encompass people across diverse social cleavages. Most scholars believe bridging groups are far more likely to have a positive effect on interpersonal trust and other important personal and societal traits (Theiss-Morse & Hibbing, 2005, p.232).

Student participation projects – students as citizens – are subject to the comprehensive concept of citizen participation and their common goal is to work together with neighbors and community organizations to improve the community. However, a distinction has to be made in relation to the definition of citizen participation. Ekman & Amna (2009) made a distinction between two categories of citizen participation. According to Ekman & Amna (2009, p.9), much citizen engagement in the contemporary democracies seems to be formally non-political or semi-political on the surface, that is, activities not directly aimed at influencing the people in power, but nevertheless activities that

bring about involvement in society and current affairs (Ekman & Amna, 2009, p.9). Therefore Ekman & Amna (2009, p.10) made a distinction between manifest political participation and the latent forms of participation, defined in this study as civic participation (Ekman & Amna, 2009, p.10).

Political participation is all actions directed towards influencing governmental decisions and political outcomes. It concentrates on the wishes of ordinary citizens to influence politics and political outcomes in society or the decisions that affect public affairs (e.g. political participation, electoral participation, petitions or demonstrations) (Ekman & Amna, 2009, p.13). The concept of civic participation differs from the concept of political participation. People engage in society in a number of ways that do not formally relate to the political (parliamentary) domain – or in ways that are not any sort of political protest – but that nevertheless could be seen as pre-political (Ekman & Amna, 2009, p.14). Student participation projects are civic participation initiatives that differs from the traditional political participation initiatives. According to Campbell (2004, p.7), civic participation consists of: "*non-remunerative, publicly spirited collective action that is not motivated by the desire to affect public policy*" (Campbell, 2004, p.7).

Student participation projects are derived from the concept of civic citizen participation in relation to the distinction that is made by Ekman & Amna and Roberts, although the distinction has to be made between political participation and civic participation. Student participation projects are in this sense partnerships set up from bottom-up by society in combination with governmental institutions, who recognize the need for action in the neighborhood to work together with each other to arrange new citizen initiatives. Student participation projects are informal civic participation initiatives (eventually supported by facilitating governmental institutions) that differ from the traditional political participation initiatives.

Simultaneously, active citizen participation is encouraged by the Dutch cabinet and the Ministry of Home Affairs in their note to the report of the "Wetenschappelijke Raad voor het Regeringsbeleid (WRR): "*Vertrouwen in Burgers 2012* ("*Trust in Citizens 2012*")". In the background of the desire of the Ministry to gain more insight in community participation, participation in neighborhoods could make a positive contribution to the quality of life in that neighborhood (Leidelmeijer, 2012, p.2). For some time now, interactive decision-making has been used in the Netherlands as a new type of horizontal steering in solving problems. Interactive decision-making is an open decision procedure and tries to incorporate values and wishes of various involved citizens in the solutions that are developed during the interactive process. The definition of active citizenship focuses attention on the active attitude and responsibility in relation to the public good or to other citizens. According to Dekker et al. (2007, p.87), the "Sociaal en Cultureel Planbureau" (SCP) noticed that the Dutch government is investing with renewed effort, interest and commitment in civic participation, to encourage informal civic initiatives in the immediate living environment of citizens (Dekker et al., 2007, p.86).

Due to renewed attention and interest in civic participation in the Netherlands and the changing Dutch government policy on community development, three generations of citizen participation are distinguished. These three generations exist next to each other, that have been established over the years. Lenos et al. (2006) consider public participation in decision-making - as in the seventies enforced by the citizens becoming increasingly assertive - as the first generation of citizen participation. In the nineties citizens gained the opportunity through forms of co-production and policy to participate in even earlier policymaking stages. This is what Lenos et al. (2006) characterize as the second generation of citizen participation.

Since the beginning of this century, an increased policy attention and interest is at the third generation of citizen participation: the informal citizens' initiatives. In this third generation of citizen participation, the relationship between government and citizens is turned around: civil society

initiates, the government participates. Citizens decide how, when and where they want to participate in the public domain and would thus determine the policy content in various areas where public administration usually makes the decisions. The starting point of the third generation in citizen participation should be that citizens determine policy content but also the policy process: citizens who carry an idea then also largely run and perform itself, along with other citizens (Lenos et al., 2006). The government and other professional organizations in the public domain have the facilitating roles, will advise and help citizens to let them carry out their ideas that emerged by society from bottom-up. The initiative is at the citizens - embedded in their own responsibility - and a facilitating government, working together to address social problems. In relation to this third generation of citizen participation, Elster (1998, p.5) distinguishes three ways in which the public domain can come to reconciliation: electing, deliberating and negotiating. The do-democracy adds a fourth to this: 'to do' (Elster, 1998, p.5). Derived from this changing relationship between government - citizens and the emergence of the do-democracy, it has resulted in different types of citizen participation initiatives. In the Netherlands the do-democracy is currently characterized as the main type of citizen participation.

In the study by Hurenkamp & Tonkens (2006, p.20), the authors examined goals of small-scale citizen initiatives and concluded that initiators usually indeed address a local or social issue, but these initiatives and effects are often too small to be noticed. The most often-heard objectives of most initiatives are: improving livability (maintenance of the neighborhood, safety) and solidarity (care for vulnerable groups in Dutch society, mostly in the neighborhood or care for groups in developing countries) (Hurenkamp et al., 2006, p.20). The returning concern with citizen participation is the possible relative overrepresentation of highly educated citizens and usually also white middle-aged males; as this is concluded earlier by Denters et al. (2013) (Van de Wijdeven, De Graaf & Hendriks, 2013, p.19). This is in general true for the consultation setting in the traditional forms of political participation. However, this image appears to be different and is more differentiated when looked at performing concrete citizen initiatives. The authors surprisingly concluded that amongst the project promoters of citizen initiatives are more women, the less educated, people with low income, youth and new Dutch (Van de Wijdeven, De Graaf & Hendriks, 2013, p.19). The initiatives in the do-democracy show a greater variety of people that are willing to participate compared to the 'usual suspects' of the deliberative democracy. This latter is also confirmed by Bakker et al. (2012, p.398).

Therefore this mode of participation does not necessarily require participants to possess the civic skills (see Verba et al. 1995) that are required for most other political activities. The challenge here is to mobilize students and to know at whom to concentrate on, possibly concentrating on those students that might be easy to motivate and that have adequate capabilities already. Especially students are of particular interest as this may give directions for facilitators. Students are an interesting target group, willing to participate and have considerable potential capacity. It is therefore noticed by Bakker et al. (2012, p.408), that citizen initiatives are considered as ways to improve the social quality and living conditions in deprived neighborhoods, but due to limitations of resources – to include monetary resources, time and civic skills – these initiatives are often hindered (Bakker et al., 2012, p.408). Moreover, mobilizing students instead of hiring professionals, may increase the chance to choose for students, observed from a financial perspective. Therefore, the likelihood of successful citizen participation initiatives and subsequent improvements in the district's livability may be highest in areas where such improvements are least needed. It is more likely that students already have the required civic skills, time and monetary resources.

Facilitators of student participation projects have the task to identify the target group and to see how students are most likely to be mobilized. According to Cruce & Moore (2006, p.5), students are more likely to volunteer or to participate when they are female, have a higher socio-economic status, are more religious, are less materialistic, have expressed an earlier commitment to community service, have higher college grades and graduate level aspirations, live on campus and participate in

college organizations that encourage or require community service, are not employed or work fewer hours per week and attend religiously-affiliated as opposed to public institutions (Cruce & Moore, 2006, p.5).

3.2 The caring self

Rhoads (1998) described student involvement in community service projects that are conducted in cooperation with three universities (Pennsylvania State University, the University of South Carolina, and Michigan State University) (Rhoads, 1998, p.284). Rhoads analyzed the role of community service in engaging students as democratic citizens in a culturally diverse society and researched if there are variations in the structure of service activities which produce different experiences for students and community.

Rhoads describes community service in terms of the caring self that is derived from Dewey, Mead and Gilligan. Dewey argued that a democratic society demands a type of relational living in which one's decisions and actions must be made with regard to their effect on others. Central in Dewey's work is that the caring for others forms a core component of identity (also known as the "relational self"). Dewey's vision of democracy challenges all citizens to take part in a form of decision making that balances the interests of oneself with those of others. Mead and Gilligan provide additional insight into the connection between citizenship and identity through their respective concepts of the "social self' and the "relational self". Mead's (1934) idea of the social self is composed of parts from James (1890) and Cooley (1902), who both suggested that an individual's self-conception derives from the responses of others mirrored back to the individual (Rhoads, 1998, p.279). Feminist theorists such as Gilligan have also developed a conceptualization of the self strongly rooted in otherness.

Dewey, Mead, and Gilligan, among others, provide insight into how citizenship education might encourage learning about the self, the other, and the larger society in which one exists. The caring self is intended to convey the idea of a socially oriented sense of self founded on an ethic of care and a commitment to the social good. Furthermore, it is reasonable to assume that community service, with its focus on caring for others, would offer settings to explore the development of the caring self (Rhoads, 1998, p.283). Unless individuals have a deep sense of caring for others, it is less likely that they will engage in interactions with diverse others in a meaningful way. Caring may be seen as the solution to the challenge presented by a postmodern society characterized by difference. The three components of community service described by Rhoads describe the same selective gratifications described by Verba et al. (1995). The typology of Rhoads is further elaborated in Appendix B (see Appendix B).

3.3 Participation: capability, motivation and invitation

The focus is on the degree of student participation to get students engaged in student projects to perform activities that presumably positively contributes to the community's quality of life. The way they are mobilized (invitation), the motivation of the student and the capability of the student may influence the degree of participation. Motives, opportunities and restrictions to participate in citizen initiatives need to be uncovered; conditions must be created that allows accessible student participation.

The theoretical framework of this study is primarily based on the civic voluntarism model of Verba, Schlozman & Brady (1995). The authors developed a model (civic voluntarism model) for explaining civic participation and this is supplemented by other relevant theories and additions described by other authors. Verba, Schlozman & Brady (1995) studied why citizens participate and made a distinction between three factors: motivation, capability and invitation (Verba, Schlozman & Brady,

1995, p.15). According to their model, mobilizing is effective when citizens are resource-rich, have plenty of free time and have a strong sense of efficacy or interest already. Mobilization is predicated on sufficient capability, motivation and invitation. According to their studies three factors play a role in why citizens participate: capacity/ability, motivation and invitation, or in other words: to be able, want to and to be asked. The capability to participate depends on the availability of education, skills, time and money: does someone have the required civic skills and education to participate, does someone have enough time available and can someone financially afford it to participate and not to do something else? According to the model of Verba et al. (1995, p.15), the motivation to participate is described by four types of motivators: the expected return (in terms of collective action and outcomes) and three types of selective gratifications (civil, social and material gratifications). The third and final element in their model is invitation. When people are asked to participate they often surprisingly say "yes" (Verba et al., 1995, p.135).

3.3.1 Capability

Citizens and students must be able to participate. Generally spoken the social economic status is an adequate predictor of (political) civic participation, as this is the central statement of socio-economic status model that is a precursor of the civic voluntarism model. Verba et al. (1995, p.281) state that: "*those with higher education, higher income, and higher-status jobs are more active in politics*" (Verba et al., 1995, p. 281). Citizens that have higher social economic status, usually have more capacities and possibilities to participate. Generally, this group of citizens has more resources in terms of money, sufficient time available, appropriate education and civic skills. They also often have better developed interpersonal skills, more social interactions and better access to institutions. Those who are better educated, better paid, and better connected are more likely to participate, in part because of schools and jobs are settings in which people get recruited in civic activities (Flanagan, 2004, p.728).

The resources which are distinguished by Verba et al. (1995) are: education, time, money and civic skills. In combination they make it more likely for a student to participate. Moreover they argue that the command over such resources increase the likelihood of successful participation. Van de Wijdeven et al. (2013, p.22) concluded that a high social economic status is no guarantee that people will participate more; the view is much more diverse. In the deliberative democracy the well-spoken citizens are in advantage but the current do-democracy offers possibilities for do-ers. Citizens that see social opportunities and possibilities, to transform ideas into concrete action and to organise initiatives offers potential space for other citizens next to the highly-educated. At the same time, their civic skills develop as they set up and perform initiatives.

Education level and civic skills determine the capability to participate in a student participation project. As tasks may differ in difficulty, not every task can be done by each student. For example, math tutoring is not meant for students who study ancient languages. The type of activity requests different types of students. Students should be having the right education and social skills to perform activities for the student participation project. In this study, a student is defined as someone who attends higher education (HBO or university) in the Netherlands. The same can be concluded about the required civic social skills. Not every task or job require the same level of social skills. Probably not every student is capable to perform every tasks in a student participation project. (Social) civic skills pay attention to the organizational and communication skills developed in the non-political institutions of adult life and consists of basic verbal, social and organizational skills (Bakker et al., 2012, p.407). Based on the HBO/WO education level, students also have - on average - the recommended social civic skills.

Moreover, students should have sufficient time available to participate; to make a cost and benefit analysis in terms of resources to be able to participate in a student participation project. Students

have to attend class during daytime and in most cases they have to work for income for their livelihood by attending their side job. Most students have little money to make the ends meet. By observing on the one hand their need to study and on the other hand to earn money, students have – on average – not much time left to perform other activities. Finally students may need income to take part in a student participation project as they may have to travel to other parts of the neighborhood for example. Finally students may need to invest in materials to perform certain activities. When they do not have the required materials and money (capacity), they presumably are not able to take part in student participation activities.

In relation to the capability factors of Verba et al. (1995) the self-efficacy theory plays an considerable role as this influences the student's own belief in his or her capabilities. When students judge their own capabilities and influence positively, they are more willing to participate in student projects. Strong beliefs in their own capacities will give students more self-confidence to tackle problems (Bandura, 1982, p.123). According to Ohmer (2007, p.110) self-efficacy theory focuses on an individual's belief in or judgment about his or her capabilities. Bandura (1982, p.123) described *self-efficacy* as an individual's self-judgment about his or her capabilities to organize and execute the actions necessary to achieve desired goals. Students that have strong beliefs in their capabilities will approach obstacles with the assurance that they can exercise some control over them, including the problems often found in disadvantaged neighborhoods (Bandura, 1982, p.123).

3.3.2 Motivation

According to Leidelmeijer (2012, p.63) the following groups of citizens perform low levels of citizen participation: single households, people with a short length of residence in the neighborhood, people with little trust in other neighbors, people residing in rental properties and students (Leidelmeijer, 2012, p.63). This may be also true for Enschede-North neighborhood, as there are many students residing in this area and are in general low-motivated to perform activities in the neighborhood. The notion that students are poorly motivated to be engaged in citizen initiatives forces facilitators to develop student participation projects in such an interesting way that students get motivated to participate. Facilitators should conform to the changing nature of volunteering motives nowadays.

Compared with traditional volunteering participation activities as a lifelong and demanding commitment, present-day volunteer efforts appear to occur on a more sporadic, temporary, and noncommittal basis (Hustinx & Lammertyn, 2003, p.168). Nowadays, willingness to participate in volunteering seems to be more dependent on personal interests and needs than on service ethic and a sense of obligation to the community. Motivated by a search for self-realization, volunteers demand great freedom of choice and clearly limited assignments with tangible outcomes and rewards. Nowadays volunteer activities have to be spectacular and entertaining to keep volunteers involved. How can students be motivated to join student projects?

According to Ryan & Deci (2000, p.55), motivation to perform activities consists of two elements: intrinsic and extrinsic motivation. In their Self-Determination Theory, Deci and Ryan (2000) distinguish between different types of motivation based on the different reasons or goals that give rise to an action. The most basic distinction is between intrinsic motivation, which refers to doing something because it is inherently interesting or enjoyable; and extrinsic motivation, which refers to doing something because it leads to a separable outcome. Students that are not intrinsic motivated, may be made extrinsically motivated in order to get active in a student participation project (Ryan & Deci, 2000, p.56). Engaging students in a project means that a student is intrinsically motivated to join a project or that a student is made extrinsically motivated to participate. Facilitators of student participation projects may choose to reward students in order to positively affect the degree of student participation.

Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external urges, pressures or rewards. According to Ryan and Deci (2000, p.58), citizens are intrinsically motivated to participate as long as their three basic needs are fulfilled: autonomy, competence development and connectedness. When students have freedom to in making choices and enjoy a certain activity, or that they can develop their own competencies, they may be intrinsically motivated enough to participate. Students show no neighborhood-connectedness, because they are not raised in the same city as where they are studying and on top of that, they reside in the city for a relatively small period of time only. This possibly explains the fact that students perform low levels of participation in residing neighborhood.

Extrinsic motivation is a construct that refers to whenever an activity is done in order to attain some separable outcome. Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value (Ryan & Deci, 2000, p.60). Students may be motivated by offering interesting rewards for getting active, when they are not enough intrinsically motivated. A possible way is to reward students. Tangible rewards – or even verbal rewards (praise, appreciation) - are frequently offered to people as an inducement to engage in a behavior in which they might not otherwise engage.

According to Ryan & Deci (2000, p.63), extrinsic motivation rewards consist of material nature or social nature. Extrinsic motivation by material means, is a financial/material incentive that citizens motivates to perform certain activities. Students may receive a volunteers fee or gaining study credits in return for their activities. Extrinsic motivation by social means is performing activities because of social reasons. A possible reward is that neighborhood residents may think more positive of students. Another social reward for civic participation may be an important signal function on the Curriculum Vitae of individuals. For students, this reward may be extremely important. According to Ryan & Deci, students that are not intrinsically motivated, may be extrinsically motivated by means of a material or social reward.

Extrinsic motivational incentives may cause students to get intrinsically motivated. External interventions crowd-in intrinsic motivation if the individuals concerned perceive it as supportive (Frey & Jegen, 2000, p.7). Crowding-in may occur when a certain way of rewarding is experienced as stimulating or supporting. A positive extrinsic incentive may cause a student to get intrinsically motivated, if he/she is stimulated or challenged in an interesting way. If the student perceives an external intervention to be informing or supporting, the level of intrinsic motivation is expected to increase, which is characterized as "crowding-in" (Frey & Jegen, 2000, p.9).

Facilitators of projects may provide such selective benefits to involve students, and then, as a by-product of the successful inducement strategy, they might pursue the broader collective goals of the community they would like to present. Collective goals, such as the pursuit of ideals that might benefit non-members, will not be provided by facilitators of student participation projects unless they also provide material (financial) side payments to potential members and students. Individuals also respond to solidary and purposive incentives, namely: satisfactions gained through friendship and fraternity among individuals involved in a joint cooperation. Purposive benefits are benefits that derive from the satisfaction of having contributed to a worthy cause (King & Walker, 1992, p. 396). Based on theoretical insights of Olson's collective action theory, groups need to provide potential members with private and material benefits that they would not enjoy if they remained out of the group. Inducing individuals to join, is to offer them something other than political goals: tangible private (financial or social) benefits which, unlike collective goods, can be extended to those who contribute and withheld from those who do not.

According to research from Van den Brink et al. (2012), Dutch citizens find it hard to speak about their own behavior in terms of idealistic or encompassing ideals. The Dutch citizen certainly has ideals and tries to reach or realize these (e.g. the role of volunteer). The conclusion of Van den Brink et al. (2012) is that: "*the higher ideals are certainly not vanished, but rather it is more distributed and pluralized*" (Van den Brink et al., 2012). At the same time Denters et al. (2013) concluded that many initiators have social and targeted objectives; they usually want to address a social problem that is in their direct neighborhood and would like to take part in because they like it and find it interesting to be active with others (Denters et al. 2013). According to the authors, the direct concrete motives of citizens is a "bouquet or mosaic" of various motives that play a role in diverse forms and contexts of citizen participation (Denters et al. 2013, p.21).

According to Van de Wijdeven et al. (2013, p.26), citizens often get active in reaction to an obvious shortcoming or deficiency in the public service, in a reaction to a policy that affects them in a negative way or that they are dissatisfied with their neighborhood situation (Van de Wijdeven et al. 2013, p.26). However, this dissatisfaction is not always based on the content, but citizens can also be dissatisfied about the method of decision. At the opposite side citizens are willing to participate because they are already satisfied with the situation. Due to the fact that they feel home in the neighborhood, have a strong neighborhood-bonding and have a positive expectation about the future development of their neighborhood they are willing to participate even more. Van de Wijdeven et al. (2013, p.26) state that next to the solidarity with the neighborhood citizens must have the feeling that they effectively can make an influence on policy of institutions. Students are not intrinsically motivated and have no neighborhood connectedness, so they have to be motivated extrinsically.

Van de Wijdeven et al. (2006) state it is important that citizen participation initiatives reach the predefined goals and achieve visible & attracting effects, to keep the initiative running (Van de Wijdeven, 2006). Many initiators want to achieve their predefined goals and to mean something concrete for their neighborhood. Reaching small or interim effects/results, will give citizens and those involved new energy and motivation. What is more, when there are no results or goals reached, the energy of those involved will drain away and the initiative will not exist any longer (Van de Wijdeven et al., 2006). Visible and clarified results will result in more motivation as students get confirmation that their contributions are effective and welcome.

Description of the motivation of students is based on available theory of citizen participation and mainly based on the civic voluntarism model of Verba et al. (1995). It has been concluded that students show low levels of citizen participation and are low-motivated to participate. According to the theoretical model of Verba et al. (1995, p.15), the motivation to participate is described by four types of motivators: the expected return and three types of selective gratifications (material, social and civic gratifications). Accompanied by Ryan & Deci's (2000) Self-Determinant Theory, these motivation types can be considered as intrinsic or extrinsic motivation constructs. Students can be engaged by offering extrinsic incentives that stimulate their intrinsic motivations.

3.3.2.1 Motivation: Selective gratifications

In this study, the distinction is made between social benefits for the community as a whole and personal benefits: common interest and self-interest. By taking part in the student participation project students may receive personal benefits in the form of self-interest. However, by taking part, students also serve the common interest and this may result in social benefits for the community, as their efforts may also contribute to neighborhood improvements: the expected return (Verba et al., 1995, p.16). Collective benefits for the community are typed as the expected return. Personal benefits for the students are typed as (material, social or social) selective gratifications. Both

common interest and personal interest are motivations for students to take part in a student participation project.

Selective material gratifications are types of motivation that imply benefits such as: "*to get the chance to consolidate jobs or career*", "*to get support in personal issues*" or a consideration as "*I might want to be active in politics later*" (Verba et al., 1995, p. 15). These – in general tangible - motivations are not related to the activity itself. These benefits are in this context achieved by the participant on a personal basis and the participant is able to achieve these benefits only by participating in the project or initiative. Selective material gratifications serve the personal interest of students. Selective material gratifications are motivations for students to participate because it gives the student material rewards in return. Students that are not intrinsically motivated get extrinsically motivated because they can earn certain interesting and personal rewards or benefits. The expected benefit as self-interest is for the students a reason to participate in the student participation project as they can get personally rewarded by incentives. Students might participate because they get certain rewards that they usually do not get. In other words, participation offers opportunities to earn interesting material rewards that are otherwise not obtainable. In order to be eligible to get material benefits, students have to participate first to earn the benefit. Attaining a certain reward or outcome is a form of extrinsic motivation. Extrinsic motivation by material means is a financial/material incentive that citizens motivates to perform certain activities aimed at proposed outcomes.

Examples of selective social gratifications are: "*experiencing exciting situations*", "*to make new interesting and important contacts*", "*gaining recognition*" and "*to make the demander happy*" (Verba et al., 1995, p. 15). These social gratifications refer to the enjoyment of working with other citizens or the excitement of participation and cannot be separated from the activity of the association itself. The social aspect of motivation is for citizens a reason to participate. In addition to Verba et al. (1995), Flanagan (2004, p.727) states that participation in community based youth organizations is an opportunity for young people to develop a collective identity, to be recognized as part of the community (Flanagan, 2004, p.727). They want to experience the project by themselves and are interested in participating in a student participation project, to enjoy the activities that are organized and like the requests of neighborhood residents. At the same time they can make interesting new contacts, make neighborhood residents happy by performing activities and gain recognition, or even obtaining a positive image. This is a social aspect of motivation and serves not only the student, but also serves neighborhood resident(s). This type of motivator/benefit can't be separated from the activity itself, as it will both benefit the student and the neighborhood resident.

Students are willing to participate, because they think it is fun to do it, to make up new contacts, gaining recognition, appreciation or to make the neighborhood resident happy. Students can only acquire these benefits, if they participate in the student participation project. Flanagan (2004, p.727) supplements the selective social gratification, by stating that participation in community based youth organizations is an opportunity for young people to develop a collective identity and to be recognized as part of the community (Flanagan, 2004, p.727). This is a combination of extrinsic motivation and intrinsic motivation. Extrinsic motivation by social means is performing activities because of social (external) reasons such as gaining new social contacts or gaining appreciation. At the same time it is intrinsic motivation, because students simply enjoy performing activities in a project.

An example of selective civil gratifications is – according to Verba et al. (1995, p.15): "*to fulfill your civic duty*" (Verba et al., 1995, p. 15). The third motivation for involvement are selective civic gratifications, which are intrinsic rewards that satisfy a sense of responsibility or a desire to contribute to the welfare of a specific community. Selective civic gratification is derived from the acts themselves. Selective civil gratifications are motivation factors that serve the student's conscience

because they believe that it is their civic duty. Students can decide to take part in a student participation project, when they have the feeling that they have the civic duty to mean something for their community environment, even if they not will reach desirable effects. It is their wish to get active, because they believe they have a civic responsibility. Unlike the other motivations, collective outcomes can suffer from the free-rider problem or the idea that some benefit from others' activities with no cost for themselves. Selective civic gratifications are intrinsic motivations. Intrinsic motivation is defined as carrying out an activity for its inherent satisfactions, rather than for some separable consequence: the feeling that a student should commit and contribute to society is his or her civic duty.

The last identified motivation element of participation - the expected return - refers to collective outcomes or results that relate directly to carry out local policy through public policy or the solution of a substantive issue that through collective action is trying to be addressed. Examples of this expected return motivations are: "*to make an effort in concrete improvements*" or "*to develop the community into a better place*", these are characterized as expected return benefits (Verba et al. 1995). Expected return describes the collective benefits that are acquired by taking part in cooperative participation initiatives. In contrast to Verba et al., in this study, these gratifications are characterized as expected return benefits and not as civic gratifications, as the classification describes the expected return. Realizing solutions of a substantive issue occur when collective action is taken by (public) participation. This could be a possible participation motivation and is related to the activity itself. The student may be dissatisfied with their community environment and want to participate in a student participation project because they can improve the neighborhood into a better place. Students are motivated to participate because they think they can improve the community effectively by tackling community problems. Making concrete improvements to their community in realizing positive collective outcomes is for students a possible motivation to participate. Unlike other motivations, collective outcomes can suffer from the free-rider problem or the idea that some benefit from others' activities with no costs to themselves. The expected return is a form of extrinsic motivation, as students may be willing to do it for its instrumental value rather than because they find it interesting.

3.3.3 Invitation

According to Verba et al. (1995), to be asked is an important element to get active (Verba et al. 1995, p.15). This is also valid for doing voluntary work as most of the time citizens are just have to be asked to get active in society (WRR, 2012). Willing to participate and to be able to participate are crucial factors for citizen participation but in relation to this is to be asked simply said just as important as the other factors. Students that are not aware of an existing motivation opportunity or capability provision, are not likely to get more motivated or getting more capable to participate.

Facilitators of student participation projects may try to invite students by providing them information about possible motivation and capability opportunities. The degree of information provision spent to invitation of students is of particular interest. When participation is appreciated and contributions are welcome, students are more likely to take part in a student participation project. The way facilitators of student participation projects are paying attention the degree of information provision, probably positively affects the degree of student participation as they are invited to the project. According to Hilbrants (2013, p.57), students do not easily take the initiative themselves to participate; they often need a reason or they need to be asked directly (Hilbrants, 2013, p.57). The invitation variable is described by how much attention facilitators of student participation projects pay to the degree of information provision. Communicating the possible different motivational or capability rewards/enhancements that are obtainable towards students will possibly affect student motivation and capability.

Students may have multiple motivations to get active. Students could be motivated by a combination of reasons, as in the first place they might want to make up new network contacts and secondly, to fulfill their civic duty. A possible positive side effect is the development of active citizenship. It is likely students have more than one motivation to participate. Participating in student participation projects may have multiple effects on their development, although side effects are even possible when they develop unconsciously.

Invitation is crucial to directly influence student motivation/capability and indirectly the degree of student participation. Verba's et al. (1995) invitation variable (being asked to participate) is in relation to the student participation project a characteristic that tries to mobilize students to participate. In this study, mobilization consists of two elements:

- Presence of a project characteristic (yes or no);
- The degree of information provision of these existing project characteristics towards students (facilitators of student projects may choose to emphasize information provision of existing project characteristics to students in various degrees).

3.4 Community Service

Community service is - in terms of citizen participation - participation of citizens in activities that focus on the service being provided, as well as the benefits the activities have on the recipients. Citizen initiatives like student participation projects are methods of involving people who usually don't participate. The mutual benefit for both students and neighborhood residents is not always linked with educational objectives. First, the distinction is clarified between service learning and community service. According to Rhoads (1998, p.279) the definition of service learning is: "*student participation in community service but with additional learning objectives often associated with a student's program of study*", however community service is not per definition intertwined with a student's program or study (Rhoads, 1998, p.279). Yates & Youniss (1996, p.98) define community service as: "*involvement in activities which helps others*", as this service participation includes individually organized activities, as well as involvement in community-based or school-based programs that may be voluntary (membership in a service club) or mandatory (required credit for a course).

Community service is assumed not only to help the community but also to promote pro-social developments within citizens. Student participation projects are not always connected to study programs as they may be organized on a voluntary basis and students can be rewarded in multiple ways. According to Verba's et al. (1995) theoretical framework of civic participation (because they don't want to participate, they have never been asked to participate or they are not able to participate) community service has a twofold effect: for the community/neighborhood as a whole or at the individual level (student/resident). Motivations (in terms of the selective social, material and civil gratifications distinguished by Verba et al., 1995) to take part in a student participation project could result in positive effects for students as they can help promote pro-social developments at participants or to make up interesting social contacts for example. Helping others (on a personal basis) is possibly a motivation for students to participate in student participation projects, as this is described by Rhoads (personalization) and Verba et al. (selective social gratification). Community service in combination with the theoretical framework of Verba et al. (1995) gives students a diverse range of possible motivations to get active.

Helping others, as Yates & Youniss state, is according to Kaplan (1997, p.212) possible as there are several outcomes that most (intergenerational) community service programs have in common. First, the youth and senior adult participants often accomplish their community improvement goals and this has quality of life implications for both generations. Furthermore, as they work together to

investigate and improve community conditions, they help expand each other's understanding of real societal problems and re-conceptualize how they view their own role as citizens. It is this promotion of the "ideal of common citizenship" as the most powerful legitimation strategy supporting community service programs (Kaplan, 1997, p.213).

Furco (1996, p.4) states community service is: *"The engagement of students in activities that primarily focus on the service being provided as well as the benefits the service activities have on the recipients. The students receive some benefits by learning more about how their service makes a difference in the lives of the service recipients"* (Furco, 1996, p.4). Furco (1996) noticed that the intended beneficiary of the service activity and the degree of emphasis on service and/or learning may vary by type of community service activity. Community service is a concept that is concerned with the interaction between multiple parties who want to reach a common goal and this is where the concept of campus-community partnership is introduced. Making a difference in the lives of service recipients and the mutual benefits for the students as well as the residents are possible motivations to get active.

3.5 The role of facilitators of student participation projects

One of the returning themes in the debate on active citizenship is the discussion that comprise the question: "whether or not active government intervention?" (Verhoeven & Tonkens, 2011, p.419-420). Roughly spoken, two propositions of citizen participation and government intervention are to be distinguished. The first proposition is that the government should not interfere to make the civic society flourish; any form of intervention will lead to disruption or weakening the self-reliance of the citizens. The second proposition is that the government should intervene actively: active citizenship must be stimulated; citizens and their initiatives are able to flourish when they are supported by state institutions.

First impressions of citizen participation and citizen initiatives in the local (neighborhood) context seems to suggest that an involved and stimulating role of institutional stakeholders (often local authorities) can make a difference. Tonkens & Verhoeven (2011) also concluded that citizens in general greatly appreciate professional support in their citizen initiatives. According to research from Fung (2004), Hendriks (2003), Marschall (2004) and Putnam & Feldstein (2004), involved institutional professionals can make a positive contribution to various forms of citizen participation (Van de Wijdeven et al. 2013, p. 29). The question remains what this facilitating and stimulating role of institutions stakeholders exactly means, as not all policies and interactions are productive and effective. Institutions can contribute positively to citizen participation but the question remains how to shape this into a concrete manifestation, the conditions, the timing, the customized solutions and the selected method. In the literature available, recommended and discouraged strategies to promote active citizenship are various, multiple and disparate; at the same time several researchers state (Van der Graaf et al. 2006, Van de Wijdeven, 2012) stimulating citizen participation initiatives do not have a single recipe or solution (Van de Wijdeven, et al. 2013, p.29).

According to the "Wetenschappelijke Raad voor het Regeringsbeleid" (WRR), citizens are inventive, have the motivation and capacities to positively contribute to society (WRR, 2012, p.11). The WRR states that: *"the key to create a society that builds on citizen involvement is trust: trust from policymakers into citizens and vice versa"* (WRR, 2012, p.11). One of the leitmotifs in many advice regarding the attitude of institutions including governments it is important to be able to vary and tune in attitude and action; not every citizen and circumstance is the same. Important is to provide customized or tailored solutions. When providing tailored solutions it is recommended to look after the four factors playing a role in why citizens participate: capacity/ability, motivation and invitation, derived from the model of Verba et al. (1995). The extent to play a role in offering support

(empowerment), to better fit in with motivations of citizens or more inviting invitations are crucial in encouraging citizens to take initiatives (Van de Wijdeven et al. 2013, p.30).

The article of Lowndes & Pratchett (2006, p.1) may give directions to help facilitators of student participation projects and policy makers in developing frameworks to be initiated in citizen participation initiatives that is based on the model of Verba et al. (1995). The article presents a diagnostic tool – the CLEAR model – that both anticipates obstacles to empowerment and links these to policy responses. Based upon case studies of participation practices in contrasting English localities, the model identifies five factors that underpin citizens' uneven response to participation (Lowndes & Pratchett, 2006, p.1). The CLEAR tool argues that participation is most effective where citizens:

- Can do: have the resources and knowledge to participate;
- Like to: have a sense of attachment that reinforces participation;
- Enabled to: are provided with the opportunity for participation;
- Asked to: are mobilized through public agencies and civic channels;
- Responded to: see evidence that their views have been considered (Lowndes & Pratchett, 2006, p.1).

Three exogenous factors that have been described by Verba et al. (1995) (factors C(an do), L(ike to) and A(asked to)), are complemented by factors E(nabled to) and R(esponded to). The factors "Can do" and "Like to" are not likely to be influenced by government, institutions or professionals. Conversely the factors "Enabled to", "Asked to" and "Responded to", are influenced by others than by the citizens themselves and practice a quite stimulating or inhibiting effect on active citizenship. Active citizenship is partly dependent of the facilities and tools offered and is also sensitive to the extent in which and how is being reacted on the activities (Van de Wijdeven et al. 2013, p.31).

Continuing on the CLEAR-model, Denters et al. (2013) describe five factors that clarify when citizens get active and give directions of effective citizen participation procedures: Animo (A), Contacts (C), Equipment (T), Embedding (I) and Empathy (E), also known as the ACTIE-model (Denters et al. 2013, p.35). Animo describes the motivations and incentives of citizens to shape their initiatives. Contacts describes the contacts that citizens have with their neighbors, organizations and institutions in the neighborhood. Equipment refers to the extent to which the group of citizens has resources, time and skills. Embedding refers to the way organizations are designed to support resident initiatives. Empathy describes the ability of professionals and their organizations to place themselves in the views of citizens and to adequately respond to their wishes and expectations (Denters et al. 2013, p.37).

Van de Wijdeven et al. (2013, p.31) elaborate on the ACTIE-model of Denters et al. (2013), stating too much is expected from the professionals in the public workspace to realize citizens' initiatives, to offer customized approaches and to adopt a participatory advocacy role. The public professional should support citizen initiatives, to scout actively in the district for potential new active people and to make them excited to take initiatives. In addition, they should have an eye open for the empowerment of groups and individuals who may be put more firmly 'in their citizen power, to serve as an icebreaker or guide supporting citizens with their initiatives and to help in the jungle of the civil service and related administrative procedures (Van de Wijdeven et al. 2013, p.31). Currently, a transition is taking place in how professionals work and how they are getting more outreaching to increase citizen power in the public atmosphere. According to Tonkens & Verhoeven (2012), support for citizen initiatives must be developed in the direction of democratic professionals that aim at guiding citizens to increase the democratic potential; they must take a citizen-centered position and keep a proper distance to give citizens the opportunity to consult with other citizens taking responsibilities (Tonkens & Verhoeven, 2012).

According to Van de Wijdeven et al. (2013, p.33), local authorities should retreat giving initiative-taking citizens enough room to develop their ideas but should also give back-cover and support (Van de Wijdeven et al. 2013, p.33). To start, a certain administrative and bureaucratic restraint and appropriate distance is important. Many entrepreneurial citizens do not want too many rules, extensive procedures (from various agencies), unnecessary consultations and paperwork. Procedures should not ask too much energy and attention to keep the energy going in initiatives. At the same time, Van de Wijdeven et al. (2013, p.33), state that – on certain moments - more extensive initiatives require back cover from persons in local government with positional/institutional power that will operate as a guardian of the initiative at appropriate distance to ensure continuation and progress of the process. In this way, citizens can continue to focus on initiatives, keeping up the pace and responsibility is justified in politics or the media (Van de Wijdeven et al. 2013, p.34). Moreover, attention and appreciation are crucial factors in promoting citizen participation; effective and appropriate communication is crucial in developing participatory capacity. When citizens get informed sufficient enough they are more likely to participate. Attention from institutions, policy makers and politicians will result in a feeling of being taken seriously and a sense of appreciation will give citizens motivation and good feelings (Van de Wijdeven et al. 2013, p.34).

There are at least three types of civic participation initiatives to be distinguished: a stimulating approach, a facilitating approach and a coproducing approach (Denters et al., 2013, p.26). In a stimulating approach, citizens are encouraged to do something for their neighborhood by deploying neighborhood budgets and professional guidance. In the facilitating approach, the government or other institutions provide - if necessary - a little space and assistance to citizens' initiatives that arises by themselves. The coproducing approach is based on the idea of equal cooperation, both parties have interests in the success of the initiative, as they both benefit. At the same time, not all student participation projects are organized from bottom-up and sometimes top-down encouragement is needed (done by local authorities, professionals or community workers) to set up initiatives, as this an example of the stimulating approach (Denters et al., 2013, p.26).

3.6 The degree of student participation

The dependent variable (the degree of student participation) depends on the independent student motivation and capability variables. Facilitators of student participation projects that try to engage students, may presumably affect the degree of student participation. Facilitators of projects could choose to organize a student project, by making use of incentives that affect student motivation or - capability.

The degree of student participation is examined by the number of available places filled up at the begin of the project and at the end of the project. In this way, it is possible to observe if project facilitators can fill up the number of available project places at the start of the project and if the used motivation and capability-increasing incentives for recruiting students was useful. This is also valid for the end of the project: if the maximum number of available places is maintained, students are kept motivated and capable enough to keep participating during the project. Moreover, the drop-out rate is considered as ways of examining the degree of student participation. Comparing the available places filled up at the begin of the project and at the end of the project, the drop-out rate is examined. The degree of student participation depends on the occupancy rate. Student participation projects that maintain high occupancy rates probably maintain high degrees of student participation.

The degree of the student performance is used to examine the degree of student participation. The extent to which the intended activities have been carried out by students individually and in groups, is used to examine the degree of student participation. The extent to which the project substantively has been a success, is the third element in examining the degree of student participation.

The degree of student participation is examined by:

- The difference between the occupied student places at the beginning of the project and at the end of the project;
- The extent to which the intended activities are performed by the students individually and in the selected project groups;
- The extent to which the project substantively has been a success.

3.7 Overview

Facilitators of student participation projects choose to design student projects in such a way to engage students (influencing their motivation and capability). Paying attention to motivation and capability levels of students, could have a positive effect on the degree of student participation. Students need to be capable and motivated sufficiently to participate.

Based on the above cited authors and the theoretical framework of Verba et al. (1995), – capability, motivation and invitation factors might predict actual participation - mobilization concentrates on all three aspects of actual participation: the motivation, invitation (degree of information provision) and the capability. When these conditions are met, it is more likely that students will actually participate. Facilitators of student participation projects offer opportunities and rewards (project characteristics: financial incentives, capability provisions, supervising, et. cetera) that probably affect the student's capabilities and motivations.

In order to affect student motivation or capability, project facilitators could anticipate on students by supplementing motivation rewards or capability provisions that probably affect student participation. It must be noticed, students may be motivated already to participate, but are not capable to participate or some students are already capable to participate but are not motivated enough to participate. Facilitators of student participation projects may influence the lacking motivation or capability factor by extrinsic incentives in order to shape conditions that increase the likelihood for actual student participation. Stimulating student motivations that are already motivated sufficiently is ineffective. It is important to note facilitators of student participation projects could help shaping the necessary conditions for participation. If students are not intrinsically motivated, facilitators of student project could choose to use extrinsic incentives (project characteristics) to intrinsically motivate students.

Some elements of the above motivation or capability variables may already be present and do not have to be affected. Both variables must be present in order to make students actually participate to positively affect the degree of student participation. The relationship of variables is supplemented by theoretical observations and is shown below:

Student mobilization by:

➔ *Emphasizing on motivation:*

- Expected return
- Selective material gratification
- Selective social gratification
- Selective civil gratification

➔ *Emphasizing on capability:*

- Education (student selection, honouring competencies)
- Matching project time-schedule and available student free-time
- Social civic skills
- Resource provisions (supervising, materials, accommodations, reimbursement of expenses)
- Self-efficacy

Student motivation:

- Expected return (collective motivations)
- Selective material gratification (material personal motivations)
- Selective social gratification (social personal motivations)
- Selective civic gratification (civic personal motivation)

Student capability:

- Education
- Time
- Social civic skills
- Resources
- Self-efficacy

Degree of student participation

4. Hypotheses

In this study, project characteristics could affect student motivation and capability in such a way that they are more willing and ar more capable to participate, in order to affect the degree of student participation. The theoretical framework of Verba et al. (1995) (motivation, capability and invitation) is used to answer the research questions. Facilitators of student participation projects offer opportunities to participate and provide the required degree of information. Students have to be willing and capable to participate effectively; Both independent variables must be present to participate. If one of these variables is (not) insufficiently present, participation will not take place.

Based on motivation and capability variables that are related to the degree of student participation, the following hypotheses are set up. First of all, mobilization consists of two elements. The presence of a project characteristic and the degree of information provision probably affects student motivation and capability. This combination of presence and information provision affects factual student participation. It is not only about *what* benefits the facilitators of a student participation project has to offer, but also about *how* they offer these benefits to students.

The following hypotheses describe the presumed relationship of student project mobilization and student motivation:

A. The more the student project offers and emphasizes selective material gratification rewards, the more important students involved in the project will consider selective material gratification as reason for their participation in the project. Students are more likely to participate if project facilitators offer and emphasize interesting selective material benefits. The fact that students have little motivation and probably insufficient capabilities, pursues facilitators of student participation projects to extrinsically motivate students that meet their motivations. For example, project facilitators that offer and emphasize selective material rewards or opportunities (e.g. free rental housings, making up new network-contacts), may be an important motivation for students that have resulted in project participation. Students may consider selective material gratifications as an important motivation for their participation in the project.

B. The more the student project offers and emphasizes selective social gratification rewards, the more important students involved in the project will consider selective social gratification as reason for their participation in the project. Facilitators of student participation projects may offer certain social benefits, such as gaining new social contacts, gaining appreciation for their carried out activities or to get more accepted by neighborhood residents. Project participation offers students opportunities to realize their motivations. Selective social benefits are probably important to emphasize, as students have a low sense of community, due to their temporal neighborhood residence. This type of benefit does not suffer from the free-rider problem or the idea that some benefit from others' activities with no costs to themselves. Students may consider selective social gratifications as an important motivation for their participation in the project.

C. The more the student project offers and emphasizes selective civic gratification rewards, the more important students involved in the project will consider selective civic gratification as reason for their participation in the project. The civic duty satisfies a sense of responsibility or a desire to contribute to the welfare of a specific community. If facilitators of student participation projects emphasize the civic responsibility of students, they are probably more motivated to participate. Students that have the feeling they have a civic duty, are willing to participate because of their civic responsibility. Student participation projects are designed to fulfill a civic role and offers students participation opportunities to meet their caring civic desires. Students may consider selective civic gratifications as an important motivation for their participation in the project.

D. The more the student project offers and emphasizes expected return rewards, the more important students involved in the project will consider the expected return as reason for their participation in the project. Students may contribute to their community by making an effort in concrete neighborhood improvements. The solution of a substantive issue that through collective action is trying to be addressed is one of the main goals of student participation projects. If facilitators of student participation projects emphasize on such collective opportunities and benefits that focus on collective neighborhood improvements, students are probably more motivated to participate. Students may consider the expected as an important motivation for their participation in the project.

The following hypotheses describe the presumed relationship of student project mobilization and student capability:

E. The more the student project offers and emphasizes education provisions, the less education capability problems the student has. Based on the model of Verba et al. (1995), citizens and students should be able to participate when they have the required capabilities: civic skills, education, time and money (Verba et al., 1995). In this study, participation is more likely when students have the appropriate education competencies. Project facilitators may anticipate on student's attributes in order to improve their competencies. Giving students the opportunity to honour competencies they have acquired already, may positively affect student capability.

F. The more a participation project emphasizes and matches the project activities with the available free time of the student, the less time capability problems the student has. Matching the project time-schedule with the student's available free-time, may increase student capability and thus the degree of student participation. The task for project facilitators is to get aware of the available free time of the student, in order to anticipate on the student's free time to make them capable to participate when they are available. Effective alignment between the student participation project time-schedule and the available free time of students, will offer students more opportunities to participate and probably increasing their participating capability.

G. The more the student project offers and emphasizes social civic skills provisions, the less social civic skills capability problems the student has. Facilitators of student participation projects may play a role in improving the social civic skills of the student when this is insufficient. Project facilitators may offer - in order to perform certain tasks that require a certain level of social civic skills – tutoring opportunities to improve social civic skills that are required to perform a project task. In result, the students may be more capable to participate in student participation projects and possibly positively affecting the degree of student participation. Tutoring opportunities may help students to increase their capabilities to correctly perform project activities.

H. The more the student project offers and emphasizes resource provisions, the less resource capability problems the student has. Offering resources in terms of required supervising, materials, accommodations, and reimbursement of expenses that are required, will probably make the student more capable to perform tasks and thus probably improve student capability and student participation. Students probably may need to buy any resources that are required (e.g. materials required, project expenses). By supplementing such capability resources, facilitators of student participation projects may make students more capable to participate.

I. The more the student project offers and emphasizes self-efficacy provisions, the less self-efficacy capability problems the student has. Self-efficacy is the belief that someone has in his or her own capabilities. Facilitators of student participation projects probably may choose to positively emphasize student's self-confidence in their own capabilities, which positively affects student's own

belief in their own capability. As a result, the students are more capable to participate and this may positively affect the degree of student participation as well.

The final hypothesis describes the presumed relationship of the combination of student motivation and –capability and the degree of student participation:

J. The more the student is motivated and capable, the more the student is actually going to participate in the student participation project. According to the theoretical framework, participation consists of motivation and capability. Both elements must be present sufficiently to increase the likelihood of actual participation. Otherwise, participation is not realizable. When students are motivated and capable, it is more likely that they are actually going to participate in a student participation project.

5. Research design:

The study of comparing selected student participation projects is typed as a multiple-case study. Both quantitative and qualitative research methods have been prepared to answer the descriptive and explanatory research questions. The term qualitative research refers to any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification. Qualitative research refer to research about persons' lives, stories, behaviour, but also about organizational functioning, social movements, or interactional relationships between phenomena. Quantitative research refers to research that produces findings by means of statisicial procedures. According to Gerring (2004, p.342), a case study is: "*an intensive study of a single unit for the purpose of understanding a larger class of (similar) units*" (Gerring, 2004, p.342). A unit is a spatially bounded phenomenon (e.g., a nation state, revolution, political party, election, or person-observed at a single point in time or over some delimited period of time). In this study, a student participation project. A population is comprised of a sample (studied cases), as well as unstudied cases.

The limitation of attention to a particular instance of something is the essential characteristic of the case study. Case studies can give idiographic understanding of the particular case under examination or can form the basis for the development of more-general nomothetic theories. According to Yin (2009, p.2), a case study design should be considered when: the focus of the study is to answer "*how*" and "*why*" questions, you cannot manipulate the behavior of those involved in the study, you want to cover contextual conditions because you believe they are relevant to the phenomenon under study or the boundaries are not clarified between the phenomenon and context (Yin, 2009, p.2). The type of research question, the extent of control over actual behavioral events and focus on contemporary events determines which research method is most suitable to use. When conducting case study research, the case study, like the experiment, does not represent a sample and in doing a case study, the goal will be to expand and generalize theories (analytic generalization) and not to enumerate frequencies (statistical generalization). Case studies are only generalizable to theoretical propositions and not to populations or universes.

The study research questions are empirical questions, the aim of the study is to describe descriptive and explanatory questions. Theoretical insights and conceptual models have been used to describe the presumed relationship between variables. 5 unit of analysis (5 student projects) have been selected, from which the observations are made at the same time. The treatment (project incentives aimed at engaging students) is not randomnly assigned. Moreover, the units of analysis and observations in a case can't be manipulated. Based on these motivations, a case study research design is chosen to be used in this study. Case characteristics (student participation projects) and real-life context are not always connected to each other, incentives of the project have no clarified set of outcomes and it is not clear what motivates students to participate. The underlying constructs have been clarified by the in-depth analysis of the particular case. The case study is also useful to compare multiple cases (student projects) based on characteristics that have been distinguished in the theoretical framework. Problems of case studies are: post-test only, no treatment and there is no control group, which complicates to demonstrate causality.

Effects of student participation projects could be threefold: an effect on the complete neighborhood, an effect on the individual neighborhood resident or an effect on the individual student. One of the main goals of the student participation project that is assumed in this study is to increase the participating of students by influencing the student's motivations and capabilities by mobilizing them in such a way that they are willing and are able to participate. In this study, the focus is on the characteristics of the student participation project as they will probably account for the eventual differences in the student motivations & capabilities. Consequently this may result in variations of the degree of student participation.

In describing student participation projects – that may be introduced in Enschede as well – project characteristics have been examined. The unit of analysis are student participation projects that have been initiated in several cities in the Netherlands. The study takes place on the level of the project, that is: project characteristics and their influence on individual students. In addition, the individual student level is analyzed as well, to clarify the link between the project characteristics and degree of participation by explaining motivation and capability attributes of students. At individual level, students and facilitators are examined as the unit of observation to describe the influence of the project on the student motivation and capability. In this study, both facilitators of the student participation project and students are interviewed to understand the influence on student motivations and capabilities. Consequently, this influence on individual level may be linked to the degree of student participation. The following scheme is used to clarify the project level and the individual student level:
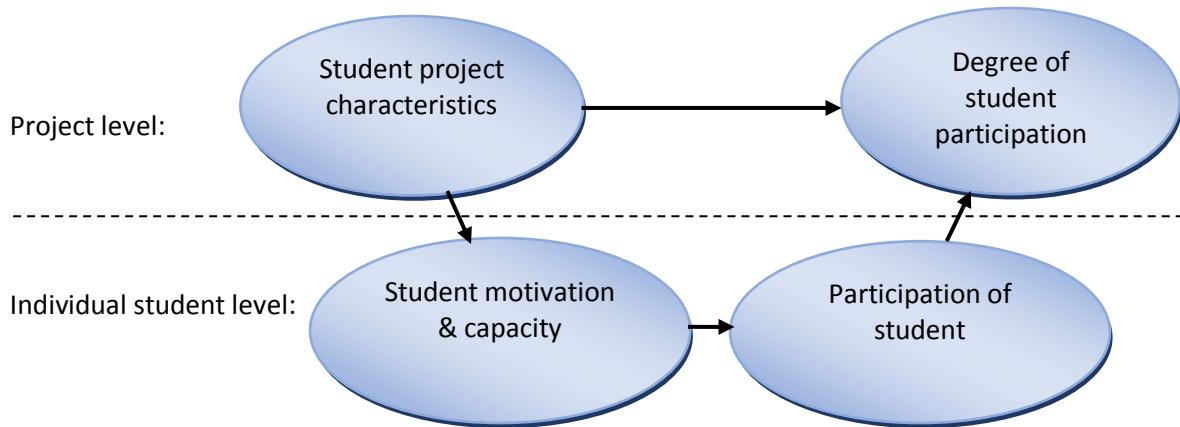
In this study, the focus is on describing the presumed relationship between the student participation characteristics and the degree of student participation. The individual student level will be examined to clarify the above presumed relation. Based on the theoretical framework of this study - based on the work of Verba et al. (1995)- the relationship between project characteristics and students is clarified by the student motivation and capability. As discussed before, facilitators of student participation projects try to shape conditions that probably affect the motivation and capacity of the student in such a way that they are willing to participate. They realize this by offering interesting social or financial benefits to extrinsically motivate students or providing resources to make students more able to participate.

Additional information of selected student participation project characteristics is examined: the conditions that are shaped to affect the motivation and capability of students. All to increase the degree of student participation and to compare and to see which method is a promising way to engage students to be involved in their neighborhood in Enschede-North as well. Therefore, not only is focused on project characteristics, but also on students that are influenced by facilitators of student participation projects. Student participation projects may differ in the presence of characteristics and used incentives. Differences in characteristics and conditions may probably have a different influence on student motivation and capabilities, which may consequently influence the degree of student participation. Therefore, there has been made a selection of current student participation projects at several cities in the Netherlands that have tried to mobilize students as well. At the same time, only student participation projects that have not been researched yet, are selected for this study.

6. Case selection:

Currently, various student projects (that have different characteristics and project goals) have been initiated in the Netherlands. In this chapter, appropriate student projects are selected for further research. Once is determined what the case will be - according to (Baxter & Jack, 2008, p.546) - considerations have to be made what the case will not be. One of the common pitfalls related to case study, there is a tendency for researchers to attempt to answer a question that is too broad or a topic that has too many objectives for one study (Baxter & Jack, 2008, p.546). The establishment of boundaries in a qualitative case study design is similar to the development of inclusion and exclusion criteria for sample selection in a quantitative study. According to Yin (2009, p.47), a multiple case study enables the researcher to explore differences within and between cases. The goal is to replicate findings across cases. Because comparisons will be drawn, it is important that the cases are chosen carefully so that the researcher can predict similar results across cases, or predict contrasting results based on a theory (Yin, 2009, p.47). In a multiple case study, the goal is to examine several cases to understand similarities and differences between cases. Yin (2009, p.47) describes how multiple case studies can be used to either predicts similar results (a literal replication) or predicts contrasting results, but for predictable reasons (a theoretical replication) (Yin, 2009, p.47). Case selection is restricted to boundaries that are determined by the study research questions and propositions.

The study case selection procedure is twofold. First, student participation projects are selected based on the desire of the municipality of Enschede, that is: students have to reside in the same neighborhood as where they have to carry out activities that contribute to their neighborhood and the scientific relevance for the research (comparable cases that match the research area). Second, student projects that have been inventarised, are selected that match the above desire of the municipality of Enschede and have not been researched before. After explorative Internet research, the complete project inventarisation is finished and five projects are selected for further research.

In this study, the list of Platform Corpovenista is used as starting point to make an inventory of existing student projects in the Netherlands. An overview is made of all current existing student projects in the Netherlands. Platform Corpovenista (2012) made a distinction between three types of student participation projects: "Action"-oriented initiatives, "Living"-initiatives and "Living & Action"-initiatives (Platform Corpovenista, 2012). The list of "Action" is based on the idea that students do not have to live in the neighborhood explicitly, in order to take initiatives to do something for a particular neighborhood, mostly initiated by organizations to immediately improve a neighborhood with visible effects (Platform Corpovenista, 2012). The list of "Living" is based on the idea that students only live in the neighborhood but do not take any action. The list of "Living and Action" is based on the idea that students live in the neighborhood but also take initiatives in their neighborhood, which is sometimes based on their own initiatives but also on initiatives initiated by organizations (corporations, educational institutions, municipalities or student associations). This type of student participation project is of particular interest for the municipality of Enschede.

From the list that is inventarised by Platform Corpovenista (see Appendix A), "Living & Action" project types are of particular interest for this research, as students carry out activities in the same neighborhood as where they live in. In order to give an useful insight in advising the municipality of Enschede and to relate this to Enschede-North district, the list of "Living & Action" (consists of 17 student projects) is choosed to select relevant student projects to be examined in this study. Student projects that have not been examined before, have been selected for this study.

The following student projects are selected:

- De Wijkstudent, Tilburg (HBO/WO, 2011-);
- Wonen in Nieuw-Jeruzalem, Tilburg (HBO/WO, 2012-);
- Vooruit!, Amsterdam (WO, 2007-);
- Academie van de Stad: Springlevend Nieuw-Hoograven, Utrecht (HBO/WO, 2013-);
- Studenteninzet, Groningen (HBO/WO, 2007-).

The above student projects have been selected because they are currently still running, have not been examined before and have met the case selection criteria (the desire of the municipality of Enschede to select projects that comply the "Living & Action" list). The other student projects do not meet the case selection requirements. Facilitators of the above selected student participation projects choose to concentrate on HBO/WO students. Student projects have been initiated by (cooperations of) housing corporations, educational institutions, municipalities or welfare organizations. All five student participation projects are suitable for this research, as students live in the same neighborhood as where they carry out project activities in improving livability and are rewarded for doing such a thing. The case selection is consistent with the possibility for the municipality of Enschede in giving advice on initiating new student projects as well. When active in a selected student project, students have to carry out neighborhood activities for a fixed amount of hours per week/month in order to receive interesting benefits (rental-free housing, rent-reduction, or obtaining a financial reward). Neighborhod residents may demand students to carry out community activities which have been organized, or have pre-arranged tasks from project facilitators that are obligatory.

The selected student projects in this study have not been examined before. The selected student projects vary in project characteristics and degree of information provision (size, rewards, presence of motivation attributes and capability attributes, degree of information provision). "Project Vooruit" is the first student project in designing and implementing student participation projects in the Netherlands. Their experiences and positive small-scale neighborhood results might also be of added value for this study, in order to learn what are promising ways of designing student participation projects that can be introduced in Enschede as well.

Student projects on the list of "Action" by Platform Corpovenista (action intervention, not selected), are interesting to examine because these projects might result in immediate visible livability effects (e.g. cleaning day, refurbishing benches or painting trash cans, for example), but effects on the short- and long-term (e.g. improved contacts between students and residents, taking the neighborhood into account, keeping the neighborhood clean) may not be noticeable. Therefore, the municipality of Enschede is interested in long-term projects that could offer positive sustainable contributions to neighborhood-improving. The focus is on projects that add value to the neighborhood, preferably long-term.

7. Data collection and analysis

In this chapter, data collection and analysis is examined. In order to prepare the data for analysis, several research methods have been used to translate the data retrieved from document analysis and interviews to prepare for research analysis (Punch, 2000). According to different types of (descriptive and explorative) research questions, qualitative and quantitative research methods are required for data analysis. In this study, four research methods have been used to collect and analyze data: document analysis, interviews with project facilitators (see Appendix C), questionnaires that have been filled in by students (see Appendix D) and statistical analysis. According to the main research question and the sub-questions, descriptive and explanatory research questions have been answered.

Exploring available information on Internet in combination with the carried out inventarisation by Platform Corpovenista of student participation projects that have been already initiated in the Netherlands, is used as starting points to understand what types of student projects have been initiated since 2011. Platform Corpovenista has identified 37 projects, 11 of them which are investigated further and this gives opportunities for further study research. In this study, a distinction is made between three types of student participation projects ("Living", "Living & Action" and "Action"). This study may play a value added role in examining other cases which have not been examined before and is focused on students that are willing to carry out activities in the same neighborhood as where they live in.

Based on available Internet information, document analysis (website of the project, policy documents, studies of participation projects and other articles that are found on Internet about the project) is carried out to collect useful information. The Internet has been consulted to collect available information about existing student participation projects. If the project has an official website, the site is used to collect further useful information. Some student projects have been in the news; media articles or social media content may be available. Otherwise, additional sources (other Internet websites, policy documents or scientific articles) have been examined to collect information. Document analysis is performed to get to know more about project characteristics and presence of project elements.

Besides document analysis, additional information is collected by interviewing project facilitators (for the interview list and answers, see Appendix C). To collect all information necessary to answer the research questions, each project has been visited to conduct an interview with one or more project facilitators. The following project facilitators have been interviewed:

Gwen Hofland (housing consultant WonenBreburg, facilitator of De Wijkstudent, Tilburg) and one active project student have been interviewed. Yoni Paridaans (coordinator/project leader BredeSchool Tilburg, facilitator of Wonen in Nieuw-Jeruzalem, Tilburg) and Jacoline Pijl (social worker ContourDeTwern, facilitator of Wonen in Nieuw-Jeruzalem, Tilburg) have been interviewed. Liora Eldar (ex-project manager Project Vooruit!, Amsterdam) has been interviewed. Sara Geerken (Coordinator Utrecht, Academie van de Stad Utrecht) has been interviewed. Finally, Harald Hilbrants and Chris Niemeijer (Municipality of Groningen, Department district coordination Old Quarters, facilitator of Studenteninzet Groningen) have been interviewed. The complete facilitator interview questions are listed in Appendix C. The complete interviews with project facilitators have been transcribed and are listed in Appendix E-I. Therefore, it is possible to read the complete interview and answers per project again. In the situation of interviewing two project facilitators at the same time: facilitators have answered and filled in one interview list in consultation with each other. Therefore, one single interview per project has been transcribed (based on facilitator consultation). Interviews have been conducted to get to know more about project characteristics, degree of

information provison, the motivation of students and the degree of student participation. The interview list and the corresponding answers have been converted to IBM SPSS Statistics 22.

Finally, questionnaires that have been filled in by students that took part in a project, have been analyzed to provide additional information to answer the research questions. Project facilitators have distributed the questionnaire among active students and have asked the students to fill in the list (see Appendix D). By interviewing students that took part in a project, the opinion of project facilitators is substantiated by the opinion of students. The questionnaire is focused on motivation and capability of students, to know what are important motivations for students participate and if they are capable to participate.

Of all selected student projects, a total of n=28 students have filled in the questionnaire, which is a study participation percentage of 34,6% (28 of 81 students). A total of 28 students: 5 Students of "De Wijkstudent", 2 students of "Wonen in Nieuw-Jeruzalem", 13 students of "Project Vooruit", 4 students of "Nieuw-Hoograven" and 4 students of "Studenteninzet". Students of "De Wijkstudent" have been exluded from the statistical analysis, due to the low number of students that have filled in the questionnaire. The student questionnaire is listed in Appendix D. Questionnaires for students have been filled in to get to know the motivations of students, to understand possible capability problems and the degree of student participation. The questionnaires and the corresponding answers have been converted to IBM SPSS Statistics 22. Operationalization of the interview answers is discussed in the next chapter.

8. Operationalization

In this chapter, the theoretical framework, research questions and the current project overview is operationalized into interview questions for project facilitators and student questionnaires.

8.1 Motivation

The described selective gratifications are possible motivations to participate. Extrinsic rewards are used to motivate students. By participating, students could get rewarded. Based on their presence in the project, the project incentives possibly affect motivation and capability of new students and subsequently the degree of student participation. The selective gratifications are operationalized into the interview and questionnaire questions of this study.

First of all, presence of a certain selective gratification reward could influence student motivation. If the student project offers opportunities to earn these rewards, students could be more motivated easily to participate. Therefore, in this study will be examined if facilitators of student participation projects could offer such possibilities to earn these selective benefits, that fit with the student's selective gratifications. Secondly, the degree of attention facilitators of student participation project give to information provision towards students will be examined. The degree of information provision in the communication process of the possibility to earn these selective benefits or capability enhancements will be measured. Student mobilization consists of two elements:

- The presence of a project characteristic, that may be focused on affecting student motivations (the A-questions): the presence of selective material, social, civic gratification and expected return opportunities/rewards. A project characteristic is present or is not present (Appendix C).
- The degree of information provision of this possibility or reward to students in the communication process (the B-questions). The extent of information provision is ranged from: not at all, hardly at all, a reasonable degree, high degree to a very high degree (Appendix C).

Based on the two different question lists, two IBM SPSS Statistics 22 data-files have been created to fill in the answers of the interview questions for facilitators of student projects (Appendix C) and the answers of the questionnaire of students (Appendix D). The questions and answers have been entered in IBM SPSS Statistics 22 according to the following corresponding values (not at all=0, hardly at all=1, a reasonable degree=2, high degree=3, very high degree=4). Question 22A till 22T of Appendix C and question 1A till 1M of Appendix D (the degree of importance) have been entered in IBM SPSS Statistics 22 according to the following corresponding values: not at all important=1, not very important=2, reasonably important=3, important=4, very important=5, does not apply=6).

8.1.1 Selective material gratifications

Selective material gratifications (opportunities/rewards that are offered by the project to affect student motivation) are operationalized to the questions in the interview for facilitators and questionnaire for students as follows:

- To acquire requisite skills for the future career (question 1A and 1B of Appendix C, question 1J of Appendix D);
- To make up new network-contacts (question 2A and 2B of Appendix C, question 1E of Appendix D);
- To earn study credits (question 3A and 3B of Appendix C, question 1G of Appendix D);
- Rental-free housing (question 4A and 4B of Appendix C, question 1D of Appendix D);
- Rent reduction (question 5A and 5B of Appendix C, question 1F of Appendix D);
- Financial reward (question 6A and 6B of Appendix C, question 1K of Appendix D).

8.1.2 Selective social gratifications

Selective social gratifications (opportunities/rewards that are offered by the project to affect student motivation) are operationalized to the questions in the interview for facilitators and questionnaire for students as follows:

- Fit to the interests of students (question 7A and 7B of Appendix C, question 1H of Appendix D);
- To make up new social contacts (question 8A and 8B of Appendix C, question 1M of Appendix D);
- To gain appreciation for the activities performed (question 9A and 9B of Appendix C, question 1C of Appendix D);
- To get more accepted by neighborhood residents (question 10A and 10B of Appendix C, question 1A of Appendix D);
- Improving the sense of community (question 11* of Appendix C, question 1I of Appendix D).

*In this study is assumed that improving the sense of community is (one of) the main goals of the selected student projects. Therefore, the opportunity in improving the sense of community speaks for itself. The degree of information provision to students is operationalized as a single question.

8.1.3 Selective civic gratifications

Selective civic gratifications (opportunities/rewards that are offered by the project to affect student motivation) are operationalized to the questions in the interview for facilitators and questionnaire for students as follows:

- To fulfill the civic duty (question 12* of Appendix C, question 1B of Appendix D).

*In this study is assumed that each citizen may have the feeling of contributing to the community because it is his or her duty. Therefore, the degree of information provision of the civic duty to students is operationalized as a single question; a citizen has the feeling of a civic responsibility or not.

8.1.4 Expected return

The expected return (opportunities/rewards that are offered by the project to affect student motivation) is operationalized to the questions in the interview for facilitators and questionnaire for students as follows:

- To make an effort in concrete neighborhood improvements (question 13A and 13B of Appendix C, question 1L of Appendix D).

The above list of gratifications to participate complete the list of motivations. Finally, students have been asked to submit their two most important reasons to participate. On top of that, students have been given the opportunity to respond to the questionnaire to give other reasons that might be interesting to participate as well. These questions are listed as number 2 and 3 in the questionnaire for students (Appendix D).

Facilitators of student projects have also been asked to evaluate the list of motivations that are important for students to participate. Question 22 of the interview question list (Appendix C) sums up all motivations that students could have to participate.

Students have also been asked to which extent their motivations and their corresponding rewards have been realized by participating in the student project. Question 4A up to 4L (Appendix D) measured the above stated motivations, except for the civic duty; as this can't be measured in terms of the degree of realization. This question and their corresponding answers of the degree of realization have been entered in IBM SPSS Statistics 22 according to the corresponding values: not at all=1, somewhat=2, reasonable=3, mostly=4, completely=5, does not apply=6).

8.2 Capability

According to the theoretical framework of Verba et al. (1995), capabilities of participation consist of education level, time, social civic skills, resources and self-efficacy. Students that have less capability problems, are more capable to participate. Increasing their education (by honoring competencies already acquired), anticipating on the available student's free time, social civic skills improvement opportunities, providing resources or possibly improving student's self-confidence in their own capabilities are project characteristics that may affect student capability. Again, capability is measured by the presence of a capability provision in combination with the degree of information provision to students.

8.2.1 Education

Education (provisions that are offered by the project to affect student capability) is operationalized to the questions in the interview for project facilitators and questionnaire for students as follows:

- Selecting students that have adequate competencies (question 14A and 14B of Appendix C);
- Honoring competencies already acquired (question 14C and 14D of Appendix C, question 5A of Appendix D).

8.2.2 Time

Time (provisions that are offered by the project to affect student capability) is operationalized to the questions in the interview for project facilitators and questionnaire for students as follows:

- Matching project time-schedule and the available student's free-time (question 16C and 16D of Appendix C, question 5B of Appendix D);

8.2.3 Social civic skills

Social civic skills (provisions that are offered by the project to affect student capability) are operationalized to the questions in the interview for project facilitators and questionnaire for students as follows:

- Selecting students that have adequate social skills (question 15A and 15B of Appendix C);
- Social skills improvement opportunities (question 15C and 15D of Appendix C, question 5C of Appendix D).

8.2.4 Resources

Resources (provisions that are offered by the project to affect student capability) are operationalized to the questions in the interview for project facilitators and questionnaire for students as follows:

- Offering personal supervision (question 17A and 17B of Appendix C, question 5D of Appendix D);
- Offering materials (question 18A and 18B of Appendix C, question 5E of Appendix D);
- Offering accommodations (question 19A and 19B of Appendix C, question 5F of Appendix D);
- Offering reimbursement of expenses (question 20A and 20B of Appendix C, question 5G of Appendix D).

8.2.5 Self-efficacy

Self-efficacy (provisions that are offered by the project to affect student capability) is operationalized to the questions in the interview for project facilitators and questionnaire for students as follows:

- Emphasizing on student's self-efficacy (question 21A and 21B of Appendix C, question 5H of Appendix D).

Finally, students have been asked to which extent they have coped with problems during their project activity. The extent to which they experienced problems (no problem at all=1, a small problem=2, a big problem=3) is measured by question 5A till 5I. The question and the answer-values have been entered in IBM SPSS Statistics 22.

8.3 Degree of student participation

The degree of student participation is measured by:

- The difference between the occupied student places at the beginning of the project and at the end of the project (question 25A, 25B and 25C of Appendix C);
- The extent to which the intended activities are performed by the students individually and in the selected project groups (question 26 of Appendix C, question 6 and 7 of Appendix D).;
- The extent to which the project substantively has been a success (question 27 of Appendix C, question 8 of Appendix D).

Both project facilitators and students have been asked to evaluate the activities and the project as a whole. First of all, facilitators of student projects have been asked if there were any students that have quit during the project period and if so, how many students have quit (question 25A and 25B of Appendix C). Of each project, the period and the amount of student places available have been noted. Besides, the reason of students that have quit the project early has been examined as well (question 25C of Appendix C). Next to this, facilitators have been asked to the extent students have carried out the intended project activities (question 26 of Appendix C). Finally, project facilitators have been asked to the extent the project substantively has been a success (question 27 of Appendix C).

Students have also been asked to evaluate their individual and group level of completed activities. Question 6 of Appendix D measured to which extent the individual student has carried out activities according to the purpose of the project. Question 7 of Appendix D measured to which extent the students have carried out activities as a group according to the purpose of the project. Question 8 of Appendix D examined to which extent the overall project has been a success, according to the students. This is the last question of the questionnaire.

Operationalization of the theoretical framework (project characteristics, degree of information provision, student motivation, student capability and degree of student participation) has been transcribed into IBM SPSS Statistics 22. In the next chapter, the research questions and the corresponding study results are discussed.

9. Study results

In this chapter, the research questions have been answered by examining study results. A total of 7 descriptive and explanatory research questions have been prepared, to answer the main research question.

9.1 Research question 1

The first research question is: which student project characteristics are examined to mobilize students? The following student projects have been selected to answer the research questions: De Wijkstudent (Tilburg), Wonen in Nieuw-Jeruzalem (Tilburg), Project Vooruit! (Amsterdam), Academie van de Stad (Utrecht) and Studenteninzet (Groningen) (see chapter 6: Case selection).

9.1.1 Student participation projects

In this chapter, differences in project characteristics and degree of information provision are examined. Some motivational opportunities or rewards may be achievable by students and some may be not. Some capability provisions may be available for students and some may be not. In this chapter, the existing differences between the selected student project have been examined.

9.1.1.1 De Wijkstudent, Tilburg (2011-now: HBO/WO)

The first student project is "De Wijkstudent", located in Tilburg-West (Kruidenbuurt). This project has been initiated in July, 2011 and offers housing space for seven students in two housings. The initiators are: WonenBreBurg, the municipality of Tilburg, welfare organization De Twern and the social development agency Maatschappelijke Ontwikkelings Maatschappij (MOM). Facilitators of the project aim at HBO/WO students residing in the neighborhood 't Zand, Tilburg. In Tilburg-West housing corporation WonenBreburg, welfare organization De Twern, MOM and the municipality of Tilburg offer rental discounts (€150,-) to seven students in two houses in exchange for voluntary work that is beneficial for the community. "De Wijkstudent" acts as a 'good neighbor' and carries out social activities that could have a link with their current study. The activities are various, for example, setting up and coordinating a sports tournament in the neighborhood, organizing a music festival, teaching language lessons or providing homework assistance.

Each "Wijkstudent" have to carry out voluntary work 15 hours per month. Next to fixed activities (10 hours a month), 5 hours per month are filled in, in agreement with WonenBreburg and De Twern. The cooperating organizations have formally started the project for one year as an experiment by signing the covenant and will continue to run the project if it stays successful. The voluntary activities are initiated by De Twern and WonenBreburg. Next to this, students can initiate activities by themselves in agreement with WonenBreburg and De Twern. In July 2011, two housings have opened their doors: the first in Reitse Hoevenstraat and the second in Bellarminostraat. Goal of the project is to improve neighborhood livability in 't Zand, Tilburg. The secondary goal is to make the city of Tilburg more attractive for students as a student city. These goals fit with the analysis of the cooperation partners to break through neighborhood anonymity and to improve overall social cohesion.

9.1.1.2 Wonen in Nieuw-Jeruzalem, Tilburg (2012-now: HBO/WO)

The second project is "Wonen in Nieuw-Jeruzalem", located in Tilburg. On April 27, 2011 the managing director of housing corporation Tiwos and 4 student-volunteers signed a contract in which an agreed number of hours will be dedicated to the neighborhood of the project "Wonen in Nieuw-Jeruzalem". The project is supervised by housing corporation Tiwos, Brede School Koningshaven and

ContourDeTwern. The student-volunteers are rewarded with (almost) free housing. Students did not receive any study credits for performing activities yet but they have the possibility to earn this if they want to.

The Jeruzalem-neighborhood undergoes a major facelift for several years now. The renovation of the complete neighborhood housings completed last year. The housings that are used as exchange housings during this major renovation are demolished last October 2010. Four housings are still unaffected and are currently used by the project. Two of these housings have been inhabited by 4 selected students (two students for each housing) that are willing to perform various activities in the neighborhood.

The housing contract implies the student volunteer has to perform fixed activities of 8 hours per week in ongoing projects. This used to be 12 hours per week but this seemed to be infeasible. A number of hours are fixed, that is for example: participation in the management team of the playground at the Betuwestraat, support for women's work in the community center, supporting activities at "Festival Koningshaven", mentoring courses in primary and secondary education or children's vacancy work, for example. These ongoing activities will be carried out by the students and supervised by the welfare organization. Together with neighbourhood residents in the Jeruzalem-neighborhood, they will continue to carry out activities implement new initiatives that might advance neighborhood livability. In return for their voluntary work, students get an almost free housing: they only have to pay heating costs. Students do not receive any financial rewards, only rental-free housing.

Students that are willing to perform activities for the project have to some extent the opportunity to initiate new projects. Project facilitators check to what extent the existing activities of the project match the educational background and try to fit in with what the student actually wants to do for the project. Project facilitators regulate if and when students can initiate new activities or when they have to join current existing activities. Existing activities that have proved to be beneficial for the neighborhood will be continued. New activities that are not beneficial will be discontinued. In this way facilitators make sure the student's interests match with current project activities to improve overall neighborhood livability. Students could make a social contribution in favor of the neighborhood. The target group (neighborhood residents) is diverse and consists of a plurality of cultures. Performing activities for the neighborhood could probably result in different social and professional contacts that are beneficial for future career. Project facilitators are especially looking for students of one of the following study disciplines: journalism, art school, sports academy, pedagogy, teaching, engineering, sociology or literature sciences.

According to the project facilitators, students get appreciation by (almost) free housing. Moreover, the neighborhood residents speak out their appreciation to the students too. The constant question is whether the project activities fit to the needs of the neighborhood residents. Students have to learn to live together with the neighborhood residents and vice versa, in advancing neighborhood livability. Taking other neighborhood residents into account is an important aspect of getting accepted, students must take care of their own (good) behavior in the neighborhood.

The housing contract is initially for one year but with a successful implementation, it is possible the project will be continued. At the moment, the project is still running by 4 students. The student housings are nominated to be demolished in the near future, but it is not yet clear if and when this will take place.

9.1.1.3 Project Vooruit!, Amsterdam (2007-now: WO)

The third project is "Project Vooruit!", which is located in Amsterdam-West. The project was first organized in the Amsterdam-Osdorp neighborhood and it turned out to be a success for the neighborhood. After the start of the project, there have been activities organized in six other neighborhoods in Amsterdam-West as well. Currently the following neighborhoods take part in the project: Bos en Lommer De Kolenkit, Bos en Lommer Laan van Spartaan, Geuzenveld, Osdorp Reimerswaalbuurt, Osdorp De Punt, Slotermeer and Slotervaart. The project started in 2007 and is initiated by Liora Eldar and employees of Vrije Universiteit (VU) Amsterdam. They work together with University of Amsterdam, housing corporations (Ymere, Far West and Eigen Haard), municipality of Amsterdam, schools, students and neighborhood residents.

The VoorUit Project offers students of the VU University and the University of Amsterdam rental-free housings in return for performing activities of ten hours per week, which is a total of 40 hours a month. Because students live in the disadvantaged neighborhoods and perform activities with the neighborhood residents, the gap between social cleavages is bridged automatically. The students form a part of the neighborhood. Making use of a low key approach, will likely result in mutual acceptance. The project first started with sixteen VU students that do Social Sciences, Medicine, Psychology or Teaching studies. Currently the project has been extended to seven neighborhoods with 60 students residing in demolition- and renovation housings in Amsterdam New-West and Amsterdam-West. These housings are property of housing corporations Ymere, Far West and Eigen Haard.

The main goal of the project is to increase integration of different population groups. The project creates a meeting ground between students and neighborhood residents. The activities are focused on building sustainable relationships between various ethnic groups. According to Project Vooruit (2014), the following effects are noticeable:

- An increase of mutual commitment;
- An improvement of the integration between the neighborhood residents that face various ethnic backgrounds;
- More meeting grounds between all population groups, in the neighborhoods and outside.

One of the project goals is to stimulate meetings between students from across the country and residents of various population groups. This consists of diverse activities, daily street-meetings and organizing events. Students live in the neighborhood and perform activities in the neighborhood. The project is not without obligation. Approachability is reached by living together with the neighborhood residents and the willingness to be a part of the neighborhood community. In this way, the students get visible for neighborhood residents and makes getting contact with each other more easy. The students report on a weekly basis. The reports serve as justification of the activities and for the purpose of the development of the project and science.

The activities for children and youth vary from homework support to CITO-assistance, book club, sports, music, dance, drawing, cookery classes, crafting, PortiekPortiers, educational films or street games. During homework support and CITO-assistance, students try to teach children new learning skills. The activities take place in different places in the district, at the district apartments, at local organizations, at schools, student housings or with the families at home. Due to children that take part in the activities, the parents are getting involved in the project as well. Mothers of children are involved in morning activities, such as reading newspapers, Dutch language lessons and conversation teaching lessons. These activities give parents the opportunity to get to know the Dutch society better. In return mothers of children get into contact with Dutch female students and their life world. Fathers of children are involved in afternoon activities, such as Internet and computer skills or Dutch

language lessons. This will bring fathers closer to their children's life world and expands their own world view. Cookery classes and sports lessons make children and parents more aware of eating healthy and obesity problems. The contact family program is a type of mentorship whereby a student builds a close relationship with a family in the neighborhood. The most important aspect is that the student and family get to know each other well, which will result in expanding both world views. This integration at micro level results in cultural exchanges and close relationships.

Since 2007, the Vooruit Project achieved various positive results. The participating children achieved better school results (improved reading level), are less on the streets and free time is well-spent. As a result of children activities, parents use the Dutch language in daily life more. Integration between students and other neighborhood residents can be seen as an micro-example of integration of the Dutch society as a whole. Students that have lived and worked in these neighborhoods for some time, will likely adopt an unprejudiced world view. Students will not judge other persons based on an ethnical basis but the opinion is based on the qualities a person has. The students make positive contributions to the neighborhood. The effects are twofold: an improved livability by generating more trust and a positive image of students that act in a responsible way and are involved in their community. The Vooruit Project is a social project. Students can act as ambassadors of the outside world and act as neighborhood residents at the same time. Due to the publicity of the project and the presence of students in the neighborhood, the overall livability improves and will increase communication between various population groups that live together in the neighborhood. Besides, social problems and issues are made negotiable.

9.1.1.4 Academie van de Stad Utrecht: Springlevend Nieuw-Hoograven (2013-now: HBO/WO)

The fourth project is "Springlevend Nieuw-Hoograven". Academie van de Stad Utrecht has initiated the student project "Springlevend Nieuw-Hoograven" in 2013. Academie van de Stad is an idealistic foundation that is committed to development and livability of the four largest cities of the Netherlands. The project is focused on students that perform voluntary work in exchange for a rental-free housing in the neighborhood.

4 students have been selected to reside in two rental-free housings in Utrecht Nieuw-Hoograven. In return, the students have to organize activities that positively contributes to their neighborhood community. The selected students have to perform voluntary work of approximately 8-10 hours per week. However, students have to pay gas, electricity and water by themselves. The students are selected for a period of 1,5 year. The housings are supplied by housing corporation "Portaal" and together with the municipality of Utrecht, the partners work together to initiate new projects. The students get the opportunity to initiate projects by themselves. Every week the students organize a cooking-evening, where they will prepare meals with the mothers from the neighborhood. Currently, the cooking club and language development projects have been initiated in Nieuw-Hoograven. Next to this, students provide homework support to neighborhood children.

The students have a reasonable degree of freedom to initiate projects by themselves to positively contribute to neighborhood-livability. Faciltators of Academie van de Stad emphasize on projects that are valuable and have turned out to be a success. Because the students live in the middle of the neighborhood, they know what is requested from the residents. The students are the eyes and ears of the housing corporation and act as contact point of neighborhood residents. At the same time, students learn from the social activities and thereby increase their civic consciousness.

9.1.1.5 Municipality of Groningen: Studenteninzet (2007-now: HBO/WO)

The fifth project is "Studenteninzet". The municipality of Groningen, housing corporations (De Huismeesters, Lefier and Nijestee) and welfare organizations (MJD, SKGS and Speeltuinencentrale)

work together with students to organize activities for neighborhood children. Aim of the project is to give children the opportunity to develop their talents, to develop a healthy lifestyle and to improve basic skills. Sport clubs, cooking clubs, crafting clubs and game containers are guided by the students in supporting professionals and volunteers. By using students, professionals have more support in order to reach more children and to organize more activities. Moreover, students get involved in their neighborhood and they are easy to get along with both children and their parents. Because they live in the neighborhood as where they are active, students get to know the parents and children well.

16 students are active in the project, 6 of them are active in De Hoogte neighborhood, 6 in Korreweg neighborhood and 4 in Selwerd. Students are rewarded with rental-free housings and a financial reward of 100 euro a month. In return they have to perform activities for 10 hours per week, which is 400 hours in a year. The rental-free housings are offered by the housing corporations. Currently 16 students have been selected that are focusing on children and neighborhood-youth. In the future, this could also extend to other neighborhoods and population groups. Most students follow a child-oriented study. An additional advantage is that students gain work experience related to their study.

Students perform activities and reside in the offered housings until they have finished their studies. Commitment is based on a schedule, which matches the project schedule and the student's available free-time. Generally spoken, students spend more than the required 10 hours of activity. The project positively contributes to the livability of the neighborhood and improves social contact between students and neighborhood residents.

9.1.2 Project characteristics

According to the theoretical framework, student projects may differ in the above distinguished elements that affect student motivation and capability. Selective material, social, civic and expected return gratifications may affect student motivation. Consequently, project facilitators could offer motivational opportunities or rewards to mobilize students. Education, time, social civic skills, resources and self-efficacy may affect student capability. Consequently, project facilitators could offer capability opportunities or rewards. Based on the interview information, document analysis and the existing project characteristics, an overview of the presence of current selected project characteristics and the degree of information provision is made (see Appendix J for the complete overview per project). Of each student project, is examined which characteristics are present and to the extent project facilitators provided information to students.

9.1.2.1 Presence of project motivation and capability characteristics

The described project characteristics (see Appendix J) have been scaled according to the operationalization of motivation and capability variables, described by Verba et al. Of each student project, the presence (yes = 1, no = 0) of an element is examined and scaled. For example, *Selective material* is composed of the 5 corresponding material gratification elements that could be present in the student project. The maximum score is 1,00 when all characteristics of an element are present. The rental-free housing and rent-reduction variables have been combined into one single variable that measures the degree of rent-reduction. This variable describes the degree of rent reduction students receive (0,00 if students do not receive any rent-reduction at all; 1,00 if students receive 100 procent rent-reduction, which is similar to rental-free housing, based on the average room rent-price of €420 per month in the Netherlands). *Selective material, selective social, selective civic, expected return* describe motivation. *Education, time, social civic skills, resources and self-efficacy* describe capability. The same calculation is executed for the other elements that are part of the relevant variables. Student projects that offer all possible components of a variable that are described in theory, can reach the maximum score of 1,00 on the scale. Student projects that do not

offer any components score 0,00 on the scale. The following table (table 1) shows the scaled characteristic presence scores of each student project.

Table 1: the presence of motivation and capability characteristics per student project (range: not present 0,00 – fully present 1,00).

	Project name				
	De Wijkstudent Tilburg	Project Vooruit Amsterdam	Wonen in Nieuw-Jeruzalem Tilburg	Academie van de Stad Nieuw-Hoograven	Studenteninzet Groningen
	Mean	Mean	Mean	Mean	Mean
Selective material	,47	,60	,60	,60	,80
Selective social	1,00	1,00	1,00	1,00	1,00
Selective civic	1,00	1,00	1,00	1,00	1,00
Expected return	1,00	1,00	1,00	1,00	1,00
Education	1,00	1,00	1,00	1,00	1,00
Time	1,00	1,00	1,00	1,00	1,00
Social civic skills	,50	1,00	1,00	1,00	1,00
Resources	1,00	1,00	1,00	1,00	1,00
Self-efficacy	1,00	1,00	1,00	1,00	1,00

According to table 1, there is little variation in project motivation characteristics. The five selected student projects differ in the type of selective material gratification that could affect student motivation. "De Wijkstudent" offers students rent-reduction only (score 0,47 of 1,00). "Wonen in Nieuw-Jeruzalem", "Project Vooruit" and "Wonen in Nieuw-Hoograven", all offers students rental-free housing only (score 0,60 of 1,00). "Studenteninzet" offers students rental-free housing in combination with a financial reward (score 0,80 of 1,00), which is due to the presence of the two material rewards.

According to the table, there is very little variation in project capability characteristics as well. The selected student projects do not offer students the possibility to earn study-credits. "De Wijkstudent" does not offer social skills improvement opportunities, which has resulted in a lower *social civic skills* score (score 0,50 of 1,00). Overall, "Studenteninzet" offers students the most opportunities and rewards that is derived from the theoretical framework. "De Wijkstudent" offers students the least opportunities and rewards. According to the other distinguished project characteristics, the selected student projects all score the same maximum value on these variables (score 1,00 of 1,00).

Overall, the presence of most distinguished motivation and capability characteristics in each project explains the high scores on the distinguished motivation and capability characteristics. Due to the same presence and scores of variables, there is little variation in project motivation and capability characteristics.

9.1.2.2 Degree of information provision

Of each student project, the degree of information provision of available project characteristics is examined (see the above motivation and capability tables). The information provision of selective material-, social-, civic gratifications and expected return is scaled. The same is done for variables of education, social civic skills, time, resources and self-efficacy. The answers have been entered in IBM

SPSS Statistics 22 according to the corresponding values (not at all=0, hardly at all=1, a reasonable degree=2, high degree=3, very high degree=4). The results are shown in table 2.

Table 2: the degree of information provision of motivation and capability characteristics per student project (range: not at all 0,00 - very high degree 4,00).

	Project name					
	De Wijkstudent Tilburg	Project Vooruit Amsterdam	Wonen in Nieuw-Jeruzalem Tilburg	Academie van de Stad Nieuw-Hoograven	Studenteninzet Groningen	
	Mean	Mean	Mean	Mean	Mean	Mean
Selectie material	1,00	3,00	1,60	1,80	2,00	1,88
Selective social	3,00	3,80	3,00	1,00	2,00	2,56
Selective civic	3,00	,00	,00	2,00	,00	1,00
Expected return	4,00	4,00	4,00	4,00	4,00	4,00
Mean	2,75	2,70	2,15	2,20	2,00	
Education	3,00	4,00	1,00	3,00	3,00	2,80
Social civic skills	4,00	4,00	1,00	3,00	3,00	3,00
Time	4,00	3,00	3,00	3,00	3,00	3,20
Resources	4,00	3,50	2,50	,75	1,75	2,50
Self-efficacy	4,00	4,00	3,00	3,00	2,00	3,20
Mean	3,80	3,70	2,50	2,55	2,55	

According to table 2, all projects emphasized in a very high degree of information provision at the expected return (average score 4,00, very high degree). This is followed by the selective social gratification (average score 2,56), selective material gratification (average score 1,88) and finally selective civic gratification (average score 1,00, hardly at all), which is emphasized in the lowest degree (according to facilitators, civic duty is seen as an intrinsic student motivation, therefore this is emphasized in a low degree). On average, facilitators of "De Wijkstudent" provided most attention to information provision that affects student motivation (average score 2,75), which is followed by "Project Vooruit" (average score 2,70). Least attention to information provision is given by facilitators of "Studenteninzet" (average score 2,00).

All projects emphasized in a high degree of information provision at time (average score 3,20) and self-efficacy (average score 3,20). This is followed by social civic skills (average score 3,00), education (average score 2,80), and finally resources (average score 2,50), which is emphasized in the least degree. Again, facilitators of "De Wijkstudent" achieved the highest degree of information provision that is focused on student capability (average score 3,80), followed by "Project Vooruit" (average score 3,70). "Wonen in Nieuw-Jeruzalem" achieved the lowest degree of capability information provision (average score 2,50).

Overall, facilitators of "De Wijkstudent"and "Project Vooruit" emphasized both selective gratifications and capability provisions the most.

9.1.2.3 Combining the presence of project motivation/capability characteristics and degree of information provision

48

According to the theoretical framework, students get motivated and capable only if the relevant motivation/capability characteristic is present and is communicated to students. An existing motivation characteristic that is not communicated to students at all, will not likely contribute to increase student motivation. The same is valid for existing capability characteristics that could affect student capability. If students are not aware of a certain motivation reward or capability provision, they are not likely getting more motivated or more capable. Students that are not intrinsically motivated, could get motivated by making use of an extrinsic stimulation. Therefore, the combination of information provision (invitation) and the presence of characteristics (opportunities/rewards) is required to mobilize students. Student mobilization consists of the combination of a present project characteristic multiplied by the degree of information provision. The maximum score is 4,00 (presence of the characteristic (maximum 1,00) * the degree of information provision (maximum 4,00)). The results are shown in table 3.

Table 3: combination of the presence of motivation and capability characteristics and the degree of information provision per student project (range: not at all 0,00 - very high degree 4,00).

	Project name					
	De Wijkstudent Tilburg	Project Vooruit Amsterdam	Wonen in Nieuw-Jeruzalem Tilburg	Academie van de Stad Nieuw-Hoograven	Studenteninzet Groningen	
	Mean	Mean	Mean	Mean	Mean	Mean
Selective material	,47	1,80	,96	1,08	1,60	1,18
Selective social	3,00	3,80	1,00	2,00	3,00	2,56
Selective civic	3,00	,00	1,00	,00	,00	0,80
Expected return	4,00	4,00	4,00	4,00	4,00	4,00
Mean	2,62	2,40	1,74	1,77	2,15	
Education	3,00	4,00	3,00	3,00	1,00	2,80
Time	4,00	3,00	3,00	3,00	3,00	3,20
Social civic skills	2,00	4,00	3,00	3,00	1,00	2,60
Resources	4,00	3,50	,75	1,75	2,50	2,50
Self-efficacy	4,00	4,00	3,00	2,00	3,00	3,20
Mean	3,40	3,70	2,55	2,55	2,10	

Motivation: according to the results, the expected return is present in each selected student project and is emphasized in a very high degree (maximum score 4,00). Each selected student project offers the opportunity to make an effort in concrete neighborhood improvements and provides a very high degree of information provision to students. Second, selective social gratifications are present and are emphasized in various degrees (average score 2,56). "Project Vooruit" emphasized selective social gratifications the most, "Wonen in Nieuw-Jeruzalem" the least. Third, selective material gratifications are not fully present in each selected student project (due to the project choice to offer rental-free housing or rent reduction, for example) and are emphasized in various degrees (average score 1,18). "Project Vooruit" and "Studenteninzet" scored 1,80 and 1,60 respectively, which are the highest selective material gratification mobilization scores. Finally, selective civic gratification is present at every project, but is sometimes not emphasized at all (average score 0,80). Project facilitators are interested in students that have an intrinsic feeling of community responsibility. "Project Vooruit", "Nieuw-Hoograven" and "Studenteninzet" did not provide any information to students at all, which resulted in a score of 0,00. "De Wijkstudent" and "Project Vooruit" have

reached the highest average motivation score (2,62 and 2,40), "Wonen in Nieuw-Jeruzalem" the lowest average score (1,74).

Capability: the distinguished capability provisions are fully present in each project, except for "De Wijkstudent" (which has resulted in a civic social skills score of 0,50 of 1,00). The degree of information provision is more diverse, based on the results. "Project Vooruit" and "De Wijkstudent" have reached the highest mobilization capability scores (average score of 3,70 and 3,40). "Studenteninzet" has reached the lowest average mobilization capability score (2,10).

Again, "De Wijkstudent" and "Project Vooruit" achieved the highest mobilization scores. The student projects achieved the highest mobilization scores on motivation (selective gratifications) and capability.

9.1.3 Conclusion

According to the examined project motivation and capability characteristics in this study, the selected student projects show little variation in the presence of thesse characteristics; the distinguished motivation and capability characteristics are almost completely present in each project. The student projects score on average the same high scores on the described presence of capability characteristics (except for "De Wijkstudent"). Student projects only differ in the way they offer selective material gratifications (the amount and type of reward). The other selective gratifications do not differ among the selected student projects. The degree of information provision is more differentiated. Facilitators of student projects highly emphasize expected return and selective social gratifications. Overall, "De Wijkstudent" and "Project Vooruit" achieved the highest motivation/capability characteristics presence and the highest degree of information provision to students (mobilization scores).

9.2 Research question 2

9.2.1 Importance of selective gratifications

The second research question is: is there any difference in the degree of motivation of students that have participated in the student participation project? Engaged students in the selected projects have been asked to fill in the student questionnaire (see Appendix D). According to the theoretical framework of Verba et al., selective material/social/civic gratifications and expected return could affect student motivation. Question 1 of the questionnaire has been scaled in order to see to which extent the distinguished gratifications are important for students to participate.

A total of (n=26) students ("De Wijkstudent" (5), "Project Vooruit" (13), "Nieuw-Hoograven" (4) and "Studenteninzet" (4)) have filled in the study questionnaire. Due to statistical restrictions, questionnaire results of "Wonen in Nieuw-Jeruzalem" (Tilburg) have been excluded of the results, as only two students have filled in the questionnaire. Only relevant and present motivations that are achievable by students are used for statistical analysis. Therefore, a student motivation that is not present in the project (which is not obtainable according to the project characteristics), is characterized as a missing variable.

Students judged each motivational reason (1A until 1M) on a scale from not at all important=1, not very important=2, reasonably important=3, important=4 to very important=5. The "does not apply"=6 answers have been excluded from the statistic results. Specific motivations have been grouped according to the theoretical distinction of selective gratifications. The results are shown in table 4.

Table 4: student motivations per student project (range: not at all important 1,00 – very important 5,00).

	Project name				
	De Wijkstudent Tilburg (n=5)	Project Vooruit Amsterdam (n=13)	Academie van de Stad Nieuw-Hoograven (n=4)	Studenteninzet Groningen (n=4)	
	Mean	Mean	Mean	Mean	Mean
Selective material (1e/j/d/f/k/g)	3,13	3,54	3,83	3,44	3,49
Selective social (1h/i/m/c/a)	3,36	3,50	3,90	3,28	3,50
Selective civic (1b)	3,00	2,58	2,75	2,50	2,68
Expected return (1l)	4,00	4,31	4,00	3,75	4,11
Mean	3,37	3,48	3,62	3,24	

According to the results, students consider the expected return gratification as the most important reason to participate in the student project (average score: 4,11). Of all selected projects, students want to participate because they would like to make an effort in concrete neighborhood improvements. The second most important gratification is selective social gratification (average score: 3,50). According to students, the social aspect of the student project is an important motivation to take part. The third most important gratification is selective material gratification (average score: 3,49). The least important gratification is selective civic gratification (average score: 2,68). Participating because of their civic duty is the least important motivational reason for students to participate.

A one-way ANOVA test has been performed to examine if there is a difference between the average scores of the students that are active in each student project (H$_0$: μ=μ, H$_a$: μ≠μ). The one-way ANOVA test is used for each motivation variable (selective material gratification, selective social gratification, selective civic gratification and expected return). According to the results, there are no significant statistical differences between each group of students for each motivation variable, with α=0,10 (selective material, F=0,85, sig.: 0,484; selective social, F=1,70, sig.: 0,197; selective civic, F=0,37, sig.: 0,776; expected return, F=0,35, sig.: 0,787). The significance of selective social gratifications (0,197) comes close but does not exceeds α (0,10). An alfa α of 0,10 has been selected to take the small number of students into account, based on statistical requirements.

9.2.2 Importance of specific motivations

In examining which specific motivational reasons are the most important for students to participate, results of the specific gratification importance of all students (n=26) have been analyzed (See Appendix J for the individual results). According to the results (on a scale from: not at all important=1, not very important=2, reasonably important=3, important=4 to very important=5), students that have been active in a student project, scored high at question 1H (to fit with the interest of students): 4,36. Students find it very important that the project fits to their interests. This corresponds with the facilitators' opinions of what they think that is important for a student to participate (Appendix C, question 22A till 22I). Facilitators (n=5) scored 4,60 of 5,00, which indicates that they think this motivation (to fit with the interests of students) is very important for students to participate in a student project as well.

Second highest score is, on average: 4,32 (question 1I, to improve the sense of community. Students find it very important to contribute to the sense of community. This corresponds with the opinion of facilitators; they scored 3,80 of 5,00. Third highest score is, on average: 4,12 (question 1L, to make an effort in concrete neighborhood improvements). Finally, students find it very important to make an effort in concrete neighborhood improvements. This also corresponds with the opinion of facilitators; they scored 4,00 of 5,00.

Lowest motivation score is 2,62 (to get more accepted by neighborhood residents). Students find it not very important to get more accepted by neighborhood residents. Project facilitators think this motivation is reasonably important (score 3,00 of 5,00) for students to participate. Due to the absence of obtaining study-credits in each student project, this motivation can't be examined and is characterized as a missing variable.

9.2.3 Realization of selective gratifications

Question 4 of the student questionnaire (Appendix D) measures the degree of realization of the student motivations. Students could have various reasons to participate and would like to fulfill their motivations. This will probably affect their motivation even more; by realizing their goals, they could get positively motivated. The students (n=26) judged each the degree of realization (question 4A until 4L) on a scale from: not at all=1, somewhat=2, reasonable=3, mostly=4 to completely=5. The "does not apply"=6 answers have been excluded from the statistic results. The realization of student motivations have been scaled. The results are shown in table 5.

Table 5: realization of student motivations per student project (range: not at all 0,00 – completely 5,00).

	Project name				
	De Wijkstudent Tilburg (n=5)	Project Vooruit Amsterdam (n=13)	Academie van de Stad Nieuw-Hoograven (n=4)	Studenteninzet Groningen (n=4)	
	Mean	Mean	Mean	Mean	Mean
Selective material (4i/d/c/e/j/f)	3,87	4,67	4,00	4,88	4,44
Selective social (4l/g/b/h/a)	3,25	4,54	3,65	4,15	4,09
Expected return (4k)	4,00	4,62	3,00	3,50	4,08
Mean	3,71	4,61	3,55	4,18	

All motivation variables have been mostly realized (all motivation variables score 4,09 or higher). Students have realized selective material gratifications the most. The average score of realized material gratification (4,44) is higher than realized selective social gratification (4,09) and realized expected return (4,08). The selective civic gratification is excluded of the results as this can't be measured in terms of realization degrees. Students of "Project Vooruit" have realized their motivations the most (average score 4,61), followed by "Studenteninzet" (4,18), "De Wijkstudent"(3,71) and "Nieuw-Hoograven" (3,55). All students indicated they have realized their motivations in a reasonable degree or higher.

A one-way ANOVA test has been performed to examine if there is a difference between the average realized motivations of students that are active in each student project (H_0: $\mu_0=\mu$, H_a: $\mu\neq\mu$). The one-way ANOVA test has been performed for each motivation-realization variable (selective material gratification realized, selective social gratification realized, and expected return realized). According to the results, there are significant statistical differences between the groups of students for each

motivation variable, with α=0,10 (selective material realized, F=10,67 sig.: 0,000; selective social realized, F=15,10, sig.: 0,000; expected return realized, F=17,57, sig.: 0,000).

The average scores of the realized motivations by student groups are not equal to each other. Most variance is explained by differences between the mean realization score of each motivation variable and the individual mean group score of each project. For example, "De Wijkstudent" scored less than average on realized selective material gratifications and selective social gratifications, which affects statistical significance ANOVA calculation and the overall mean, compared with the group scores of other projects. Based on the interview with facilitators of "De Wijkstudent", presence of cultural differences in the neighborhood makes it difficult to improve sense of community and to get more accepted by neighborhood residents (see Appendix E, interview Gwen Hofland).

9.2.4 Realization of specific motivations

To examine which specific reasons are most realized, the results of the specific gratification realization of all students (n=26) have been analyzed (see Appendix J for the specific motivation results). According to the results (on a scale from: not at all=1, somewhat=2, reasonable=3, mostly=4 to completely=5), students that have been active in a student project scored high at question 4J (to get a financial reward): 5,00. However, this is only valid for students of "Studenteninzet". Second highest score is, on average: 4,80 (question 4E, to get rent-reduction). This is only valid for students of "De Wijkstudent". Third highest score is, on average: 4,65 (question 4C, to get a rental-free housing). According to the results, many students have realized new social contacts (score 4,62, mostly to completely).

The lowest average scores are: 3,71 (question 4A, to get more accepted by neighborhood residents), 3,73 (question 4H, to improve the sense of community) and 4,08 (question 4K, to make an effort in concrete neighborhood improvements). Still, these specific motivation realizations score in a high degree on the constructed scale (a reasonable degree or higher).

9.2.5 Conclusion

There are no significant statistical differences between the average motivation group scores of students of each project. However, the average realization of motivations by each student group is significantly differentiated. To connect the student motivations and the degree of realization, students did not completely realize their most important motivations (comparing the most important reasons to participate with realization). Students that have filled in the questionnaire are especially concerned about the enjoyment of the project, to improve sense of community and to make an effort in concrete neighborhood improvements. The expected return (to make an effort in concrete neighborhood improvements) is the most important motivation for students to take part in a student project, followed by social motivations. This corresponds with the expectations of project facilitators. However, they did not realize the expected return the most; selective material gratifications are realized the most. The least important motivation is the civic duty. To get more accepted by neighborhood residents is not a very important motivation to participate; it is also realized in a lower degree compared with other realizations. Students could have the feeling of a civic responsibility to a lesser extent compared with other motivations. Overall, students of "Project Vooruit" have realized their motivations the most, students of "Nieuw-Hoograven" the least. All students of each project have realized their motivations to a reasonable degree of higher, which is quite high.

9.3 Research question 3

9.3.1 General capability problems

The third research question is: is there any difference in the degree of capabilities of students that have participated in the student participation project? According to the theoretical framework, student capability consists of: education, time, social civic skills, resources and self-efficacy. Students are more capable to participate when they are better educated, have more available free-time, have better social civic skills, more resources and are more self-confident in their own capabilities (Verba et al, 1995). In this study, students that have less capability problems, are more capable to participate.

Question 5 of the questionnaire (Appendix D) has been scaled in order to see to which extent the distinguished project capability components affect student capability. All students (n=26) have indicated to which extent (no problem at all=1, a small problem=2, a big problem=3) they coped with problems that affect their capability. On a scale from 1,00 to 3,00, the degree of student capability is measured. The results are shown in table 6.

Table 6: student capability per student project (range: no problem at all 1,00 – a big problem 3,00).

	Project name				
	De Wijkstudent Tilburg (n=5)	Project Vooruit Amsterdam (n=13)	Academie van de Stad Nieuw-Hoograven (n=4)	Studenteninzet Groningen (n=4)	
	Mean	Mean	Mean	Mean	Mean
Education (5a)	1,20	1,00	1,00	1,00	1,04
Time (5b)	1,60	1,69	1,25	1,50	1,58
Social civic skills (5c)	1,00	1,00	1,00	1,00	1,00
Resources (5d/e/f/g)	1,25	1,35	1,19	1,13	1,27
Self-efficacy (5h)	1,20	1,15	1,25	1,25	1,19
	1,25	1,24	1,14	1,18	

According to the above results, students indicate they have most problems with matching the project time-schedule and their available free-time (average score: 1,58). At the opposite, all students indicate they have no problem at all with social civic skills (average score: 1,00). The other average scores are: 1,04 (education), 1,19 (self-efficacy) and 1,27 (resources). Scores between 1,00 and 2,00 indicate students face little capability problems. Matching project time-schedule and the available free-time achieved the highest average score, but this is still relatively low. However, all students indicate they have no small problems at all (which requires a minimum score of 2,00) with any of the selected capability components in this study. Students of "De Wijkstudent" and "Project vooruit" have most capability problems (1,25 and 1,24), compared with students of other student projects.

A one-way ANOVA test has been performed to examine if there is a difference between the average capability scores of the students that are active in each student project (H_0: μ=μ, H_a: μ≠μ). The one-way ANOVA test has been used for each capability variable (education, time, social civic skills, resources and self-efficacy). According to the results, there are no statistical significant differences between groups of students for each capability variable, with α=0,10 (education, F=1,48, sig.: 0,247; time, F=0,80, sig.: 0,505; social skills, F= -, sig.: -; resources, F=0,970, sig.: 0,425; self-efficacy, F=0,085, sig.: 0,968).

9.3.2 Specific capability problems

54

Examining specific student capability problems could give project facilitators insights in recognizing potential problems that can be prevented. In this study, students have been asked on individual level to what extent have problems regarding the above scaled capability variables. Question 5 of the questionnaire for students (Appendix D) measures to which extent students face capability problems during their involvement in the student project. Students have three answer possibilities: no problem at all=1, a small problem=2 or a big problem=3. A total of n=26 students have answered question 5A until 5I (see Appendix J for the specific student capability results). Specific capability problems are examined to understand student capability.

On a scale from 1,00 (no problem at all) to 3,00 (big problem), students scored on average 1,58 answering question 5B (matching the project time-schedule with the student's available free-time), which is the highest score. The second highest score is 1,50 (question 5I, achieving the predefined project goals). The third highest score is 1,38 (question 5E, to get material support). Most (small) problems are experienced when students try to match their available free-time with the project time-schedule, to reach the predefined project goals and to get material support.

All 26 students indicate they have no problems at all in having the possibility to improve their social skills (question 5C, score = 1,00). Finally, students indicate they have almost no problem at all in having the possibility to use their competencies (organizing, presenting, chairing, teaching) in the project (question 5A, score = 1,04) and to receive an imbursement of expenses (question 5G, score = 1,15).

9.3.3 Conclusion

There are no differences in the degree of capabilities of students that have participated in a student participation project. According to the results, students indicated they have most problems with time. Matching the project time-schedule and the student's available free-time (average score: 1,51) may cause the most problems, but still this is not seen as a problem. At the opposite, all students indicate they have no problem at all with their social civic skills capability (average score: 1,00). Students of the selected student projects score the same on the capability problems scale, there are no significant differences between the average student group scores. Small problems may arise when they have difficulties in matching the project time-schedule and their own available free-time, which is true for each selected student project in this study.

9.4 Research question 4

9.4.1 Degree of student participation

The fourth research question is: is there any difference in the degree of student participation in student participation projects? The degree of student participation is examined by:

- The difference between the occupied student places at the beginning of the project and at end of the project (question 25A, 25B and 25C of Appendix C);
- The extent to which the intended activities are performed by the students individually and in the selected project groups (question 26 of Appendix C, question 6 and 7 of Appendix D);
- The extent to which the project substantively has been a success (question 27 of Appendix C, question 8 of Appendix D).

9.4.2 Student occupation

Student project "De Wijkstudent" was started in June, 2011 and is currently still running. Facilitators of the project offers 7 students to perform activities, in exchange for rent reduction. According to the

answer of question 25A, 25B and 25C (Appendix E, interview Gwen Hofland), **3** students have quit early during the project, since the start of June, 2011. When students are selected by the facilitators of the project, they can be active in the project until they have been graduated. According to the facilitator of the project, students have quit the project because they have not enough available free-time or faced group disagreement (Appendix E, question 25C). Students that have quit the project are replaced with new students, to maintain the maximum occupancy rate of 7 students.

Student project "Vooruit!" was started in 2007 and is currently still running. Facilitators of the project offers approximately 50 students to perform activities, distributed in small projects in seven neighborhoods in Amsterdam, in exchange for free housing. According to the answers of question 25A, 25B and 25C (Appendix G, interview Liora Eldar), **10** students have quit early during the project, since the start of 2007. When students are selected by the facilitators of the project, they can be active in the project until they have been graduated. According to the facilitators of the project, students have quit the project because they have personal problems, did not fulfill to agreements, do not have enough time or expressed inappropriate behavior (Appendix G, question 25C). Students that have quit the project are replaced with new students, to maintain the maximum occupancy rate.

Student project "Springlevend Nieuw-Hoograven" was started in September, 2013 and is currently still running. Facilitators of the project offers 4 students to perform activities in exchange for free housing. According to the answers of question 25A, 25B and 25C (Appendix H, interview Sara Geerken), **0** students have quit early during the project, due to the small duration. When students are selected by the facilitators of the project, they can be active in the project for a period of 1,5 years only. After 1,5 years, the project will be discontinued. Students that have quit the project are replaced with new students, to maintain the maximum occupancy rate of 4 students.

Student project "Studenteninzet" was started in 2007 and is currently still running. Facilitators of the project offers 16 students to perform activities, distributed in small projects in four neighborhoods in Groningen, in exchange for free housing. According to the answers of question 25A, 25B and 25C (Appendix I, interview Harald Hilbrants & Chris Niemeijer), **3** students have quit early during the project. When students are selected by the facilitators of the project, they can be active in the project until they have been graduated. According to the facilitators of the project, students have quit the project because they did not like the project anymore, did not fulfill to agreements, or switched studies (Appendix I, question 25C). Students that have quit the project are replaced with new students, to maintain the maximum occupancy rate of 16 students.

The following table shows the total number of students that took part in the student project, the number of students that have quit early during the project, the percentage of students that have quit early and the average dropout rate per year. The student projects differ in size and running time. The results are shown in table 7.

Table 7: student drop-out per student project.

Project name	Period	Total students that have been active	Students that have quit early	Percentage of students that have quit early	Average dropout rate per year
De Wijkstudent, Tilburg	2011 - now	10	3	30,0%	1 student per year
Project Vooruit, Amsterdam	2007 - now	300	10	3,3%	1,43 students per year
Nieuw-Hoograven, Utrecht	2013 - now	4	0	0,0%	0 students per year
Studenteninzet, Groningen	2007 - now	19	3	15,8%	0,43 students per year

9.4.3 Performance of students

56

Question 6 and 7 of Appendix D measures to which extent the student has performed project activities individually and in groups according to the purpose of the project. Question 6 and 7 have been scaled to measure the extent to which students have performed the intended activities. Next to this, facilitators have been asked to which extent students have carried out the intended activities of the project (question 26 of Appendix C). Students (n=26) and facilitators (n=5) have indicated to which extent they agree with each other: not at all=0, hardly at all=1, a reasonable degree=2, high degree=3 or a very high degree=4 (Appendix C and D). The results are shown in table 8.

Table 8: mean performance according to students and facilitators per student project (range: not at all 0,00 – very high degree 4,00).

	Project name			
	De Wijkstudent Tilburg (n=5)	Project Vooruit Amsterdam (n=13)	Academie van de Stad Nieuw-Hoograven (n=4)	Studenteninzet Groningen (n=4)
	Mean	Mean	Mean	Mean
Mean performance according to students (n=26)	2,70	3,58	2,38	3,38
Mean performance according to facilitators (n=5)	3,00	4,00	3,00	3,00

According to the average scores of students, students of "Project Vooruit" have carried out the intended activities the most (score 3,58), followed by "Studenteninzet" (3,38), "De Wijkstudent" (2,70) and "Nieuw-Hoograven" (2,38). According to facilitators of student projects, students have carried out project activities in a higher degree than the corresponding student ratings, except for "Studenteninzet". Facilitators of "Studenteninzet" stated that students have carried out activities to a high degree (3,00), whereas students judged themselves considerably higher (score 3,38). Students of "Nieuw-Hoograven" indicated that they have scored 2,38 (a reasonable degree), which is the lowest score in this study. Overall, the performance scores of facilitators and students are considerably in line with each other.

9.4.4 The overall project success

Question 8 of Appendix D examines to which extent the overall project has been substantively a success, according to the students. Besides, facilitators have been asked to which extent the overall project substantively has been a success (question 27 of Appendix C). Students (n=26) and facilitators (n=5) have indicated to which extent they agree with each other: not at all=0, hardly at all=1, a reasonable degree=2, high degree=3 or a very high degree=4 (Appendix C and D). The degree to which extent the overall project has been substantively a success, is used to examine the degree of student participation. The results are shown in table 9.

Table 9: mean project success according to students and facilitators per student project (range: not at all 0,00 – very high degree 4,00).

	Project name			
	De Wijkstudent Tilburg (n=5)	Project Vooruit Amsterdam (n=13)	Academie van de Stad Nieuw-Hoograven (n=4)	Studenteninzet Groningen (n=4)
	Mean	Mean	Mean	Mean
Mean project succes according to students (n=26)	2,40	3,46	2,00	4,00
Mean project succes according to facilitators (n=5)	4,00	4,00	3,00	3,00

According to the average scores of students of table 9, "Studenteninzet" has achieved the average score of 4,00 (very high degree), which is the highest score, compared to the scores of "Project Vooruit" (average score 3,46), "De Wijkstudent" (score 2,40) and "Nieuw-Hoograven" (average score 2,00), which is the lowest score. Facilitators have rated their student project success in a higher degree than students, except for facilitators of "Studenteninzet". According to the students of "Studenteninzet", the project has been a success to a very high degree (score 4,00), which is higher than the opinion of facilitators of the project (score 3,00).

9.4.5 Conclusion

According to the facilitators of each student project, the occupancy rate is kept maximized. All available student places are filled, from the beginning till the end of the project. When a student quits the project early, a new student enrolls in the project. The selected student projects differ in size and running time. Facilitators of "Project Vooruit" achieved the lowest percentage of students that have quit early during the project (3,3%), facilitators of "De Wijkstudent" achieved the highest drop-out percentage (30,0%). This is due to the relatively small size of the project (7 students). According to the average scores of students, "Project Vooruit" students have carried out the intended activities the most (score 3,58, a high degree) and "Nieuw-Hoograven" the least (score 2,38: to a reasonable degree). Facilitators of "Project Vooruit" have indicated students have carried out project activities in a very high degree. Both students and facilitators of "Project Vooruit" scored a high degree/very high degree at the overall project success. Again, "Nieuw-Hoograven" achieved the lowest score (to a reasonable degree). Overall, facilitators of each student project are satisfied with the performance of students. The 26 students that have filled in the questionnaire, have rated the average project success in a high degree (average score: 3,12).

9.5 Research question 5

9.5.1 Student project motivation characteristics and the degree of student motivation

The fifth research question is: to what extent is there a positive relationship between the student participation project and the degree of student motivation? The combination of student project characteristics and the degree of information provision (which is characterized as student mobilization), could affect the degree of student motivation. Differences in the presence of a certain characteristic in combination with the degree of information provision – for example - achieving

rental-free housing, a financial reward or making up new social contacts, may cause differences in student motivation.

According to the theoretical framework, selective material-, social-, civic gratifications and expected return are distinguished as motivation elements. By answering research question 1, the presence of these selective gratifications in the project have been examined. The degree of information provision and the presence of motivation elements could probably affect student motivation. By answering research question 2, the degree of student motivation is examined in terms of importance of selective gratifications.

9.5.2 Selective material project mobilization and student selective material gratification

Based on the theoretical framework, the following hypothesis (A) is assumed: "*The more the student project offers and emphasizes selective material gratification rewards, the more important students involved in the project will consider selective material gratification as reason for their participation in the project*" (see hypothesis A).

According to the answers of research question 1, the selected student projects show little variation in the distinguished motivation elements except for the type of selective material gratification. The degree of information provision and the presence of a motivation element probably affects student motivation. "De Wijkstudent" (rent-reduction) scored 0,47 of 4,00 on the constructed scale. "Project Vooruit" (rental-free housing) scored 1,80 of 4,00 on the constructed scale. "Nieuw-Hoograven" (rental-free housing) scored 1,08 of 4,00. "Studenteninzet" (rental-free housing and a financial reward) scored 1,60 of 4,00 (see figure 1).

On average, students of "De Wijkstudent" (n=5) scored 3,13 of 5,00 on the constructed scale. Students of "Project Vooruit" (n=13) scored 3,54 of 5,00. Students of "Nieuw-Hoograven" (n=4) scored 3,83 of 5,00 and students of "Studenteninzet" (n=4) scored 3,44 of 5,00. The higher the students score, the more important they find selective material gratifications (see figure 1).

Figure 1: Selective material project mobilization and student selective material gratification.
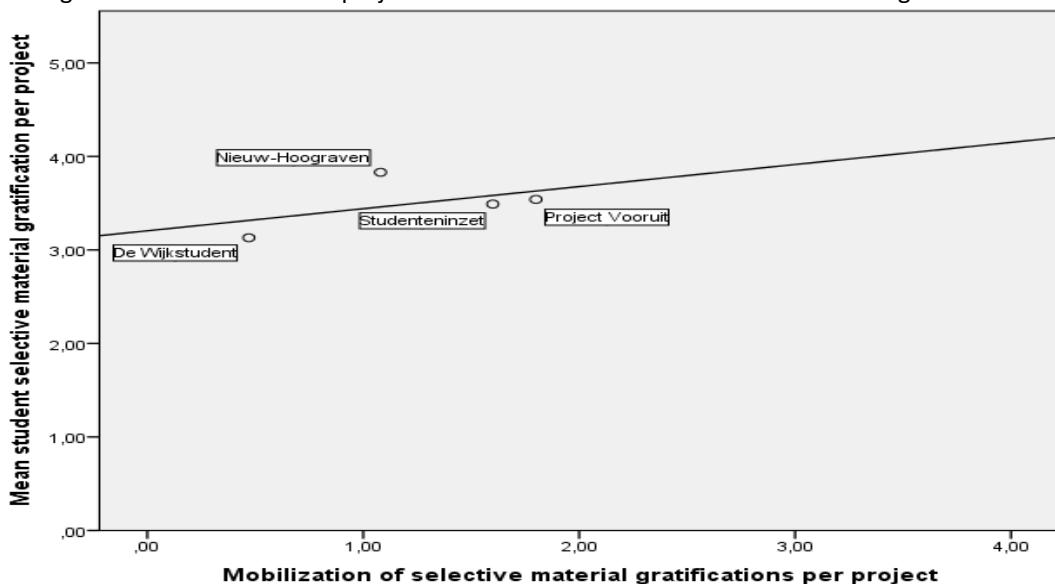
According to figure 1, project facilitators that offered the most selective material gratification rewards/opportunities and provided the highest degree of information provision (which is "Project Vooruit": rental-free housing, score 1,80), did not achieve the highest student selective material

gratification score (3,54). The highest student score (3,83), is achieved by students of "Nieuw-Hoograven", which scored 1,08 of 4,00 on the selective material project mobilization scale. Facilitators of the project offers students rental-free housing only. "De Wijkstudent" students are interested in selective material gratification rewards the least, whereas "Nieuw-Hoograven" students the most, followed by students of "Project Vooruit" and students of "Studenteninzet". The limited housing supply could be a possible explanation, which is also supported by the high student demand for student housings, as Amsterdam and Utrecht suffer from scarce and expensive student housing supply. This is confirmed by facilitators of "Project Vooruit" and "Nieuw-Hoograven" (see Appendix G and H; interview Liora Eldar and Sara Geerken). According to the figure results, the above formulated hypothesis (hypothesis A) is accepted. The positive correlation corresponds to the assumed direction of the hypothesis. The more the student project offers and emphasizes selective material gratification rewards, the more important students involved in the project will consider selective material gratification as reason for their participation in the project.

*9.5.3 Selective social project mobilization and student selective social gratification*

Based on the theoretical framework, the following hypothesis (B) is assumed: "*The more the student project offers and emphasizes selective social gratification rewards, the more important students involved in the project will consider selective social gratification as reason for their participation in the project*" (see hypothesis B).

The selected student projects in this study show no variation in the presence of selective social gratifications (see table 1). All projects scored 1,00 of 1,00 on the constructed scale. Student projects only differ in the degree of information provision to students (see table 2). By combining the presence and degree of information provision, "De Wijkstudent" and "Studenteninzet" scored 3,00 of 4,00 on the constructed scale. "Project Vooruit" scored 3,80 of 4,00 on the constructed scale. "Nieuw-Hoograven" scored 2,00 of 4,00 (see figure 2).

Students of "De Wijkstudent" (n=5) scored 3,36 of 5,00 on the constructed scale. Students of "Project Vooruit" (n=13) scored 3,50 of 5,00. Students of "Nieuw-Hoograven" (n=4) scored 3,90 of 5,00 and students of "Studenteninzet" (n=4) scored 3,28 of 5,00. The higher the students score, the more important they find selective social gratifications (see figure 2).

Figure 2: Selective social project mobilization and student selective social gratification.
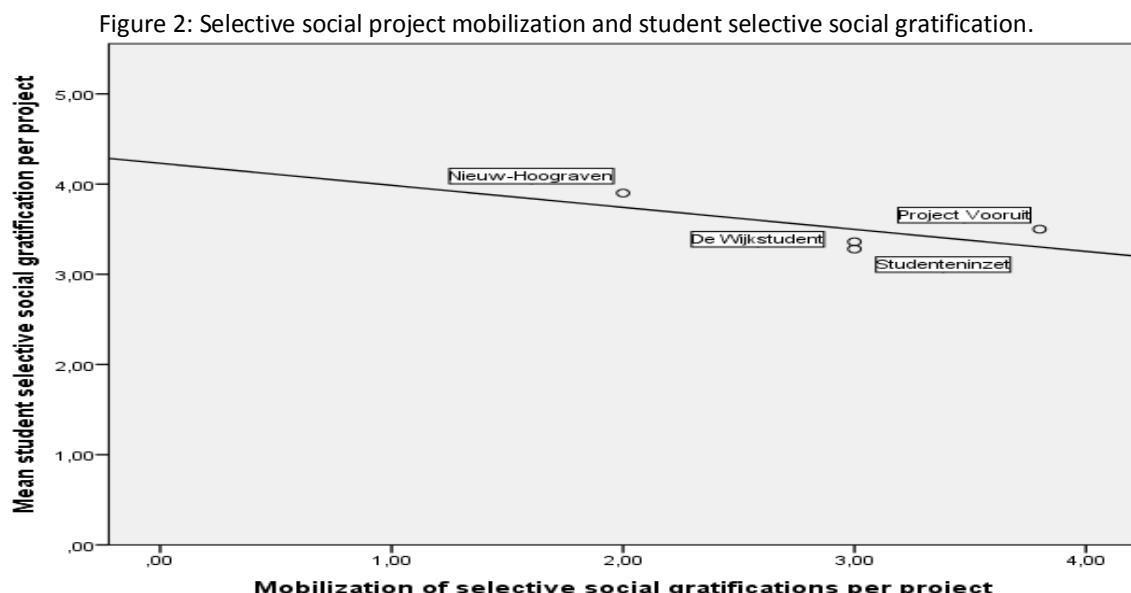
Although facilitators of "Nieuw-Hoograven" emphasized social gratifications the least (score 2,00 of 4,00), "Nieuw-Hoograven"- students achieved the highest social gratification score (3,90 of 5,00). Project facilitators of "Project Vooruit" have emphasized social gratifications the most (score 3,80 of 4,00), but students scored the second highest social gratification score (score 3,50 of 5,00). Students of "Nieuw-Hoograven" find social selective gratifications the most important motivation to participate, whereas students of "Studenteninzet" find social selective gratifications the least important motivation to participate. According to the figure results, the above formulated hypothesis (hypothesis B) is rejected. The negative correlation contradicts the assumed direction of the hypothesis. The more the student project offers and emphasizes selective social gratification rewards, the less important students involved in the project will consider selective social gratification as reason for their participation in the project.

9.5.4 Selective civic project mobilization and student selective civic gratification

Based on the theoretical framework, the following hypothesis (C) is assumed: "*The more the student project offers and emphasizes selective civic gratification rewards, the more important students involved in the project will consider selective civic gratification as reason for their participation in the project*" (see hypothesis C).

According to the facilitators of the student project, each project offers students the possibility to participate when they feel they have a civic responsibility or civic duty. Presence of this motivation element in each student project is assumed, but the student must have an intrinsic civic responsibility when deciding to participate. Facilitators of student projects may provide information to students in various degrees. Only facilitators of "De Wijkstudent" emphasize on information provision of the civic responsibility to students (score 3,00 of 4,00). Facilitators of "Project Vooruit", "Nieuw-Hoograven" and "Studenteninzet" do not emphasize on information provision of civic responsibility at all (score 0,00 of 4,00) (see figure 3).

Students of "De Wijkstudent" (n=5) scored 3,00 of 5,00 on the constructed scale. Students of "Project Vooruit" (n=13) scored 2,58 of 5,00 on the scale. Students of "Nieuw-Hoograven" (n=4) scored 2,75 of 5,00 and students of "Studenteninzet" (n=4) scored 2,50 of 5,00 on the scale. The higher the students score, the more important they find the selective civic gratification motivation or have a civic responsibility to participate because of their intrinsic civic duty (see figure 3).

Figure 3: Selective civic project mobilization and student selective civic gratification.
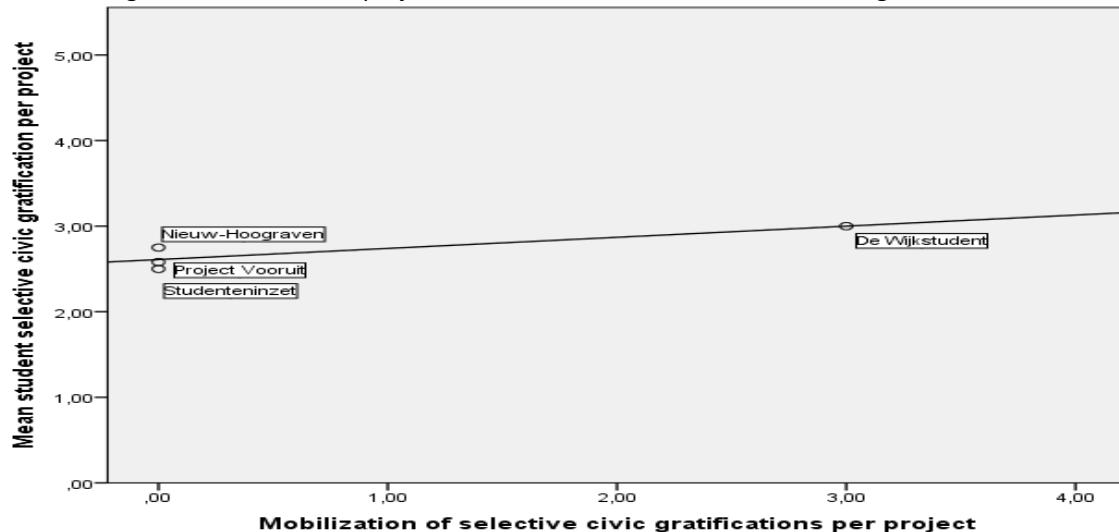
According to figure 3, facilitators of "De Wijkstudent" have emphasized at civic responsibility only. In return, students of "De Wijkstudent" have scored the highest score on the constructed scale (3,00 of 5,00). There is no mobilization variation between "Project Vooruit", "Studenteninzet" and "Nieuw-Hoograven", although there are differences in student motivation. Compared with "De Wijkstudent", students scored relatively low. The high degree of information provision by facilitators of "De Wijkstudent" may have influenced the individual student scores. According to the figure results, the above formulated hypothesis (hypothesis C) is accepted. The positive (weak) correlation corresponds to the assumed direction of the hypothesis. The more the student project offers and emphasizes selective civic gratification rewards, the more important students involved in the project will consider selective civic gratification as reason for their participation in the project.

9.5.5 expected return project mobilization and student expected return

Based on the theoretical framework, the following hypothesis (D) is assumed: "*The more the student project offers and emphasizes expected return rewards, the more important students involved in the project will consider the expected return as reason for their participation in the project*" (see hypothesis D).

The selected student projects in this study show no variation in the presence of expected return gratifications. The selected student projects show no variation in the degree of information provision to students as well. All student projects scored the maximum score (4,00 of 4,00) on the constructed mobilization scale.

Due to similar project variable scores (all projects scored 4,00 of 4,00), there is no variation in the expected return project mobilization (no variation in project characteristics). Therefore, it is not possible to examine the presumed relationship between expected return project mobilization and student expected return (in terms of correlation).

Facilitators of each student project have emphasized on the expected return in a very high degree. Students have achieved high scores on the expected return as well. Students of "Project Vooruit" scored the highest score (4,31 of 5,00) and students of "Studenteninzet" the lowest (3,75 of 5,00). For students, the expected return is an important motivation to participate. Making an effort in concrete neighborhood improvements is one of the main goals of student projects.

9.5.6 Conclusion

Overall, student projects show little variation in the presence of the distinguished motivation characteristics. Student projects only vary in the type of selective material gratifications (rental-free housing, rent-reduction, financial reward) and vary in the degree of information provision. According to the figure results, hypothesis A (selective material gratification) and C (selective civic gratification) have been accepted. Emphasizing and offering selective material and civic gratifications, positively affects student motivation importance in considering to participate. Hypothesis B (selective social gratification) has been rejected, due to the negative correlation. Hypothesis D (expected return) has not been tested, as there is no variation in project mobilization expected return scores.

Facilitators of "Nieuw-Hoograven" have mobilized students in a relative low degree, compared with other selected projects, but students achieved the highest motivation scores. Except for selective civic gratification, which is emphasized in a reasonable degree by "De Wijkstudent" only and has resulted in a higher student selective civic gratification score, compared with other student groups. Emphasizing on student's civic responsibility may affect student motivation. Based on the study results, all projects emphasize in a very high degree on expected return; there are no remarkable

differences between the project- and student scores. Students are especially interested in participating driven by expected return motivations.

9.6 Research question 6

9.6.1 Student project capability characteristics and the degree of student capability

The sixth research question is: to what extent is there a positive relationship between the student participation project and the degree of student capabilities? Presence of capability characteristics and the degree of information provision may influence the degree of student capability. The presence of a certain project characteristic and the degree of information provision – for example - an reimbursement of expenses, resource provisions or a matching project time-schedule may affect student capability.

Student projects that offer more capability provisions, are more likely to make students more capable to participate and decrease possible student capability problems. The presence of a capability element in combination with the degree of information provision probably affect student capability. According to the theoretical framework, education, time, social civic skills, resources and self-efficacy are distinguished to affect capability. By answering research question 1, the presence of these capability elements and the degree of information provision have been examined. By answering research question 3, the degree of student capability is examined in terms of the selected capability elements and the corresponding student capability problems.

9.6.2 Project education mobilization and student's education capability problems

Based on the theoretical framework, the following hypothesis (E) is assumed: "*the more the student project offers and emphasizes education provisions, the less education capability problems the student has*" (see hypothesis E).

The selected student projects in this study show no variation in the presence of education provisions. All projects scored 1,00 of 1,00 on the constructed scale. Student projects only differ in the degree of information provision to students. The degree of information provision in combination with the presence of this capability element (mobilization), may affect student's education capability problems. "De Wijkstudent" scored 3,00 of 4,00 on the constructed mobilization scale, "Project Vooruit" scored 4,00 of 4,00. "Nieuw-Hoograven" scored 3,00 of 4,00. "Studenteninzet" scored 1,00 of 4,00 (see figure 4).

Students of "De Wijkstudent" (n=5) scored 1,20 of 3,00 on the constructed scale. Students of "Project Vooruit" (n=13), students of "Nieuw-Hoograven" (n=4) and students of "Studenteninzet" (n=4) all scored 1,00 of 3,00. The lower the students score, the smaller the problems they have experienced with this capability provision (see figure 4).

Figure 4: *Project education mobilization and student's education capability problems.*
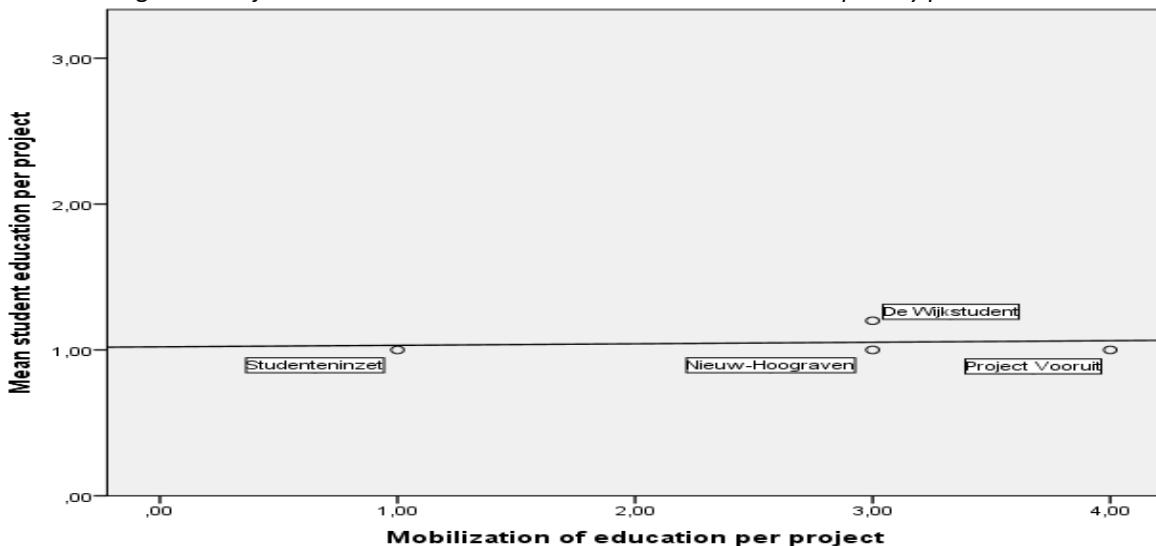
According to figure 4, facilitators of "Project Vooruit" scored 4,00 of 4,00 on the constructed scale, which indicates that they have provided information to students to a very high degree. Students of "Project Vooruit" have no problems at all regarding education capability problems (score 1,00: no problem at all). Students of "De Wijkstudent" scored the highest education capability problem score (1,20 of 3,00). Information provision has been given to students in a reasonable degree (score 3,00 of 4,00). Students of "Studenteninzet" have indicated they have no education capability problems at all. Facilitators of "Studenteninzet" provided the lowest degree of information provision to students as well. According to the figure results, the above formulated hypothesis (hypothesis E) is rejected. The very little variation in student education contributes to the slightly weak positive correlation and contradicts the assumed hypothesis. On average, students do not have any education capability problems at all.

9.6.3 Project time mobilization and student's time capability problems

Based on the theoretical framework, the following hypothesis (F) is assumed: "*the more a participation project emphasizes and matches the project activities with the available free time of the student, the less time capability problems the student has*" (see hypothesis F).

The selected student projects in this study show no variation in the presence of matching the project time-schedule with the student's available free-time. All selected student projects scored 1,00 of 1,00 on the constructed scale. However, student project facilitators differ in the degree of information provision that has been provided to students. The degree of information provision, in combination with the presence of the capability element may affects student's time capability problems. "De Wijkstudent" scored 4,00 of 4,00 on the constructed scale. "Project Vooruit", "Nieuw-Hoograven" and "Studenteninzet", all scored 3,00 of 4,00. There is no variation in characteristic presence, only in the degree of information provision (see figure 5).

Students of "De Wijkstudent" (n=5) scored 1,60 of 3,00 on the constructed scale. Students of "Project Vooruit" (n=13) scored 1,69 of 3,00. Students of "Nieuw-Hoograven" (n=4) scored 1,25 and students of "Studenteninzet" (n=4) scored 1,50 of 3,00 (see figure 5).

64

Figure 5: *Project time mobilization and student's time capability problems.*
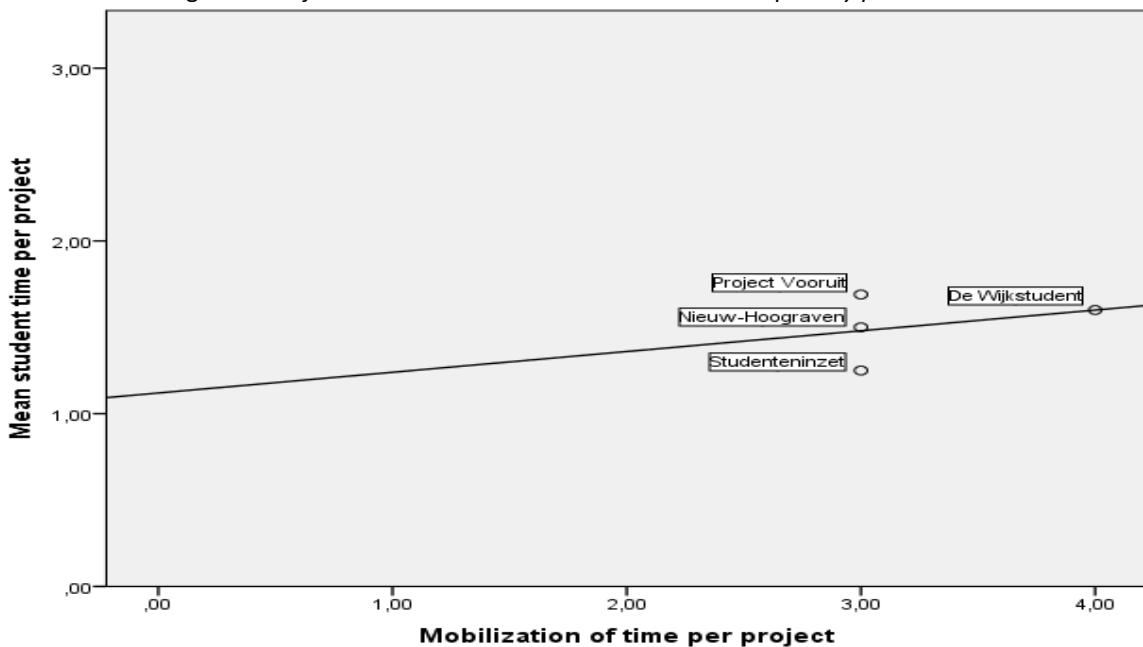
According to figure 6, facilitators of "De Wijkstudent" have provided information to students to a very high degree, but surpisingly, students of the project indicated they have scored the second highest capability problem score (1,60 of 3,00). Matching the project schedule and the available students free-time, and emphasizing in a very high degree, resulted in a relatively high student capability problem score. The same is true for "Project Vooruit"; students have scored even higher. Students of "Project Vooruit" indicated they have most time-capability problems, but facilitators of the project provided information to the students in a high degree. The average reserved project time a student is ought to carry out for the project may cause future problems, but still, none of the students indicated this was even a small problem. According to the figure results, the above formulated hypothesis (hypothesis F) is rejected. The positive correlation contradicts the assumed direction of the hypothesis.

9.6.4 Project social civic skills mobilization and student's social civic skills capability problems

Based on the theoretical framework, the following hypothesis (G) is assumed: "*the more the student project offers and emphasizes social civic skills provisions, the less social civic skills capability problems the student has*" (see hypothesis G).

The selected student projects in this study show some variation in the presence of social civic skills provisions. "De Wijkstudent" scored 0,50 of 1,00 on the constructed scale (due to the absence of the possibility to improve social civic skills). The other projects scored 1,00 of 1,00 on the constructed scale. The degree of information provision in combination with the presence of a capability element may affect student's social skills problems. "De Wijkstudent" scored 2,00 of 4,00 on the constructed scale. "Project Vooruit" scored 4,00 of 4,00, "Nieuw-Hoograven" scored 3,00 of 4,00 and "Studenteninzet" scored 1,00 of 4,00.

Due to similar project variable scores (all students scored 1,00 of 3,00), there is no variation in the social civic skills capability variable. Therefore, it is not possible to examine the presumed relationship between social civic skills project mobilization and student social civic skills capability (in terms of correlation).

Students did not have any problems at all regarding their social civic skills capability. There is no variation between the student's scores, all students scored 1,00 of 3,00 on the constructed capability problem scale. Student's' social skills are well-developed. Even the reduced presence of social civic skills characteristics of "De Wijkstudent" did not affect the social civic skills in a negative way. This may have been compensated by the very high degree of information provision to students. The varying degree of information provision and the presence of social civic skills capability provisions did not affect student's social civic skills capability problems, because students do not have any social civic skill capability problems at all.

9.6.5 Project resource mobilization and student's resource capability problems

Based on the theoretical framework, the following hypothesis (H) is assumed: "*the more the student project offers and emphasizes resource provisions, the less resource capability problems the student has*" (see hypothesis H).

The selected student projects in this study show no variation in the presence of resource provisions, student projects scored 1,00 of 1,00 on the constructed scale. All capability resources that have been examined in this study, are fully present in the selected student projects. Student projects differ in the degree of information provision to students. The degree of information provision in combination with the presence of a capability element affects student's resource capability. "De Wijkstudent" scored 4,00 of 4,00 on the constructed scale. "Project Vooruit" scored 3,50 of 4,00, "Nieuw-Hoograven" scored 1,75 of 4,00 and "Studenteninzet" scored 2,50 of 4,00 (see figure 6).

Students of "De Wijkstudent" (n=5) scored 1,25 of 3,00 on the constructed scale. Students of "Project Vooruit" (n=13) scored 1,35 of 3,00. Students of "Nieuw-Hoograven" (n=4) scored 1,19 and students of "Studenteninzet" (n=4) scored 1,13 of 3,00 (see figure 6).

Figure 6: *Project resource mobilization and student's resource capability problems.*
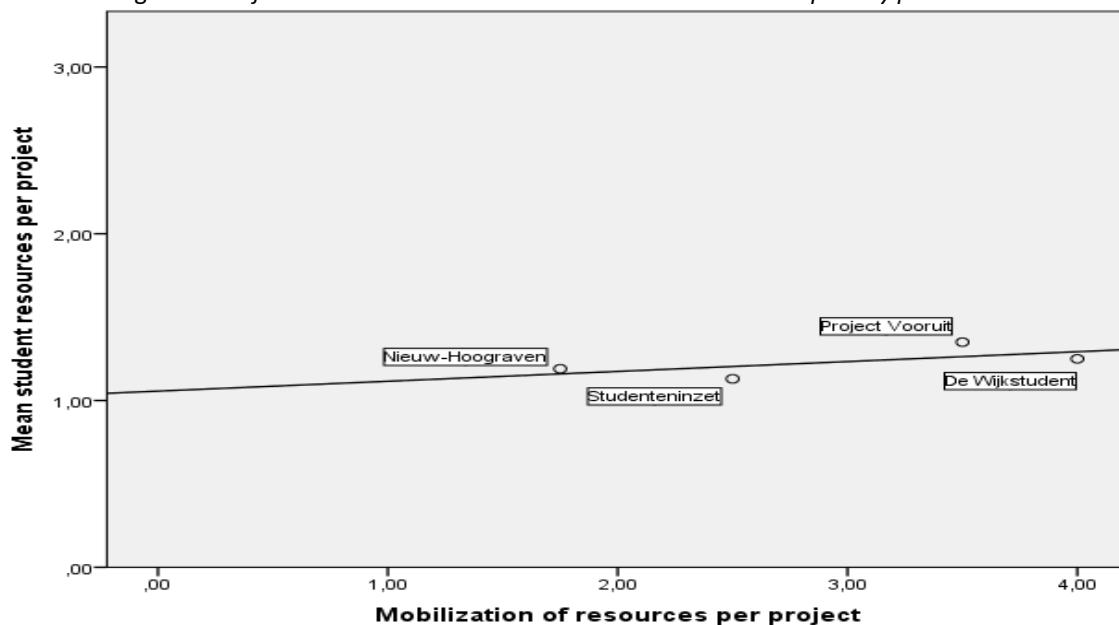
According to figure 6, with a score of 4,00, "De Wijkstudent" has reached the highest score possible (all resources are present and information is provided in the highest degree), "Nieuw-Hoograven" the lowest score (1,75 of 4,00). Students of "Nieuw-Hoograven" experienced the least resource capability problems (score 1,19). Students of "Project Vooruit" indicated they have experienced most problems regarding resource capability provisions (score 1,35). Student projects that achieved high

66

mobilization scores, have resulted in more student capability resource problems. Regarding resource capability scores, some resources are required to carry out project activities (which are in general aimed at improving youth school performance), such as accommodations or materials. This may explain the urge of project facilitators to completely offer the resource capability provisions and to provide information in a high degree to students. According to the figure results, the above formulated hypothesis (hypothesis H) is rejected. The positive correlation contradicts the assumed direction of the hypothesis.

9.6.6 Project self-efficacy mobilization and student's self-efficacy capability problems

Based on the theoretical framework, the following hypothesis (I) is assumed: "*the more the student project offers and emphasizes self-efficacy provisions, the less self-efficacy capability problems the student has*" (see hypothesis I).

The selected student projects in this study show no variation in the presence of self-efficacy provisions. All projects scored 1,00 of 1,00 on the constructed scale. Student projects differ in the degree of information provision to students. The degree of information provision in combination with the presence of the self-efficacy capability provision element could affect student's self-efficacy. "De Wijkstudent" and "Project Vooruit" scored 4,00 of 4,00 on the constructed scale. "Nieuw-Hoograven" scored 2,00 of 4,00 and "Studenteninzet" scored 3,00 of 4,00 (see figure 7).

Students of "De Wijkstudent" (n=5) scored 1,20 of 3,00 on the constructed scale. Students of "Project Vooruit" (n=13) scored 1,15 of 3,00. Students of "Nieuw-Hoograven" (n=4) and students of "Studenteninzet" (n=4) scored 1,25 of 3,00 (see figure 7).

Figure 7: *Project self-efficacy mobilization and student's self-efficacy capability problems.*

According to figure 9, students have almost no problems at all regarding their self-efficacy. Students of "Project Vooruit" and "De Wijkstudent" have the least problems regarding their self-efficacy (1,13 and 1,19). At the same time, facilitators of "Project Vooruit" and "De Wijkstudent" have emphasized self-efficacy provisions in a very high degree (score 4,00 of 4,00). Students of these projects have indicated they have less problems than students of "Nieuw-Hoograven" and "Studenteninzet". Emphasizing on the student's self-efficacy may reduce student's self-efficacy problems or even improve the belief in their own capabilities. Based on these results, the more the student project

offers and emphasizes self-efficacy, the less self-efficacy capability problems the student has. According to the figure results, the above formulated hypothesis (hypothesis I) is accepted. The negative correlation corresponds to the assumed direction of the hypothesis. The more the student project offers and emphasizes self-efficacy provisions, the less self-efficacy capability problems the student has.

9.6.7 Conclusion

The presence and degree of information provision of education, time, social civic skills, resources and self-efficacy capability provisions may have a positive effect on student capability. Overall, all possible capability provisions are present. Student projects show little variation in presence of the distinguished capability provisions, except for the absence of improving social civic skills for the student project "De Wijkstudent". The absence of improving social civic skills does not affect student capability. Student projects only vary in the degree of information provision to students. There is little variation in student capability problem scores as well. According to the results, students have indicated they have no problems at all regarding their capability to participate. All students have no problems at all with one of the distinguished capability provisions in this study. Overall, the selected student projects hardly differ in the presence of capability provisions, all project capability characteristics are present. Facilitators of each project select suitable students; the selection procedure is used to select students that are capable already. This explains the low student capability problem scores. Providing capability provisions may help prevent future student capability problems. Of the selected capability provisions, emphasizing in a high degree on self-efficacy capability provisions, may have a positive effect on the student's self-efficacy. This is the only hypothesis (hypothesis I) that has been accepted, based on the figure results. Hypotheses E, F and H have been rejected. The positive directions contradict the assumed hypotheses.

9.7 Research question 7

9.7.1 Combining the degree of student motivation/capability and the degree of student participation

The seventh research question is: to what extent is there a positive relationship between the combination of the degree of student motivation + the degree of student capabilities and the degree of student participation? The combination of student motivation and student capability probably affect student participation. The presumed relationship between the combination of student motivation/capability and degree of student participation of each project is examined in this chapter.

According to the theoretical framework of Verba, Schlozman & Brady (1995), citizens are willing to actually participate when they are capable enough and are motivated enough. The same is true for students. Therefore, actual participation is described by the combination of the student motivation and student capability.

9.7.1.1 Average student motivation participation score

First of all, the average student motivation participation score is examined, by calculating the average student motivation score. Students have indicated the importance of the motivations that are considered as motivations to participate in a student project (see Appendix D, question 1A till 1M). A total of (n=26) students ("De Wijkstudent" (5), "Project Vooruit" (13), "Nieuw-Hoograven" (4) and "Studenteninzet" (4)) have filled in the study questionnaire. Students judged each motivational reason (1A until 1M) on a scale from not at all important=1, not very important=2, reasonably important=3, important=4 to very important=5. The "does not apply"=6 answers have been excluded from the statistic results.

The distinguished motivation variables have been grouped and scaled. On a scale from 1,00 till 5,00, students of "De Wijkstudent" (n=5) have scored on average 3,32, students of "Project Vooruit" (n=13) 3,52, students of "Nieuw-Hoograven" 3,78 and students of "Studenteninzet" 3,35. In considering student motivations to participate in the project, students achieved on average the same motivation participation scores, there is little variation in the motivation participation scores.

9.7.1.2 Average student capability participation score

Next to motivation participation scores, capability participation scores determine the degree of student participation. In this study, students have answered to which extent they faced capability problems during their project involvement (see research question 3). On a scale from 1,00 (no problem at all), 2,00 (a small problem) to 3,00 (a big problem), the degree of capability problems have been examined. The corresponding values have been recoded, in order to fit with the degree of actual participation by multiplying student motivation and student capability scores. Students that are more motivated and are more capable, achieve higher actual participation scores. Students that have had no capability problems at all, scored 1,00 (are fully capable to participate). Students that have had a small capability problem, scored 0,50 (not fully capable. Finally, students that have had big capability problems, scored 0,00 (are not capable to participate). The distinguished capability variables have been grouped, recoded and scaled.

The distinguished capability variables have been recoded, grouped and scaled. On a scale from 0,00 till 1,00, students of "De Wijkstudent" (n=5) have scored on average 0,88, students of "Project Vooruit" (n=13) 0,86, students of "Nieuw-Hoograven" 0,92 and students of "Studenteninzet" 0,88. Students have achieved almost the same capability scores and are almost fully capable to participate; there is little variation in the capability participation score.

Multiplying the average group motivation importance scores by the average group capability participation score resulted in the following participation scores: 3,32 * 0,88 = 2,92 (De Wijkstudent), 3,52 * 0,86 = 3,03 (Project Vooruit), 3,78 * 0,92 = 3,48 (Nieuw-Hoograven) and 3,35 * 0,88 = 2,95 (Studenteninzet). The higher the students score on the constructed participation scale, the more likely they are actually going to participate in the student project. The following figure (figure 8) shows the mean student participation score per project.

Figure 8: student project and mean student participation score.
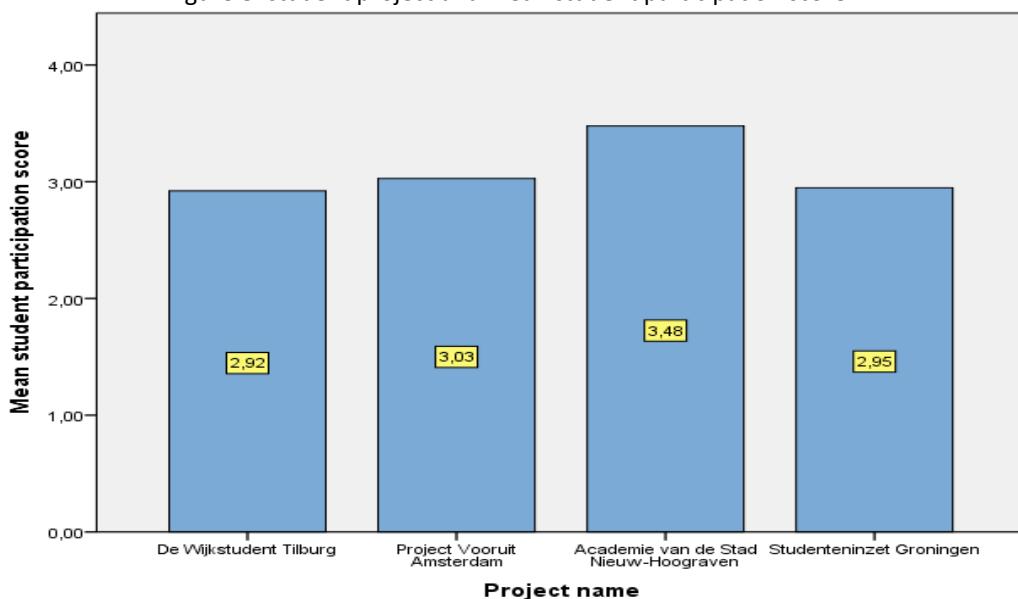
According to figure 10 and the comparison made with the selected student projects, project facilitators have realized almost similar student participation scores. "Nieuw-Hoograven" achieved the highest score (3,48), the lowest score is achieved by "De Wijkstudent (2,92). There is little variation in student participation scores. Student participation consists of students that are motivated and are capable to participate. Comparing student projects, project facilitators succeed in making students capable and motivated in almost the same degree.

9.7.1.3 Student participation scores and percentage of student participation

The student participation score (multiplication of average student motivation score and the average student capability score) is the independent variable. The degree of student participation is the dependent variable and is described by two elements:

- the percentage of students that have participated in the project (student participation);
- the extent to which the students have carried out the intended project activities (student performance).

Based on the theoretical framework, the following hypothesis (J) is assumed: "*the more the student is motivated and capable, the more the student is actually going to participate in the student participation project*"(see hypothesis J).

First, the relationship between student participation scores and the percentage of students that have participated in a student project is examined.

Students have achieved almost the same capability/motivation scores and are fully capable to participate; there is little variation in the capability participation score. The degree of student participation is considered earlier, see research question 4 (9.4 of chapter 9). Of project "De Wijkstudent", 70,0% of the total number of participating students (7 of 10 students) did not quit early. Of "Project Vooruit", 96,7% of the total number of participating students (290 of 300 students) did not quit early. Of project "Nieuw-Hoograven", 100% of the total number of participating students (0 of 4 students) did not quit early. Of project "Studenteninzet", 84,2% of total participating students (16 of 19 students) did not quit early. The presumed relationship of student participation scores and percentage of student participation (occupancy rate) is shown in figure 9.

Figure 9: student participation scores and percentage of student participation.
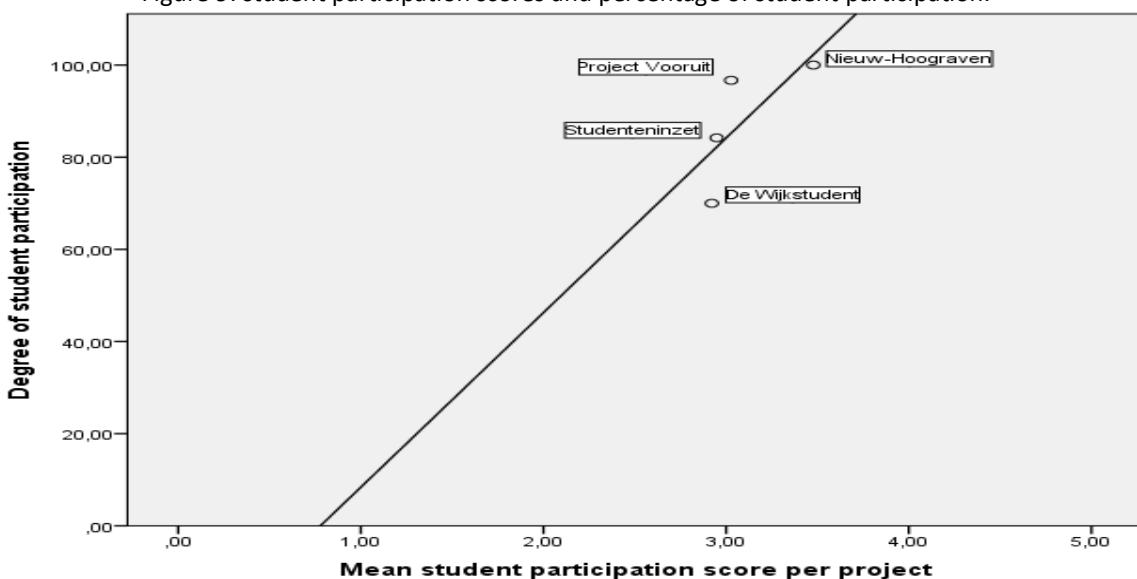
According to figure 9, student project facilitators that achieved high mean student participation scores ("Nieuw-Hoograven" and "Project Vooruit"), have realized high percentages of active student participation. The lowest percentage of student participation is 70,0% (De Wijkstudent), but still this is a relatively high percentage when the project size is considered (10 students). When a student quits the project, it will affect the percentage of student participation in a very high degree. Student participation projects that are of large size (e.g. "Project Vooruit", 300 students), are relatively insensitive for a single student drop-out. Moreover, the project starting time have to be considered as well. Student projects that have started recently (2013), are more likely to have a high degree of student participation ("Nieuw-Hoograven"), due to the short running-time. "Project Vooruit" is running from 2007, with 300 students and realized a high student participation score and high percentage of student participation. "Project Vooruit" well-succeeded in mobilizing students and maintained a high degree of student participation. "De Wijkstudent" achieved the lowest student participation score and realized the lowest degree of student participation.

9.7.1.4 Student participation scores and student performance

Second, the presumed relationship between student participation scores and student performance is examined. The mean student participation scores per project as well as the degree of carried out activities according to the purpose of the project, has been considered earlier in previous research questions. The presumed relationship of student participation scores and student performance is shown in figure 10.

Figure 10: student participation score and student performance.
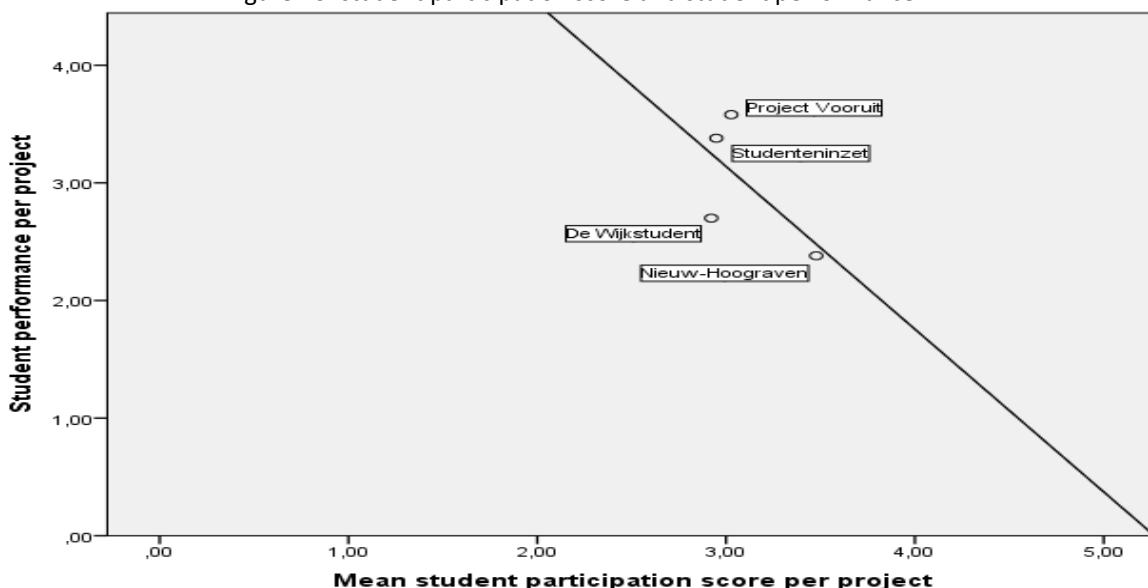
According to figure 10, project facilitators that achieved the highest mean student participation score (combination of student motivation and capability score), achieved the lowest student performance score. Students that have participated in the "Nieuw-Hoograven"-project, have carried out project activities in a relatively low degree, compared with "Project Vooruit" and "Studenteninzet". This is remarkable, as students have been mobilized to the highest degree (high motivation and capability scores). Students may have experienced difficulties in reaching project objectives. Students of "Project Vooruit" have achieved the highest student performance score and the secondhighest student participation score. Project facilitators of "Project Vooruit" have rated the student performance in a very high degree, which matches student performance according to students. "Studenteninzet achieved the third-highest student performance score and third-highest student participation score. The lowest performance score and student participation score is achieved by "De

71

Wijkstudent". The higher the student participation score, the higher the student performance score, disregarding the "Nieuw-Hoograven" score.

9.7.2 Conclusion

Students achieved on average the same motivation participation scores, there is little variation in the mean motivation participation scores per student project. Moreover, students have achieved almost the same capability scores; there is little variation in the capability participation score as well. Together they form the mean student participation score per project (combination of student motivation and student capability).

Student project facilitators that achieved high mean student participation scores ("Nieuw-Hoograven" and "Project Vooruit"), have realized the highest percentages of active student participation (occupancy rate). Students have been mobilized in a high degree, considering the high occupancy rates. Students that have participated in the "Nieuw-Hoograven"-project, have carried out project activities in a relatively low degree, compared with "Project Vooruit", "Studenteninzet" and "De Wijkstudent". Disregarding "Nieuw-Hoograven", the assumed hypothesis is accepted (hypothesis J). The more the student is motivated and capable, the more the student is actually going to participate in the student participation project.

10. Conclusions and discussion

The main research question is: what are the effects of student participation projects on the degree of student participation? The effects of student participation projects have been examined by answering the relevant sub-research questions.

The way in which the student projects are organized and mobilize students, have met most theoretical requirements. Project facilitators achieved to mobilize students, according to the theoretical conditions that have been described by Verba, Schlozman and Brady (1995). Mobilization (invitation) of students consists of project characteristic presence and the degree of information provision. Project mobilization focuses on student motivation, capability and invitation, which are the three participation necessities described by Verba, Schlozman and Brady. The study results are shown below.

Mobilization of students
The first research question is: which student project characteristics are examined to mobilize students? Mobilization of students consists of the presence of project characteristics (motivational opportunities and rewards or capability provisions) and offering these opportunities/provisions (degree of information provision) to students. According to the distinguished project motivation- and capability characteristics in this study, the selected student projects show little variation in the presence of project characteristics. Student projects only vary in the type of material benefits (rent-reduction, rental-free housing or a financial reward). The degree of information provision is more differentiated. Project facilitators highly emphasized expected return and selective social gratifications. Project facilitators emphasized civic duty in a low degree. Neighborhood livability improvement is at the heart of each student project; facilitators chose to use material incentives to extrinsically motivate unmotivated students to get active in the project. Student projects "De Wijkstudent" and "Project Vooruit" have achieved the highest mobilization scores (presence of almost all motivation/capability characteristics and the highest degree of information provision to students).

Degree of student motivation
The second research question is: is there any difference in the degree of motivation of students that have participated in the student participation project? There are no statistical significant differences between the average student motivation scores of each project. Students that have filled in the questionnaire, are especially concerned about the enjoyment of the project, to improve sense of community and to make an effort in concrete neighborhood improvements. The expected return (to make an effort in concrete neighborhood improvements) is the most important motivation for students to participate in a student project, followed by social motivations. Selective material benefits could be important when student housing supply is scarce. The least important motivation is selective civic gratification, students consider the civic duty as the least important motivation to participate. However, the average realization of motivations by each student group is significantly differentiated. Students of "Project Vooruit" have realized their motivations the most, students of "Nieuw-Hoograven" the least. This may be due to the running time of the projects (2007 versus 2013), as some motivations take more time to realize. The effects of project activities are not always immediately noticable (e.g. "to get a financial reward" versus "to make an effort in concrete neighborhood improvements"). All students that have filled in the questionnaire, have realized their motivations to a reasonable degree or higher.

Degree of student capability
The third research question is: is there any difference in the degree of capabilities of students that have participated in the student participation project? There are no statistical significant differences in the degree of capabilities of students that have participated in a student participation project.

According to the results, students indicate they have most problems with time (on average, 10 hours of voluntary project work per week). Matching the project time-schedule and the available student free-time, may cause the most problems, but still this is not seen as a problem. Currently, students did not have any capability problems at all matching the project-schedule and their available free-time. Facilitators of student projects choose to select students that are capable and intrinsically motivated, providing them with the necessary capability provisions to prevent possible future problems.

Degree of student participation
The fourth research question is: 4: Is there any difference in the degree of student participation in student participation projects? According to project facilitators, the occupancy rate is kept maximized. "Project Vooruit" achieved the lowest percentage of students that have quit early during the project (3,3%), "De Wijkstudent" achieved the highest drop-out percentage (30,0%). This is due to the relatively small size of the project. According to the average scores of students, "Project Vooruit" students have carried out the proposed project activities the most and "Nieuw-Hoograven" the least, but this is still experienced in a reasonable degree of higher. Both students and facilitators of "Project Vooruit" judged the overall project success in a very high degree. Again, "Nieuw-Hoograven" achieved the lowest score (to a reasonable degree).Overall, students as well as project facilitators are satisfied about the carried out project activities and the overall project success.

Mobilization and student motivation
The fifth research question is: to what extent is there a positive relationship between the student participation project and the degree of student motivation? Based on the study results, project facilitators choose to offer selective material/social gratification rewards/opportunities and to emphasize in various degrees of information provision. Project facilitators did not succeed in increasing student motivation by emphasizing project rewards and opportunities. Facilitators of "Nieuw-Hoograven" mobilized students in a relative small degree, compared with other selected student projects, but students have achieved the highest motivation scores. According to the figure results, hypothesis A (selective material gratification) and hypothesis C (selective civic gratification) have been accepted. Emphasizing and offering selective material and civic gratifications, positively affects student motivation importance in considering to participate in the student project.

Mobilization and student capability
The sixth research question is: to what extent is there a positive relationship between the student participation project and the degree of student capabilities? Overall, the selected student projects hardly differ in the presence of capability provisions, all characteristics are present. Student projects only vary in the degree of information provision to students. There is little variation in student capability problem scores as well. According to the results, students indicated they have no problems at all regarding their capability to participate. All students indicated they have no problems at all with one of the distinguished capability provisions in this study. Of the selected capability provisions, emphasizing on self-efficacy capability provisions could have a positive effect on the student's self-efficacy. This is the only hypothesis (hypothesis I) that has been accepted, based on the figure results. Facilitators of each project select students; the selection procedure is used to select students that are capable already. This may explain the low student capability problem scores.

Student motivation & capability and degree of student participation
The seventh research question is: to what extent is there a positive relationship between the combination of the degree of student motivation & the degree of student capabilities, and the degree of student participation? Students that have filled in the questionnaire, have been successfully mobilized (are highly motivated and fully capable) to participate. Student project facilitators that achieved high mean student participation scores ("Nieuw-Hoograven" and "Project Vooruit"), have realized the highest percentages of active student participation (degree of student

participation). Project size and running time must be considered in evaluating the student occupancy rate. Students that have participated in the "Nieuw-Hoograven"-project, have carried out project activities in a relatively low degree, compared with "Project Vooruit" and "Studenteninzet". This is remarkably, as students have been mobilized to the highest degree (high motivation and capability scores). Disregarding "Nieuw-Hoograven", the assumed hypothesis is accepted (hypothesis J). The more the student is motivated and capable, the more the student is actually going to participate in the student participation project.

Discussion

In this study, the main goal was to examine the effects of the student project on the degree of student participation by concentrating on student motivation, capability and invitation. Motivation, capability and invitation are attributes that may affect actual participation. Therefore, project characteristics as well as student characteristics have been examined by making use of the theoretical framework of Verba et al. (1995).

Of all selected student projects (five student projects in the Netherlands), a total of n=28 students have filled in the questionnaire, which is a study participation percentage of 34,6% (28 of 81 students). Results of the "Wonen in Nieuw-Jeruzalem" student project (2 of 4 filled in student questionnaires) have been excluded, as this does not statistically contribute to the study results. Insofar, only project characteristics have been described. Comparing such small groups of students, decreases statistical power (based on small n, which affects statistical conditions that must be met). Due to very little variation in project characteristics, some statistical procedures were unable to perform (which require at least values of ordinal scale or higher). Overall, the small number of students that have participated in this study, has affected statistical validity and statistical significance.

There is also little variation in student motivation and capability, that affected the degree of student participation. Students indicated they have no problems at all regarding their capability, are motivated due to the same reasons and have positively evaluated the project success. All students score the same, which is also true for project facilitators. Based on the interviews, facilitators somehow imitate each other in designing student projects, little variation is noticed.

Disadvantages of cases studies are the absence of a control group, there is no treatment and the research design consists of a post-test only, which makes it difficult to rule out alternative explanations. In this study, the control group was not present. In examining the effects of student project characteristics on student motivation and capability, a control group is required to determine causality conditions more clear. In this study, the absence of groups of students (and their motivation/capability scores) that did not participate, affects the current causal study assumptions. Their reasons and attributes would have been useful in comparing with students that have filled in the study questionnaire. To understand the effectiveness of the student project characteristics, a control group is required to examine the differences between students that participated and students that have not participated.

The motivation of a participating student in a project could have changed over time (e.g. external influences, changing enjoyment of the project, workload), compared with the motivation of a student that is deciding to take part in a student project (maturation). The fact that they are taking part in the project now, may have influenced their most important motivations they would have before the start of the project. Changing perspectives are likely to affect the student's world view. Students may also want to participate because they have difficulties finding a housing. The student project offers a realistic solution, which may affect student motivations to get active.

The student projects are geographically spread across the Netherlands; there are no remarkable diferences between the examined project characteristics, student motivation/capability scores and the degree of student participation. The prediction is that similar project effects and outcomes are to be expected in Enschede as well. The settings in Enschede (university/higher education, Enschede-North district wih small livability problems, munitipality of Enschede that is interested in student projects) are similar to the settings in cities of student projects that have been selected for this study. However, Enschede does not suffer from little student housing supply. Therefore, the expectation is that students of Enschede are not as much interested in selective material gratifications as students of Amsterdam or Utrecht. In the case of Enschede, selective social gratifications could be more important for students to participate in a student project.

Some motivation and capability elements (e.g. expected return and social civic skills) are operationalized on the basis of a single variable, after theoretical adjustments. The degree of the construct validity may have been negatively affected. Due to the single operationalization of the variable, the measured values may not be accurate. Some elements of the originial theoretical framework of Verba, Schlozman & Brady have been adjusted. In contrast to Verba et al., some selective gratifications have been characterized as expected return benefits and not as civic gratifications (e.g. "*to develop the community into a better place*"). Such theoretical adjustments have negatively affected construct validity as well. Some elements of the theory have been omitted (e.g. "*I want to be active in politics later*", "*to make the demander happy*") and new elements have been added (self-efficacy, social civic skills). Although the civic voluntarism model is strongly focusing on political participation, it should also apply to civic movement participation, given the common view that the latter is simply ''politics by other means''. Nevertheless, theoretical elements have been adjusted and omitted to fit the study's purpose and aim of the research, which consequently affected construct validity. Selecting capable students on forehand, reduces the importance of the capability condition by Verba, Schlozman & Brady.

Finally, the challenge remains how to make student participation projects attractive for students to mobilize them *and* to keep them active in the project to carry out the intented project activities. It is relatively easy to mobilize students to get active because they can earn interesting benefits relatively easily, but it is more difficult to keep the students to carry out the project activities as intended. Students should consider their project attendance more important than a regular side job, for example. The focus should not only be on mobilizing as much students as possible, but also on the degree of carried out project activities. This notion could give starting points for further future research.

11. Recommendations

In this study an attempt was made to give an overview of student project characteristics and methods of student mobilization, based on theoretical insights of Verba et al. (1995). The findings of this study could provide the municipality of Enschede directives in organizing such a student project as well.

Based on the interviews with project facilitators, student projects show very little variation in the presence of motivation- and capability provisions. Facilitators have designed student projects that are almost similar to each other. Liora Eldar (ex-coordinator of "Project Vooruit", which initiated the first student project in the Netherlands) indicated in the interview she supported several facilitators in designing new student projects in the Netherlands. Positive small-scale livability results of "Project Vooruit" and the leading role in developing student projects, have pursued facilitators of new projects to follow these "best-practices" as well. Both facilitators and students of selected student projects in this study have positively evaluated the project success and the carried out activities. In organizing a new student project, the municipality of Enschede could learn from project facilitators of "Project Vooruit".

Participation requires motivated and capable students that have been invited to join the student project. According to the study results, students are motivated to participate because they would like to make an effort in concrete neighborhood improvements and because the student project fits to their own interests and enjoyments. Project facilitators offered and emphasized opportunities & rewards that matched student's motivations. In developing new student projects for Enschede as well, project facilitators could choose to acknowledge such important student motivations (expected return and selective social gratifications). Focusing on these student motivations could positively affect student mobilization. Especially in the case of Enschede, with sufficient student housing supply, students are probably more interested in selective social gratifications instead of selective material gratifications. Giving students the opportunity and (to some extent) the freedom to initiate activities by themselves that match their interests and studies, could positively affect student motivation and the degree of student participation. Emphasizing on student's civic responsibility could have a positive effect on the student's motivation as well.

A positive extrinsic incentive may cause a student to get intrinsically motivated, when he/she is stimulated or challenged sufficiently. According to project facilitators that have been interviewed, students require an extrinsic (material) reward to get and stay active in the project. The presence of such an opportunity to obtain material rewards, may greatly increase student motivation and actual student participation; otherwise student participation is more difficult to realize. Mobilizing citizens and students is difficult nowadays; (voluntary) participation has to be made attractive for students to match their interests. Project facilitators indicated the project activities and rewards must be made more attractive than a regular side job; otherwise students are not likely to participate. Project facilitators constantly have make considerations about the project workload and project benefits, compared with the benefits of a regular side job. The possibility exist the student might prefer a regular side job, for example.

Based on the examined student time capability scores, the maximum workload (Project Vooruit: 10-15 hours per week voluntary work) of any selected student project, did not cause any small problems for students; but this might be the amount of hours before furture problems could occur. Student facilitators that have been interviewed, actively emphasized students to take the project more serious than their sidejob, for example. The increased importance raises awareness among students to take the project serious. Therefore, project facilitators make sure students have enough free-time available to invest in the project. Weekly reports gives students the feeling of being responsible for their project activities and makes them accountable for their carried out activities. Nevertheless,

project facilitators should keep an eye on matching the project time-schedule and the student's free-time available. Having too little time may cause future problems, probably jeopardizing project goals.

In designing new student projects, facilitators could select students that are already motivated and capable to participate, in order to reduce possible participation failures. Student selection could be useful to maintain the degree of student participation. Based on student capability results in this study, students indicated they have no problems at all regarding their capability. Depending on the type of project activities, different resources are required to carry out the range of activities. Offering capability provisions positively affects student capability and the degree of carried out project activities. Depending on financial project possibilities, project facilitators may choose to offer capability provisions in new projects as well.

Of the selected capability provisions examined, positively emphasizing self-efficacy could have a positive effect on the student's self-efficacy. The degree of self-confidence the student has in his or her own capability, may be positively influenced by project facilitators (positive encouragement). Students are more capable when they have more self-confidence in their own capabilities.

Finally, almost all project facilitators that have been interviewed in this study, have indicated that student projects are a win-win situation for both students and neighborhood residents. Mutual acceptance and –commitment, small-scale livability improvements and an increased sense of community are positive effects that have been realized by the cooperation of students and neighborhood residents together.

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Appendix A

List of 37 current student participation projects in the Netherlands in 2012, according to Platform Corpovenista:

INTERVENTIE WONEN: Studenten wonen 'bewust gelabeld' in de wijk (met als doel de verbetering van de leefbaarheid).

PROJECT/INITIATIEF:
1. Labelling woningen voor studenten, Slotermeer, Amsterdam
2. Stageplekken en labelling aan jongeren Vestia
3. Labelling studenten Indische buurt, Ymere, Amsterdam
4. Tijdelijke studentenhuisvesting, Houthaven/Spaarndammerbuurt, Amsterdam

INTERVENTIE WONEN EN ACTIE: Studenten wonen in de wijk en zetten zich actief in voor de wijk.

PROJECT/INITIATIEF:
1. Springlevende wijkprojecten, Stichting Academie van de Stad, Amsterdam
2. Springlevend Tugela, voorleesservice en straatportiers, Transvaalbuurt, Amsterdam
3. Landelijke schoonmaak dag, Maastricht
4. De Wijkstudent, Tilburg
5. Acties studenten in prachtwijken Korrewegwijk en de Hoogte, Groningen
6. Studenteninzet, De Hoogte, Groningen
7. Heijplaat, RDM campus, innovation lab, Rotterdam
8. Krachtwijkproject Voetbalclub, Eindhoven
9. Studentenflat de Druppel, Eindhoven
10. Inplaatsing, Woensel West, Eindhoven
11. Wonen in Nieuw Jeruzalem, Tilburg
12. Studentenkwartier, Dordstelaan, Rotterdam
13. VoorUit!, Osdorp, Amsterdam
14. Leefbaarder flatcomplex De Otterrade, Den Haag ZuidWest, Den Haag
15. 3x Win, Ede
16. Krachtwijkproject Take-off projecten + design, Eindhoven
17. H-spot, student+kunst, Amsterdam zuid oost

INTERVENTIE ACTIE: Studenten zetten zich actief in voor de wijk.

PROJECT/INITIATIEF:
1. Bankjes opknappen & sport op school, Stichting Move, Hoograven, Utrecht
2. De smaak van Kralingen, Stichting Move, Rotterdam
3. Vuilnisbakkenkunst, stichting Move, Leiden
4. Buurtwinkel voor Onderwijs, Onderzoek en Talentontwikkeling, Baarsjes, Amsterdam
5. Activiteiten van Circumflex, Maastricht
6. Bazes, Benefietactie Zeven Erkende Studentenverenigingen, Groningen
7. City of talent, Groningen
8. Serve the city, Tilburg
9. Diverse leefbaarheidsprojecten, Stichting Academie van de Stad, Amsterdam
10. Projectstudies: Leefomgeving verbeteren Doornakkers, Eindhoven
11. Krachtwijkproject Design, Bennekel Gestel Eindhoven
12. Minor in de wijk, Saxion, Deventer
13. Ondernemenderwijs, Amersfoort
14. Aanpak Centrale, Vivare, diverse projecten wonen, werken, leren voor jongeren

15. Leerwerkbedrijf Diagonaal, Presikhaaf, Arnhem
16. Veldacademie, Rotterdam

Appendix B

Mutuality, reflection and personalization, derived from: Rhoads R.A. (1998). *In the Service of Citizenship: A Study of Student Involvement in Community Service*. The Journal of Higher Education, Vol. 69, No. 3 (May - Jun., 1998), pp. 277-297.

Participation in community service results in three general consequences suggested by students in discussing their participation in community service: self-exploration, understanding others, and the social good. These themes are highly interactive and, in general, student's exploration in all of these areas contributes to understanding the caring self. Rhoads (1998, p.292) identified three structural components of community service that appear to be critical. These key components are mutuality (both parties benefit from the service encounter and both parties are on equal foot), reflection (activities designed to help students process their service experiences in a manner involving serious thoughts), and personalization (meaningful interaction with those individuals to be served). The three elements described by Rhoads (1998) are in line with (social, civic and material) gratification elements that are described by Verba et al. (1995).

Two aspects of mutuality exist: one aspect relates to a recognition that both parties – characterized as - "doers" and the "done to," benefit from the service encounter. Students involved in service receive rewards for their work in the form of personal satisfaction. If their work is effective, community members also receive rewards in the form of a service provided. The experience is mutual, because both parties benefit from the community service activity (Rhoads, 1998, p.292). Benefiting from the service is in terms of Verba et al. (1995) a selective material gratification: to get active in a student participation project brings material benefits in the form of rental-free housing, study credits, rent reduction or a financial reward. In this sense both parties benefit from community service.

A second keynote to making community service most effective for citizenship development, is the inclusion of reflection as part of the service work. The term reflection refers to activities designed to help students process their service experiences in a manner involving serious thought. Small-group discussions and writing assignments are common tools used to foster student reflection. Community service that incorporates reflection, moves closer to what is typically considered service learning in that the reflective activity helps to link service to an educational outcome (Rhoads, 1998, p.292). Processing their service experiences in a manner involving serious thought is also described by Verba et al. (1995): selective civil gratification are motivations that students might find interesting, because they have the feeling that they have to fulfill their civic duty, taking into account they feel morally obliged to mean something for their community and to follow their conscience. It is not about the result they achieve, they are motivated because of their good intention and civic duty.

Perhaps the most significant aspect of community service to contribute to caring is what may be characterized as the personalization of service. For community service to be challenging to a student's sense of self, it seems most beneficial for service to involve opportunities for meaningful interaction with those individuals to be served. It is for students significant to have the opportunity to interact with individuals and families on a personal basis (Rhoads, 1998, p.292). These three components may influence student motivation. Personalization is in respect with Verba' et al. (1995) described as a selective social gratification that is a form of motivation students might have to get active as they probably want to make new interesting contacts, or to fit with the interest of the student.

In this study, mutuality (Rhoads) describes the same concept as the selective material gratification of Verba et al. (1995). Students perform activities for the neighborhood residents and in return they receive personal material benefits for doing such a thing. This is a mutual benefit. Both parties benefit from the service and both parties are on equal foot as the student is rewarded personally. The personal material (financial) reward is one of the rewards that is described by Platform Corpovenista (2012) that students may want to earn.

Reflection, as described by Rhoads (1998), discusses the corresponding typology of motivation as selective civil gratification, as Rhoads (1998) and Verba et al. (1995) both state that students should do activities designed to help process their service experiences in a way involving serious thoughts about developing the community, their civic duty and to develop civic skills. Serving the common interest, developing their environment and to recognize the need to tackle problems in the community are possible motivations to get active. At the same time, this reflection points at the possible career-making competences of the student. Participation means that they can earn probably various interesting benefits now or in the (near) future. Verba et al. (1995) and Rhoads (1998) both describe this motivation factor in terms of civic duty. The motivation factor that is described in terms of caring citizen and citizenship, is probably a motivation to participate.

Selective social gratification (Verba et al. 1995) and personalization (Rhoads, 1998) both describe the same element of the motivation variable that is defined by Verba et al. (1995). This is the third motivation variable. This motivation variable is described as an social aspect of motivation by both authors. Students are willing to participate in student participation projects as the project fits with the interests of the students. They are interested in experiencing exciting events and want to have fun. According to Rhoads (1998), this should take place on a personal basis, as this is an important element of meaningful interaction with other neighborhood residents. Both authors talk about making the demander (neighborhood resident) happy, based on a personal and meaningful interaction. A reason for students to participate is to increase their social network and to make up interesting social contacts.

In addition to Rhoads (1998) and Verba et al. (1995), Bolt & Ter Maat describe the same typology. The need (when citizens cope with livability problems), they will be more inclined to take action) is also described by Verba's et al. (1995). They both state that this motivation element describes participation because citizens feel that they have to develop the community into a better place by following their civic duty conscience. Economic interest is described in the same way as Verba's et al. (1995) selective material gratification, as element of the motivation variable. Material personal benefits, such as the financial rewards that they can get, are used as motivational benefit. Functional interest, that is aimed at the neighborhood as a whole, is in the same way described as Verba's et al. (1995) expected return (the solution of a substantive problem that is tackled by means of collective action). Emotional interest is in the same way described by the selective social gratification factor of Verba et al. (1995), as element of the motivation variable. They both describe the motivation to participate as ways of improving their social contacts and sense of community.

Appendix C

Questionnaire for project facilitators

Selective material gratifications

1a. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om vaardigheden op te doen die van pas kunnen zijn voor hun toekomstige baan?
1b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

○ Helemaal niet
○ Nauwelijks
○ In redelijke mate
○ In hoge mate
○ In zeer hoge mate

2a. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om voor hun loopbaan interessante contacten op te doen?
2b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

○ Helemaal niet
○ Nauwelijks
○ In redelijke mate
○ In hoge mate
○ In zeer hoge mate

3a. Biedt u in uw project studenten die meedoen de mogelijkheid om studiepunten te verkrijgen?
3b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

○ Helemaal niet
○ Nauwelijks
○ In redelijke mate
○ In hoge mate
○ In zeer hoge mate

4a. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om een gratis huurwoning te verkrijgen?
4b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

○ Helemaal niet
○ Nauwelijks
○ In redelijke mate
○ In hoge mate
○ In zeer hoge mate

5a. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om huurkorting te verkrijgen?
5b. Hoe groot is de huurkorting?
5c. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

○ Helemaal niet
○ Nauwelijks
○ In redelijke mate
○ In hoge mate
○ In zeer hoge mate

6a. Biedt u in uw project studenten die meedoen de mogelijkheid om een financiële beloning te verkrijgen?
6b. Hoe groot is de financiële beloning?
6c. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
◯ In zeer hoge mate

Selective social gratifications

7a. Studenten hebben mogelijk verschillende belangstelling en interesses per studierichting of opleiding. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om aan te sluiten bij hun belangstelling en interesses?
7b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
◯ In zeer hoge mate

8a. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om nieuwe sociale contacten op te doen?
8b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
◯ In zeer hoge mate

9a. Op welke manier biedt u in uw project studenten die meedoen waardering voor hun inzet?
9b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
◯ In zeer hoge mate

10a. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om meer geaccepteerd te worden door de buurt?
10b. In welke mate heeft u accent gelegd op de informatievoorziening van de mogelijkheid aan de studenten om meer geaccepteerd te worden door de buurt?

○ Helemaal niet
○ Nauwelijks
○ In redelijke mate
○ In hoge mate
○ In zeer hoge mate

11. Doel van veel projecten is het verbeteren van het gemeenschapsgevoel. In welke mate heeft u accent gelegd op de informatievoorziening van de mogelijkheid aan de studenten om het gemeenschapsgevoel in de buurt te verbeteren?

○ Helemaal niet
○ Nauwelijks
○ In redelijke mate
○ In hoge mate
○ In zeer hoge mate

Selective civic gratifications

12. Sommige mensen zien het als hun burgerplicht om medeburgers te helpen. In welke mate heeft u accent gelegd op de informatievoorziening van de mogelijkheid aan de studenten om hun burgerplicht te vervullen?

○ Helemaal niet
○ Nauwelijks
○ In redelijke mate
○ In hoge mate
○ In zeer hoge mate

Expected return

13a. Doel van veel projecten is de leefbaarheid verbeteren. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om zich in te spannen voor concrete buurtverbeteringen?
13b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

○ Helemaal niet
○ Nauwelijks
○ In redelijke mate
○ In hoge mate
○ In zeer hoge mate

Education

14a. Selecteert u studenten die mee willen doen op basis van geschikte competenties voor uw project?
14b. Hoe selecteert u studenten?
14c. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om hun competenties (o.a. organiseren, vergaderen, presenteren, voorzitten, lesgeven) in te zetten voor het project?
14d. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

○ Helemaal niet
○ Nauwelijks
○ In redelijke mate
○ In hoge mate
○ In zeer hoge mate

(Civic) social skills

15a. Selecteert u studenten die mee willen doen op basis van geschikte sociale vaardigheden voor uw project?
15b. hoe selecteert u studenten?
15c. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om hun sociale vaardigheden te verbeteren?
15d. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

○ Helemaal niet
○ Nauwelijks
○ In redelijke mate
○ In hoge mate
○ In zeer hoge mate

Time

16a. Studenten moeten overdag naar college, hebben een bijbaan of verrichten andere activiteiten. Op welke manier houdt u rekening met het feit dat studenten niet ieder moment van de dag beschikbaar zijn voor het project om activiteiten te verrichten?
16b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten om de activiteiten af te stemmen op de beschikbare vrije tijd van de student?

○ Helemaal niet
○ Nauwelijks
○ In redelijke mate
○ In hoge mate
○ In zeer hoge mate

Resources

17a. Biedt u in uw project studenten die meedoen de mogelijkheid om zich te laten ondersteunen door begeleiders bij het uitvoeren van een activiteit wanneer dat nodig is?
17b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

○ Helemaal niet
○ Nauwelijks
○ In redelijke mate
○ In hoge mate
○ In zeer hoge mate

18a. Indien noodzakelijk: biedt u in uw project studenten die meedoen de mogelijkheid om gebruik te maken van materialen die nodig zijn voor het uitvoeren van een activiteit?

18b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
◯ In zeer hoge mate

19a. Indien noodzakelijk: biedt u in uw project studenten die meedoen de mogelijkheid om gebruik te maken van accommodaties die nodig zijn voor het uitvoeren van een activiteit?
19b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
◯ In zeer hoge mate

20a. Biedt u in uw project studenten die meedoen de mogelijkheid om gebruik te maken van een onkostenvergoeding?
20b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
◯ In zeer hoge mate

Self-efficacy

21a. Het vertrouwen in eigen kunnen is belangrijk bij het uitvoeren van taken of oplossen van problemen. In welke mate heeft u geprobeerd om tijdens het project het vertrouwen van studenten in hun vaardigheden te vergroten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
◯ In zeer hoge mate

21b. Op welke manier heeft u geprobeerd om het vertrouwen van studenten in hun vaardigheden te vergroten?

22. Studenten kunnen verschillende redenen hebben om deel te nemen. In welke mate vinden studenten – volgens u - de volgende redenen belangrijk om deel te nemen?

Stelling	Mate van belangrijkheid					
	Helemaal niet belangrijk	Niet erg belangrijk	Redelijk belangrijk	Belangrijk	Heel belangrijk	Niet van toepassing
a. vaardigheden te ontwikkelen voor later	1	2	3	4	5	6
b. voor de loopbaan interessante contacten op te doen	1	2	3	4	5	6
c. studiepunten willen krijgen	1	2	3	4	5	6
d. gratis huurwoning willen krijgen	1	2	3	4	5	6
e. huurkorting willen krijgen	1	2	3	4	5	6
f. een financiële beloning willen krijgen	1	2	3	4	5	6
g. aansluiten bij hun belangstelling	1	2	3	4	5	6
h. nieuwe sociale contacten willen leggen	1	2	3	4	5	6
i. waardering voor hun inzet willen krijgen	1	2	3	4	5	6
j. om meer geaccepteerd te willen worden door de buurt	1	2	3	4	5	6
k. het gemeenschapsgevoel in de buurt willen verbeteren	1	2	3	4	5	6
l. vinden dat het hun burgerplicht is	1	2	3	4	5	6
m. zich willen inspannen voor concrete buurtverbeteringen	1	2	3	4	5	6
n. hun eigen competenties in willen zetten voor het project	1	2	3	4	5	6
o. hun sociale vaardigheden te willen verbeteren	1	2	3	4	5	6
p. voldoende tijd beschikbaar hebben	1	2	3	4	5	6
q. begeleiding bij de activiteiten krijgen	1	2	3	4	5	6
r. de benodigde materialen krijgen	1	2	3	4	5	6
s. de benodigde accommodaties tot hun beschikking krijgen	1	2	3	4	5	6
t. een onkostenvergoeding krijgen	1	2	3	4	5	6

23. Wat zijn volgens u de twee belangrijkste redenen voor studenten om deel te nemen? Nummer ……….. en nummer ………...

24. Zijn er volgens u nog andere redenen voor studenten om deel te nemen?

……

……

……

………………………………………………………………………

Degree of student participation

25a. Zijn er studenten die gedurende het project zijn gestopt?
25b. Hoeveel studenten zijn gestopt?
25c. Waarom zij zijn gestopt?

26. In welke mate zijn de voorgenomen activiteiten daadwerkelijk uitgevoerd door de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
◯ In zeer hoge mate

27. In welke mate is het project inhoudelijk gezien een succes geworden?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
◯ In zeer hoge mate

Appendix D

Questionnaire for students that have participated in the student participation project

1. In welke mate waren de volgende redenen voor jou van belang om te besluiten tot deelname aan het project?

Stelling	Mate van belangrijkheid					
	Helemaal niet belangrijk	Niet erg belangrijk	Redelijk belangrijk	Belangrijk	Heel belangrijk	Niet van toepassing
a. om meer geaccepteerd te willen worden door de buurt	1	2	3	4	5	6
b. het is mijn burgerplicht	1	2	3	4	5	6
c. om waardering voor mijn inzet te krijgen	1	2	3	4	5	6
d. gratis huurruimte wil krijgen	1	2	3	4	5	6
e. voor mijn loopbaan interessante	1	2	3	4	5	6

contacten op wil doen						
f. huurkorting wil krijgen	1	2	3	4	5	6
g. studiepunten wil krijgen	1	2	3	4	5	6
h. het sluit aan bij mijn belangstelling	1	2	3	4	5	6
i. het gemeenschapsgevoel in de buurt wil verbeteren	1	2	3	4	5	6
j. vaardigheden wil ontwikkelen voor later	1	2	3	4	5	6
k. een financiële beloning wil krijgen	1	2	3	4	5	6
l. mij wil inspannen voor concrete buurtverbeteringen	1	2	3	4	5	6
m. nieuwe sociale contacten op wil doen	1	2	3	4	5	6

2. Wat waren voor jou de twee belangrijkste redenen om te deel te nemen? Nummer …….. en nummer ……….

3. Zijn er nog andere redenen om te deel te nemen?
……
……
……
………………………………………………………………………………….

4. In welke mate zijn de volgende punten gerealiseerd dankzij deelname aan het project?

Stelling	Mate van realisatie					
	Helemaal niet	Enigszins	Redelijk	Grotendeels	Volledig	Niet van toepassing
a. om meer geaccepteerd te worden door de buurt	1	2	3	4	5	6
b. waardering voor mijn inzet gekregen	1	2	3	4	5	6
c. gratis huurwoning gekregen	1	2	3	4	5	6
d. voor mijn loopbaan interessante contacten opgedaan	1	2	3	4	5	6
e. huurkorting gekregen	1	2	3	4	5	6
f. studiepunten gekregen	1	2	3	4	5	6
g. aangesloten bij mijn belangstelling	1	2	3	4	5	6
h. het gemeenschapsgevoel in de buurt verbeterd	1	2	3	4	5	6
i. vaardigheden ontwikkeld voor later	1	2	3	4	5	6
j. een financiële beloning gekregen	1	2	3	4	5	6
k. ingespannen voor concrete	1	2	3	4	5	6

buurtverbeteringen						
l. nieuwe sociale contacten opgedaan	1	2	3	4	5	6

5. In hoeverre heb jij problemen ervaren met de volgende punten?

	Probleem		
	Geen probleem	Klein probleem	Groot probleem
a. de mogelijkheid om mijn competenties (o.a. organiseren, vergaderen, presenteren, voorzitten, lesgeven) in te zetten voor het project	1	2	3
b. het afstemmen van projectactiviteiten met mijn beschikbare hoeveelheid vrije tijd	1	2	3
c. de mogelijkheid om mijn sociale vaardigheden te verbeteren	1	2	3
d. begeleiding om activiteiten goed uit te kunnen voeren	1	2	3
e. ondersteuning in benodigde materialen om activiteiten goed uit te kunnen voeren	1	2	3
f. ondersteuning in benodigde accommodaties om activiteiten goed uit te kunnen voeren	1	2	3
g. ondersteuning in benodigde onkostenvergoedingen om activiteiten goed uit te kunnen voeren	1	2	3
h. het zelfvertrouwen in eigen kunnen	1	2	3
i. het bereiken van de door het project gestelde doelen	1	2	3

6. In welke mate heb jij gedaan wat de bedoeling was volgens het project?

○ Helemaal niet
○ Nauwelijks
○ In redelijke mate
○ In hoge mate
○ In zeer hoge mate

7. In welke mate hebben jullie als groep gedaan wat de bedoeling was volgens het project?

○ Helemaal niet
○ Nauwelijks
○ In redelijke mate
○ In hoge mate
○ In zeer hoge mate

8. In welke mate is het project volgens jou een succes geworden?

○ Helemaal niet
○ Nauwelijks

◯ In redelijke mate
◯ In hoge mate
◯ In zeer hoge mate

Appendix E

Interview Gwen Hofland (De Wijkstudent Tilburg)

Gwen Hofland (Woonconsulent WonenBreburg)
't Zand Tilburg

06-03-2014 (10:00-11:00)
Baden Powellaan 42, Tilburg

1a. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om vaardigheden op te doen die van pas kunnen zijn voor hun toekomstige baan?

Het is heel breed, het hangt van de opleiding af en wat ze graag zouden willen doen voor de wijk. De studenten hebben zelf de mogelijkheid om vrijwilligerswerk te combineren met de studie, bijvoorbeeld het kopgevelproject, waar studenten van de kunstacademie samen met buurtbewoners kopgevels van een huizenrij in de wijk gaan opknappen. Een andere student doet weer andere werkzaamheden, van organiseren tot uitvoeren, gezamenlijk of op eigen initiatief. Het samenwerken met medestudenten en het opzetten van initiatieven zijn belangrijke vaardigheden voor later.

1b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
🟢 In redelijke mate
◯ In hoge mate
◯ In zeer hoge mate

2a. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om voor hun loopbaan interessante contacten op te doen?

Dat kan gebeuren, onder andere vanuit de Twern (Welzijnsorganisatie), WonenBreburg of de Gemeente Tilburg. Voorbeeld: iemand was blijven hangen om extra werkzaamheden te verrichten voor de Twern. De contacten zijn dus voornamelijk ontstaan vanuit de directbetrokkenen van de instellingen zelf.

2b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

🟢 Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
◯ In zeer hoge mate

3a. Biedt u in uw project studenten die meedoen de mogelijkheid om studiepunten te verkrijgen?

Nee, wel geprobeerd maar dat gaat niet zomaar. Dat is onderwijstechnisch niet altijd mogelijk.

3b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

🟢 Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
◯ In zeer hoge mate

4a. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om een gratis huurwoning te verkrijgen?

Niet relevant, want we geven alleen huurkorting. De twee woningen zelf (Reitse Hoevenstraat en Bellarminostraat) zijn al bij de start van het project opgeleverd. De eerste studenten zijn in juni 2011 in de woningen komen wonen.

4b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

🟢 Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
◯ In zeer hoge mate

5a. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om huurkorting te verkrijgen?

Studenten moeten per maand 15 uur vrijwilligerswerk verrichten, in ruil daarvoor ontvangen zij huurkorting. De vrijwilligersovereenkomst houdt in dat studenten in ruil voor hun inzet als vrijwilliger korting krijgen op de huurprijs.

5b. Hoe groot is de huurkorting?

Studenten betalen 150 euro, de kale huur is 100 euro.

5c. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
🟢 In hoge mate
◯ In zeer hoge mate

6a. Biedt u in uw project studenten die meedoen de mogelijkheid om een financiële beloning te verkrijgen?

Niet relevant, want we geven alleen huurkorting en geen financiële beloning.

6b. Hoe groot is de financiële beloning?

-

6c. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

🟢 Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
◯ In zeer hoge mate

7a. Studenten hebben mogelijk verschillende belangstelling en interesses per studierichting of opleiding. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om aan te sluiten bij hun belangstelling en interesses?

Studenten kunnen zelf hun eigen ideeën aandragen en uitvoeren. Student van de kunstacademie heeft bijvoorbeeld kopgevelproject geïnitieerd. Studenten kunnen hun eigen invulling geven aan hun interesses en ideeën. Studenten kunnen hun eigen ideeën kwijt in het project.

7b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
🟢 In hoge mate
◯ In zeer hoge mate

8a. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om nieuwe sociale contacten op te doen?

Voornamelijk de studenten onderling, ook met organisaties wellicht maar in mindere mate. Met de wijk zelf komt het moeilijk van de grond, zij blijven vooral in hun eigen cultuur of zij hebben al zelf problemen genoeg waar ze mee moeten omgaan, onder meer taalbarrières. Sociale contacten tussen de buurt en de studenten zijn erg moeilijk te leggen.

8b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
🟢 In hoge mate
◯ In zeer hoge mate

9a. Op welke manier biedt u in uw project studenten die meedoen waardering voor hun inzet?

De wijkstudenten krijgen heel veel positieve en leuke reacties voor bijvoorbeeld van het opknappen van het speeltuintje. Dat was een verzoek van één van de buurtbewoners. Ze worden daar nog

iedere dag voor aangesproken en bedankt. Ze krijgen waardering voor de inzet die ze getoond hebben. Bovendien krijgen de studenten een certificaat bij deelname aan het project.

9b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
🟢 In zeer hoge mate

10a. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om meer geaccepteerd te worden door de buurt?

De studenten hanteren een opendeur-policy. Kopje koffie, een praatje maken; de bewoners kunnen zonder moeite langskomen. In de buurt proberen ze zichtbaar aanwezig te zijn. De twee woningen zijn beplakt met stickers. Aanspreekpunt in de buurt zijn draagt bij aan het geaccepteerd te worden door de buurt zelf. Maar het is een stap te veel, onder meer bij het organiseren van een burendag. Kwam maar moeilijk van de grond. Niemand heeft nu meer onderling contact met elkaar. Het gemeenschapsgevoel verbeteren is heel lastig.

10b. In welke mate heeft u accent gelegd op de informatievoorziening van de mogelijkheid aan de studenten om meer geaccepteerd te worden door de buurt?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
🟢 In hoge mate
◯ In zeer hoge mate

11. Doel van veel projecten is het verbeteren van het gemeenschapsgevoel. In welke mate heeft u accent gelegd op de informatievoorziening van de mogelijkheid aan de studenten om het gemeenschapsgevoel in de buurt te verbeteren?

◯ Helemaal niet
◯ Nauwelijks
🟢 In redelijke mate
◯ In hoge mate
◯ In zeer hoge mate

12. Sommige mensen zien het als hun burgerplicht om medeburgers te helpen. In welke mate heeft u accent gelegd op de informatievoorziening van de mogelijkheid aan de studenten om hun burgerplicht te vervullen?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
🟢 In hoge mate
◯ In zeer hoge mate

13a. Doel van veel projecten is de leefbaarheid verbeteren. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om zich in te spannen voor concrete buurtverbeteringen?

We zijn zeer druk bezig met het verbeteren van de leefbaarheid. Dat is ook het doel van het project "De Wijkstudent". Hoge vergrijzing en weinig sociale samenhang in de buurt, mede door de veelheid aan culturen. De wijk straalt saaiheid en anonimiteit uit. De studenten moeten de anonimiteit in de wijk doorbreken en de sociale cohesie proberen te verbeteren. In de wijk zijn veel verschillende culturen en leefstijlen, de wijkstudenten worden ingezet als bruggenbouwers.

13b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
🟢 In zeer hoge mate

14a. Selecteert u studenten die mee willen doen op basis van geschikte competenties voor uw project?

Ja. Er vindt een intakegesprek plaats met de studenten.

14b. Hoe selecteert u studenten?

Om te bepalen of zij weten waar ze zich voor aan hebben gemeld en of zij echt gemotiveerd zijn om deel te nemen, vindt een intakegesprek plaats. Daar wordt een inschatting van de student gemaakt of zij bereid zijn om serieus aan de slag te gaan en het niet alleen maar doen voor de huurkorting. Het plan was eerst om alleen WO studenten te selecteren, maar daar zijn we vanaf gestapt omdat MBO/HBO studenten praktischer ingesteld zijn en daardoor meer kunnen bereiken voor de buurt. Nu is alles bezet, 7 mensen staan op de reservelijst. Op dit moment zijn er 2 woningen met 3 en 4 studenten.

14c. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om hun competenties (o.a. organiseren, vergaderen, presenteren, voorzitten, lesgeven) in te zetten voor het project?

Studenten hebben hier een hele vrije rol in. Ze kunnen gaan doen wat ze zelf leuk vinden, mits dit in overleg gebeurd en verantwoordelijk/realistisch is. Enige goedkeuring is dus wel vereist maar over het algemeen zijn de studenten zo vrij als een vogel.

14d. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
🟢 In hoge mate
◯ In zeer hoge mate

15a. Selecteert u studenten die mee willen doen op basis van geschikte sociale vaardigheden voor uw project?

Ja, tijdens het intakegesprek.

15b. hoe selecteert u studenten?

Studenten worden beoordeeld op basis van het intakegesprek. Soms hebben we ook wel gehad dat iemand die zeer sociaal vaardig was, achteraf besloot om niet deel te nemen aan het project, wat we erg jammer vonden. Bovendien moeten studenten allemaal wel gemotiveerd zijn, anders gaan studenten aan elkaar ergeren en dat moeten we niet hebben. In dat geval grijpen wij in, waarschuwing geven onder andere. Sociale vaardigheden zijn zeer belangrijk, je moet op mensen kunnen afstappen.

15c. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om hun sociale vaardigheden te verbeteren?

Dat ontwikkel jezelf door tijdens het project bezig te zijn met de activiteiten. Daar bieden wij zelf geen verbetermogelijkheden in, dat is iets wat moet groeien.

15d. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
🟢 In zeer hoge mate

16a. Studenten moeten overdag naar college, hebben een bijbaan of verrichten andere activiteiten. Op welke manier houdt u rekening met het feit dat studenten niet ieder moment van de dag beschikbaar zijn voor het project om activiteiten te verrichten?

Ja daar houden wij rekening mee. We weten zo ongeveer wanneer een student beschikbaar is en wanneer niet. Als een student bijvoorbeeld niet kan, dan wordt dit onderling geregeld met een andere student, die dan in de plek komt. Als de een niet kan, dan kan de ander wel helpen. Mede door de projectvrijheid kunnen studenten veel dingen zelf organiseren of plannen.

16b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten om de activiteiten af te stemmen op de beschikbare vrije tijd van de student?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
🟢 In zeer hoge mate

17a. Biedt u in uw project studenten die meedoen de mogelijkheid om zich te laten ondersteunen door begeleiders bij het uitvoeren van een activiteit wanneer dat nodig is?

Ja, door de Twern (Welzijnsorganisatie), huismeesters of WonenBreburg, zij bieden persoonlijke begeleiding.

17b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
🟢 In zeer hoge mate

18a. Indien noodzakelijk: biedt u in uw project studenten die meedoen de mogelijkheid om gebruik te maken van materialen die nodig zijn voor het uitvoeren van een activiteit?

Ja, als je iets nodig hebt is dat geen enkel probleem. Als het maar realistisch en verantwoord is.

18b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
🟢 In zeer hoge mate

19a. Indien noodzakelijk: biedt u in uw project studenten die meedoen de mogelijkheid om gebruik te maken van accommodaties die nodig zijn voor het uitvoeren van een activiteit?

Ja, die leveren we.

19b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
🟢 In zeer hoge mate

20a. Biedt u in uw project studenten die meedoen de mogelijkheid om gebruik te maken van een onkostenvergoeding?

Ja, die geven we. Als studenten iets nodig hebben, kunnen ze bij ons terecht. Het werkt anders dan bijvoorbeeld voor gewone huurders; zij zijn eerder geneigd om misbruik te maken van zulke financiële vergoedingen. We hebben een goede vertrouwensband met de studenten, dus er is heel veel mogelijk.

20b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate

⬤ In zeer hoge mate

21a. Het vertrouwen in eigen kunnen is belangrijk bij het uitvoeren van taken of oplossen van problemen. In welke mate heeft u geprobeerd om tijdens het project het vertrouwen van studenten in hun vaardigheden te vergroten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
⬤ In zeer hoge mate

21b. Op welke manier heeft u geprobeerd om het vertrouwen van studenten in hun vaardigheden te vergroten?

Studenten onder elkaar hebben een controlerende functie en zorgen ervoor dat als er problemen spelen bij iemand, dat zij dat proberen op te lossen. Als dat niet lukt, zullen wij van WonenBreburg hulp proberen te bieden. Studenten kunnen elkaar proberen op te vangen en over het algemeen lukt dat heel erg goed.

22. Studenten kunnen verschillende redenen hebben om deel te nemen. In welke mate vinden studenten – volgens u - de volgende redenen belangrijk om deel te nemen?

Stelling	Mate van belangrijkheid					
	Helemaal niet belangrijk	Niet erg belangrijk	Redelijk belangrijk	Belangrijk	Heel belangrijk	Niet van toepassing
a. vaardigheden te ontwikkelen voor later	1	2	3	4	**5**	6
b. voor de loopbaan interessante contacten op te doen	1	2	**3**	4	5	6
c. studiepunten willen krijgen	1	2	3	4	5	**6**
d. gratis huurwoning willen krijgen	1	2	3	4	5	**6**
e. huurkorting willen krijgen	1	2	3	**4**	5	6
f. een financiële beloning willen krijgen	1	2	3	**4**	5	6
g. aansluiten bij hun belangstelling	1	2	3	4	**5**	6
h. nieuwe sociale contacten willen leggen	1	2	3	4	**5**	6
i. waardering voor hun inzet willen krijgen	1	2	3	4	**5**	6
j. om meer geaccepteerd te willen worden door de buurt	1	2	3	**4**	5	6
k. het gemeenschapsgevoel in de buurt willen verbeteren	1	2	**3**	4	5	6
l. vinden dat het hun burgerplicht is	1	2	3	4	**5**	6

m. zich willen inspannen voor concrete buurtverbeteringen	1	2	3	4	**5**	6
n. hun eigen competenties in willen zetten voor het project	1	2	3	4	**5**	6
o. hun sociale vaardigheden te willen verbeteren	1	2	3	4	**5**	6
p. voldoende tijd beschikbaar hebben	1	2	3	**4**	5	6
q. begeleiding bij de activiteiten krijgen	1	2	3	**4**	5	6
r. de benodigde materialen krijgen	1	2	3	4	**5**	6
s. de benodigde accommodaties tot hun beschikking krijgen	1	2	3	4	**5**	6
t. een onkostenvergoeding krijgen	1	2	3	4	**5**	6

23. Wat zijn volgens u de twee belangrijkste redenen voor studenten om deel te nemen? Nummer **L** en nummer **M**.

24. Zijn er volgens u nog andere redenen voor studenten om deel te nemen?

Meegaan in ontwikkeling van de maatschappij.

25a. Zijn er studenten die gedurende het project zijn gestopt?

Ja.

25b. Hoeveel studenten zijn gestopt?

3 studenten.

25c. Waarom zij zijn gestopt?

Te druk, onenigheid in de groep.

26. In welke mate zijn de voorgenomen activiteiten daadwerkelijk uitgevoerd door de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
🟢 In hoge mate
◯ In zeer hoge mate

27. In welke mate is het project inhoudelijk gezien een succes geworden?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
🟢 In zeer hoge mate

Appendix F

Interview Yoni Paridaans & Jacoline Pijl (Wonen in Nieuw-Jeruzalem Tilburg)

Yoni Paridaans
Coordinator/projectleider Brede School Tilburg

Jacoline Pijl
Sociaal werker ContourdeTwern

28-03-2014 (12:00-13:15)
Caspar Houbenstraat 109, Tilburg

1a. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om vaardigheden op te doen die van pas kunnen zijn voor hun toekomstige baan?

De studenten wonen en leven in de wijk, zij hebben ruimte voor eigen initiatief maar dat moet wel ten gunste komen van de buurtbewoners en de wijk. Studenten zijn er meestal niet zo bewust van dat zij deze vaardigheden opdoen. Deze vaardigheden verkrijgen zij meestal door activiteiten die zij verrichten, zoals een BHV-cursus, het sportproject (16 tot 30 jaar) voor de wijk of door het opknappen van het buurthuis. De student heeft een bepalende rol tussen de professional en de vrijwilliger. Dankzij de activiteiten ontwikkelen zij vaardigheden die in de toekomst van pas komen.

1b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
🟢 In redelijke mate
◯ In hoge mate
◯ In zeer hoge mate

2a. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om voor hun loopbaan interessante contacten op te doen?

Dat is afhankelijk van de studie en welke projecten zij gaan doen. Zij komen dan in contact met organisaties die betrokken zijn bij dit project, onder andere Tiwos (woningcorporatie Tilburg), Bredeschool Tilburg of CountourDeTwern.

2b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
🟢 In hoge mate
◯ In zeer hoge mate

3a. Biedt u in uw project studenten die meedoen de mogelijkheid om studiepunten te verkrijgen?

Nee, nog niet. Het blijft wel altijd een optie, maar dat moet gebeuren op initiatief van de student zelf. Als het zou kunnen, hebben wij daar geen problemen mee.

3b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
🟢 Nauwelijks
◯ In redelijke mate
◯ In hoge mate
◯ In zeer hoge mate

4a. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om een gratis huurwoning te verkrijgen?

Studenten moeten 8 uur per week vrijwilligerswerk verrichten om in aanmerking te komen voor een gratis huurwoning. Het was vroeger 12 uur per week maar dat bleek niet haalbaar. De gebouwen staan wel op de nominatie voor sloop maar de vraag is hoe lang het project nog kan blijven doorgaan. De panden worden niet meer zo goed onderhouden. De wijk zelf wordt ook nog gerenoveerd. Studenten verrichten voor het grootste deel vaste activiteiten, die door ons worden begeleid. De studenten betalen alleen stookkosten. Er wonen 2 studenten in twee huurwoningen.

4b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
🟢 In zeer hoge mate

5a. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om huurkorting te verkrijgen?

Wij geven geen huurhorting.

5b. Hoe groot is de huurkorting?

€ 0,-

5c. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

🟢 Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
◯ In zeer hoge mate

6a. Biedt u in uw project studenten die meedoen de mogelijkheid om een financiële beloning te verkrijgen?

Wij geven geen financiële beloning.

6b. Hoe groot is de financiële beloning?

€ 0,-

6c. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

🟢 Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
◯ In zeer hoge mate

7a. Studenten hebben mogelijk verschillende belangstelling en interesses per studierichting of opleiding. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om aan te sluiten bij hun belangstelling en interesses?

Dat is afhankelijk van de studie. Wij gaan kijken in hoeverre de bestaande projecten matchen met de opleidingsachtergrond en proberen aan te sluiten bij wat de student graag wil betekenen voor het woonproject. In die zin is er een grote mate van vrijheid. Ook bij de sollicitatie vragen wij naar de achtergrond van de student om te kijken of hij/zij aansluit bij het project en in hoeverre studenten met eigen initiatieven kunnen komen om aan te sluiten bij de eigen belangstelling en interesses.

7b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
🟢 In hoge mate
◯ In zeer hoge mate

8a. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om nieuwe sociale contacten op te doen?

Dat is heel breed, wat we van de studenten vragen is een sociale bijdrage aan de wijk. De doelgroep is heel divers, er is veel contact met professionals. De vele diverse contactmomenten leiden mogelijk tot vriendschappen of andere sociale contacten.

8b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
🟢 In zeer hoge mate

9a. Op welke manier biedt u in uw project studenten die meedoen waardering voor hun inzet?

De studenten betalen geen huur, dat vinden zij al een mooie waardering voor hun inzet. Bovendien is het ook de manier waarop we met elkaar omgaan. Het wordt uitgesproken dat de studenten belangrijke en waardevolle activiteiten verrichten voor de wijk. Ook vanuit de wijk wordt dat uitgesproken naar ons en de studenten, dat is erg positief.

9b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
🟢 In hoge mate
◯ In zeer hoge mate

10a. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om meer geaccepteerd te worden door de buurt?

De constante vraag die bij ons speelt is of de projecten passen bij de behoefte van de buurtbewoners in de wijk. Wij zeggen tegen de studenten dat zij ook wijkbewoner zijn en ze moeten samen met de wijk leven. Wij leveren de studenten handvatten aan en geen kant-en-klare oplossingen. De studenten moeten daar zelf voor zorgen; zij zijn diegenen die ervoor moeten zorgen dat ze meer geaccepteerd worden. Rekening houden met de buurtbewoners is daar een onderdeel van.

10b. In welke mate heeft u accent gelegd op de informatievoorziening van de mogelijkheid aan de studenten om meer geaccepteerd te worden door de buurt?

◯ Helemaal niet
◯ Nauwelijks
🟢 In redelijke mate
◯ In hoge mate
◯ In zeer hoge mate

11. Doel van veel projecten is het verbeteren van het gemeenschapsgevoel. In welke mate heeft u accent gelegd op de informatievoorziening van de mogelijkheid aan de studenten om het gemeenschapsgevoel in de buurt te verbeteren?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
🟢 In hoge mate
◯ In zeer hoge mate

12. Sommige mensen zien het als hun burgerplicht om medeburgers te helpen. In welke mate heeft u accent gelegd op de informatievoorziening van de mogelijkheid aan de studenten om hun burgerplicht te vervullen?

🟢 Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
◯ In zeer hoge mate

13a. Doel van veel projecten is de leefbaarheid verbeteren. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om zich in te spannen voor concrete buurtverbeteringen?

Dat is het doel van het project. Studenten hebben een vast deel en een vrij in te vullen deel. De vaste activiteiten zijn activiteiten die zich bewezen hebben en die goed zijn voor de wijk, wijkbewoners hebben behoefte aan deze activiteiten. Als iets niet werkt, moeten we daar niet mee verder gaan. De studenten hebben hier wel een vrije rol in en kunnen zelf initiatieven aandragen.

13b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
🟢 In zeer hoge mate

14a. Selecteert u studenten die mee willen doen op basis van geschikte competenties voor uw project?

Ja, wij selecteren studenten op basis van geschikte competenties.

14b. Hoe selecteert u studenten?

Dat doen wij door middel van sollicitatiegesprekken. Studenten moeten ook een brief en CV opsturen. Het is eigenlijk een gesprek net als een echte sollicitatie. Op basis van deze informatie selecteren wij geschikte studenten. Studenten moeten tijdens het project de afspraken nakomen die gemaakt zijn. Als zij dat niet doen, moeten wij ingrijpen en ze uit het project verwijderen.

14c. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om hun competenties (o.a. organiseren, vergaderen, presenteren, voorzitten, lesgeven) in te zetten voor het project?

Op een manier die bij hen past. Ze kunnen zelf kiezen wat zij belangrijk vinden. We verwachten wel bepaalde competenties. Studenten kunnen hun competenties inzetten voor de vaste activiteiten maar ook voor hun vrije deel. Het is eigenlijk maar net wat de student zelf belangrijk vindt en leuk vindt om te doen.

14d. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
🟢 Nauwelijks
◯ In redelijke mate
◯ In hoge mate
◯ In zeer hoge mate

15a. Selecteert u studenten die mee willen doen op basis van geschikte sociale vaardigheden voor uw project?

Ja, wij selecteren studenten op basis van geschikte sociale vaardigheden.

15b. hoe selecteert u studenten?

De voorwaarde om geselecteerd te worden is om sociaal te zijn. De motivatiebrief en met name het gesprek zijn belangrijk. In principe zijn wij op zoek naar actieve wijkbewoners. Wij hebben snel door als iemand alleen uit is op de huurruimte. In de basis moet de student wel sociaalvaardig zijn.

15c. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om hun sociale vaardigheden te verbeteren?

Studenten krijgen begeleidingsgesprekken, veel ruimte voor eigen ontwikkelingen en ondervinden verschillende leerervaringen. Wij proberen de studenten hierin zo goed mogelijk te begeleiden en door deel te nemen aan het project kunnen de studenten daar van leren.

15d. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
🟢 Nauwelijks
◯ In redelijke mate
◯ In hoge mate
◯ In zeer hoge mate

16a. Studenten moeten overdag naar college, hebben een bijbaan of verrichten andere activiteiten. Op welke manier houdt u rekening met het feit dat studenten niet ieder moment van de dag beschikbaar zijn voor het project om activiteiten te verrichten?

Wij hebben bestaande activiteiten die uitgevoerd moeten worden op vaste tijden. We kijken hoe het past bij het rooster van de student. De voorwaarde om deel te nemen aan het project is dat je wel overdag beschikbaar moet kunnen zijn, we vragen dus wel enige flexibiliteit van de student. Dat komt ook ter sprake bij het sollicitatiegesprek. De studenten gaan niet zelfstandig aan de slag, ze draaien mee met de professionals, waar zij nuance en sturing geven. Studenten moeten voldoende tijd hebben om deel te nemen aan het project en de 8 uur per week halen.

16b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten om de activiteiten af te stemmen op de beschikbare vrije tijd van de student?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
🟢 In hoge mate
◯ In zeer hoge mate

17a. Biedt u in uw project studenten die meedoen de mogelijkheid om zich te laten ondersteunen door begeleiders bij het uitvoeren van een activiteit wanneer dat nodig is?

Ja, dat gebeurt door professionals of door mij (Yoni) of Jacoline.

17b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks

◯ In redelijke mate
🟩 In hoge mate
◯ In zeer hoge mate

18a. Indien noodzakelijk: biedt u in uw project studenten die meedoen de mogelijkheid om gebruik te maken van materialen die nodig zijn voor het uitvoeren van een activiteit?

Ja, we hebben een budget om materialen aan te schaffen. Het is dan wel afhankelijk van het project. Er komt ook een stuk eigen verantwoordelijkheid van de student bij kijken.

18b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
🟩 In redelijke mate
◯ In hoge mate
◯ In zeer hoge mate

19a. Indien noodzakelijk: biedt u in uw project studenten die meedoen de mogelijkheid om gebruik te maken van accommodaties die nodig zijn voor het uitvoeren van een activiteit?

Ja, de studenten kunnen onder andere gebruik maken van het buurthuis.

19b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
🟩 In hoge mate
◯ In zeer hoge mate

20a. Biedt u in uw project studenten die meedoen de mogelijkheid om gebruik te maken van een onkostenvergoeding?

Dat hangt van het project af. Het is wel bespreekbaar, maar ook hier geldt dat studenten daar een eigen verantwoordelijkheid voor dragen. Als zij bijvoorbeeld een burendag hebben georganiseerd en soep hebben uitgedeeld, dan kunnen zij dat wel declareren. Daar doen wij niet moeilijk over. Het moet wel redelijk blijven.

20b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
🟩 In redelijke mate
◯ In hoge mate
◯ In zeer hoge mate

21a. Het vertrouwen in eigen kunnen is belangrijk bij het uitvoeren van taken of oplossen van problemen. In welke mate heeft u geprobeerd om tijdens het project het vertrouwen van studenten in hun vaardigheden te vergroten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
🟢 In hoge mate
◯ In zeer hoge mate

21b. Op welke manier heeft u geprobeerd om het vertrouwen van studenten in hun vaardigheden te vergroten?

Wij voeren veel overleggen en gesprekken met de studenten. Wij proberen de studenten zo goed mogelijk te begeleiden bij het woonproject. We vragen ons constant af wat we voor de studenten kunnen doen. Over het algemeen moet dat vanzelf gaan.

22. Studenten kunnen verschillende redenen hebben om deel te nemen. In welke mate vinden studenten – volgens u - de volgende redenen belangrijk om deel te nemen?

Stelling	Mate van belangrijkheid					
	Helemaal niet belangrijk	Niet erg belangrijk	Redelijk belangrijk	Belangrijk	Heel belangrijk	Niet van toepassing
a. vaardigheden te ontwikkelen voor later	1	2	3	4	5	6
b. voor de loopbaan interessante contacten op te doen	1	2	3	4	5	6
c. studiepunten willen krijgen	1	2	3	4	5	6
d. gratis huurwoning willen krijgen	1	2	3	4	5	6
e. huurkorting willen krijgen	1	2	3	4	5	6
f. een financiële beloning willen krijgen	1	2	3	4	5	6
g. aansluiten bij hun belangstelling	1	2	3	4	5	6
h. nieuwe sociale contacten willen leggen	1	2	3	4	5	6
i. waardering voor hun inzet willen krijgen	1	2	3	4	5	6
j. om meer geaccepteerd te willen worden door de buurt	1	2	3	4	5	6
k. het gemeenschapsgevoel in de buurt willen verbeteren	1	2	3	4	5	6
l. vinden dat het hun burgerplicht is	1	2	3	4	5	6
m. zich willen inspannen voor concrete buurtverbeteringen	1	2	3	4	5	6
n. hun eigen competenties in willen	1	2	3	4	5	6

zetten voor het project						
o. hun sociale vaardigheden te willen verbeteren	1	2	3	4	5	6
p. voldoende tijd beschikbaar hebben	1	2	3	4	5	6
q. begeleiding bij de activiteiten krijgen	1	2	3	4	5	6
r. de benodigde materialen krijgen	1	2	3	4	5	6
s. de benodigde accommodaties tot hun beschikking krijgen	1	2	3	4	5	6
t. een onkostenvergoeding krijgen	1	2	3	4	5	6

23. Wat zijn volgens u de twee belangrijkste redenen voor studenten om deel te nemen? Nummer **D** en nummer **G**

24. Zijn er volgens u nog andere redenen voor studenten om deel te nemen?

Nee, alles is wel genoemd.

25a. Zijn er studenten die gedurende het project zijn gestopt?

Ja.

25b. Hoeveel studenten zijn gestopt?

3 studenten.

25c. Waarom zij zijn gestopt?

- Baan
- Kwam afspraken niet na
- Andere studie, andere woonplaats

26. In welke mate zijn de voorgenomen activiteiten daadwerkelijk uitgevoerd door de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
◉ In zeer hoge mate

27. In welke mate is het project inhoudelijk gezien een succes geworden?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
◉ In zeer hoge mate

Quote: *"Win-win voor de wijk en bewoner (student)"*.

Appendix G

Interview Liora Eldar (Project Vooruit! Amsterdam)

Liora Eldar (Ex-projectmanager Project Vooruit)

26-03-2014 (10:45-11:45) Deel 1, vraag 1 tot en met 16a
Metropolitangebouw Vrije Universiteit Amsterdam
Buitenveldertselaan 3, Amsterdam

15-04-2014 (12:00-14:00) Deel 2, vraag 16b tot en met einde
Coffee Mania Amsterdam
Slotermeerlaan 103, Amsterdam

1a. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om vaardigheden op te doen die van pas kunnen zijn voor hun toekomstige baan?

Het project ontwikkelt de studenten op allerlei vlakken die ook later voor hun toekomstige baan van belang gaan zijn. Luistervaardigheden opdoen, activiteiten begeleiden en organiseren, omgaan met verschillende culturen en buurtbewoners ondersteunen. Het project biedt de studenten mogelijkheden om vaardigheden op te kunnen doen die zij later nodig kunnen hebben bij hun toekomstige baan na afloop van het project.

1b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
🟢 In hoge mate
◯ In zeer hoge mate

2a. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om voor hun loopbaan interessante contacten op te doen?

Studenten komen onder andere in contact met de Gemeente Amsterdam, welzijnsorganisaties, woningcorporaties en andere organisaties. Het is mogelijk dat studenten tijdens het project loopbaan interessante contacten op kunnen doen. De mogelijkheid bestaat dat zij voor een organisatie een betaalde baan hebben met dank aan het Project Vooruit.

2b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
🟢 In zeer hoge mate

3a. Biedt u in uw project studenten die meedoen de mogelijkheid om studiepunten te verkrijgen?

Nee, dat heeft te maken met het beleid van de Vrije Universiteit Amsterdam. Het zou best kunnen dat het in de toekomst wel mogelijk wordt. Wij maken duidelijk dat het gaat om de maatschappelijke betrokkenheid en niet zozeer om studiepunten of om een andere beloning.

3b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
🟢 In zeer hoge mate

4a. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om een gratis huurwoning te verkrijgen?

Studenten moeten tenminste 40 uur per maand vrijwilligerswerk doen om in aanmerking te komen voor een gratis huurwoning. Studenten betalen alleen de servicekosten. Bovendien is iedere student is gekoppeld aan 1 contactgezin, waarbij een student een hechte band opbouwt met het gezin. Het belangrijkste is dat de student en het gezin elkaar goed leren kennen en zo echt iets voor elkaar kunnen betekenen. Project Vooruit is actief in 7 wijken verdeeld over ongeveer 65 mensen in teams van ongeveer 10 tot 12 personen. Iedere twee weken zijn er teambesprekingen met de groep.

4b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
🟢 In zeer hoge mate

5a. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om huurkorting te verkrijgen?

Wij zijn juist tegen huurkorting aangezien de hoeveelheid werk die studenten moeten verrichten niet in verhouding staat tot een huurkorting. Wij vinden het oneerlijk om huurkorting te geven en vinden een gratis huurwoning eerlijker. Bovendien is er veel vraag naar huurwoningen door studenten. Geld moet geen drijfveer zijn. Studenten zijn dan voordeliger uit om bijvoorbeeld in een restaurant te werken. Om de juiste prikkel te geven en gezien de grote hoeveelheid werk, hebben we gekozen voor gratis huurwoningen.

5b. Hoe groot is de huurkorting?

€ 0,-

5c. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

🟢 Helemaal niet

○ Nauwelijks
○ In redelijke mate
○ In hoge mate
○ In zeer hoge mate

6a. Biedt u in uw project studenten die meedoen de mogelijkheid om een financiële beloning te verkrijgen?

Nee, wij bieden studenten geen financiële beloningen aan. Echter, coördinatoren (dat kunnen ook studenten zijn) van het project krijgen wel betaald voor de uren die ze maken die bovenop de verplichte 40 uur komen.

6b. Hoe groot is de financiële beloning?

€ 0,-

6c. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

🟢 Helemaal niet
○ Nauwelijks
○ In redelijke mate
○ In hoge mate
○ In zeer hoge mate

7a. Studenten hebben mogelijk verschillende belangstelling en interesses per studierichting of opleiding. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om aan te sluiten bij hun belangstelling en interesses?

Wij krijgen vooral nieuwe aanmeldingen van studenten die veelal maatschappelijke wetenschappen volgen. Meestal sluit het dan heel goed aan bij de interesses van de studenten zelf. Voornamelijk studenten die sociale wetenschappen, pedagogische wetenschappen of cultuurwetenschappen studeren, melden zich vaak aan. Sommige activiteiten zijn gedicteerd (contactgezin, huiswerkbegeleiding), maar je hebt zelf ook de mogelijkheid tot initiatief, onder voorbehoud dat er geluisterd wordt naar de buurt en wat de vraag is vanuit de buurt. Als het niet werkt, moet er mee gestopt worden.

7b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

○ Helemaal niet
○ Nauwelijks
○ In redelijke mate
🟢 In hoge mate
○ In zeer hoge mate

8a. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om nieuwe sociale contacten op te doen?

Dat gebeurt heel veel, zeg maar het maximale. Met de gemeenten, welzijnsorganisaties, de buurtbewoners (gezinnen, vrouwen, mannen, kinderen), maar ook de studenten onderling. Zelf ken ik Pieter Hilhorst, als wethouder Financiën, Onderwijs en Jeugd van Amsterdam. Omdat wij elkaar

kennen, is het soms makkelijker om dingen te regelen die voor het project van belang kunnen zijn. Sociale contacten worden heel veel opgedaan dankzij het project, op alle niveaus.

8b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
🟢 In zeer hoge mate

9a. Op welke manier biedt u in uw project studenten die meedoen waardering voor hun inzet?

Wij proberen de student in zeer hoge mate waardering te geven maar soms is inzet alleen niet genoeg. Het blijft een gevoelig onderwerp en het verschilt per student; het blijft persoonlijk. De gratis huurwoning is een waardering voor hun inzet.

9b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
🟢 In zeer hoge mate

10a. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om meer geaccepteerd te worden door de buurt?

Wij geven workshops aan studenten. Daarbij moet je denken aan kledingvoorschriften, gedragsvoorschriften, omgaan met andere culturen en dergelijke. Wij zijn streng met normen en waarden en het respecteren van normen en waarden uit andere culturen. Ook zorgen wij ervoor dat studenten zich normaal gedragen en hebben wij gedragsregels opgesteld waaraan zij zich moeten houden. Dat betekent onder andere dat studenten geen feestjes meer mogen geven in hun huis. Wij hameren echt op onbesproken gedrag en op die manier proberen we studenten meer geaccepteerd te raken door de buurt.

10b. In welke mate heeft u accent gelegd op de informatievoorziening van de mogelijkheid aan de studenten om meer geaccepteerd te worden door de buurt?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
🟢 In zeer hoge mate

11. Doel van veel projecten is het verbeteren van het gemeenschapsgevoel. In welke mate heeft u accent gelegd op de informatievoorziening van de mogelijkheid aan de studenten om het gemeenschapsgevoel in de buurt te verbeteren?

◯ Helemaal niet

116

◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
🟢 In zeer hoge mate

12. Sommige mensen zien het als hun burgerplicht om medeburgers te helpen. In welke mate heeft u accent gelegd op de informatievoorziening van de mogelijkheid aan de studenten om hun burgerplicht te vervullen?

🟢 Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
◯ In zeer hoge mate

13a. Doel van veel projecten is de leefbaarheid verbeteren. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om zich in te spannen voor concrete buurtverbeteringen?

Dat gebeurt de hele tijd en met elke activiteit van het project, dat is ook het hoofddoel van het project. In Amsterdam is een unieke situatie: veel gebouwen worden gesloopt, wijken veranderen. Maar het project blijft. Dat vinden de buurtbewoners prettig en schept vertrouwen voor de toekomst. Dankzij vertrouwen in het project wordt de leefbaarheid verbeterd en ook als dusdanig ervaren.

13b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
🟢 In zeer hoge mate

14a. Selecteert u studenten die mee willen doen op basis van geschikte competenties voor uw project?

Ja, wij selecteren studenten op basis van geschikte competenties.

14b. Hoe selecteert u studenten?

Studenten moeten eerst een motiviatiebrief en CV naar ons opsturen. Bovendien moeten zij nog een formulier invullen met vragen. Op basis van deze gegevens selecteren wij de beste studenten voor een intakegesprek. Tijdens het intakegesprek van anderhalf uur komen verschillende onderwerpen aan bod, waaronder de drijfveren van de student, in hoeverre zij het project belangrijk vinden en of het matcht bij de activiteiten en doelstellingen van het project zelf.

14c. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om hun competenties (o.a. organiseren, vergaderen, presenteren, voorzitten, lesgeven) in te zetten voor het project?

Alles wat de student te bieden heeft of wilt of kan doen. Als ze ergens goed in zijn kunnen ze dat gaan doen. De activiteiten zijn erg breed en variëren: huiswerkbegeleiding, sport, leesclub,

conversatielessen, Nederlandse les, computerlessen en dergelijke. Als de studenten denken dat ze ergens aan bij kunnen dragen, mogen ze daar aan deelnemen of organiseren.

14d. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
🟢 In zeer hoge mate

15a. Selecteert u studenten die mee willen doen op basis van geschikte sociale vaardigheden voor uw project?

In principe wel, maar dat komt ter sprake bij het intakegesprek.

15b. hoe selecteert u studenten?

In het begin is alles oké. De studenten leren tijdens het project om hun sociale vaardigheden te verbeteren, ze krijgen besef hoe het allemaal werkt. Ook de jongere studenten leren van de oudere studenten.

15c. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om hun sociale vaardigheden te verbeteren?

Wij geven zelf workshops om de studenten dingen bij te leren die nodig zijn bij het project. Onder andere hoe ze het best kunnen communiceren met bijvoorbeeld andere culturen. Ook de oudere studenten spelen een rol, de jongere beginnende studenten leren van de oudere studenten die al een tijdje actief zijn. Op deze manier blijft de kennis behouden.

15d. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
🟢 In zeer hoge mate

16a. Studenten moeten overdag naar college, hebben een bijbaan of verrichten andere activiteiten. Op welke manier houdt u rekening met het feit dat studenten niet ieder moment van de dag beschikbaar zijn voor het project om activiteiten te verrichten?

Tijdens het intakegesprek vragen wij aan de student hoe hij/zij zit met de tijd en of er voldoende tijd vrijgemaakt kan worden voor het project. We houden erg veel rekening met de roosters van de studenten omdat deze elke twee maanden wisselen. De activiteitenroosters gaan zo veel mogelijk door. Als iemand niet kan, wordt geprobeerd om iemand anders de activiteit te begeleiden. Wij zeggen dat de studie op nummer 1 komt, het project op 2 en de bijbaan en andere activiteiten op 3. De coördinatoren van het project zorgen dat de activiteiten door kunnen gaan en dat de studenten beschikbaar zijn om deze uit te voeren. Het schema van de activiteiten is de rode draad. Studenten

moeten echt beschikbaar zijn om deze uit te voeren en dat wordt duidelijk gemaakt tijdens het intakegesprek.

16b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten om de activiteiten af te stemmen op de beschikbare vrije tijd van de student?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
🟢 In hoge mate
◯ In zeer hoge mate

17a. Biedt u in uw project studenten die meedoen de mogelijkheid om zich te laten ondersteunen door begeleiders bij het uitvoeren van een activiteit wanneer dat nodig is?

Ja, studenten krijgen begeleiding tijdens het uitvoeren van ons, of door de medestudenten zelf. Wij geven 1 keer per 2 maanden workshops en in het begin twee grote workshops. Daarna ook meerdere kleinere workshops. Studenten werken altijd per tweetal en wonen ook met zijn tweeën in een huurwoning dat door ons is aangeboden. De studenten zijn nooit alleen bij activiteiten en dit heeft zowel functionele als ondersteunende redenen, zodat zij ook samen van elkaar kunnen leren. Maar ook tijdens de activiteiten komen ze in contact met veel andere studenten, omdat er afgewisseld wordt.

17b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
🟢 In hoge mate
◯ In zeer hoge mate

18a. Indien noodzakelijk: biedt u in uw project studenten die meedoen de mogelijkheid om gebruik te maken van materialen die nodig zijn voor het uitvoeren van een activiteit?

Ja, studenten kunnen gebruik maken van verschillende soorten materialen uit een archief dat we de afgelopen zeven jaar hebben opgebouwd. Ook het Internet wordt vaak gebruikt om veel gratis kleurplaten en andere kinderbenodigdheden op te zoeken en uit te printen. In het begin van het project vroegen we studenten om thuis te kijken naar overbodige spullen die misschien handig waren voor het project. We hebben nu een groot materialen-archief opgebouwd.

18b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
🟢 In zeer hoge mate

19a. Indien noodzakelijk: biedt u in uw project studenten die meedoen de mogelijkheid om gebruik te maken van accommodaties die nodig zijn voor het uitvoeren van een activiteit?

Ja, wij zorgen voor de accommodaties die nodig zijn voor het uitvoeren van de activiteiten. In de verschillende wijken zijn speciale buurthuizen waar het project zich huisvest. Ook de scholen bieden ruimten aan. Dit is de basis van het project.

19b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
🟢 In zeer hoge mate

20a. Biedt u in uw project studenten die meedoen de mogelijkheid om gebruik te maken van een onkostenvergoeding?

Ja, ieder team krijgt een budget beschikbaar gesteld. Ook de gemaakte onkosten die studenten hebben gemaakt, worden door het project betaald. Maar dat geldt alleen voor de projectkosten en niet voor eigen gemaakte kosten. De student heeft zelf de vrijheid om bepaalde activiteiten te organiseren maar wij moeten hier wel streng in zijn. Tot nu toe heeft dat nooit voor problemen gezorgd. We kopen benodigdheden van het budget maar het moet wel een 'boodschap' bevatten, wat ten goede komt van de kinderen, de wijkbewoners en de activiteiten zelf.

20b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
🟢 In hoge mate
◯ In zeer hoge mate

21a. Het vertrouwen in eigen kunnen is belangrijk bij het uitvoeren van taken of oplossen van problemen. In welke mate heeft u geprobeerd om tijdens het project het vertrouwen van studenten in hun vaardigheden te vergroten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
🟢 In zeer hoge mate

21b. Op welke manier heeft u geprobeerd om het vertrouwen van studenten in hun vaardigheden te vergroten?

Het is een proces. Wij zeggen ook tegen de studenten dat zij het zeker kunnen. Ze moeten het gewoon proberen en ondergaan, daarvan leren zij juist. Dit gebeurt onder het toezicht van de coördinatoren. Ze worden wel in het diepe gegooid maar het is juist een geschikte manier voor een leermoment. Wij weten het en zijn er bewust van, maar het komt zeker goed. Studenten moeten elke week rapporteren aan de coördinatoren en dat hebben de studenten nodig, zo krijgen zij feedback op wat ze aan het doen zijn.

22. Studenten kunnen verschillende redenen hebben om deel te nemen. In welke mate vinden studenten – volgens u - de volgende redenen belangrijk om deel te nemen?

Stelling	Mate van belangrijkheid					
	Helemaal niet belangrijk	Niet erg belangrijk	Redelijk belangrijk	Belangrijk	Heel belangrijk	Niet van toepassing
a. vaardigheden te ontwikkelen voor later	1	2	3	4	5	6
b. voor de loopbaan interessante contacten op te doen	1	2	3	4	5	6
c. studiepunten willen krijgen	1	2	3	4	5	6
d. gratis huurwoning willen krijgen	1	2	3	4	5	6
e. huurkorting willen krijgen	1	2	3	4	5	6
f. een financiële beloning willen krijgen	1	2	3	4	5	6
g. aansluiten bij hun belangstelling	1	2	3	4	5	6
h. nieuwe sociale contacten willen leggen	1	2	3	4	5	6
i. waardering voor hun inzet willen krijgen	1	2	3	4	5	6
j. om meer geaccepteerd te willen worden door de buurt	1	2	3	4	5	6
k. het gemeenschapsgevoel in de buurt willen verbeteren	1	2	3	4	5	6
l. vinden dat het hun burgerplicht is	1	2	3	4	5	6
m. zich willen inspannen voor concrete buurtverbeteringen	1	2	3	4	5	6
n. hun eigen competenties in willen zetten voor het project	1	2	3	4	5	6
o. hun sociale vaardigheden te willen verbeteren	1	2	3	4	5	6
p. voldoende tijd beschikbaar hebben	1	2	3	4	5	6
q. begeleiding bij de activiteiten krijgen	1	2	3	4	5	6
r. de benodigde materialen krijgen	1	2	3	4	5	6
s. de benodigde accommodaties tot hun beschikking krijgen	1	2	3	4	5	6
t. een onkostenvergoeding krijgen	1	2	3	4	5	6

23. Wat zijn volgens u de twee belangrijkste redenen voor studenten om deel te nemen? Nummer **D** en nummer **K**

24. Zijn er volgens u nog andere redenen voor studenten om deel te nemen?

Een woning en maatschappelijke betrokkenheid.

25a. Zijn er studenten die gedurende het project zijn gestopt?

Ja.

25b. Hoeveel studenten zijn gestopt?

In de zeven jaar Project Vooruit, zijn dat 10 op 300 studenten geweest.

25c. Waarom zij zijn gestopt?

Persoonlijke problemen, moeilijk te combineren met de studie en ongepast gedrag.

26. In welke mate zijn de voorgenomen activiteiten daadwerkelijk uitgevoerd door de studenten?

○ Helemaal niet
○ Nauwelijks
○ In redelijke mate
○ In hoge mate
🟢 In zeer hoge mate

27. In welke mate is het project inhoudelijk gezien een succes geworden?

○ Helemaal niet
○ Nauwelijks
○ In redelijke mate
○ In hoge mate
🟢 In zeer hoge mate

Appendix H

Interview Sara Geerken (Springlevend Nieuw-Hoograven Utrecht)

Sara Geerken (Coördinator Academie van de Stad Utrecht)
Academie van de Stad Utrecht

23-04-2014 (10:45-11:45)
Café Ledig Erf
Tolsteegbrug 3, Utrecht

1a. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om vaardigheden op te doen die van pas kunnen zijn voor hun toekomstige baan?

Dat is heel breed en dat komt automatisch mee met de activiteiten die zij verrichten voor het project. Je leert vergaderen, organiseren en bijvoorbeeld samen als team werken in de wijk. Dat zijn allemaal vaardigheden die later ook van pas kunnen komen bij een toekomstige baan. Je leert absoluut belangrijke vaardigheden tijdens het project die later van belang gaan zullen zijn.

1b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
🟢 In hoge mate
◯ In zeer hoge mate

2a. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om voor hun loopbaan interessante contacten op te doen?

Je moet veel netwerken als je activiteiten verricht voor het project. Dat betekent onder meer dat je in gesprek moet met de gemeente of welzijnsorganisaties. Het is altijd mogelijk dat studenten contacten opdoen die zij later voor hun toekomstige baan kunnen inzetten. Of dat ook gebeurt, heb ik geen zicht op. Wel dat het project onbewust deze mogelijkheden biedt.

2b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
🟢 In redelijke mate
◯ In hoge mate
◯ In zeer hoge mate

3a. Biedt u in uw project studenten die meedoen de mogelijkheid om studiepunten te verkrijgen?

Nee, studiepunten is niet mogelijk. Het zou wel kunnen zijn dat bijvoorbeeld een stagiair een activiteit kan verrichten voor zijn of haar studie, maar de studenten die geselecteerd zijn voor het project verdienen alleen woonruimte.

3b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
🟢 Nauwelijks
◯ In redelijke mate
◯ In hoge mate
◯ In zeer hoge mate

4a. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om een gratis huurwoning te verkrijgen?

Er zijn vier studenten geselecteerd voor twee woningen. De studenten moeten activiteiten verrichten voor 1,5 jaar. De woningen zijn aangeboden door de woningstichting Portaal. De studenten hebben de mogelijkheid om zelf projecten te initiëren. Op dit moment zijn de kookclub en taalontwikkelingsprojecten opgestart in Nieuw-Hoograven. Elke week organiseren zij een kookavond waarbij buurtmoeders gezamenlijk met studenten maaltijden bereiden. Ook geven de studenten huiswerkbegeleiding aan kinderen uit de buurt. De studenten hebben een redelijk grote mate van

vrijheid om zelf projecten te initiëren. Studenten betalen wel gas, water en licht. Studenten moeten 8 uur per week vrijwilligerswerk verrichten om in aanmerking te komen voor gratis woonruimte.

4b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
🟢 In redelijke mate
◯ In hoge mate
◯ In zeer hoge mate

5a. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om huurkorting te verkrijgen?

Wij geven geen huurkorting.

5b. Hoe groot is de huurkorting?

€ 0,-

5c. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

🟢 Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
◯ In zeer hoge mate

6a. Biedt u in uw project studenten die meedoen de mogelijkheid om een financiële beloning te verkrijgen?

Wij geven geen financiële beloning.

6b. Hoe groot is de financiële beloning?
€ 0,-

6c. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

🟢 Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
◯ In zeer hoge mate

7a. Studenten hebben mogelijk verschillende belangstelling en interesses per studierichting of opleiding. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om aan te sluiten bij hun belangstelling en interesses?

Uitgangspunt is de wijk, vertrekpunt is de student. Maar iedereen heeft andere kwaliteiten en interesses. Studenten hebben daar een vrije rol in wat betreft het initiëren van nieuwe projecten. Studenten kunnen hun eigen ideeën kwijt wat betreft eigen initiatieven of belangstellingen. Daar bieden wij ruimte voor in het project.

7b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
🟢 In redelijke mate
◯ In hoge mate
◯ In zeer hoge mate

8a. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om nieuwe sociale contacten op te doen?

Daar kan ik niet in sturen maar de activiteiten zelf bieden mogelijkheden genoeg om met andere mensen in contact te komen. De vier studenten hebben het onderling wel gezellig met elkaar omdat ze samenwonen. Hier wordt niet bewust op gestuurd of aangeboden door ons, maar het kan zelf wel een afgeleide zijn van de activiteiten. Wij benadrukken dit dan ook niet.

8b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

🟢 Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
◯ In zeer hoge mate

9a. Op welke manier biedt u in uw project studenten die meedoen waardering voor hun inzet?

Dat is een goede vraag. We geven het wel aan in de kleine dingen en zeggen dat de studenten bepaalde dingen goed hebben gedaan, maar het wordt niet uitvoerig gecommuniceerd naar de studenten toe. Het is wel iets wat gegeven wordt, maar niet zozeer uitvoerig.

9b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
🟢 Nauwelijks
◯ In redelijke mate
◯ In hoge mate
◯ In zeer hoge mate

10a. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om meer geaccepteerd te worden door de buurt?

Hier hebben de studenten zelf een bepalende rol in en dat is de verantwoordelijkheid van de studenten zelf. Studenten verrichten activiteiten die bijdragen aan de leefbaarheid van de buurt en stad. De studenten hebben zelf mogelijkheden om meer geaccepteerd te worden door de buurt. Ze

kunnen naar buurtvergaderingen of naar bewonersbijeenkomsten bijvoorbeeld. Ze moeten wel zelf commitment tonen en het is een taak voor de studenten zelf.

10b. In welke mate heeft u accent gelegd op de informatievoorziening van de mogelijkheid aan de studenten om meer geaccepteerd te worden door de buurt?

🟢 Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
◯ In zeer hoge mate

11. Doel van veel projecten is het verbeteren van het gemeenschapsgevoel. In welke mate heeft u accent gelegd op de informatievoorziening van de mogelijkheid aan de studenten om het gemeenschapsgevoel in de buurt te verbeteren?

◯ Helemaal niet
◯ Nauwelijks
🟢 In redelijke mate
◯ In hoge mate
◯ In zeer hoge mate

12. Sommige mensen zien het als hun burgerplicht om medeburgers te helpen. In welke mate heeft u accent gelegd op de informatievoorziening van de mogelijkheid aan de studenten om hun burgerplicht te vervullen?

◯ Helemaal niet
◯ Nauwelijks
🟢 In redelijke mate
◯ In hoge mate
◯ In zeer hoge mate

13a. Doel van veel projecten is de leefbaarheid verbeteren. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om zich in te spannen voor concrete buurtverbeteringen?

Dat gebeurt eigenlijk door alle projecten die de studenten opzetten.
13b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
🟢 In zeer hoge mate

14a. Selecteert u studenten die mee willen doen op basis van geschikte competenties voor uw project?

Ja, wij selecteren studenten die mee willen doen op basis van geschikte competenties.

14b. Hoe selecteert u studenten?

Het solliciteren gaat het zoals een gewone sollicitatieprocedure. Wij kijken naar de motivatiebrief en CV, op basis van die gegevens nodigen wij studenten uit voor een sollicitatiegesprek. Daarin kijken wij naar de geschiktheid van de student voor het project en of zijn of haar competenties aansluiten bij wat het project van hen vraagt.

14c. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om hun competenties (o.a. organiseren, vergaderen, presenteren, voorzitten, lesgeven) in te zetten voor het project?

We geven aan dat iedereen zijn aandeel heeft in het project, waarbij elke student iets heeft waar hij of zij goed in is. Studenten kunnen zelf activiteiten verrichten op basis van wat ze leuk vinden en waar zij juist goed in zijn. Zij hebben zelf mogelijkheden om hun sterke punten te benadrukken en in te zetten.

14d. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
🟢 In hoge mate
◯ In zeer hoge mate

15a. Selecteert u studenten die mee willen doen op basis van geschikte sociale vaardigheden voor uw project?

Ja, wij selecteren studenten op basis van geschikte sociale vaardigheden.

15b. hoe selecteert u studenten?

Dat is onderdeel van de sollicitatieprocedure en vindt op dezelfde manier plaats zoals het selecteren op basis van competenties.

15c. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om hun sociale vaardigheden te verbeteren?

Dat is een leertraject. Studenten kunnen daar in groeien en wij bieden daarin ondersteuning als dat nodig is. Als iemand met een probleem zit, probeer je iemand er mee te helpen. Wij geven ook twee keer per jaar workshops om studenten handvatten aan te reiken.

15d. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
🟢 In hoge mate
◯ In zeer hoge mate

16a. Studenten moeten overdag naar college, hebben een bijbaan of verrichten andere activiteiten. Op welke manier houdt u rekening met het feit dat studenten niet ieder moment van de dag beschikbaar zijn voor het project om activiteiten te verrichten?

Studenten mogen zelf hun tijd indelen, als zij maar 8 uur per week vrijwilligerswerk verrichten. Ik ben geen juffrouw, dat is ook een stukje verantwoordelijkheid van de studenten zelf. De activiteiten moeten doorgaan, maar het is weer aan de studenten zelf; als zij er voor zorgen dat de activiteiten door kunnen gaan. Studenten moeten wel voldoende beschikbaar zijn.

16b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten om de activiteiten af te stemmen op de beschikbare vrije tijd van de student?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
🟢 In hoge mate
◯ In zeer hoge mate

17a. Biedt u in uw project studenten die meedoen de mogelijkheid om zich te laten ondersteunen door begeleiders bij het uitvoeren van een activiteit wanneer dat nodig is?

Ja, wij bieden ondersteuning in de vorm van begeleiding door mensen van het project zelf.

17b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
🟢 In redelijke mate
◯ In hoge mate
◯ In zeer hoge mate

18a. Indien noodzakelijk: biedt u in uw project studenten die meedoen de mogelijkheid om gebruik te maken van materialen die nodig zijn voor het uitvoeren van een activiteit?

Ja, wij bieden ondersteuning in de vorm van materialen die nodig zijn bij het uitvoeren van een activiteit.

18b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

🟢 Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
◯ In zeer hoge mate

19a. Indien noodzakelijk: biedt u in uw project studenten die meedoen de mogelijkheid om gebruik te maken van accommodaties die nodig zijn voor het uitvoeren van een activiteit?

Ja, studenten kunnen terecht bij scholen of buurthuizen.

19b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

○ Helemaal niet
○ Nauwelijks
○ In redelijke mate
○ In hoge mate
○ In zeer hoge mate

20a. Biedt u in uw project studenten die meedoen de mogelijkheid om gebruik te maken van een onkostenvergoeding?

Ja, er is een klein budget voor gemaakte kosten.

20b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

○ Helemaal niet
● Nauwelijks
○ In redelijke mate
○ In hoge mate
○ In zeer hoge mate

21a. Het vertrouwen in eigen kunnen is belangrijk bij het uitvoeren van taken of oplossen van problemen. In welke mate heeft u geprobeerd om tijdens het project het vertrouwen van studenten in hun vaardigheden te vergroten?

○ Helemaal niet
○ Nauwelijks
○ In redelijke mate
● In hoge mate
○ In zeer hoge mate

21b. Op welke manier heeft u geprobeerd om het vertrouwen van studenten in hun vaardigheden te vergroten?

We zorgen ervoor dat studenten zo veel mogelijk zelf dingen leren oppakken en zelf met dingen aan de slag gaan. Of wij als begeleiders gaan een paar keer mee en dan laten zien dat de studenten het zelf ook kunnen.

22. Studenten kunnen verschillende redenen hebben om deel te nemen. In welke mate vinden studenten – volgens u - de volgende redenen belangrijk om deel te nemen?

Stelling	Mate van belangrijkheid					
	Helemaal niet belangrijk	Niet erg belangrijk	Redelijk belangrijk	Belangrijk	Heel belangrijk	Niet van toepassing
a. vaardigheden te ontwikkelen voor later	1	2	3	4	5	6
b. voor de loopbaan interessante contacten op te doen	1	2	3	4	5	6
c. studiepunten willen krijgen	1	2	3	4	5	6
d. gratis huurwoning willen krijgen	1	2	3	4	5	6
e. huurkorting willen krijgen	1	2	3	4	5	6
f. een financiële beloning willen krijgen	1	2	3	4	5	6
g. aansluiten bij hun belangstelling	1	2	3	4	5	6
h. nieuwe sociale contacten willen leggen	1	2	3	4	5	6
i. waardering voor hun inzet willen krijgen	1	2	3	4	5	6
j. om meer geaccepteerd te willen worden door de buurt	1	2	3	4	5	6
k. het gemeenschapsgevoel in de buurt willen verbeteren	1	2	3	4	5	6
l. vinden dat het hun burgerplicht is	1	2	3	4	5	6
m. zich willen inspannen voor concrete buurtverbeteringen	1	2	3	4	5	6
n. hun eigen competenties in willen zetten voor het project	1	2	3	4	5	6
o. hun sociale vaardigheden te willen verbeteren	1	2	3	4	5	6
p. voldoende tijd beschikbaar hebben	1	2	3	4	5	6
q. begeleiding bij de activiteiten krijgen	1	2	3	4	5	6
r. de benodigde materialen krijgen	1	2	3	4	5	6
s. de benodigde accommodaties tot hun beschikking krijgen	1	2	3	4	5	6
t. een onkostenvergoeding krijgen	1	2	3	4	5	6

23. Wat zijn volgens u de twee belangrijkste redenen voor studenten om deel te nemen? Nummer **N** en nummer **M**

130

24. Zijn er volgens u nog andere redenen voor studenten om deel te nemen?

Ik mis intrinsieke motivatie.

25a. Zijn er studenten die gedurende het project zijn gestopt?

Nee, er zijn geen studenten gestopt.

25b. Hoeveel studenten zijn gestopt?

0 studenten.

25c. Waarom zij zijn gestopt?

Het project loopt nog maar een korte tijd.

26. In welke mate zijn de voorgenomen activiteiten daadwerkelijk uitgevoerd door de studenten?

⊖ Helemaal niet
⊖ Nauwelijks
⊖ In redelijke mate
🟢 In hoge mate
⊖ In zeer hoge mate

27. In welke mate is het project inhoudelijk gezien een succes geworden?

⊖ Helemaal niet
⊖ Nauwelijks
⊖ In redelijke mate
🟢 In hoge mate
⊖ In zeer hoge mate

Appendix I

Interview Harald Hilbrants & Chris Niemeijer (Studenteninzet Groningen)

Harald Hilbrants & Chris Niemeijer (Gemeente Groningen, afdeling: Stadsdeelcoördinatie Oude Wijken)

30-04-2014 (13:00-14:15)
Gemeente Groningen
Gedempte Zuiderdiep 98, Groningen

1a. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om vaardigheden op te doen die van pas kunnen zijn voor hun toekomstige baan?

De vaardigheden doen de studenten op met het verrichten van activiteiten voor het project. Het project is begonnen bij studenten die pedagogische wetenschappen studeren. Later is dit uitgebreid naar andere studierichtingen. Eerst is alleen bij de PABO geworven, nu ook bij andere HBO instellingen. Studenten Pedagogiek en Lichamelijke Opvoeding blijken ook heel geschikt te zijn. Studenten werken minimaal 10 uur per week in de buurt, onder begeleiding van professionals,

waardoor er veel meer kan gebeuren aan activiteiten. Studenten worden ingezet bij alle typen activiteiten van de uitvoeringsorganisaties. De activiteiten die studenten verrichten dragen bij aan hun eigen ontwikkeling en met het oog op een toekomstige baan, biedt het project nuttige vaardigheden die zij kunnen leren.

1b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
🟢 In redelijke mate
◯ In hoge mate
◯ In zeer hoge mate

2a. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om voor hun loopbaan interessante contacten op te doen?

Ik (Harald, red.) zal mijzelf als voorbeeld stellen, dankzij mijn betrokkenheid bij het project en mijn scriptie over studentparticipatie in Groningen heb ik uiteindelijk deze baan gekregen. Het is mogelijk dat studenten terecht kunnen komen bij een meewerkende instantie. Daar moet je inrollen en aansluiten bij je studie en vakgebied. De kans is mogelijk dat studenten loopbaan interessante contacten opdoen omdat zij te maken hebben met verschillende meewerkende instanties zoals de Gemeente Groningen, woningcorporaties of welzijnsorganisaties.

2b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
🟢 In hoge mate
◯ In zeer hoge mate

3a. Biedt u in uw project studenten die meedoen de mogelijkheid om studiepunten te verkrijgen?
Nee, de studenten krijgen voor dit huidige project geen studiepunten maar we zijn er wel mee bezig. Voor een ander participatieproject kunnen studenten Toegepaste Psychologie van de Hanzehogeschool. Daarbij kunnen ze 1 studiepunt verdienen als zij voor 28 uur activiteiten gaan verrichten. We zijn dat nog aan het inventariseren.

3b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

🟢 Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
◯ In zeer hoge mate

4a. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om een gratis huurwoning te verkrijgen?

Studenteninzet Groningen is gebaseerd op de inzet van studenten in verschillende wijken in Groningen waarbij zij een gratis huurwoning krijgen en 100 euro extra om bijvoorbeeld tegemoet te komen in de kosten van gas, water en licht. Er zijn 16 studenten actief in verschillende wijken in Groningen: de Hoogte, Indische Buurt, Selwerd, Paddepoel en Tuinwijk. De huurwoningen zijn beschikbaar gesteld door de meewerkende woningcorporaties (De Huismeesters, Lefier en Nijestee). De studenten ontvangen voor hun inzet woonruimte in de wijk. Studenten besteden 400 uur per jaar aan de wijk, verdeeld over 4 dagdelen in de week, wat neerkomt op 10 uur per week aan activiteiten. Het is belangrijk dat studenteninzet interessanter moet zijn dan een reguliere bijbaan, vandaar de goede beloningen.

4b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
🟢 In zeer hoge mate

5a. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om huurkorting te verkrijgen?

Wij bieden studenten geen huurkorting aan.

5b. Hoe groot is de huurkorting?

€ 0,-

5c. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

🟢 Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
◯ In zeer hoge mate

6a. Biedt u in uw project studenten die meedoen de mogelijkheid om een financiële beloning te verkrijgen?

Studenten krijgen een financiële beloning voor de inzet, maar daarvoor kunnen zij bijvoorbeeld het gas, water of licht van betalen.

6b. Hoe groot is de financiële beloning?

€ 100,-

6c. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

🟢 Helemaal niet
◯ Nauwelijks

○ In redelijke mate
○ In hoge mate
○ In zeer hoge mate

7a. Studenten hebben mogelijk verschillende belangstelling en interesses per studierichting of opleiding. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om aan te sluiten bij hun belangstelling en interesses?

Het project richt zich voornamelijk op studenten van sportopleiding of pedagogische studies. Studenten hebben zelf wel enige mate van vrijheid maar dat vindt wel plaats binnen kaders, ze kunnen zichzelf ontwikkelen, meehelpen in bestaande activiteiten of dingen organiseren waar ze geïnteresseerd zijn. Sinds vijf jaar helpen studenten professionals en vrijwilligers in de wijk. Samen organiseren ze activiteiten voor kinderen en jongeren. Zodat alle kinderen in deze stad in de vrije tijd hun talenten kunnen ontplooien, een gezonde leefstijl ontwikkelen en basisvaardigheden leren. Zo zijn er voor de kinderen bijvoorbeeld sportclubs, een kookclub, knutselclub, opvang tussen de middag, een sport- en spelcontainer en nog veel meer. Het directe contact tussen student en buurtbewoners heeft voor beide groepen positieve effecten: het is een goede leerervaring.

7b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

○ Helemaal niet
○ Nauwelijks
○ In redelijke mate
🟢 In hoge mate
○ In zeer hoge mate

8a. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om nieuwe sociale contacten op te doen?

Omdat studenten in de wijk wonen, komen ze de kinderen en hun ouders (wijkbewoners) tegen bij de verschillende activiteiten. De studenten bouwen een band op en zo ontstaat een sociaal netwerk met vaste gezichten in de wijk. Je doet veel verschillende activiteiten in de buurt, door het werkzaam zijn in een brede maatschappelijke setting ontmoet je veel contacten, ook studenten onderling.

8b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

○ Helemaal niet
○ Nauwelijks
🟢 In redelijke mate
○ In hoge mate
○ In zeer hoge mate

9a. Op welke manier biedt u in uw project studenten die meedoen waardering voor hun inzet?

Studenteninzet Groningen biedt studenten de mogelijkheid tot coaching en begeleiding. Positief waarderen van inzet is erg belangrijk, wij zorgen ervoor dat dit ook daadwerkelijk plaatsvindt. De manier van leidinggeven is doorslaggevend, we moeten ervoor zorgen dat studenten ook waardering krijgen van ons, of van de buurtbewoners zelf.

9b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

○ Helemaal niet
○ Nauwelijks
🟢 In redelijke mate
○ In hoge mate
○ In zeer hoge mate

10a. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om meer geaccepteerd te worden door de buurt?

Het project biedt een mooie kans voor studenten om meer geaccepteerd te worden door de buurt waarin zij wonen, helaas is het wel een moeilijke opgave. Er zijn veel klachten en verschil in leefstijl tussen Stadjers (buurtbewoners) en studenten. Dankzij het project zien buurtbewoners dat studenten ook op een andere manier bezig kunnen zijn. In zijn algemeenheid is er sprake van meer acceptatie. Hierbij is het wel van belang om het project op een geschikte manier te presenteren aan de buurtbewoners. Buurtbewoners kunnen door middel van Songfestival-puntentelling projecten kiezen die vervolgens worden uitgevoerd. Een paar jaar geleden was een groep Geneeskunde-studenten met een heel leuk idee gekomen om dingen te organiseren voor de wijk en om dit meer naamsbekendheid te geven, werd ook onder studenten geworven om deel te nemen aan het project. De gemeente Groningen betaalde een fust bier voor de studenten zodat zij onderling konden werven. De lokale media pikte dit op en mede dankzij stereotypering door de buurtbewoners ("Ze zijn alleen maar goed in zuipen"), is het idee helaas komen te mislukken. Dat vonden wij erg jammer. Er zitten veel haken en ogen aan.

10b. In welke mate heeft u accent gelegd op de informatievoorziening van de mogelijkheid aan de studenten om meer geaccepteerd te worden door de buurt?

○ Helemaal niet
🟢 Nauwelijks
○ In redelijke mate
○ In hoge mate
○ In zeer hoge mate

11. Doel van veel projecten is het verbeteren van het gemeenschapsgevoel. In welke mate heeft u accent gelegd op de informatievoorziening van de mogelijkheid aan de studenten om het gemeenschapsgevoel in de buurt te verbeteren?

○ Helemaal niet
○ Nauwelijks
🟢 In redelijke mate
○ In hoge mate
○ In zeer hoge mate

12. Sommige mensen zien het als hun burgerplicht om medeburgers te helpen. In welke mate heeft u accent gelegd op de informatievoorziening van de mogelijkheid aan de studenten om hun burgerplicht te vervullen?

🟢 Helemaal niet
○ Nauwelijks
○ In redelijke mate

◯ In hoge mate
◯ In zeer hoge mate

13a. Doel van veel projecten is de leefbaarheid verbeteren. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om zich in te spannen voor concrete buurtverbeteringen?

Op microniveau is het vooral kennen en leren kennen, maar dat is heel moeilijk te bewerkstelligen. Het gemeenschapsniveau is wel deels verbeterd, er is meer contact tussen studenten en buurtbewoners maar het blijft een opgave. Een recent voorbeeld is een taartbakwedstrijd, wat de sociale cohesie verbeterd. Beeldvorming is iets wat moeilijk te veranderen is. Studenten hebben enige mate van vrijheid, de activiteiten zijn erop gericht dat studenten bijdragen aan de leefbaarheid van de buurt. Puur getalsmatig heb je meer te bieden dan als er alleen gewerkt wordt met professionals.

13b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
🟢 In zeer hoge mate

14a. Selecteert u studenten die mee willen doen op basis van geschikte competenties voor uw project?

Ja, wij selecteren op basis van competenties.

14b. Hoe selecteert u studenten?

We hebben vacatures geplaatst op interne systemen van opleidingen en daarna hebben normale sollicitatiegesprekken plaatsgevonden, waarbij we letten op de geschiktheid van de student voor het project.

14c. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om hun competenties (o.a. organiseren, vergaderen, presenteren, voorzitten, lesgeven) in te zetten voor het project?

Er moet telkens gekeken worden naar de kwaliteiten van de student en hoe dat past bij de activiteiten van het project: wat past bij jouw vaardigheden en kwaliteiten? Je leert overal van, studenten kunnen zelf ook meerdere activiteiten verrichten en hebben de vrijheid om zelf ook andere activiteiten te verrichten als zij dat willen.

14d. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
🟢 In hoge mate
◯ In zeer hoge mate

15a. Selecteert u studenten die mee willen doen op basis van geschikte sociale vaardigheden voor uw project?

Ja, wij selecteren studenten op basis van geschikte sociale vaardigheden voor het project.

15b. hoe selecteert u studenten?

Hetzelfde als bij vraag 14b.

15c. Op welke manier biedt u in uw project studenten die meedoen de mogelijkheid om hun sociale vaardigheden te verbeteren?

Er wordt bij sollicitatiegesprekken opgelet of de student geschikt is voor het project. Sociale vaardigheden zijn van belang bij het project, omdat je veel met mensen te maken hebt. Studenten kunnen hier wel in groeien, tevens bieden wij coaching en ondersteuning als zij tegen problemen aanlopen. Studenten zijn nooit alleen, maar tenminste met z'n tweeën. Er zijn altijd professionals in de buurt.

15d. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
🟢 In hoge mate
◯ In zeer hoge mate

16a. Studenten moeten overdag naar college, hebben een bijbaan of verrichten andere activiteiten. Op welke manier houdt u rekening met het feit dat studenten niet ieder moment van de dag beschikbaar zijn voor het project om activiteiten te verrichten?

Wij beseffen dat studenten alleen kunnen wanneer zij geen college hebben. Studenten moeten beseffen dat het belangrijker is dan een reguliere bijbaan. Studie komt op 1, het project op 2. Het inplannen kost veel tijd en moeite; elke drie maanden veranderen de lesroosters op school, maar studenten kunnen onderling altijd ruilen en dat wordt goed opgelost. Wij houden rekening met het feit dat studenten niet altijd beschikbaar zijn voor het project.

16b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten om de activiteiten af te stemmen op de beschikbare vrije tijd van de student?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
🟢 In hoge mate
◯ In zeer hoge mate

17a. Biedt u in uw project studenten die meedoen de mogelijkheid om zich te laten ondersteunen door begeleiders bij het uitvoeren van een activiteit wanneer dat nodig is?

Ja, wij bieden studenten ondersteuning in de vorm van begeleiding.

17b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
🟢 In hoge mate
◯ In zeer hoge mate

18a. Indien noodzakelijk: biedt u in uw project studenten die meedoen de mogelijkheid om gebruik te maken van materialen die nodig zijn voor het uitvoeren van een activiteit?

Ja, wij bieden studenten ondersteuning in de vorm van materialen.

18b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
🟢 In hoge mate
◯ In zeer hoge mate

19a. Indien noodzakelijk: biedt u in uw project studenten die meedoen de mogelijkheid om gebruik te maken van accommodaties die nodig zijn voor het uitvoeren van een activiteit?

Ja, wij bieden studenten ondersteuning in de vorm van accommodaties.

19b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

◯ Helemaal niet
🟢 Nauwelijks
◯ In redelijke mate
◯ In hoge mate
◯ In zeer hoge mate

20a. Biedt u in uw project studenten die meedoen de mogelijkheid om gebruik te maken van een onkostenvergoeding?

Ja, wij bieden studenten de mogelijkheid om gebruik te maken van een onkostenvergoeding.

20b. In welke mate heeft u accent gelegd op de informatievoorziening van deze mogelijkheid aan de studenten?

🟢 Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
◯ In hoge mate
◯ In zeer hoge mate

21a. Het vertrouwen in eigen kunnen is belangrijk bij het uitvoeren van taken of oplossen van problemen. In welke mate heeft u geprobeerd om tijdens het project het vertrouwen van studenten in hun vaardigheden te vergroten?

◯ Helemaal niet
◯ Nauwelijks
◉ In redelijke mate
◯ In hoge mate
◯ In zeer hoge mate

21b. Op welke manier heeft u geprobeerd om het vertrouwen van studenten in hun vaardigheden te vergroten?

Dat gebeurt voornamelijk door de coaching en begeleiding die wij bieden bij het project.

22. Studenten kunnen verschillende redenen hebben om deel te nemen. In welke mate vinden studenten – volgens u - de volgende redenen belangrijk om deel te nemen?

Stelling	Mate van belangrijkheid					
	Helemaal niet belangrijk	Niet erg belangrijk	Redelijk belangrijk	Belangrijk	Heel belangrijk	Niet van toepassing
a. vaardigheden te ontwikkelen voor later	1	2	3	**4**	5	6
b. voor de loopbaan interessante contacten op te doen	1	2	3	4	**5**	6
c. studiepunten willen krijgen	1	2	3	**4**	5	6
d. gratis huurwoning willen krijgen	1	2	3	**4**	5	6
e. huurkorting willen krijgen	1	**2**	3	4	5	6
f. een financiële beloning willen krijgen	1	**2**	3	4	5	6
g. aansluiten bij hun belangstelling	1	2	3	**4**	5	6
h. nieuwe sociale contacten willen leggen	1	**2**	3	4	5	6
i. waardering voor hun inzet willen krijgen	1	2	**3**	4	5	6
j. om meer geaccepteerd te willen worden door de buurt	1	**2**	3	4	5	6
k. het gemeenschapsgevoel in de buurt willen verbeteren	1	2	**3**	4	5	6
l. vinden dat het hun burgerplicht is	**1**	2	3	4	5	6
m. zich willen inspannen voor concrete buurtverbeteringen	1	**2**	3	4	5	6
n. hun eigen competenties in willen zetten voor het project	1	2	3	4	**5**	6

o. hun sociale vaardigheden te willen verbeteren	1	2	3	4	5	6
p. voldoende tijd beschikbaar hebben	1	2	3	4	5	6
q. begeleiding bij de activiteiten krijgen	1	2	3	4	5	6
r. de benodigde materialen krijgen	1	2	3	4	5	6
s. de benodigde accommodaties tot hun beschikking krijgen	1	2	3	4	5	6
t. een onkostenvergoeding krijgen	1	2	3	4	5	6

23. Wat zijn volgens u de twee belangrijkste redenen voor studenten om deel te nemen? Nummer **G** en nummer **P**

24. Zijn er volgens u nog andere redenen voor studenten om deel te nemen?

Het staat misschien goed op het CV.

25a. Zijn er studenten die gedurende het project zijn gestopt?

Ja.

25b. Hoeveel studenten zijn gestopt?

Het project loopt nu 6 jaar. Er zijn 16 plekken voor studenten. Er zijn 3 studenten gestopt.

25c. Waarom zij zijn gestopt?

Ze zijn afgeknapt op het project, of ze waren niet goed genoeg, of ze zijn met hun studie gestopt.

26. In welke mate zijn de voorgenomen activiteiten daadwerkelijk uitgevoerd door de studenten?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
🟢 In hoge mate
◯ In zeer hoge mate

27. In welke mate is het project inhoudelijk gezien een succes geworden?

◯ Helemaal niet
◯ Nauwelijks
◯ In redelijke mate
🟢 In hoge mate
◯ In zeer hoge mate

Appendix J

The presence and information provision of motivation characteristics per project

Motivation		De Wijkstudent		Wonen in Nieuw-Jeruzalem		Vooruit!		Springlevend Nieuw-Hoograven		Studenteninzet	
Type	Name	Presence	Degree of information provision	Presence	Degree of information provision	Presence	Degree of information provision	Presence	Degree of information provision	Presence	Degree of information provision
Selective material gratification	To acquire requisite skills for the future career	X	**A reasonable degree**	X	**A reasonable degree**	X	**High degree**	X	**High degree**	X	**A reasonable degree**
	To make up new network-contacts	X	**Not at all**	X	**High degree**	X	**Very high degree**	X	**A reasonable degree**	X	**High degree**
	To earn study credits		**Not at all**		**Hardly at all**		**Very high degree**		**Hardly at all**		**Not at all**
	Rental-free housing		**Not at all**	X	**Very high degree**	X	**Very high degree**	X	**A reasonable degree**	X	**Very high degree**
	Rent reduction	X	**High degree**		**Not at all**		**Not at all**		**Not at all**		**Not at all**
	Financial reward		**Not at all**		**Not at all**		**Not at all**		**Not at all**	X	**Not at all**
Selective social gratification	Fit to the interests of students	X	**High degree**	X	**High degree**	X	**High degree**	X	**A reasonable degree**	X	**High degree**
	To make up new social contacts	X	**High degree**	X	**Very high degree**	X	**Very high degree**	X	**Not at all**	X	**A reasonable degree**
	To gain appreciation for the activities performed	X	**Very high degree**	X	**High degree**	X	**Very high degree**	X	**Hardly at all**	X	**A reasonable degree**
	To get more accepted by neighborhood residents	X	**High degree**	X	**A reasonable degree**	X	**Very high degree**	X	**Not at all**	X	**Hardly at all**
	Improving the sense of community	X	**A reasonable degree**	X	**High degree**	X	**Very high degree**	X	**A reasonable degree**	X	**A reasonable degree**
Selective civic gratification	To fulfil the civic duty	X	**High degree**	X	**Not at all**	X	**Not at all**	X	**A reasonable degree**	X	**Not at all**
Expected return	To make an effort in concrete neighborhood improvements	X	**Very high degree**	X	**Very high degree**	X	**Very high degree**	X	**Very high degree**	X	**Very high degree**

The presence and information provision of capability characteristics per project

Capability		De Wijkstudent		Wonen in Nieuw-Jeruzalem		Vooruit!		Springlevend Nieuw-Hoograven		Studenteninzet	
Type	*Name*	*Presence*	*Degree of information provision*	*Presence*	*Degree of information provision*	*Presence*	*Degree of information provision*	*Presence*	*Degree of information provision*	*Presence*	*Degree of information provision*
Education	Selecting students that have adequate competencies	X	-	X	-	X	-	X	-	X	-
	Honoring competencies already acquired (chairing, attend meetings, presentations, organizing)	X	**High degree**	X	**Hardly at all**	X	**Very high degree**	X	**High degree**	X	**High degree**
Time	Matching project program and the available student's free-time	X	**Very high degree**	X	**High degree**	X	**High degree**	X	**High degree**	X	**High degree**
Social civic skills	Selecting students that have adequate social skills	X	-	X	-	X	-	X	-	X	-
	Social skills improvement opportunities		**Very high degree**	X	**Hardly at all**	X	**Very high degree**	X	**High degree**	X	**High degree**
Resources	Offering personal supervision	X	**Very high degree**	X	**High degree**	X	**High degree**	X	**A reasonable degree**	X	**High degree**
	Offering materials	X	**Very high degree**	X	**A reasonable degree**	X	**Very high degree**	X	**Not at all**	X	**High degree**
	Offering accommodations	X	**Very high degree**	X	**High degree**	X	**Very high degree**	X	**Not at all**	X	**Hardly at all**
	Offering reimbursement of expenses	X	**Very high degree**	X	**A reasonable degree**	X	**High degree**	X	**Hardly at all**	X	**Not at all**
Self-efficacy	Emphasizing on student's self-efficacy	X	**Very high degree**	X	**High degree**	X	**Very high degree**	X	**High degree**	X	**A reasonable degree**

Appendix K

Importance of specific student motivations, according to (n=26) students (on a scale from: not important=1, not very important=2, reasonably important=3, important=4 to very important=5).

Descriptive Statistics

	N	Mean	Std. Deviation
1g.studiepunten wil krijgen	0		
1f.huurkorting wil krijgen	5	1,80	,447
1a.om meer geaccepteerd te willen worden door de buurt	26	2,62	1,416
1b.het is mijn burgerplicht	25	2,68	,802
1c.waardering voor mijn inzet te krijgen	26	2,73	,962
1k.een financiële beloning wil krijgen	4	3,00	,816
1d.gratis huurruimte wil krijgen	21	3,24	1,375
1m.nieuwe sociale contacten op wil doen	26	3,62	,697
1j.vaardigheden wil ontwikkelen voor later	25	3,84	,850
1e.voor mijn loopbaan interessante contacten op wil doen	25	3,84	,943
1l.mij wil inspannen voor concrete buurtverbeteringen	26	4,12	,993
1i.het gemeenschapsgevoel in de buurt wil verbeteren	25	4,32	,627
1h.het sluit aan bij mijn belangstelling	25	4,36	,757
Valid N (listwise)	0		

Degree of specific motivation realization, according to (n=26) students (on a scale from: not at all=1, somewhat=2, reasonable=3, mostly=4, completely=5).

Descriptive Statistics

	N	Mean	Std. Deviation
4f. studiepunten gekregen	0		
4a. om meer geaccepteerd te worden door de buurt	24	3,71	,999
4h. het gemeenschapsgevoel in de buurt verbeterd	26	3,73	,919
4k. ingespannen voor concrete buurtverbeteringen	26	4,08	,744
4b. waardering voor mijn inzet gekregen	26	4,08	,935
4d. voor mijn loopbaan interessante contacten opgedaan	26	4,19	,939
4g. aangesloten bij mijn belangstelling	25	4,36	,700
4i. vaardigheden ontwikkeld voor later	25	4,40	,707
4l. nieuwe sociale contacten opgedaan	26	4,62	,496
4c. gratis huurwoning gekregen	20	4,65	,489
4e. huurkorting gekregen	5	4,80	,447
4j. een financiële beloning gekregen	4	5,00	,000
Valid N (listwise)	0		

Specific capability problems, according to (n=26) students (on a scale from: no problem at all=1, a small problem=2, big problem=3).

Descriptive Statistics

	N	Mean	Std. Deviation
5c. de mogelijkheid om mijn sociale vaardigheden te verbeteren	26	1,00	,000
5a. de mogelijkheid om mijn competenties (o.a. organiseren, vergaderen, presenteren, voorzitten, lesgeven) in te zetten voor het project	26	1,04	,196
5g. ondersteuning in benodigde onkostenvergoedingen om activiteiten goed uit te kunnen voeren	26	1,15	,368
5h. het zelfvertrouwen in eigen kunnen	26	1,19	,402
5f. ondersteuning in benodigde accommodaties om activiteiten goed uit te kunnen voeren	26	1,19	,402
5d. begeleiding om activiteiten goed uit te kunnen voeren	26	1,35	,485
5e. ondersteuning in benodigde materialen om activiteiten goed uit te kunnen voeren	26	1,38	,496
5i. het bereiken van de door het project gestelde doelen	26	1,50	,583
5b. het afstemmen projectactiviteiten met mijn beschikbare hoeveelheid vrije tijd	26	1,58	,504
Valid N (listwise)	26		