

Graduation Plan

Master of Science Architecture, Urbanism & Building Sciences



Graduation Plan: All tracks

Submit your Graduation Plan to the Board of Examiners (Examencommissie-BK@tudelft.nl), Mentors and Delegate of the Board of Examiners one week before P2 at the latest.

The graduation plan consists of at least the following data/segments:

Personal information	
Name	Hongjing Spaaij
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Studio		
Name / Theme	Planning Complex Cities	
Main mentor	Reinout Kleinhans	Section of Urban Studies, Department of Urbanism, TU Delft
Second mentor	Luisa Calabrese	Section of Urban Design, Department of Urbanism, TU Delft
Argumentation of choice of the studio	Since I started this master, I wanted to graduate in this studio. Though I like the practice of design, I often find that the problems I experience/find in the urban environment need systematic change. I have been interested in topics like social and spatial justice. For my graduation I want to focus on the spatiality of oppression and social-spatial stigmas (in The Hague Southwest). This studio offers the best approach to develop a project to reimagine a healthy, just and inclusive public space in this area.	

Graduation project	
Title of the graduation project	Aging in Place: Inclusive Placemaking for Elderly Residents of The Hague Southwest
Goal	
Location:	Lozerlaan, Den Haag (Zuidwest)
The posed problem,	The Hague experiences notable socio-spatial segregation, especially in Southwest (Den Haag Zuidwest). Municipal data show the concentration of groups with lower income, lower education level, higher obesity rate, and lower happiness index in The Hague

	<p>Southwest. National research shows that in the neighbourhoods with the cheapest homes and the highest turnover rate—such as those in The Hague Southwest—the quality of life is under the greatest pressure and in the neighbourhoods with reduced quality of life, residents often feel unsafe. The lack of quality public spaces and amenities further marginalizes residents, especially elderly. This research prioritizes the elderly demographic (55+) because they are less likely and less willing to relocate, the aging population is increasing, and creating environments that support aging in place for older adults yields benefits across all age groups. Despite municipal and NGO efforts, existing facilities and participation processes often fail to meet the needs of diverse communities. Migrants are underrepresented in civic participation due to language barriers, time constraints, and societal exclusion.</p>
research questions and	<p><i>Main research question:</i> How can elderly residents of The Hague Southwest, with diverse cultural backgrounds and different language proficiency levels, effectively be engaged in placemaking initiatives to enhance their ability to age in place?</p> <p><i>Sub-questions:</i></p> <ol style="list-style-type: none"> 1. What are the current barriers that limit participation from elderly residents with different language proficiency levels in The Hague Southwest? 2. How can these elderly residents be effectively engaged in placemaking initiatives that aim to enhance their ability to age in place despite the presence of these barriers? 3. What methods and approaches can facilitate the participation of individuals from diverse backgrounds and language

	proficiency levels in co-creation processes?
design assignment in which these result.	The research addresses three key areas: identifying the barriers that limit participation from elderly residents with different language proficiencies, determining strategies to overcome these barriers, and developing methods to facilitate inclusive co-creation processes. By focusing on these dimensions, the study aims to provide actionable insights and frameworks for fostering inclusive placemaking for aging in place, ensuring that all elderly residents, regardless of their linguistic or cultural differences, can actively contribute to and benefit from placemaking efforts.
<p>[This should be formulated in such a way that the graduation project can answer these questions. The definition of the problem has to be significant to a clearly defined area of research and design.]</p>	
Process	
Method description	
<ul style="list-style-type: none"> • literature review <ul style="list-style-type: none"> ○ To understand the context of The Hague Southwest and the problem field. ○ To define important terminology like placemaking, aging in place, participation and co-creation. ○ Reviewing discussions on historical and societal factors that led to today's segregation and polarisation in The Hague Southwest. ○ Reviewing literature on citizen participation with the goal to understand barriers that limit participation, especially in migrant groups and elderly. • governance, stakeholders and policy analysis <ul style="list-style-type: none"> ○ To determine the different processes in urban planning in the case of The Hague Southwest. The goal is to understand how the planning processes and the relationship between different actor's limit participation from elderly residents and how they could have agency to initiate change within this system. ○ Analysing some policy documents can help understanding the government and other actors' view of The Hague Southwest. This 	

understanding could then help formulate a strategy for planning in the future.

- **spatial analysis and multi-media review**

- Through fieldwork and desk analysis, contextual research of the place will be conducted. By mapping and by photographing it is possible to compile an understanding of how segregation is visible in space.
- ethnographic research
- Observations and unstructured interviews offer a better understanding of the residents' sense of place and adds an additional layer to the spatial analysis.
- In addition, observations and unstructured interviews also offer insights to determine barriers that limit residents' participation and how these barriers could possibly be overcome.
- Observation and unstructured interviews during workshops where residents engage with art-based research methods can offer insights to determine the effectiveness of these methods to help residents express their needs.

- **art-based research methods**

- workshops will be organised where residents who have different cultural backgrounds and levels of language proficiency can engage in art-based research methods. For example, collaging, sketching and emotion mapping. Using these methods eliminates as much of the language barriers as possible.

Literature and general practical references

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Reflection

1. What is the relation between your graduation (project) topic, the studio topic (if applicable), your master track (A,U,BT,LA,MBE), and your master programme (MSc AUBS)?

My graduation project topic focusses on the process of urban planning, specifically participation and co-creation. The studio Planning Complex Cities understands two studio sub-themes: 1) Planning as a critical engaged practice, and 2) Complex regions in transformation. My topic falls under the sub-theme of Planning as a critical engaged practice, where I reflect on the current planning practices and develop a framework and guidelines for inclusive planning processes. The studio provides essential knowledge to facilitate research like governance and stakeholder analysis, and the opportunity to get familiar with tools in planning like the Pattern Language. Other studios focus more on the

actual urban design and planning, which I feel is more in line with the overall course in the master, where we are trained to be designers. However, Planning Complex Cities provides a broader perspective on urban and regional planning, in my opinion, as it puts more emphasis on (geo)politics, social and spatial justice. This better fits my vision and goals for, not only my thesis, but also the future of urban and regional planning.

2. What is the relevance of your graduation work in the larger social, professional and scientific framework.

The scientific relevance of this project lies in its contribution to participatory urban design and planning processes, in the context of urban regeneration, particularly for elderly in marginalised communities. By addressing the exclusion of elderly residents with migration backgrounds and limited language proficiency, I hope to tackle a key gap in existing participatory processes with this project.

The societal relevance of this project is its potential to empower elderly residents in segregated neighbourhoods, particularly those with migration backgrounds, to have a voice in shaping their living environments. In The Hague Southwest, where many residents live with language and literacy barriers, this study promotes inclusivity in urban redevelopment processes. By fostering active participation in decision-making, using the theory of placemaking, the project aims to reduce social isolation, strengthen community ties, and enhance residents' ability to age in place. Furthermore, it contributes to more equitable and just urban planning, ensuring that all residents, regardless of language or socio-economic status, can influence the future of their direct living environments.

During this study, I will be collaborating with Haag Wonen, housing corporation in The Hague. They aim to redevelop the direct living environment of residents in Lozerlaan in the coming years. Haag Wonen facilitates the rooms for workshops and a connection with the residents. In turns, the data I collect, which are the needs and wishes of the target group, will be given back to Haag Wonen. This way the study gets a chance to have a real practical impact in the future.